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ENVIRONMENTAL MANAGEMENT PRACTICES INTENTIONS: AN APPROACH BASED ON THEORY OF PLANNED BEHAVIOR

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Abstract: Awareness of environmental issues is rising globally and it is admitted that existing development designs cannot be sustained in the long period. From the business setting, interest on the environmental subjects started to grow when pressure from the public and environmental awareness groups elevated the specific requirements for companies. The theory of planned behaviour (TPB) regards that individual's behaviour is determined by the intention of performing a certain behaviour. Accordingly, the individual intention is determined by three factors associated to desired outcome of the behaviour, namely; (i) the attitude toward the behaviour (ii) the perceived subjective norms and (iii) the perceived behavioural control over the action. Thus, the aims of this article are to establish the impact of these three factors towards the intention to adopt EMPs. The data were collected via email-based survey, which was sent to 1473 owners-managers of food SMEs in Malaysia, and 367 usable samples were behaviour. Structural equation modelling (SEM) analysis was performed to analyse the causal effects of attitude, subjective norms and perceived behavioural control on the intention to adopt EMPs. The results of SEM revealed that two variables were found to be statistically significant, namely, perceived behavioural control ($\beta = 0.597, p < 0.001$) and attitude ($\beta = 0.255, p < 0.001$), whereas, subjective norm ($\beta = 0.006, p = 0.888$) appeared to be insignificant. As can be seen from the findings, perceived behavioural control become the strongest predictor on intention to adopt EMPs, which reflected that entrepreneurs that have strong behavioral control will have more intention to adopt EMPs. Meanwhile, subjective norm was perceived as unimportant factor in determining the EMPs intention among the food manufacturing entrepreneurs in Malaysia.

Keywords: Environmental Management Practices, Food Manufacturing SMEs, Intention, TPB

Introduction

The role of small and medium enterprises (SMEs) in Malaysian economy is undoubtedly essential, as evidenced by SMEs GDP contribution, which increased steadily from 36.3% in 2015 to 36.6% in 2016. According to Economic Census 2016, there were 907,065 SMEs operated in Malaysia. In terms of percentage share of SMEs in the manufacturing sector, manufacturers of food products represent the largest number of establishments with 7,876 SMEs. By looking at this number, the possible negative impacts of SMEs business

operations to the environment is undeniable. However, a lot of SMEs across the globe are lack of knowledge with regards to environmental management and at the same time do not understand the idea of environmental management. Consequently, it is relatively hard for SMEs to identify a strong connection between the implementation of environmental management system and the advantages of such system (Weerasiri & Zhengang, 2012). Environmental management practices (EMPs) is an instrument for an organization to administer the effects of its business activities on the environment. It provides an organized strategy to plan and implement environment protection measures. In Malaysian context, most of the SMEs have yet given adequate attention to the issue of adverse environmental impact caused by SMEs daily operation (Yacob *et al.*, 2013). This can be seen from the low number of adoptions of environmental certification by SMEs in Malaysia (Salim & Padfield, 2017). The theory of planned behavior (TPB) regards that individual's behavior is influenced by the intention of performing a certain behavior. Accordingly, the individual intention is determined by three factors associated to desired outcome of the behavior, namely; (i) the attitude toward the behavior (ii) the perceived subjective norms and (iii) the perceived behavioral control over the action.

Purpose of the Study

The aim of this paper is to investigate the influence of attitude, subjective norm and perceived behavioral control on the intention of food processing SMEs owner-managers to implement environmental management practices in their organizations.

Literature Review

This section of the article explains thoroughly about the relevant preceding literature pertaining to topic under study.

Theory of Planned Behaviour (TPB)

Prior researches have utilized TPB model to clarify the behaviour at an individual-level. But, according to Unsworth *et al.* (2012), TPB can be modified and applied to firm-level contexts, confirming earlier researches that claimed firm-level outcomes are influenced by individual-level actions (Unsworth *et al.*, 2009). TPB encompasses three concepts namely, attitudes, subjective norms and perceived behavioural control. In view of this concepts, top managements of an organization for instance the owners, managers, or senior managers are directed by their attitudes (i.e. attitude toward EMPs in the context of current study), subjective norms (i.e. importance of stakeholder's opinion) and perceived behavioural control (i.e. the extent to which owner-managers perceive that they can control their behaviour toward EMPs). Therefore, in the context of present study, TPB can be described as the decisions of the top managements (owner-managers) to adopt EMPs, which in turn will have some impact on the firm-level outcomes.

Behavioural Intention

The central focus of TPB is the individuals' intention to take part in certain behaviour. TPB has commonly been exercised in the area of environmental behavior. A number of previous studies have applied TPB to study the environmental behavioural intentions in the SMEs setting, for examples, related with green practices (Rezai *et al.*, 2016; Chou *et al.* 2012), green purchasing (Schaper, 2002), and environmental management system (Struwig and Lillah, 2017; Cordano *et al.*, 2010).

Attitudes Towards Emps

The attitudes of top management are a vital element in adoption of organizational practices and organizational policies (Rynes and Rosen, 1995). TPB postulates that favourable attitudes or positive beliefs towards a behaviour and its outcomes will result in an improvement in that behaviour. Prior studies specify that beliefs with regard to the association between humans and the environment would build up individual awareness, which then turns into pro-environmental behaviour (Ibtissem, 2010; Dunlap *et al.*, 2000; Stern, 2000). Cordano *et al.* (2010) reported that the more positive the manager's attitude toward the benefit of environmental programs, the higher their intention to implement it. The finding by Sanchez-Medina *et al.* (2014) was consistent with Sanchez-Medina *et al.* (2014), in which emphasized the positive influence of attitude toward intention to undertake environmental measures. Consequently, it is logical that if the SMEs owner-managers are aware of the firm's environmental impact and have an environmental worldview, there will be a high possibility that the owner-managers will adopt EMPs in their daily business operations.

Subjective Norms Towards Emps

Ajzen (1991) defined subjective norms as the social influences that affecting a person's intention whether to perform or not to perform a particular behaviour. Subjective norms expose the beliefs of owner-managers with respect to how they would be observed by their stakeholders if they carry out a certain behaviour. Research conducted by Cordano *et al.* (2010) recognized a positively significant impact of subjective norm in predicting the intention of wineries in USA to adopt of environmental program. In contrary, Chou *et al.* (2012) found that subjective norm was inconsequential in determining the hotel manager's intention to adopt green practices in Taiwan. In the perspective of current study, subjective norms are regarded as the perception of owner-managers whether their family, friends, and also their main stakeholders expecting them to adopt EMPs or not.

Perceived Behavioral Control Towards Emps

Perceived behavioural control is described as the degree to which organizations have complete control over their adoption behaviour. Perceived behavioural control mirrors the previous experiences and expected obstacles and barriers to carrying out a particular behaviour (Ajzen, 1991). Basically, perceived behavioural control can be view as an individual's perception of his or her control over the resources needed to execute the specific behaviour (Kim and Chung, 2011). A study conducted by Sanchez-Medina *et al.* (2014) revealed that PBC has positive influences on the SME owners' intention to undertake environmental measures. In a similar vein, Rezai *et al.* (2016) specified that PBC has a significant effect on the intention to adopt green practices amongst herbal-based entrepreneurs in Malaysia. In essence, the stronger the owner-manager's self-control, the greater the likelihood that he will adopt EMPs. In the present study, perceived behavioural control regarded as the SMEs owner-managers beliefs of how well they can control factors that may facilitate or constrain the actions and the resources needed to adopt environmental management practices.

Research Framework

The theory of planned behaviour shapes the theoretical research framework of this study, as this theory provides a solid structural framework that permits the investigation of the impact of attitude, subjective norm and perceived behavioural control have on EMPs adoption intention. Appertaining to the TPB model, the present article suggests that owner-managers attitude toward environmental subjects have possibility to give some impact on the intention to adopt EMPs. In addition, the expectation by stakeholders (subjective norm) may influences the

owner-managers perceptions with regard to their decision of EMPs adoption. Besides that, when owner-managers observe that they have the right resources, their self-control over the EMPs adoption will be increased. Figure 1 illustrates the proposed research model that was used for the current study.

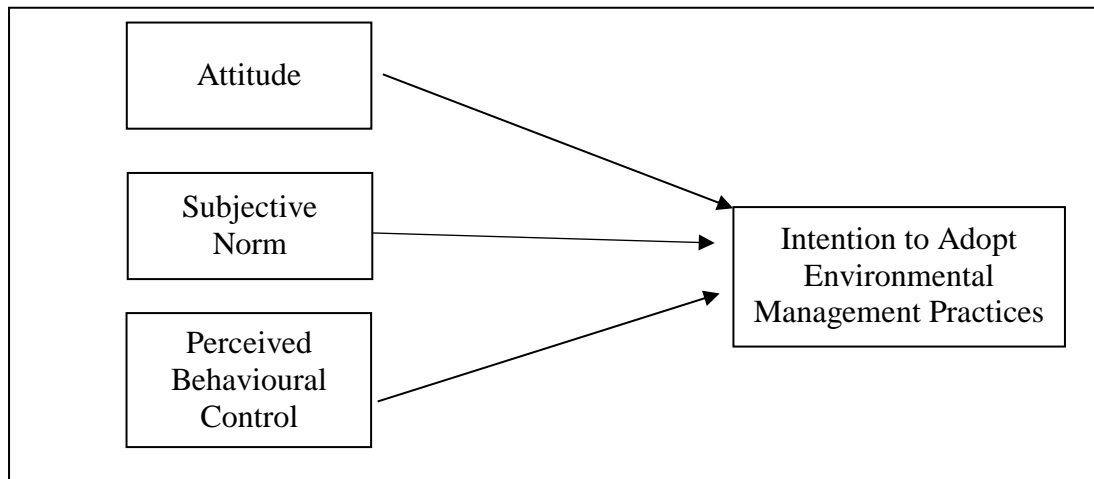


Figure 1: A Proposed Theoretical Model for Intention of EMPs Adoption

Methodology

This section involves the discussion of data collection and sampling techniques. It also goes into detail about the measurement of constructs and description of data analysis procedures.

Measurements

In this study, three constructs namely; attitudes, subjective norms and perceived behavioural control were measured. These three constructs were measured with multiple items, using a seven-point Likert scale, which ranging from 1 (strongly disagree) to 7 (strongly agree). In order to ensure acceptable reliability, each construct was measured with a minimum of three items.

Sampling and Data Collection

An email-based survey was used to collect primary data from 1473 SME owners-managers by a structured questionnaire. The samples were selected from directory of SME Corporation Malaysia. Of the 1473 samples, 385 companies completed the questionnaires. Eighteen questionnaires were excluded due to the incomplete information leaving 367 questionnaires to be analysed in the study.

Data Analysis and Results

The current study used IBM SPSS version 23 and AMOS Graphics version 23 to analyse the data. The descriptive statistics of the sample was analysed by using means in SPSS. Meanwhile, structural equation modelling (SEM) using AMOS Graphics was used to examine the latent variables within their causal structure. The findings of the statistical analysis are presented in the subsequent sections.

Descriptive Statistics

Table 1 show the results of descriptive analysis for demographic profile of the SMEs owner-managers, in which indicated that, of the 367 respondents, 58% of the owners-managers were male and 42% were female. Owners-managers ranged in age from 30 to 63 years and majority of them belongs to 40 to 49 years old category (44.1%). Most of the

owners-managers had higher education level which were bachelor degree holder (36.2%), and 29.2% were diploma holder.

Table 1: Demographic Profile of Owner-Managers

Characteristics	Number	Percentage
<u>GENDER</u>		
Male	213	58.0
Female	154	42.0
<u>AGE</u>		
30-39	92	25.1
40-49	162	44.1
50-59	102	27.8
60 and older	11	3.0
<u>RACE</u>		
Malay	104	28.3
Chinese	140	38.1
Indians	44	12.0
Bumiputra Sabah	29	7.9
Bumiputra Sarawak	50	13.6
<u>EDUCATION LEVEL</u>		
Primary School	15	4.1
Secondary School	56	15.3
Diploma	107	29.2
Bachelor Degree	133	36.2
Master/PhD Degree	8	2.2
Others	48	13.1

On the other hand, Table 2 illustrates the descriptive statistic for company's profile, in which depicted that 71.7% of SMEs were categorized as small-sized enterprises and 28.3% were medium-sized enterprises, and more than half of the companies were private limited company (52.9%). Majority were established between year 2001 until 2010 (55.9%). In addition, 65.9% of the SMEs indicated their annual sales revenue were ranged between MYR300,000 to MYR15 million. Meanwhile, 22.9% reported that their revenue was greater than MYR15 million, and 11.7% of SMEs obtained revenue less than MYR300,000.

Table 2: Company's Profile

Characteristics	Number	Percentage
<u>TYPES OF ENTERPRISE</u>		
Sole Proprietorship	51	13.9
Partnership	112	30.5
Private Limited Company	194	52.9
Limited Company	10	2.7
<u>YEAR OF ESTABLISHMENT</u>		
< 1980	10	2.7
1980 - 1990	28	7.6
1991 - 2000	94	25.6
2001 - 2010	205	55.9
≥ 2011	30	8.2
<u>ANNUAL REVENUES</u>		
Below 300K	43	11.7
300K < 15 million	242	65.9
15 million ≤ 50 million	84	22.9
<u>SIZE OF ENTERPRISE</u>		
Small (5 ≤ 75 employees)	263	71.7
Medium (75 ≤ 200 employees)	104	28.3

Structural Equation Modelling Analysis

Perceived behavioral control ($\beta = 0.597$, $p < 0.001$) turned out to be the most influential factor in affecting intention. SMEs owner's self-control has a significant positive effect on intention to adopt EMPs, which signify that, the more the owner-managers perceived they can control the resources to adopt EMPs, the more likely they will implement it. In the similar vein, SMEs owner's attitude ($\beta = 0.255$, $p < 0.001$) also has a significant positive effect on intention to adopt EMPs. On the other hand, subjective norm ($\beta = 0.006$, $p = 0.888$) emerged to be not statistically significant. The results of the hypothesis testing was shown in Table 3.

Table 3: Results of Hypothesis Testing

Hypothesis Testing		β	S.E.	C.R.	p	Results
H ₁	There is a positive relationship between SME owner-managers attitudes towards EMPs and their intention to adopt EMPs.	0.255	0.065	4.570	***	Supported
H ₂	There is a positive relationship between SME owner-managers' subjective norms and their intention to adopt EMPs.	0.006	0.046	0.141	0.888	Not Supported
H ₃	There is a positive relationship between SME owner-managers' perceived behavioral control and their intention to adopt EMPs.	0.597	0.072	9.825	***	Supported

Discussions

Results of SEM analysis proved the significance influence of owners-managers perceived behavioral control and their attitude on intention to adopt EMPs. The findings of the present study is in line with earlier studies by Sanchez-Medina *et al.* (2014) and Rezai *et al.* (2016), who both found significant positive relationship between perceived behavioral control and intention. Moreover, the research done by Cordano *et al.* (2010) and Sanchez-Medina *et al.* (2014) provide empirical support for the significance positive impact of owner-managers' attitude on the intention to implement environmental programs. Majority of the SMEs owner-managers in this study, observed EMPs as worthwhile, good investment, can reduce environmental impact and will become their priority in the organizational strategy, which indicated that they have favorable evaluation of implementing EMPs and lead to increase their intention to adopt EMPs in the future. Apart from that, subjective norm, did not significantly influence the SME owner-managers' intention to adopt EMPs, which further reflecting that the opinions of referent groups were not important in determining the EMPs intention. The result of the current study is in contrast with the previous study done by Cordano *et al.* (2010), however, the current finding is consistent with the study by Chou *et al.* (2012) in which discovered the unimportant influence of subjective norm perceived by the owner-managers in their decision to adopt EMPs.

Conclusions

This article suggested and empirically examined TPB framework to clarify the factors influencing intention to adopt EMPs by food processing SMEs in Malaysia. These findings offer beneficial insights into the adoption of EMPs among Malaysian food processing companies. Understanding the factors that influencing owner-managers intention to implement EMPs in their organizations is crucial, in order to encourage their participation in adopting such practices. The theory of planned behavior also appears to be a suitable framework to examine the intentions of entrepreneurs to implement EMPs in their business operations. Based on the SEM analysis, the results could assist the relevant stakeholders to improve their knowledge and understanding of the drivers of SMEs intention to adopt EMPs. In view of the significant and positive impact of perceived behavioral control on owner-managers intention to adopt EMPs, it would be essential to provide the suitable resources, and simplify the process of obtaining formal environmental certification to influence their behavioral intention. Future research should consider to include internal (i.e. employees and shareholder pressure) and external (i.e. customer pressure, government regulation) factors of an organization that possibly have some impact on the EMPs intention to adopt EMPs among the SMEs owner-managers.

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THE REASONS NARCISSISTS PORTRAYED THEMSELVES ON FACEBOOK

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Abstract: *The increased use of Facebook has transformed the way people interact. People can use the Facebook to upload photos, share photos and create profile pictures easily and, to most users; it offers a simple way of spreading opinions. In fact, photo uploads receive 84% more link clicks than text and link posts, and 104% more comments than the average post. Therefore, this study was conducted to explore how narcissists visualize themselves in Facebook. From this study, the question of how they are portraying themselves in Facebook and why they are uploading and sharing photos in Facebook will be discovered. Data were collected through focus group discussions and were analysed using a thematic analysis. A total of 20 respondents were selected using simple random sampling from different age. The results showed that most respondents used their own photo to visualize themselves in Facebook. In addition, these results showed that respondents tend to use photograph not only to portray their looks, but also to highlight the things and qualities that were important for them besides to get an attention. Implications for research and practice are discussed.*

Keywords: *Narcissists, Facebook, Visualize, Self, Attention*

Introduction

Sharing photos, especially on Social Networking Sites (SNS), have risen significantly and become most popular online activities especially in Facebook. Facebook has transformed the way human interact. People can use Facebook to upload photos, share photos and create profile pictures easily and sometimes it offers a simple way of spreading opinions. Facebook is a social networking service launched on February 4, 2004 and the site remains free for anyone to join. Every day, Facebook's 1.15 billion user base uploads an average of 350 million photos, culminating to a total of 250 billion photos uploaded since the site's launch. Facebook has previously cited the 350 million daily numbers, but its photo library has grown slightly from February when it reported a total of 240 billion images (Robertson, 2013). Photos express important social information in numerous online domains (Ellison, Heino and Gibbs 2006; Kapidzic 2013; Whitty, 2008). Of the photos shared online, selfies seem essentially to contain the most explicit elements of flamboyance and self-propagation.

Literature Review

Definition and Concept of Narcissism

Certainly, selfies have been described as “a symptom of social media-driven narcissism” (Pearlman 2013). It is reflecting the intuitive assumption that the taking and posting of such photos represent self-promoting ploys by the self-absorbed. Empirically, however, based on (Morf and Rhodewalt 2001) selfie posting and its association with narcissism has been largely

unexplored. It is because narcissists are motivated to gain others' attention and respect to maintain their exaggerated self-views. Looking at photos in social media offers a fresh perspective on understanding how narcissists are portraying themselves in Facebook and why they are uploading and sharing photos in Facebook. According to (Mehdizadeh 2010), narcissists would select photos which they thought were attractive to upload and write descriptions that enhanced and promoted themselves on Facebook in order to receive positive feedback from the public. Meanwhile, another researcher (Quentin Fottrell, 2016) found a social media is primarily a tool for staying connected rather than self-promotion. He also found there was one notable exception: The more people changed their profile picture, the more likely they were to report narcissistic traits. Posting, tagging and commenting on photos on Facebook were associated with respondents' self-reported narcissism for both men and women. According to Seidman (2015), narcissists were more likely to post about their achievements and use Facebook as a way to get validation from others, for such is their desire; to get validation. Narcissists were also more likely to post about diet and exercise. Instead, according to Reese, Zieger-Behnken, Sundar, & Kleck (2007) those viewers perceive users as being more popular, sexy, attractive and self-confident if their profile includes a larger number of friends. Previously, research has shown that self-presentation diverges according to environment. Researches representing those personal demographics may impact in a way users construct online identities. Definitely, age and gender act as strong identity markers in offline perspectives, with solid social norms communicating how to "act your age". It is not startling that in anonymous online environments, gender and age-specific social norms may also be at work. There has been research about age comparison in Facebook self-presentation. Livingstone's (2008) research on 16 adolescent students found that the younger participants among them constructed their identities through visually elaborate and individualized profiles, while older adolescents preferred an aesthetically plain profile appearance. As an online entity, Facebook leaves itself open to the possibility that its users display their idealized, rather than accurate, selves through their profiles. This has been referred to as the idealized-virtual identity hypothesis (Back et al. 2010). In order to test this hypothesis, Back and colleagues measured the extent to which Facebook profiles reflected actual personality rather than self-idealization. Participants' ideal self-ratings, assessed through the Ten Item Personality Inventory (Rammstedt and John 2007), were compared to observer ratings of participants' Facebook profiles. Observers were able to accurately infer the personality characteristics of the Facebook users in the study, suggesting that participants were expressing and communicating real personality rather than promoting idealized versions of themselves (Back et al. 2010). The study found that impressions made independently from Facebook profiles for all personalities were accurate. While the old adage, "a picture is worth a thousand words" gained favour nearly a century before the advent of social media sites, the saying was never more applicable than it is today, in the notion that our complex selves can somehow be miraculously conveyed with just a single still image posted to social media sites, such as Facebook. Based on Pikiawicz (2013) research, postings to social media sites generally portray who we would like others (and ourselves) to perceive us to be. Because so often many of our "friends" rarely if ever come face to face with us or even converse with us verbally, we can craft an idealized image and present it to the world as complete reality. People tend to post themselves, smiling enrapturedly, using only the best, most flattering photographs, crafting an idealized image and presenting it to the world as a complete reality. Based on (Park et al., 2009) personal statuses through SNSs are actively sought out by users of these sites. Respondents to the study conducted by Park et al. (2009) found that they used Facebook groups in order to present themselves as cool or as a mean to develop their career. Tufekci (2008) stated all SNS allow users to expressive their social network via links between their profile page and other profiles. Profiles linked to each other in this manner are called friends. Profile owners also express an online persona through

pictures, words and page composition, as well as through data fields where information ranging from favourite books and movies to sexual orientation and relationship status (single, in a relationship, etc.) is indicated.

Methodology

Researchers chose the method of focus group discussions to get a better understanding on the issue how they visualize themselves in Facebook and why they are uploading and sharing photos in Facebook. This method is also used to gain a better understanding to explore the issue. Researchers believe that the use of qualitative methods will find unexpected findings. Through focus group discussions, researchers chose a group of respondents with certain features to provide discussions. The characteristics of the selected members of the group are based on the concept that they have the characteristics of homogeneity in their background but not homogeneity in their attitude (Goldman, 1962; Corfman, 1995). A total of 20 samples were selected and these were divided into three groups. The number of samples for each group of six to seven have been to create a group dynamic and to allow each member to participate without leaving any involvement of members in the discussion later. Merton, Fiske and Kendall (1990), shows that the size of the groups set out in group discussions based on two considerations which cannot be so great as this will hinder the participation of members of the group in discussions or not so small that it failed to get the desired result. The focus group discussions transcripts were analysed using a qualitative Thematic Analysis (Braun and Clarke, 2006). This involved initial coding, grouping of codes into themes using the analytical method of constant comparison and, eventually, candidate themes were reviewed and refined.

Data Analysis

How narcissists are portraying themselves in Facebook

This chapter is concerned with how narcissists users present themselves to others through Facebook. Much of that content is photographs, links, and textual information that social media users post to present an online self. Self-presentation is generally considered to be motivated by a desire to make a favourable impression on others, or an impression that corresponds to one's ideals. As such, self-presentation is centrally involved in impression management and the projection of an online identity (Schlenker 1980). Research has shown that people's online self-presentations differ in various ways. The results show that, narcissists love to selfie and upload on Facebook. Selfie is a photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website. At the core, we take pictures of ourselves and post them online for other people to see, to like and to comment on. With social media, it's easier than ever to idolize our favourite artists and literally watch them live their lives from our phone: one photo, video or tweet at a time. Taking selfies has become so common that it's now uncommon if someone doesn't. Typically, people take multiple selfies and only post the best one (some post them all). There are some feedbacks from respondents as proof:

"I posted a picture of my face and 24 people liked it! Wow! Maybe they think I'm cool, good-looking, and fun or maybe they want to date me!"

"Lot of people take selfies because it's easy to get your best snap, it's cool and trendy on social media, so I' am!"

"To me personally, selfie is a fun way to capture a moment with friends and family or to show them what I am doing."

So, they get inundated with the best photos of their friends and family, who all eagerly desire to be accepted and loved as well, and this can lead them to compare their selves. So, they try harder to take a better selfie (to get more likes and comments) and the cycle continues. Tag friends in status and posts is another way of narcissists portrayed themselves on Facebook. Tagging is one of the most popular features on Facebook which gives Facebookers the ability to identify and reference people in photos, videos and notes. Today, the management is adding a new way to tag people and other things they are connected to on Facebook- in status updates and other posts from the Publisher. It's another way to let people know who and what they are talking about. Friends they tag in their status with photo updates will receive a notification and a wall post linking them to their post.

“I'm tagged my friends in on my photo newsfeed to let them impress and comment it!”
“The majority of photos I'm tagged in are funnies or awesome that people just want me to look at!”
"I had eggs for breakfast this morning! (status with eggs visual)
“MMMMM!” “Going for a run!” (With visual)
“It's raining.” (Raining photo)

This is called oversharing photos on Facebook. Some people find it easier to be their "true selves" online, and by posting a lot on Facebook will get users the attention they seek. The result of this study has shown that more narcissists disclosed their personal information, photos, relationship information and address than “connected” people.

Why narcissists upload and share photos in Facebook

The question why narcissists continue to upload and share their own photos in Facebook should be explored. Is there an underlying need for attention from others that somehow motivates people to do this? The results showed that respondents tend to express positive emotions in photo. According to them, people post photos because they want positive affirmation about the way they live and wanting to show how good they are at stuff because people are determined to become good at stuff. This is the reason why social networks especially Facebook become extremely popular in the first place, that people need to engage with each other in the social sphere. It quickly becomes clear that many people upload their photo as a boost to their self-esteem. Every like, share and positive comment is a boost to their confidence and self-esteem as evidenced here:

"I share photos to let the world know what I am doing."
"I like for other people to see how I'm looking and the things I like."
"I like sharing pictures because to compare myself to others."
"In a sense, there is idea that what is being put up on Facebook is what you want others to know about you."
"I share photos on Facebook to disclose happenings around me."

The results also showed that respondents tend to use photograph not only to visualize their looks, but also to highlight the things and qualities that were important for them. They upload photo in order to present themselves, communicate with family and friends and entertain

themselves by looking at the profiles of others. It is related to Mark Zuckerberg (2012) on Facebook IPO, "People sharing more - even if just with their close friends or families creates a more open culture and leads to a better understanding of the lives and perspectives of others". A study, conducted by Gwendolyn Seidman (2015), examines how people use Facebook to express their "true selves." The true self is a concept first named in 2002-the idea that we possess qualities we'd like to be recognized for, but that we normally find ourselves unable to express in day-to-day life.

"For me it's two reasons. One: to share my photo with friends and family and Two: to have them all in one place."

"I share photos to remember the best times I had in my life in that's something I don't never want to forget about because anything can happen at any time so you just want to remember while there gone so you want never forget them".

"I think that sharing photos online is good because it is good that you can share stuff with your friends and family."

"I share photos on Facebook to share something important with family and friends."

However, one finding surprised the researchers. The reason why narcissists upload photo is in a way an expression to call out for attention. Attention seeking can be described as the sentiments of getting attention and importance from others. Therefore, Facebook have become just a place to create a fake self-image, to please the ego and desperately seeking attention. It's the most attention seeking thing people can possibly do.

"Simply it's a sign of a desire to gain attention".

"Just an effort to fill an empty space of inner self!"

"Personally, I think that most people share their pictures just to get attention, they want 'likes' and comments on their profile picture of themselves".

"Some people upload provocative pictures for attention".

"Or maybe as a way to get attention. I know I do it for the attention."

"Simple, to share something that interested them, in plain words to show off".

It's clearly stated by respondents that they upload and shared photo is to seek attention and validation from others. There are people who share the smallest of all things that happened in their day to day life on Facebook by clicking the pictures and post them on Facebook just to grab attention. People want too much attention from their friends and family. The present study showed similarity with a study conducted by A. Malik et al. (2016), which determines the gratifications of Facebook-based photo sharing. A total of six photo sharing gratifications are identified, namely: affection, attention from their friends and family. The present study showed similarity with study conducted by A. Malik et al. (2016), determine the gratifications of Facebook-based photo sharing. A total of six photo sharing gratifications are identified, namely: affection, attention seeking, disclosure, habit, information sharing, and social influence.

Conclusion

Facebook has billions of active users including narcissists who are active on social media as these platforms allow them to engage in exhibitionistic, attention-seeking, and self-promoting behaviours. Researchers have discovered trends of sharing photos on social media among

narcissists can have a positive impact. It exposes people to the lives of others, their good times and bad times. Of course, some might point out that the perceived increase in picture oversharing is nothing more than that: a perception. In other words, it's not that there's an eruption of people willing to bare everything online; it's that those who do typically post more status updates and garner more exposure on news feeds. In future research, additional variables like demographic (age, gender and level of education) could be analysed further to understand which of these variables affect narcissistic in photo sharing activity on Facebook.

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A STUDY OF LINGUISTIC FEATURES OF PUN IN ENGLISH VERSUS VIETNAMESE ADVERTISEMENTS

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Abstract: *This article is aimed to study the linguistic features of pun employed in English and Vietnamese advertisements. The data of 220 samples (110 in English and 110 in Vietnamese) which are collected from TV and websites are categorized, described, analysed and compared to find out the similarities and differences between the pun in the two advertising languages. The findings show that both English and Vietnamese advertising languages share some common types of pun: Pun Based on Sound and Spelling, Pun Based on Syntax, Pun Based on Meaning and Pun with Idioms, Proverbs and Famous Sayings. Each kind of pun has its own characteristics which play an important role in persuading the potential customers to buy the products or use the services. The frequency of each kind of pun in the two advertising languages is then compared to find out the similarities and differences. Some implications about the application of pun are then put forward for language teachers, learners; especially for advertisers in using pun in their advertisements to make deep impressions on their potential customers and get them buy their products.*

Keywords: *Advertising, Pun, Linguistic Features, Similarities, Differences*

Introduction

Advertising is the non-personal communication of information usually paid for and persuasive in nature about products, services or ideas by identified sponsors through various media. Nowadays, thanks to the development of technology, advertisements are available on television, websites, forums, in newspapers and magazines; therefore, in order to grab the attention of people, advertisers pay much attention not only to such expressive devices as images, sound, colours and the layout of printed pages, but also to the choice of words or phrases used in their advertisements. Among the most common figures of speech employed in advertising, pun is a preferable one. Pun is an exciting phenomenon in linguistics, which is widely used in most verbal communicative forms. As a game of words, the pun leaves a deep impression on people with its humour, flexibility and wit. Advertisements with the pun are able to stimulate people's curiosity and make advertised products or services outstanding from the others. By applying various kinds of pun to their advertisements, advertisers want not only to attract the attention of potential consumers, or inform them of the launch of their products, but also fundamentally to persuade them that theirs are those worth having. This article is aimed to investigate the linguistic features of pun employed in English and Vietnamese advertisements to find out their similarities and differences. Furthermore, the findings of this study could help readers in general and Vietnamese learners of English as well as English learners of Vietnamese have better insight into the wordplay which could be served as a foundation for proper translation or interpretation of English and Vietnamese advertisements with pun. In addition, they could help advertising writers use pun effectively in their advertisements to make deep impressions on their potential customers and get them buy their products.

Literature Review

The Concepts of Advertising

Throughout the development process of advertising, it could be seen that there is a connection between advertising product and trading; therefore, the notion of advertising involves the field of economy in general and marketing in particular. In view of marketing, Bovee and Arens (1992) defined advertising as “non-personal communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through various media.”. Famous stylists Đinh Trọng Lạc and Nguyễn Thái Hòa (1997) considered advertising as a genre conveying information, dignifying good qualities of the product, physically and mentally affecting the demand of the public in order to persuade them to buy the products.

The Concepts of Pun

There are various definitions of pun given by different dictionaries, but they all convey the same message just as Turnbull (2010) defined “the clever or humorous use of a word that has more than one meaning or of words that have different meanings but sound the same”. Therefore, pun could be regarded as a form of figurative speech, a trope in which the message has at least two different meanings. Galperin (1971) defined the word “pun” as a stylistic device based on the interaction of two well-known meanings of a word or phrase: primary and derivative meaning.

There are also various approaches to classify pun, among which according to Delasbastita (1996), pun was divided into 4 categories:

- Homonymy (identical sounds and spelling);
- Homophony (identical sounds but different spellings and meanings);
- Homograph (different sounds but identical spelling);
- Paronym (there are slight differences in both spelling and sound).

The Vietnamese stylist Cù Đình Tú (1983) classified Vietnamese pun into 3 main categories: pun based on sound and spelling, pun based on meaning and pun based on syntax. In this article, the classification of pun by Cù Đình Tú is used as the basis for analysing the data for its clarity and conciseness.

Methodology

Design: The study is based on the descriptive and comparative methods in combination with the qualitative and quantitative approaches in order to find out linguistic features of pun in English versus Vietnamese advertisements. **Samples:** 110 English advertisements and 110 Vietnamese advertisements with pun on TV and from websites are collected to be analysed.

Data Analysis: The samples of pun in English and Vietnamese advertisements are gathered, described, classified into different kinds according to their linguistic features and then are compared to find out the similarities and differences.

Findings and Discussion

Pun Based on Sound and Spelling in English and Vietnamese Advertisements

Table 1 Pun Based on Sound and Spelling in English and Vietnamese Advertisements

Pun Based on Sound and Spelling		English		Vietnamese	
		Number (Ne)	Frequency (Fe)	Number (Nv)	Frequency (Fv)
Homophones		11	19%	0	0%
Repetition of Sounds	Assonance	20	34.5%	27	45%
	Alliteration	9	15.5%	3	5%
Repetition of Words	Anaphora	10	17.2%	13	21.7%
	Epiphora	8	13.8%	17	28.3%
Total		58	100%	60	100%

It could be seen from table 1 that assonance in both English and Vietnamese advertisements takes the first position with Ne = 20 # Fe = 34.5% and Nv = 27 # Fv = 45%. Let us take the following examples:

The best part of waking up is Folgers in your cup.

(Retrieved from <https://youtu.be/S7LXSQ85jpw>)

Folgers Coffee is the brand of coffee in the United States and has effect on consumers' waking up in the morning. In this advertisement, the assonance which comes in "up" and "cup" with the repetition of the sound /ʌp/ comprising the rhythm for this advertisement on Folgers Coffee links consumers' alertness with the use of the product and encourage them to drink it. However, the assonance used in Vietnamese advertisements could have more flexible positions: between the words at the end of the first phrase and the ones at the beginning or the middle of the others.

Thơm cực đỉnh, tỉnh tức thì

(Smell good top, alert immediate)

Retrieved from <https://www.youtube.com/watch?v=klmUW6iaPzk>)

Không ngại da tay, thổi bay ruồi muỗi (advertisement on a mosquito repellent)

(Not afraid skin arm, repel fly mosquito)

(Retrieved from <https://youtu.be/UQtRSEfgtdM>)

Assonance in advertisement is one of the effective ways to appeal customers to a product or to remind them of it in Vietnamese language.

Epiphora ranks the second (making up Nv = 17 # 28.3%) in Vietnamese advertisements with the repetition of the words such as "hơn", "mới" to strengthen the high quality of target products or services while the second most common pun based on sound and spelling in English is using homophones (Ne = 11 # Fe = 19%) which is not found in Vietnamese advertisements. This may be because Vietnamese is an isolated and tonic language and the way to pronounce a Vietnamese word is then closely fixed by its spelling and tone. However, English which is

an inflectional and not a tonic language with no fixed spelling rules and no tone on words relies on this linguistic feature to create the ambiguity and humor in the speech including pun in advertisements.

Cao hơn - nhanh hơn - xa hơn (advertisement on Vinamilk)
(taller - faster - farther)

(Retrieved from <http://www.dichvuwebsite.vn/slogan-quang-cao/281-bo-suu-tap-slogan-noi-tieng-1.html>)

Công nghệ mới, đẳng cấp mới (advertisement on Android smart phone)
(Technology new, class new)

(Retrieved from <https://www.youtube.com/watch?v=ZSCty-QeySI>)

We don't bill Gates the full cover charge, because he is our subscriber (advertisement on an English magazine)

(Retrieved from <http://www.economist.com/node/10281315>)

In fact, this English advertisement seems to be easily understood as its literal meaning and there exists one exciting factor that help customers call to mind an English advertised magazine. Advertisers have successfully attracted customers' attention by using the verb "bill" going along with the name "Gates" to remind them of a well-known businessman "Bill Gates". Hence, what makes this advertisement memorable is the wordplay on homophones they intended to exploit.

Another pun concerning phonetic expressive means which is aimed to repeat the initial sounds in neighboring words, especially consonant sounds is alliteration which is more commonly used in English advertisements (Ne = 9 # Fe = 15.5%) than in Vietnamese ones (Nv = 3 # Fv = 5%).

The passionate pursuit of perfection (advertisement on Toyota car)

(Retrieved from <https://youtu.be/T8etyZkfv0>)

It could be seen that the employment of the alliteration of the sound /p/ in this English advertisement has a surprising effect and create a deeply exciting impression on the addressee. Truly with the repetition of the initial sound starting the words passionate, pursuit, perfection, Toyota Cooperation shows a strong desire to serve customers with a brand of car of perfect design and high quality.

In Vietnamese, repeating the initial sound of words in a phrase or sentence create a harmony for the tune of the advertisements.

Sẵn sàng một sức sống (advertisement on Dutch Lady milk)
(Ready an energy new)

(Retrieved from

<https://www.youtube.com/watch?v=PS2HP1XIHkM&list=PLSZtSwo8EzAm3yQDFK1WeTffn5FcJb3yE>)

In this Vietnamese advertising slogan, the sound /s/ meaning touch or use in Vietnamese in the four words is repeated four times to convey the importance of drinking Dutch Lady milk in daily life and then to stimulate customers to buy the dairy product of this brand name.

Anaphora - the repetition of the same word or words at the beginning of successive phrases, clauses, or sentences - in combination with parallel constructions is used equally commonly in English and Vietnamese advertisements, which accounts for Ne = 10 # Fe = 17.2% and Nv = 13 # Fv = 21.7% respectively. Let us take the following illustrating examples:

Maybe she's born with it. Maybe it's Maybelline. (advertisement on cosmetic product)

(Retrieved from <https://youtu.be/SvU3NhaECbA>)

It is known that Maybelline is the brand name of makeup and cosmetic products which are favored by many women all over the world. It is the creativity of advertisers to utilize the anaphora of the adverb “Maybe” linked to the brand name “Maybelline” to convey the underlying message that maybe you have a right decision to own the advertised stuff of Maybelline to instill a natural look.

Chia sẻ khoảnh khắc đẹp, chia sẻ cuộc sống vui. (advertisement on Kodak camera)

(Share moment nice, share life happy)

(Retrieved from <http://www.dichvuwebsite.vn/slogan-quang-cao/281-bo-suu-tap-slogan-noi-tieng-1.html>)

This Vietnamese advertisement implies that Kodak is the best brand name of camera in every moment of customers' life. “Chia sẻ” (or “share”) is repeated in the two verb phrases to strengthen the function of the target product.

Pun Based on Syntax in English and Vietnamese Advertisements

Table 2 Pun Based on Syntax in English and Vietnamese Advertisements

Pun Based on Syntax	English		Vietnamese	
	Number	Frequency	Number	Frequency
Noun Phrases	3	16%	6	31.6%
Verb Phrases	7	32%	4	21.1%
Adjective Phrases	2	12%	5	26.3%
Sentences	8	40%	4	21%
Total	20	100%	19	100%

From table 2, it could be seen that repeated noun phrases constitute the highest percentage (Nv = 6 # Fv = 31.6%) in Vietnamese advertisements while they just rank the third in their English counterparts (Ne = 3 # Fe = 16%).

Right service. Right price. (advertisement on car-care service)

(Retrieved from <http://jwiz.com/business/meineke-car-care-service-78131.html>)

In the above English advertisement of car-care service, only descriptive adjectives are used to function as premodifiers for the following head nouns. The employment of the repeated

adjectives is also aimed to reiterate the quality of the products and services to potential customers.

Thành phố xanh tươi. Cuộc đời trọn vẹn. (advertisement on a well-known tourist city
(City green. Life complete.)

(Retrieved from <https://www.youtube.com/watch?v=qRXXprxHDQk>)

With the structure of Noun Phrase in Vietnamese advertisements which has however a head noun followed by an adjective or adjective phrase as a post modifier, advertisers aim to create the correlation between the advertised product (expressed by the head nouns in each phrase) and its quality (described by the adjective or adjective phrase).

Parallel construction in sentences ranks the first in English advertisements (Ne = 8 # Fe = 40%) while it just makes up Nv = 4 # Fv = 21% in Vietnamese ones since English is a synthetic language and Vietnamese is an analytical or isolated language. In spite of this difference, the combination of parallel construction of sentences and antonyms or synonyms make the addressee more impressed about the outstanding features of the products advertised in English and Vietnamese advertisements.

You 've got a lot of to live, Pepsi 's got a lot of to give (advertisement on Pepsi drink)

S V O Cod S V O Cod

(Retrieved from <https://youtu.be/cqt8MnYlfuw>)

This is a wonderful advertisement which exploits the parallel construction of the sentence pattern S (Subject) V (Verb) O (Object) COd (Object Complement), in combination with the rhyming of the sound /Iv/ of the words live, give and the repetition of the verb phrase “got a lot”. As a result, consumers could have a good impression on Pepsi Coke and a deep memory of this brand name.

Parallel construction appears in Vietnamese advertisement as well.

Phim hay cho mẹ, hoạt hình cho bé, thể thao cho bố, quà tết trao tay (advertisement on Smart TV)

(Film interesting for mum, cartoon for kid, sport for dad, gift tet give hand)

(Retrieved from https://www.youtube.com/watch?v=pJVL3_ULOnY)

Moreover, verb phrase pun is the second most commonly used in English advertisements (Ne = 7 # Fe = 32%) whereas it is nearly the least common pun exploited in their Vietnamese counterparts (Nv = 4 # Fv = 21.1%). Nonetheless; the structure of a head verb preceding a direct object in Vietnamese advertisement which is often a noun or a noun phrase is commonly found in series in combination with the phenomenon of anaphora, epiphora to highlight the quality of the service or advertised product.

Come hungry. Leave happy (advertisement on a restaurant)

(Retrieved from <https://youtu.be/Lwya27iRcqq>)

Ăn bóng đá, ngủ bóng đá, uống Coca-cola (advertisement on Coca-cola)

(Eat football, sleep football, drink Coca-cola)

(Retrieved from <http://www.dichvuwebsite.vn/slogan-quang-cao/279-cac-cau-slogan-cua-nhung-thuong-hieu-noi-tieng.html>)

Adjective phrases are the least commonly used in English (Ne = 2 # Fe = 12%); yet, they are the second most common in Vietnamese advertisements (Nv = 5 # Fv = 26.3%). This again may be due to the fact that English is a synthetic language where the linguistic elements appear in system of clauses or sentences while Vietnamese is an analytical language in which the linguistic elements appear separately under the form of phrases. This kind of phrase could combine with the repetition of words “always” and the repetition of sound (/I/) in healthy and tasty for highlighting the specific and distinctive characteristics of Vietnamese products.

Always healthy, always tasty (advertisement on nutrition)

(Retrieved from <http://sloganshub.com/nutrition-slogans/>)

Pun Based on Meaning in English and Vietnamese Advertisements

Table 3 Pun Based on Meaning in English and Vietnamese Advertisements

Pun Based on Meaning	English		Vietnamese	
	Number	Frequency	Number	Frequency
Using Synonyms	4	13.8%	11	52.4%
Using Antonyms	12	55.2%	10	47.6%
Context-Based Pun	9	31%	0	0%
Total	25	100%	21	100%

It could be seen from table 3 that the utilization of synonyms and antonyms in English and Vietnamese advertisements is completely different. While English advertisers prefer using antonyms (Ne = 12 # Fe = 55.2%) to synonyms (Ne = 4 # Fe = 13.8%) as the expression of contrastive concepts in pun in advertisements; Vietnamese advertisers tend to use the two kinds of pun almost equally: synonyms (Nv = 11 # Fv = 52.4%), antonyms (Nv = 10 # Fv = 47.6%); Despite this difference, these arts of using pun in advertisement in English and Vietnamese play an important role in differentiating a certain product from others. Another significant difference is that some puns in English advertisements could be interpreted in more than one way basing on contexts (Ne = 9 # Fe = 31%) while this linguistic feature does not occur for the pun in Vietnamese advertisements.

Talk is good when wine is fine! (advertisement on wine)

(Retrieved from <http://treschicbridgend.co.uk/aliquam-erat-volutpat/>)

The above advertisement on wine sounds exciting for the first hearing since the use of pun “good” and “fine” as synonyms rhymes with the word expressing the advertised “wine” which are put in one sentence to create the rhythm of the advertisement and imprint this high quality product on the addressee’s mind and get them by the product.

What's more, opposite words or binary pairs could have a great effect on consumers' curiosity, hence spur them to purchase the advertised product.

Imagine a mini phone with a maximum style and design (advertisement on smart phone)
(Retrieved from <http://www.express.co.uk/life-style/science-technology/787669/Samsung-Galaxy-S8-UK-release-problem-fingerprint-scanner>)

Đừng tắt niềm hi vọng hoặc ngừng ghi hình (advertisement on Samsung smart phone)
(Do not put out hope or do not stop film)
(Retrieved from <http://www.dichvuwebsite.vn/slogan-quang-cao/281-bo-suu-tap-slogan-noi-tieng-1.html>)

In the above advertisement on Samsung smart phone, “tắt” and ‘ngừng” share the same meaning as “stop doing something”. Instead of repeating the word “tắt” in two phrases, Vietnamese advertisers intend to use its synonym to create the variety of word usage in their Vietnamese advertisement and make it more interesting.

Beside harnessing synonyms, Vietnamese advertisers also make use of antonyms to make a contrastive effect in order that advertisements could be deeply stayed in customers' mind.

Đa phong cách nhạc. Một đại tiệc rock (advertisement on Rock performance)
(Many style music. One feast rock)
(Retrieved from <http://www.tukhoa.vn/slogan-quang-cao/194-bo-suu-tap-slogan-noi-tieng-3.html>)

In the above advertisement, “Đa” means “various” expressing the opposite sense of “môt” (only one). Through this two antonyms, the main advertised content is emphasized and the potential customers could realize the advertisers' intention in this advertisement - there is only one rock performance with various kinds of music. This way of using pun could then stimulate the addressee to go and see the music performance.

In English advertisements, there could also exist more than one interpretation depending on a certain context which makes sense in the context of commercials. This kind of pun often takes advantage of homophones, homographs or polysemous words to provoke the potential customer's brainstorm and get them buy the advertiser's product.

When you decide to give her a ring, give us a ring. (advertisement on jewelry)
(Retrieved from <http://www.adslogans.co.uk/ans/creslo01.html>)

Through this advertisement on jewelry, advertisers are clever enough to utilize the same pronunciation and spelling of ring (1) - a piece of jewelry worn on one's finger and ring (2) - a call to make their customers deeply memorize the advertised product and service and encourage them to phone and buy as well as use it.

Pun with Idioms, Proverbs and Famous Sayings

Beside the above kinds of pun; table 4 indicates that although less commonly used in English (Ne = 8 # Fe = 7.3%) and Vietnamese advertisement (Nv = 10 # Fv = 9.1%), pun with idioms, proverbs or famous sayings is also used by advertisers to make a good impression on prospective customers about the advertised product.

Mắt thấy tai nghe (advertisement on Samsung smart phone)
(Eye see ear hear)

(Retrieved from <http://www.tukhoa.vn/slogan-quang-cao/192-bo-suu-tap-slogan-noi-tieng-2.html>)

The above piece of advertisement reveals that Samsung phone benefits customers in enjoying lively image and clear sound. The great effect of making use of the whole idiom is that the advertisement could stay for a long time in the addressee's subconscious mind and give impetus to them to purchase the product.

I think, therefore IBM. (advertisement on IBM producer and distributor of computer hardware and software)

(Retrieved from <https://youtu.be/Rg4fqSCqb88>)

It could be seen that this English advertisement makes use of the English famous saying "I think therefore I am." In terms of sense, it does not convey any message which shows the distinguished identities of the product or service to consumers. The great effect it may have on potential consumers is that they could bear in their mind the brand name of IBM (the acronym: International Business Machines) as a multi-national computer industry corporation of America and as a result stimulate them to use the product or service of this company.

So, Farley's, so good. (advertisement on Farley's milk of Heinz company)

(Retrieved from <http://www.adslogans.co.uk/ans/creslo01.html>)

This English advertisement reminds customers of the English proverb "So far so good" which means that everything goes as planned in a good way. Based on its resemblance to the popular proverb, in combination with the anaphora usage of "so" and the structural parallelism of so followed by the possessive adjective Farley's and so followed by the adjective good, this advertisement could imply the message that the more Farley's milk the consumer drinks the better they will feel. These puns in English advertisements reflect the inflectional feature of the English language whereas in Vietnamese as an isolated language pun in Vietnamese advertisements bases on the use of words in idioms, proverbs or famous sayings with no inflection.

Đi một ngày đàng, học một sàng khôn. (advertisement on Victoria Consultative Center)
(Go one day, learn a lot of knowledge)

(Retrieved from <http://tonghopkt.blogspot.com/2014/10/bo-suu-tap-slogan-noi-tieng-2.html>)

Through the Vietnamese proverb “Đi một ngày đàng, học một sàng khôn”, this advertisement helps customers remember Victoria Center as the one preparing learners with the best knowledge to study abroad.

Table 4 Common Pun in English and Vietnamese Advertisements

Pun	English		Vietnamese	
	Number	Frequency	Number	Frequency
Pun Based on Sound and Spelling	57	52.7%	60	54.5%
Pun Based on Syntax	20	18.2%	19	17.3%
Pun Based on Meaning	25	22.7%	21	19.1%
Pun with Idioms, Proverbs and Famous Sayings	8	7.3%	10	9.1%
Total	110	100%	110	100%

The statistics in table 4 show that the majority of pun used in advertisements in English and Vietnamese is based on sound and spelling (Ne = 57 # Fe = 52.7% and Nv = 60 # Fv = 54.5%). Pun based on meaning equally ranks the second in English and Vietnamese advertisements (Ne = 25 # Fe = 22.7% and Nv = 21 # Fv = 19.1% respectively). In the third place is pun based on syntax (Ne = 20 # Fe = 18.2% in English and Nv = 19 # Fv = 17.3% in Vietnamese) and the least preferable kind of pun in English and Vietnamese advertisements is that with idioms, proverbs and famous saying (Ne = 8 # Fe = 7.3% and Nv = 10 # Fv = 9.1% in turns).

Conclusion

In general, to achieve the purpose of advertising, advertisers often use pun to make their advertisements more persuasive and effective. Each type of pun used in advertisements has its own distinctive features and different effects on potential customers or consumers. Through the contrastive analysis of the linguistic features of pun used in advertisements in the two languages as presented above, some differences and similarities between them have been revealed. Therefore; language teachers, learners as well as advertisers could have a better insight into the commonly used puns in advertisements in English and Vietnamese so that they could teach, learn language better and could know how to advertise their goods effectively.

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TYPOGRAPHY INSPIRATIONS FOR 21st-CENTURY: FINDING SOCIAL AND CULTURAL RELEVANCE TODAY

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Abstract: *A critical examination of Bauhaus influence on social and cultural impacts is presented in this paper, with a focus on Modernist typography in understanding their social and cultural relevance today. The growth of Modernism saw a reduction in handcrafting arts, coinciding with the shift of knowledge and resources towards mechanistic forms of mass production and industrial processes. Some aspects began to encroach into graphic design. Experimental forms of “new” typefaces and letterforms, perceived as avant-garde initially, gained eminence as the 20th-century progressed, and was eventually widely applied to enhance readability and legibility. Many researchers in this era have acknowledged that Bauhaus principles changed graphic design practices through its functional visual communication properties which promote social, technological and cultural trends. The research in this paper analyses the typographic forms and innovations used in modern graphic designs, logos, advertising and brand literature which validate the importance of visual typefaces to improve recognisability and credibility. Research through case study examples show that regardless of usage, Bauhaus-inspired typographic imageries, letterforms and logos continue to be important in the 21st-century to improve communication through principles of logic, order and clarity, engaging society through the process of social interaction and cultural exchange.*

Keywords: *Bauhaus, Modernism, Typography, Typeface, Visual Communication, Graphic Design, Sans Serif*

Introduction

The influence of the Bauhaus movement in the early 20th-century drove the growth of interest in graphic visual communication today, through cultural ideological transfer and digital deconstruction and social applications, *Gesamtkunstwerk*, the German ethos of capturing totality and singularity in art, preceded the development of Modernism in the history of art movements. From its founding as a pioneering architecture, performance and design school in Weimar by Walter Gropius in 1919, Bauhaus has played a key role in challenging graphic artists to radically reimagine the world of material culture, a progressive reaction to the environment of political censure in pre-World War II Germany (Aspen Institute, 2013). Decades after the forced closure of its final site in Berlin in 1933 by the Nazi regime, Bauhaus' core vision is still celebrated for unifying the arts: exploring, innovating and shaping aesthetic forms which combines human problem-solving skills with the rationality of machine and industrial crafts, to construct and produce socially-unifying designs which appeal to the aesthetics of order, regularity and precision (Meggs, 1994; MoMA, 1938).

Aside from breaking away from traditional elite-class art practices and establishing a new universal standard in the modern era in architectural works and furniture design (Arnason and Mansfield, 2010), Bauhaus principles such as visual hierarchy and structural relationships are of great importance for development of contemporary design education for its emphasis on careful integration of design arts with economics, engineering and craftsmanship (Arnason and

Mansfield, 2010; Marshik, 2015; Meggs and Purvis, 2016). To distinct modern consequences of social change from traditional arts and crafts practices emphasising deep-rooted values of timelessness, this investigation seeks further insights into the following questions: What is the significance of typography in the history of art movements in design history? How far has modern graphic typography adapted and integrated unique characteristics of Bauhaus ethos? This paper aims to provide several key insights tracing Bauhaus modernism in typography as a crucial social and political propagandising tool, and to understand how type became a successfully mass-developed craft form emphasising simplification of design concepts as the heart of expressive visual communication, as adapted, expanded and practiced into the digital century.

Literature Review

Researching typographic roles for the 21st-century necessitated visiting art history and critical studies of art by seeking references in academic literature discussing typographic uses for mainstream industries such as advertising and graphic designing, in determining Bauhaus contribution to typography, it must first be understood how contemporary attitudes to German cultural outputs have developed over the last centuries. A breadth of scholarly texts has been published: examining, monographing and critiquing the scope, significance and impact of Bauhaus school and the movement's legacy in Modernist cultural outputs, from publishing to theatre to fashion (Marshik, 2015). In the 21st-century, these continue to grow substantially, with various authors and scholars suggesting that its *institutional* role in unifying the fields of art, architecture, craft, and technology, has been overlooked in lieu of *techniques*, and its contextual application within specific fields such as advertising and graphic design in the age of machines have only just recently been treated with special concern (Arnason and Mansfield, 2010; DiGioia, 1995; McCoy, 1988; Meggs and Purvis, 2016; MoMA, 1938). In his thesis, for example, Bretschneider (2012: pp.5-6) cites the importance of workshop-based teaching in the Bauhaus school in its intermediate years, under the leadership of László Moholy-Nagy and Josef Albers, with lessons on materials exploration, prototype industrial design, and theoretical principles contextually integrated to provide students a range of vocational pathways. However, Bretschneider (2012) argued that the eventual adoption of mass production ethos conflicted with the original craftsman mission of ensuring the survival of the fine arts. Typography, states Poulin (2017), is practiced with a critical eye for letter, character, line and column spacing, and a basic regard for the principle of proportionality. Just as critical, typography is shaped by functional requirements: in communicating visually, type should be perceived in the simplest and shortest way (Carter, 1993). American graphic designer Rob Carter (1993) appreciates the problem-solving approach of Bauhaus as it connects ideologies from diverse toolbox methods, particularly in the clarity and integrity of typographic composition, as distinctive imagery with meaningfully-arranged visual forms, void of ornamentation that distracts from overall composition. Bauhaus graphic communication strives for simplicity of lines, spatial expressions and shapes, the qualities of lightness and airiness, inexpensive processes and materials, and functionality as key elements (Hostetler, 2010). Modernist typography trumpets clarity and the regularity of geometric sans serifs based on single-story alphabet letterforms (Lupton, 2010). Simplicity is achieved when the final outcomes are reduced to their most elemental forms with strict, geometrical bases built from triangle, square and circular shapes (Lupton and Miller, 1993); these were favoured for many 20th-century corporate logotype designs as it is connotative of organisational order and rules, communicating in the sharpest and most direct way possible (Carter, 1993; Meggs and Purvis, 2016).

The Influence of Bauhaus Masters in Typography

Neither typography workshops nor experiments were priorities of Bauhaus in its initial development as the institutional face of Modernism. It was not until much later that it became increasingly important under the Bauhaus Masters, Marcel Breuer, Paul Klee and Herbert Bayer (Gomez-Palacio and Vit, 2007). Carter, Meggs and Day (2012) chronicle the typographic systems which these designers created including universal alphabets, unjustified text alignment setting, typeface designs and new fonts, preserved now in the Museum of Design in Berlin. Among those who played a key role was Austrian-born American painter, designer and photographer Herbert Bayer. From being an understudy at Weimar Bauhaus, he later filled the shoes of director for the Print and Advertising foundry at Bauhaus Dessau (Gomez-Palacio and Vit, 2007). Although mentored and influenced in his early learning by Russian artist Wassily Kandinsky, Bayer's decision to leave the school in 1928, moving to Berlin to work, and a decade later, to New York to escape political unrest in Europe, were key factors in his design oeuvre: the desire to find a semblance of order in the midst of social chaos (Tschichold and McLean, 2006). In capacious roles throughout the productive five decades of his life's work, Bayer designed everything from book jackets, posters, magazine covers, building murals and corporate interior furnishings, acclaimed up to the present day as philosophical musings of aesthetical, avant-garde yet pragmatic designs soundly engineered to suggest unifying of art with human desire for order, structure and fluid expressions of the realm of visual functioning (Aspen Institute, 2013; Poulin, 2017). Despite political and social uncertainties, and with very little informed understanding about typography's historical precedence – compared to his peer Paul Renner, Bayer still demonstrated loyalty to the field, which often made his talent a controversial area of acknowledgement (Tschichold and McLean, 2006). Bayer proposed the abolishment of capital letters, advocating the sans serif typeface (Rochester Institute of Technology, n.d.). In 1925, he innovated the use of lowercase alphabets in developing the Universal sans-serif typeface (Figure 1), using it to design everything from company letterheads to poster advertisements. Universal typography represented his opposition to the spirit of conservative art, to “chart new directions in response to personal needs for inventive spatial relationships” which had been, until the 19th century, seated within class polemics among Western European societies (Meggs and Purvis, 2016: p.262). Modernist typography was thus a radicalised artistic expression in post-World War 1 Germany conceived to re-invent communication through the art of print to verbalise meaning and language in the fullest clarity. The use of sans serif typefaces as a graphic element served to symbolise Bauhaus as an avant-garde institution.

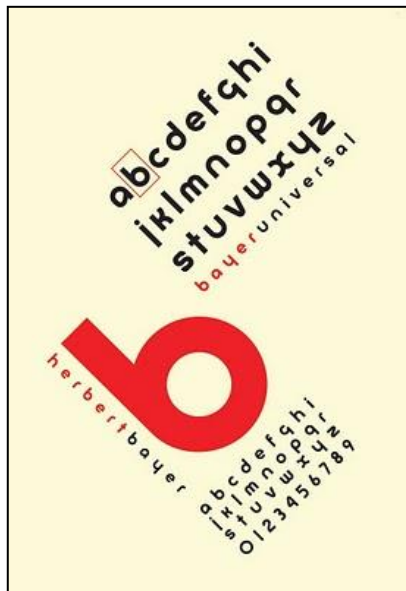


Figure 1: Universal typeface

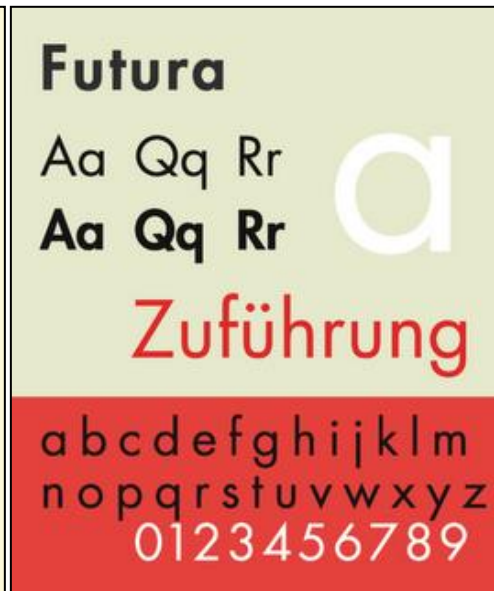


Figure 2: Futura Typeface

Paul Renner, another director whose legacy is tied to the development of typography, is an important contributor in the scholarly sense, being foremost an educator. Christopher Burke (1999: p.11), author of an historic account of Renner’s personal and work inspirations, acknowledges the Weimar Master of Modern Typography as a prolific (and radical) thinker and writer in his years of apprenticeship, before accomplishing peer recognition. This shaped his inspiration for Futura (Figure 2), where readability is perfected in a clean sans serif, with every stem a rectangle or a straight line, lowercase and uppercase strokes, even-weighted. The construction of ‘a’ and ‘g’ using single-story glyphs underlines practicability, the appearance of efficiency implying sturdiness (Alessio, 2013). In its 90th year since launching in 1927, Futura is arguably an accomplished breakthrough as a highly-favoured publication typeface, outliving Renner by being consistently “fresh to the eye ... crystal-clear ... and free from any influence of fashionable form” (Koop, 2017, citing Eisele, Ludwig and Naegele, 2017). Futura continues to prove its legacy as a default type application for print publications (Poulin, 2017: p.58). It is also a perfect example of a designer forced to confront the difficulties of putting conceptual theory into practice, Renner believed nationalist sentiments were necessary ideologies to incorporate in art and design and Futura was in fact his response to a radically-modernising Germany of the 1920’s (Eisele, Ludwig and Naegele, 2017).

Criticism of Universal Typeface for 21st-Century Application

Traditional Gothic fonts were complicated and hard to read; in comparison, Bauhaus sans serif improved readability through great simplification. Typefaces like ITC Bauhaus, ITC Avant-Garde and Futura were replications of Bayer’s Universal typeface. Bayer indeed proved a great inspiration to other typographers to create, experiment and widen its impact and utility (Carter, Meggs and Day, 2012; Tschichold and McLean, 2006). Sans serif typefaces developed from the abstraction of supreme geometry, a theoretical concept founded by Kasimir Malevich, a Russian artist who considered the black square to be the ultimate graphic expression (Heller and Vienne, 2014). Influentially, this simplified form of typeface is ideal for printed texts: in designing a logo, elements that are not functional would be “disinherited”. Simplicity aids recognition as recognisable and memorable logos ease associative cognition of brands, which is the whole point and purpose of having a company logo (Heller and Vienne, 2014). Abstracted forms, broken down, proves that geometrical simplicity is a perfect solution for

replicability, ensuring its universal appeal and utility (Holland, 2001; Hollis, 2006). In examining patterns of Modernist typography in design works today, critiques have also added their adjuncts. As the economy grows today and increasing competitive branding strategies require more creative options, it would be hard to assimilate the idealism of Bayer's geometrical perfection and simplification to every organisational need. To modern typographic challenges, new archives can and should be added or experimented upon, and letterforms which expand the variations of Universal while still emphasising legibility, should be welcomed (Stinton, 2014). Henry Kim (2017: pp.138-39), Coca-Cola Company's senior design director, sought out the historical precedents including basic methods of Bayer's early artist training as the primary inspiration for the Universal typeface. Understanding Bayerian rationality, Kim believes, is a constructive way to grasp the purity of linear refinement expressed as radically simplified forms; nevertheless, Kim (2017) states that contemporary application of typographic design is but broad abstraction of "ever-widening visual experiences". More crucial is the way purist Bauhaus methodology have symbolically absorbed the impacts from political and socioeconomic shifts which descended upon Western communal arts in the history of the movement itself (Hollis, 2006: pp.21-24). Renner, on the other hand, claims the balance between capital and lowercase letters of Futura is more effective for industrial applications than Bayer's Universal typeface (DiGioia, 1995). Futura itself always comes up in large commercial billboard displays, logos, corporate slogans and in books where small text is needed. Futura has undergone significant modification for readability compared to the more purist Universal, with capitals leading lowercase letters rather than being in structural harmony with it. Despite this essential difference, it should also be remembered that without Universal as a pioneering type, the evolution of Futura as a subtler form of geometric sans serif with experimental curves and tonal value, would decidedly not have happened (Lupton, 2010).

Research Methodology

The qualitative method of research for this paper is grounded in Bauhaus theories of social construction for design, the idea that spaces and rules should be divided neatly and with mathematical precision for information to be organised cohesively (Meggs, 1994: p.323). Based on this key principle, it could be assumed that the quest for essence in typographic forms are socially experimental aspects of design communication, and that typefaces must bear "elements of the universal language of vision" (Lupton, 2010: p.27), constructed to be commercially available, pragmatic, with accessible components for mainstream application such as advertising. Some scholars take divergent views on this. DiGioia (1995: pp.31-32), for instance, citing 19th-century typographer Thomas Cobden-Sanderson in his thesis, argued that typographic forms must be flexible to allow participation in message making, suggesting the validity of conceptual theories of post-structuralism claiming typography is one of many functional means of "communicating to the imagination". From these assumptions, it would be futile to ignore typography's usefulness in modern graphic designing, including their utility as web themes. Literature proves that many commercial applications of type aim for strong brand identification through legibility and readability of logotypes and letterforms (Lupton, 2010); yet, undeniably it is also a case of personalised craftsmanship which inspires the creation of typographic forms, as Bretschneider (2012: p.41) states:

In the studios, craftsmanship became a primary focus [for advanced classes]. Next was good design and form coupled with concept. It was expected that I had developed a sense of a total work of art or "Gesamtkunstwerk" and could

now apply the principles and elements to my art. These ... pieces were expected to be meticulous and beautiful.

The following qualitative case research presents selected examples of typeface application to demonstrate the links between the great tradition of Bauhaus typefaces and their social, technological and cultural contexts (Arnason and Mansfield, 2010). This research focus is aimed at identifying some specific roles typography play in contemporary visual communication, and to consider how Modernist type performs expressive attributes which enhance desirability. In addition, the research seeks cultural perspectives on Bauhaus' endurance in spite of the growth of newer typographic forms, and how typographic innovation ensures its position as a leading choice of organisations for branding or propaganda purposes in making graphic design decisions.

Findings and Discussion

The visual systems that Bauhaus teachers advocated is grounded in ideological, industrial and social frameworks in all its divisiveness, disparities and decline (Hollis, 2006). Through selected case illustrations that follows, qualitative research findings show various implications of typeface application in social, technological and cultural designs, which will be discussed in the following section.

Social impact of Type in Advertising

The need to differentiate brands is an ever-crucial factor in the age of mobile devices and social marketing, and O'Neill (2017) argues that many cutting-edge corporates seeking a boost in recognisability have been looking to Futura logotypes to ensure their brands stand out from the "play-safe" pre-dominant typeface, Helvetica. From being inscription on the commemorative plaque left behind on the moon by Apollo 11 astronauts in 1969 (Eisele, Ludwig and Naegele, 2017), Futura and its variations feature in an array of contemporary media, from magazines, shopfront displays, product packaging and corporate identities (Figure 3).



Figure 3: Futura for logotype branding

Hewlett-Packard (HP) is an example of Futura’s visibility, aiding the company’s positioning as a specialist in semiconductor devices and technologies, founded on strong brand loyalty. Futura typeface used for HP logo design communicates forthright simplicity, with lowercase letters of its brand name effectually used to convey a sophisticated brand identity, as a global information technology corporation. The typeface in HP brand advertising materials clearly depict the company’s promise of trust and credibility (Figure 4). The sapphire blue-white logo (Figure 5) is structured from a rectangle set within rounded corners, representing high-performance computer chips, processors and semiconductors, ringed with the fonts “hp”, symbolising the reliability of business computing. Its instant recognisability enables HP to deliver its core message of quality standards, durability and reputation impactfully.



Figure 4: HP advertising features Futura typeface **Figure 5: HP Logo**

Digital Revolution in Graphic Typography

In spite of many newer typographic forms employing a breadth of styles, shades and size adjustments, the greatest advantage of Bauhaus typefaces, according to its early advocates, is the intentional systemising of structures, to present type designs as a totality of medium for language communication, fully functional and experiential in its physicality, vivacity and

lucidity (Moholy-Nagy, 1923; Lupton and Miller, 1993). In the digital era today, the creation of typography through computerised tools and software is a sensible proposition mainly for democratising the work of designers, lauded for its cost-, time- and labour-saving advantages (DiGioia, 1995). Digital typesetting enables every configuration of textual materials for organisations from corporates to small enterprises or public institutions, all at the hands of designers, non-artisans, children, editors and untrained users alike (Meggs, 1994). However, the advent of digital typesetting is a double-edged sword as seen in the print and publishing world, as graphic training in design academies and university design schools began to emphasise the mastery of computer technologies and software manipulation, rather than a fuller appreciation of the arts within the atmosphere of knowledge sharing, philosophical thinking, social responsibility and productivity (McCoy, 1988). Steven Heller (2011) believes that layout of content and form in modern computer mediated communication culture are no longer as integrated as they were in the 20th-century. Type can be deconstructed on digital media, as audiences simply glide around webpages, social applications and Internet sites, not overtly noticing typography as a unique asset, hence “pushing design into the background” (p.25).

In a celebrated essay, *The Obscene Typography Machine*, Philip Meggs (1994) stated that computer application tools for graphic designing, and specifically, for typography, may be the singular source of painful adjustment among trained typographers who see younger counterparts such as students and other non-specialists “[flit] through collection of graphic procedures made instantly and effortlessly available with software” and “going berserk over the new toy”, stretching, rotating, squeezing, skewing and butchering flawlessly-weighted lines of type and letterforms that were more precise representation of the art of printing and writing in the past. These are notably seen in endless iterations of digital typefaces that have been packaged as “value-added products” on well-regarded commercial web design platforms, such as Adobe Creative Cloud and Google Fonts (*Web Design Trends 2015 & 2016*). Younger designers also note the configurations of both serif and sans serif families that have been made possible using software programmes and downloadable from commercial sites (Arora, 2018).

Cultural Roles of Typeface

The shift of perspectives towards art and design as detached and ‘remote from the world’ to a ubiquitous global practice within organisational climates denoted the descent of today’s cultural consumption ethos from post-World War I modernity. As the mass production of cultural goods in the last century started taking privileges away from artisans, a metaphorical turn from aristocratic to mechanistic, it clearly signifies the symbolic of the breaking down of social structures and the start of a more reformist attitude towards “cultural rejuvenation” (Burke, 1998: p.24). As a tribute to the previous century of *Gesamtkunstwerk*, 21st-century re-conceptualisation of Modernist philosophy can be seen in modern art education approaches which return artists to progressive fundamentals, from teaching students to re-evaluate basic materials and rules of design, exploring elements like simplicity, symmetry, angularity, economy of space, lines and composition (Meggs and Purvis, 2016; MoMA, 1938). In modern cultural representation, typography reveals the existing dialogues between the graphic medium, the meaning of the language and its audience; hence, type has unique capacities to enhance informational communication, tell stories or enrich interpretation, leading to cultural ideology transfer (McCoy, 1988). Furthermore, according to Heller and Vienne’s (2014) examination of overarching art movements, the Bauhaus notions of progressive culture is a fashionably-conscious response among designers, urging them to push boundaries of values, encouraging a diversity of perceptual readings and interpretations. Type, in this sense, performs its cultural role as a container for words and images, and media is the stage upon which the drama unfolded. Two creative case studies are discussed here.

Case Study I: 2008 Presidential Campaign

The Republican presidential campaign of 2008 in United States featured Gotham, a Futura-inspired bare typeface created by Tobias Frere-Jones in 2000 (Figure 6a, 6b, 6c). It brought admiration both among schooled designers and ordinary citizens alike for its quietly unassuming, no-nonsense ability to champion and deliver Sen. Barack Obama's campaigning message: *Hope*.



Figure 6a



Figure 6b

The perfectly geometric “O” of the wide sans serif letterforms was used notably in posters and banners to represent Obama's open, stylish approach in his wish to connect with constituents. As media observers stated, Gotham worked subliminally to win Obama his Presidency in 2008 implied on the importance of visual communication, from which voters felt, rather than just perceived, the sense of honesty, assertiveness, warmth, confidence and nearness to the idealism of the political party's principles Obama embodied (Tschorn, 2008; Rainbird, 2012).



Figure 6c

Case Study II: Diversity of Values

From the cultural aspect, a diversity of typography trends helps spread knowledge and interest in aesthetic craftsmanship. Author Philip Meggs (2016: p.493) notes that where once “playful, unexpected and disorganised” was perceived to be discordant with the cool clarity and

objectivity of classic Bauhaus, today’s graphic designers have grown much more confident in their ability to reinvent and manipulate type designs to fit or broaden their needs yet exhibiting minimalism, legibility and spatial efficiency. An example is the current trend of *dramatic typography* (*Web Design Trends 2015 & 2016*). A “sense of drama” and strong feelings come from isolated words or sentences and type becomes the visual design element that directs attention, particularly on digital screens. The form gains attention by pointing emphasis on its appearance per se: enlarged, blockish, without embellishments and overtly representational of mood, structure and impact of meaning (Figures 7a and 7b).



Figure 7a: Dramatic Typography Emphasises Feeling

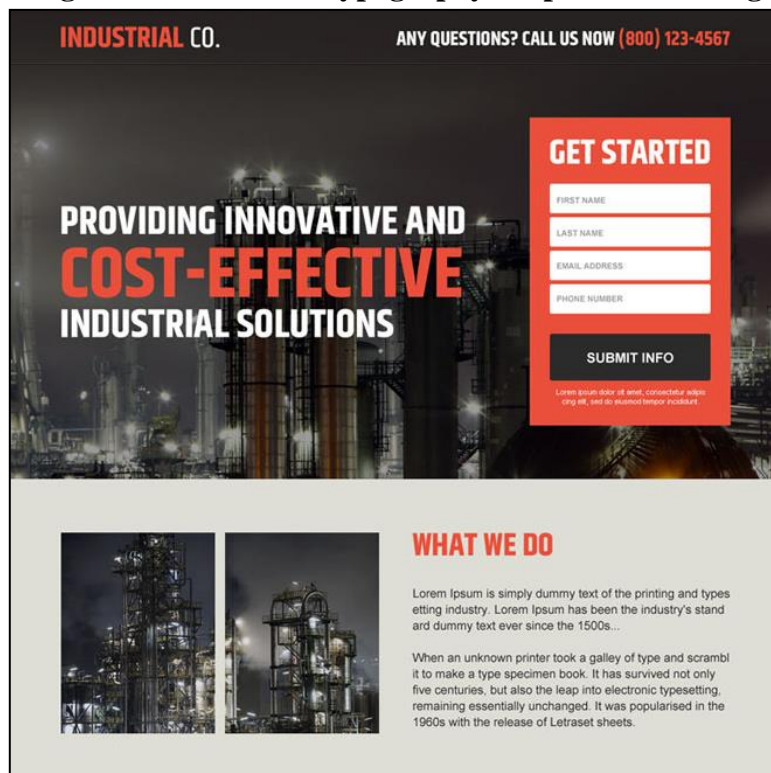


Figure 7b: Dramatic Typography With Standout Typeface

Conclusion

In this research, an analysis of scholarly literature on typography and visual communication was undertaken, together with case studies of advertising and other innovative approaches in the field of graphic design. Bauhaus-inspired modernist typeface specimens, premised on precise workmanship, is an attribute of strong designs for a host of cultural mediums today

from traditional advertising to political propaganda and web-based or digital media (Marshik, 2015). At the same time, typography is also noted to have grown increasingly crucial for corporate brand identity and image branding today to increase reputational cache of organisations. Bauhaus teacher Herbert Bayer who helped pioneer Modernism once said, “We live in a time of the greatest precision and of maximum contrasts ... the picture is the imitation and converted reality of the goods, [it is] in short, an indirect substitute for reality”. Through this critical analysis, it becomes apparent that the conscious legacy left behind by the Masters of Bauhaus typography had made a lasting contribution to graphic design’s historicity, with yet so much more creative techniques to be discovered. Research has demonstrated the importance of the fundamentals of typography established by Bauhaus principles, where clarity, contrast, tension and precision are hallmarks of the “stark aesthetics” of classic typefaces (Stinton, 2014) ensures it continues to be an inspirational storehouse of future typography. A critical awareness of its extraordinary role ensures effective appropriation for social communication, and in political and cultural ideological statements. Designers as visual communicators must boldly experiment with, expand, and adapt Bauhaus principles to design beyond propagandising, and to engage society in powerful typographic symbols capable of admiration, meaningful communication and expression.

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EXCISE DUTY COMPLIANCE AND ITS DETERMINANTS IN MALAYSIA

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Abstract: *Tax compliance issues in indirect taxes exist as old as taxation itself. Although this phenomenon always present, but less attention given compared to direct taxes such as income and corporate taxes. Starts from 2015 Malaysian government was emphasizing on strengthening its financial capacities via indirect taxes by introducing goods and services tax and excise duty is not an exceptional. As a result, the establishment on raising indirect taxes revenue are needed to ensure a sustainable country's development. However, the level of compliance among importers still unsatisfactory. Thus, the objective of this study is to investigate determinants of importers excise duty compliance. Using the deterrence theory as the basis of this study's framework data were collected from 500 useable excise duty offenders scattered throughout Malaysia. Findings from partial least square analysis revealed that penalty rate, probability of detection and tax knowledge exhibited a positive and significant impact on excise duty compliance. Implications and recommendations for policy makers are discussed.*

Keywords: *Penalty Rates, Pprobability of Detection, Peer Influence, Tax Knowledge, Excise Duty Compliance*

Introduction

Most of the developing countries rely on trade-related taxes for their economic growth and generating wealth (Mashiri & Sebele-Mpofu, 2015). In prior literatures, less attention was given to the impact of smuggling and illegal trade activities on indirect tax revenue (Mashiri & Sebele-Mpofu, 2015). As a result, World Trade Organization [WTO] initiated an opening market through successful negotiations on trade barriers reduction, customs duties or tariff reduction, quotas and import restrictions. In the same vein, World Customs Organization [WCO] standardized Customs policies to ensure the harmonized system application around the globe. However, the trade facilities not only used for legal means but also by criminals. Tax non-compliance and shadow economy involving indirect taxes are two major issues encountered by most of the tax administrator and policy makers. Tax non-compliance consisting of tax avoidance and tax evasion consumed high portion of national revenue in developed as well as developing countries (Mashiri & Sebele-Mpofu, 2015). The empirical evidence pertaining tax non-compliance is still scarce as it represents the crucial phenomenon in developed and developing countries [The German Federal Ministry for Economic Cooperation and Development, 2011]. This is caused by lacking on precise data estimating tax evasion and avoidance. Further, (Tsakumis, Curatola, & Porcano, 2007) stated the identification of tax non-compliance determinants is crucial which caused most of the tax researchers lacking in providing high-quality data. Even though, tax non-compliance studies have been established since many years ago, only a few can be linked to indirect taxes. This

indicates the wide gap to the indirect tax non-compliance studies compared with direct taxes. An understanding of excise duty non-compliance as an indirect tax could provide an empirical evidence to Royal Malaysian Customs Department [RMCD] with appropriate strategies to improve tax non-compliance. Tax non-compliance on excise duty comprising of cigarettes, liquor and imported vehicles are quite rampant compared to other commodities such as tiles, tyre and electric appliances. Despite the various transformation programs introduced by RMCD to improve excise duty collection, prior statistical evidence indicates the increase of tax non-compliance among importers as taxpayers. For instance, the additional excise duty detected from illegal trade and smuggling offences cases are quite high. In the year 2012, RM358.56 million (4,810 cases), RM374.63 million (5,070 cases) in 2013 and RM360.29 (4,254 cases) in 2014 (RMCD Annual Report, 2012-2014). Due to the increase of tax non-compliance, tax revenue collected is less than the expected actual tax. The important determinants lead for smuggling and illicit trade include low chances of being caught and prosecuted, weak legal and regulatory frameworks as well as weak enforcement ([Thornton, 2013](#)).

In this regard, there is a need to identify and critically examine significant determinants that contribute to the voluntary compliance. Therefore, the enforcement strategies incorporated with socio-psychology measures needed to curb excise duty non-compliance. Deterrence model emphasized on monetary aspect where taxpayers will make a rationale choice by considering the expected gain [money saved from non-compliance] compared to losses [severe penalties] determined the decision to evade tax. It has been asserted that enforcement measures such as penalty rate and the probability of detection implied. Based on ([Braithwaite, 2011](#)) argument indicates not only law enforcement is a solution to build up compliance capacity. Therefore, peer influence, tax knowledge included in the deterrence theory and tax agent as moderating effect is a unique contribution to the tax literature both from theoretical and methodology aspects. This study's objectives is to examine the direct relationship and tax agent as moderating effect between penalty rate, the probability of detection, peer influence and tax knowledge with excise duty non-compliance by importers. This study also expected to give insights to the policy makers to initiate reforms and reduce the effect of tax non-compliance. The study guided by research objective to investigate the relationship between penalty rate, probability of detection, peer influence, and tax knowledge with excise duty non-compliance by importers.

Literature Review and Hypotheses Development

Tax Non-Compliance

Tax non-compliance consists of tax avoidance and tax evasion. Tax evasion is defined as intentional behaviour of taxpayers violating tax law to escape from tax payment ([Gabor, 2012](#)). Whereby, tax avoidance involves taxpayers used loopholes in tax system to reduce paying taxes. Non-compliance in Customs context covers various methods such as; 1] True values of goods are under declared; 2] Tariff category misclassified; 3] excise duty correctly assessed but are released without tax payment; 4] Goods are not pass through Customs clearance in importing and exporting countries [smuggling]; 5] Falsifying country of origin documents ([Uzzaman & Yusuf, 2011](#)).

Deterrence Theory

The economic approach of tax non-compliance behaviour pioneered by ([Becker, 1968](#)). This theory assumed that taxpayers' decision to pay tax determined by monetary gain after weighing the positive and negative behaviour of non-compliance which are based on probability of detection and penalty severity. Taxpayers' would commit crime or unlawful conducts if the gain were greater than what would be gained by lawful activities. Individual would commit in

non-compliance if the consequences of being caught and punished [law enforcement] were less than the reward of non-compliance.

Penalty Rate

In Malaysian Customs perspective penalties under Excise Act [1976] stated in section 71-79 imposed for making incorrect statements, falsifying documents, giving false information, evasion of excise duties, illegal manufacturing of dutiable goods, selling liquor without license, obstructing excise officers and rescued goods. Penalty is regarded as an enforcement measures in tax system to discourage taxpayers involve in tax non-compliance (Devos, 2013; Filippin, Florio, & Viviano, 2013; Madi et al., 2010). The rationale of penalty and sanctions will be efficient if the taxpayers perceive the opportunity being caught and prosecuted successfully is high (Devos, 2013). (Varma & Doob, 1998) further stated judges should impose higher penalties to deter committing an offence than benefit derive from successful non-compliance. However, (Bagaric, Alexander, & Pathinayake, 2011) found no proof to indicate that the severe penalties could improve non-compliance. Penalties as deterrent effect still be questionable for most of the tax authorities. For instance, (Devos, 2002) found no significant change in the level of non-compliance for the taxpayers audited twenty-year period during penalties increased. Based on the studies conducted in Australia, New Zealand, United Kingdom and United States revealed that penalties has limited impact upon tax non-compliance (Devos, 2013). Thus, we proposed that:

H1: There is a positive relationship between penalty rate with excise duty compliance

Probability of Detection

Probability of detection is ambiguity situation faced by the taxpayers whether to involve in tax non-compliance or not. Taxpayers' compliance improved for ambiguity-averse but reduces for ambiguity lovers (Snow & Warren, 2005). The empirical evidence revealed probability of being audited and detected might not be an effective measure in combatting tax non-compliance which relies taxpayers' preferences for ambiguity (Snow & Warren, 2005). However, Jayawardane [2016] stated the weak probability of detection influenced taxpayers' attitude in tax compliance decision in Colombo, Sri Lanka. The weak probability of detection increases tax non-compliance. To detect potential audit issues (Lee & Curatola, 2015) conducted an experiment to investigate firms tax reporting and financial reporting when increase the detection risk. They found that corporate tax professionals were more likely to recommend uncertain tax positions for the strong reporting firm. In the low detection risk environment, corporate tax professional recorded higher tax reserve when their firms had a weak uncertain tax position and vice versa. In this manner, it is hypothesized that:

H2: There is a positive relationship between probability of detection with excise duty compliance

Peer Influence

Subjective norms or peer influence is defined as influence of other people consider as important to individual such as family, friends, and colleagues and more likely to share the tax compliance choices with them (Bobek, Hageman, & Kelliher, 2011). Most of the prior literatures identified peer influence have significant influence in determining compliance decision (Blanthorne & Kaplan, 2008; Bobek, Roberts, & Sweeney, 2007). Further, (Wenzel, 2004a) suggested peer influence has 'substantial impact' on tax compliance behaviour. Therefore, peer influence

playing an important role in determining taxpayers’ actual behaviour apart from other measures imposed by tax authority to deter non-compliance (Prinz, Muehlbacher, & Kirchler, 2014). In Malaysia (Ho & Wong, 2008) stated evading taxes are acceptable and tolerable for the taxpayers if their peers are perceived so. However, the findings from (Pukeliene & Kažemekaityte, 2016), (Alon & Hageman, 2013), and (Frey & Torgler, 2007) found the negative relationship between support from peer influence and tax compliance. With this, it is posited that:

H3: There is a positive relationship between peer influence with excise duty compliance

Tax Knowledge

Tax knowledge in Customs context involves tax specific knowledge required for importation procedures includes tariff classification, valuation, origin rules and ‘Customs facilitations’. Also covered the process of goods clearance involving other agencies such as port operators, port authority, Customs, health department and agricultural department. In other words, tax knowledge is taxpayers understanding on tax law and regulations to deter tax non-compliance (Kasipillai, Aripin, & Amran, 2003). Improvement on taxpayers’ knowledge will enable them to understand tax system and tax laws in respective countries. The adequate tax knowledge on tax system enable taxpayers to perform their responsibilities to declare their goods importation, tariff code, tax rate, goods entry process, and classification accurately which leads to higher compliance level among importers as taxpayers’. In the same vein, (Mohamad, Nor, Bakar, & Nanta, 2013) and (Pui Yee, Moorthy, & Choo Keng Soon, 2017) stated tax knowledge is needed to improve taxpayers’ discipline in tax compliance which signify tax knowledge have positive relationship with tax compliance. (Saad, 2014) emphasized on the importance of tax knowledge in deterring tax non-compliance behaviour. The results indicate taxpayers has inadequate knowledge on technical parts leads them to perceived the tax system is complex and will motivate to non-compliance behaviour. This lead to the forth hypothesis:

H4: There is a positive relationship between tax knowledge with excise duty compliance

The research model as shown in figure 1 is based on deterrence theory which consists of penalty rate, probability of detection, peer influence and tax knowledge as independent variables and excise duty compliance as dependent variable.

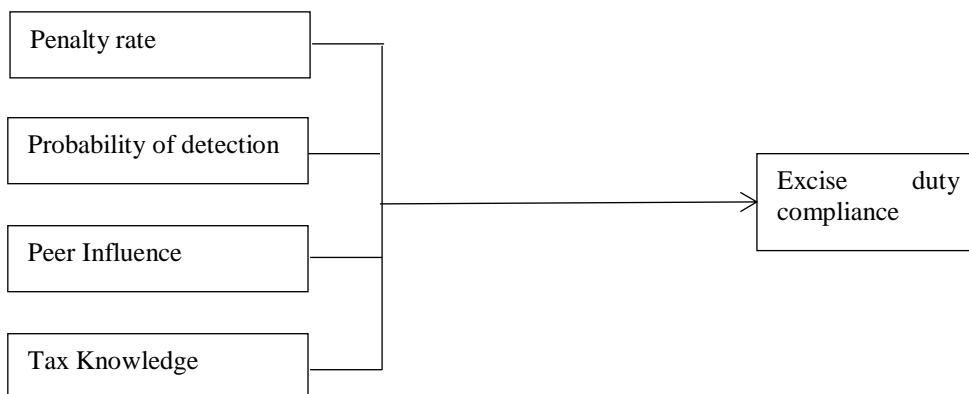


Figure 1: Research Proposed Model

Methodology

The survey of this study was carried out by using a structured questionnaire adapted from previous studies in the field of taxation with minor wording changes to suite to excise duty non-compliance. There are 9 items was used to measure excise duty compliance adapted from (Kirchler & Wahl, 2010). Penalty rate was measured by 5 items adapted from (Devos, 2005). Probability of detection was measured using 6 items adapted from (Wenzel, 2004b). Peer influence and tax knowledge was measured using 5 items and 7 items respectively adapted from (Bobek et al., 2007) and (Sakurai & Braithwaite, 2001). Questionnaires were answered on a 7-point Likert scale ranging from 1=strongly disagree to 7=strongly agree. For this study's purpose data were collected from excise duty offenders throughout Malaysia. Targeted respondents were managers responsible and significantly involved in customs declarations. The population of these offenders totaled 1,275 comprising of three commodities cigarettes, liquor and imported vehicles leading the distribution of 600 questionnaires. From this, 521 questionnaires [83%] were returned as completed. After data screening considering outliers, 500 samples remained as useable for further analysis.

Results

To analyze the model we employed PLS-SEM 3.2.7 software (Ringle, Wende, & Becker, 2015). The two-stage analytical procedures by (Anderson & Gerbing, 1988) followed known as measurement model (testing validity and reliability of measures) and the structural model (testing the hypothesized relationship) (Hair, Hult, Ringle, & Sarstedt, 2016). The measurement model measures the relationship between the latent variable and it's indicators (Hair et al., 2016). There are two types of model examined to assess the measurement model consisting of convergent validity followed by discriminant validity. Convergent validity of measurement ascertained by examining loadings, average variance extracted [AVE] and also composite reliability [CR]. The loadings were all higher than 0.6, the composite reliability were all higher than 0.7 and AVE values were also higher than 0.5 as suggested by (Hair, Hult, Ringle, & Sarstedt, 2016 [see Table 1].

Table 1: Convergent Validity

Constructs	Items	Loadings	Cronbach	rhoA	CR	AVE
Excise compliance	Duty EDN1	0.824	0.851	0.861	0.893	0.626
	EDN5	0.740				
	EDN7	0.854				
	EDN8	0.795				
	EDN9	0.739				
Penalty Rate	PR1	0.604	0.848	1.727	0.810	0.524
	PR2	0.668				
	PR3	0.652				
	PR5	0.926				
Probability of Detection	POD4	0.917	0.808	0.808	0.912	0.839
	POD5	0.915				
Peer Influence	PI1	0.893	0.800	0.815	0.883	0.716
	PI2	0.881				
	PI4	0.758				

Tax Knowledge	TK1	0.875	0.925	0.933	0.940	0.694
	TK2	0.828				
	TK3	0.820				
	TK4	0.660				
	TK5	0.897				
	TK6	0.886				
	TK7	0.842				
Tax Agent	TA2	0.721	0.825	0.827	0.871	0.531
	TA3	0.769				
	TA4	0.693				
	TA5	0.793				
	TA6	0.736				
	TA7	0.654				

Discriminant Validity

The outer model's construct validity is established by discriminant validity. Discriminant validity is a compulsory test for testing hypotheses. Discriminant validity differentiates between the own respective construct and not related to other constructs (Hair et al., 2016). Fornell-Larcker criterion measure applied to assess discriminant validity. Each construct's AVE's square root larger than its squared correlations with other construct in the model. Referring to Table 2, the square root of the AVE represented by the bolded values on the diagonals were greater than the corresponding row and column values.

Table 2: Discriminant Validity

	EDN	PI	POD	PR	TA	TK
EDN	0.791					
PI	0.678	0.846				
POD	0.605	0.530	0.916			
PR	0.337	0.309	0.374	0.724		
TA	0.477	0.483	0.350	0.177	0.729	
TK	0.652	0.671	0.534	0.378	0.463	0.833

Structural Model Analysis

The model's predictive capabilities and constructs relationship assessed in the structural model as suggested by (Hair et al., 2016). Structural model involves evaluating R^2 , path coefficients [beta values] and corresponding t values through bootstrapping procedure with resampling technique of 1000. Further, predictive relevance [Q^2] and effect size [f^2] also should be reported in the basic model (Hair et al., 2016). This study's model showed that R^2 value for excise duty non-compliance for direct effect is 0.591 suggesting that 59.1% of the variance in excise duty compliance explained by penalty rate, probability of detection, peer influence and tax knowledge. For the tax agent as moderating effect the variance explained was 60.2%.

Table 3: Structural Model Analysis

Relationship	Path Coefficient [β Value]	t-value	Decision
H1	0.317	5.816	Supported
H2	0.258	5.505	Supported
H3	0.034	0.836	Not Supported
H4	0.233	4.409	Supported

The existence of effect determined by p-value. Therefore, effect sizes and confidence intervals were included as suggested in reporting this study's result. Table 3 shows that the structural model analysis for direct analysis. From the analysis it was found that penalty rate [$\beta=0.317$, $t=5.816$, $p<0.01$, $f^2=0.002$], probability of detection [$\beta=0.258$, $t=5.505$, $p<0.01$, $f^2=0.103$] and tax knowledge [$\beta=0.233$, $t=4.409$, $p<0.01$, $f^2=0.059$] positively related to excise duty non-compliance which supported H1, H2 and H4. However, the findings not supported peer influence [$\beta=0.034$, $t=0.836$, $p>0.05$, $f^2=0$].

Discussion and Conclusion

This study also aims to investigate excise duty compliance and its determinants. Penalty rate was hypothesized to be positively related to excise duty non-compliance for direct relationship. Hence, this hypothesis was supported it is suggested that the greater the penalty, the greater will be excise duty compliance. It can be concluded that in the RMCD context, penalty is regarded as a deterrent to high-risk evaders. Specifically, persistent offenders tend to be affected by penalty. The finding of this study suggests that the effectiveness of penalty imposed by the RMCD relies on the moral perception of offenders. Offenders who view penalties as being a serious deterrent will cause them to not engage in offences. This indicates not only enforcement strategy will build up desired compliance. In this vein, RMCD should educate taxpayers rather than imposing severe penalties. Probability of detection was supported to be positively related to excise duty compliance. This may be because probability of detection was defined as one of the enforcement strategies imposed by tax authorities to deter tax compliance behaviour. In the traditional view, taxpayers make a rational calculation by weighing the gains from successful non-compliance with the expected lost from probability of detection [being caught]. When the probability of being caught rises through audit caused the increases of compliance cost by severity fines and other consequences. Therefore, taxpayers are keener to involve in non-compliance activities to gain monetary loses. Therefore, probability of detection does emerge as an important factor in excise duty compliance. The enforcement effect on tax non-compliance indicates the stringent enforcement effect will decrease non-compliance (Hanno & Violette, 1996) This study revealed that tax knowledge and excise duty compliance was positively and significantly related. This observation is similar to the result of Mei Tan and Chin-Fatt (2000). The RMCD importation declaration requires many complex and technical procedures such as tariff classification, valuation, origin rules, and facilitation provided by other agencies especially at border such as port authorities, port operators, agriculture department, chemistry department, road transport department, and tax agents. This study revealed that sufficient importation knowledge was used to minimise non-compliance on excise duties. Hence, adequate importation knowledge induced ethical behaviour among importers. It is suggested that importers should attend the courses and seminars conducted by RMCD to improve tax knowledge. Peer influence was hypothesized to be positively related to excise duty non-compliance. This study found that the hypothesis was not supported. This finding contradicts (Bobek et al., 2007; Borrego et al., 2013; Kahle & White, 2004) with those found peer influence to be important determinant. In excise duty compliance, peer influence involves importers and tax agents. These two groups affect importers' tax compliance.

Business partners (other importers) and tax agents are the people with whom the importers connect on a regular basis. This study is in line with the findings by Hessing, Elffers, and Weigel (1988) identified no relationship between taxpayers compliance versus non-compliance decisions with perceived subjective norm of tax agents. This finding is also consistent with the result of Hite and McGill (1992), they revealed tax agent is not the main consideration to cause the potential impact on taxpayers decision. In this study importers are not influenced by others in declaring excise duty accurately, according to the tax law. One of the feasible interpretation for this result could be the importer's aggressive return might incur high fees and more time. Clearly, it is revealed importers are motivated to hire tax agent with more conservative returns in declaring tax liabilities.

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CHILDHOOD CARE AND EDUCATION PROGRAMME: A PROJECT BY NATIONAL CHILD DEVELOPMENT RESEARCH CENTRE (NCDRC), MALAYSIA

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Abstract. *This report draws on a newly available data describing Malaysia's early childhood care and education (ECCE) from the National Child Data Centre data mining system. There are several agencies throughout the country coordinating the national ECCE program curriculum; nevertheless, there has been no available data source that documents the entire profile of each center which includes children, staff, family background and other domains fit within the full spectrum of center-based ECCE. This report identifies the number of centers nationally that had child enrolment particularly to resource information on its current progress and operation status. The data base also is found effective to assist any stakeholders in the process of decision making has it is allied with profile of teachers and children data which are customarily stratified by regions, areas and agencies. The primary focus is routed to child development and learning outcomes, thus the complete milestones achievement of very child has been compiled. Thus, the capacity of data gathering with convenient sampling promotes for more research activities as well as for decision making not only by stake holders but also by teachers for best teaching practices. The first part of the report describes NCDRC's vision and purpose particularly in establishing the data base system and its advantage to the all role players in the ECCE program implementation. Next the various data type constituting the entire system is briefly described. The third section covers descriptive statistical reports pulled from our data to represent a several demographic profiles which have been analysed for a general overview of Malaysia's ECCE program. The report also includes possible barriers in the midst of consolidating the data base system and its implication to secure the validation of the existing data. Several recommendations to augment the current data system and future research direction have been suggested by which the data maybe effective for reference.*

Keywords: *Early Childhood Care and Education, National Child Data Mining, Child Development*

Introduction

This report draws on a newly available data describing Malaysia's early childhood care and education (ECCE) from the National Child Research Development Centre data mining system. There are several agencies throughout the country coordinating the national ECCE program curriculum; nevertheless, there has been no available data source that documents the entire profile of each center which includes children, staff, family background and other domains fit within the full spectrum of center-based ECCE. This report identifies the number of centers nationally that had child enrolment particularly to resource information on its current progress and operation status. The data base also is found effective to assist any stakeholders in the process of decision making has it is allied with profile of teachers and children data which are customarily stratified by regions, areas and agencies. The primary focus is routed to child development and learning outcomes, thus the complete milestones achievement of very child

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Background and Vision

National Child Data Centre (NCDRC) has effortlessly making collaborations with various agencies including public, private learning institutions, government and non-governmental bodies alike and advocacy groups besides international centers for child development in order to provide the latest update matters and issues of parenting, health, welfare and education. NCDRC is also not exceptional from discovering solution to issues and challenges of Malaysian children which are needed to be addressed (NCDRC, 2018). Thus, NCDRC evolved a database called the National Child Data Collection (NCDC). NCDC functions to store information of the children, staffs and teachers throughout all child care centers in Malaysia, including their demographic characteristics and academic background. Preferences are adhered to children profile and the data system covers a huge set of information accordingly. NCDC also offers information on policies of Early Childhood Center of Education (ECCE) in Malaysia and hence, be the reference for policy makers to establish new policies or revising the current policies to check if it is relevant presently or not. Because of many different programs and services may touch the lives of children and families in the early childhood years, it is difficult to obtain a full picture of the early childhood landscape or understand the relationship between individual programs and outcomes without integrated data. As states and agencies work to ensure that all children are supported in their early childhood years and ready for school, integrated data can be used to inform policy and research about: 1) the availability and quality of services currently available to young children and their families; 2) how to improve the quality and access to those services; and 3) how to track progress over time. Data system can also help policymakers and administrators make better decisions about targeting resources, improving services, streamlining processes for eligibility, screening, making referrals, and coordinating services for children and families.

Purpose

National Child Data Centre addresses a broad array of data collection and profiles of every ECCE centres taken account of the child enrolment and the teachers /caretakers attending to them. This is to highlight a useful and responsive national education data system must, to the extent feasible, accommodate the high-priority data needs of its various education stakeholders (Mandinach, 2012). In order to guide the data collection project, the goal of creating a national data system of high-quality, policy-relevant education statistics, NCDRC adhered the following key principles that define the critical characteristics of data which the system should produce.

National Data Monitoring

Data monitoring involves procedures for managing and using data, usually by a group of stakeholders. The data monitoring team should function to monitor consistently data updates by representatives from agencies serving children, local EC programs, providers and caregivers to provide recent references for parents and families, researchers, and professional organizations. The data monitoring body is responsible for developing a process for end-users to access data from the NCDC portal. At present NCDC's data monitoring team are seeking for the avenue to develop policies and procedures related to data records management, data quality, data privacy, data security, and data access are now considered by the centre. As each of these topics may be handled differently across programs and services, they are particularly important for key stakeholders of integrated data systems to consider. Effective data monitoring will help key stakeholders in every states ensure that high-quality data are securely available (Schäfer & Eberhart, 2017) to be identified end-users such as decision makers and researchers in a timely fashion, while also protecting the privacy of the individuals whose information is being shared and integrated.

Engage Stakeholders Meaningfully

In order for any data system, and especially an integrated data system, to be useful and meaningful, various stakeholders need to be engaged in an on-going manner throughout the process of developing and using the system. Depending on the particular early childhood data integration effort in a given state, key stakeholders may include: data owners (state agencies, local coordinators, local EC programs and providers), data users (state and local policy makers, program directors, researchers), parents and families, data vendors, foundations or other funders, early childhood advocacy groups, and professional organizations (Non-governmental organizations (NGO), international professional associations that support the Early Care and Education i.e WHO, UNICEF, NAEYC and advocacy group). Some of these work with the data monitoring body.

Issues in Child Development

The National Association for the Education of Young Children defines "early childhood" as the years from birth to age eight (NAEYC, 2002). During this period, all children move through predictable stages of development, but they do so within a time frame that varies according to the individual child and the child's environment. Some of the most important factors affecting a child's developmental progress occur during this period and before birth. Any meaningful system for assessing early care and education must include information on family demography and birth outcomes. This information includes not only characteristics of the parents, but also of the physical and social environment in which the child is conceived and born, parental incomes and family size as well child body mass index (BMI). It is also important for the data to include details on children who are identified at art risk or particularly having special education needs. Thus, appropriate services and education support may be rendered for this group of children. These factors are important to understanding the developmental needs of the individual child. In some cases, strategies designed to alter prenatal factors may be the most effective interventions for improving education (Perry, Rassekh, Gupta, Wilhelm, & Freeman, 2017).

Staff Management

Teacher qualifications have been identified as an important correlate of classroom quality. Teachers who have specific preparation and ongoing professional support in child development and learning are more likely to have effective, positive interactions with children and their families, offer richer language and other content experiences, use a variety of appropriate

curricula and teaching practices (including play) for individualized and group teaching, and create more high-quality learning environments (NAEYC,2011). Early childhood education might not have substantial positive effects on children’s development unless it is implemented with sufficient structural and process quality (structural quality encompasses features such as class size, child–adult ratio, teacher qualifications, and physical environment, while process quality includes features of teacher– child interaction and instructional characteristics. Therefore, the data on the quality of interactions between teachers and children, and on children’s access to age-appropriate activities may provide the necessary alert and further planning for educational provisions (Burchinal, 2018; Reetu, Renu, & Adarsh, 2017).

Ensure Data Security

It is also the concern of NCDRC to protect its data without unnecessarily limiting access to authorized users. Protecting data from corruption or unauthorized use or access is referred to as “data security.” Data breaches to NCDRC would jeopardize the confidentiality of child, parent, and staff data. All data owners (e.g., programs) and users of the NCDC (e.g., state-level staff) should be trained to protect data confidentiality and preserve system security.

Ensure Data Quality and Comparability across Data Systems

Data must be accurate to meaningfully inform decision-makers, but data quality can be especially challenging for NCDRC because data included in an integrated data system consists of data collected from different agencies (Delen & Demirkan, 2015). NCDRC’s data system consist of data that all local ECCE agencies and their respective centre are accountable to keep posted; therefore, would prolong the time consumed for the data entry. Such programs are more likely to take the time to train staff and collect high-quality data if they use the data to inform their own decision-making. To that end, state agencies should provide technical assistance to local programs on data entry and data use and monitor local programs’ data collection and reporting processes from time to time (Dawes, Vidiasova, & Parkhimovich, 2016).

Data Type

All ECCE centres govern by their agencies update every vital details as per the template in the data base using assessment systems that allowed teachers produce written progress reports of all enrolled children on monthly basis. Our data base also consists profile of every types of ECCE centres and the staff in employment nationwide. The primary data provides inclusive details of every child in terms of their placements, family demographics, development milestone and body mass index (BMI). An upcoming profile is the geographical chart encompassing population density and centre density throughout the country. The curriculum and modules assessing domains for child development were jointly developed by NCDRC together with PERMATA, coordinating board of ECCE in Malaysia. The developmental milestones are discrete by which every stage has its own indicator which the chid is assess of his or her achievement. Table 1 displays the data type available at NCDC database.

Table 1: Data type of NCDC data base system

Data type	Element
Geochart	ECCE centre density Child population density Staff population density
Child	Agency Age Gender Special needs Siblings Household income Type of ECCE centre Type of ECCE registration status
ECCE centre	Agency ECCE type Operation status Missing child data
Staff	Certification ECCE type
Child development	Social emotions Physical Language Sensory Logical Thinking Creativity
Body mass index (BMI)	Every 3 months

Data Outcomes

Child Profile

Updated database ending 31st January 2018, Table 1 provides the details on the number of children aged 0-5 are 49,009. Selangor is ranked to have the largest size of children population (N=10,253), and the least population of children are inhabited in Perlis (N=388). The details in table 1 also demonstrate the statistics of children in the respective agencies.

Table 1: Enrolment Statistics of Children Age 0-5 based in Agencies in Malaysia

STATE	Agencies					
	KEMAS	PERPADUAN	PERMATA	YPKT	JKM	SMPK
Johor	1119	39	243	0	2266	0
Kedah	1151	70	126	0	1571	0
Kelantan	427	85	267	0	1646	0
Melaka	445	93	388	0	878	0
Negeri Sembilan	677	46	323	0	933	0
Pahang	494	70	328	0	1507	0
Pulau Pinang	276	66	95	0	1246	0
Perak	743	65	411	0	1799	0
Perlis	322	52	138	0	264	0
Selangor	619	48	76	0	9510	0
Terengganu	442	50	90	3768	1690	0
Sabah	978	38	433	0	3090	1
Sarawak	1189	99	110	0	887	0
WP Kuala Lumpur	327	55	180	0	2263	0
WP Labuan	48	47	0	0	273	20
WP Putrajaya	230	0	81	0	1698	0
Total	9487	923	3289	3768	31521	21

Note: A total number of N=1002 centers are yet to complete the database on the child profile

Overall statistics demonstrate JKM holding the highest record of children placement in their ECCE centers with a total of N=31521, nationwide. KEMAS agencies in the second ranking, having N=9487 children enrolled in their EECE centers throughout Malaysia. An exception in the statistics are displayed by Terengganu with its independent agency (YPKT), the statistics shows that children are currently taken care in the ECCE child care centers in particular (N=3768). PERMATA (N=3289) and PERPADUAN (N=923) pursue the statistics tally with SMPK to have the least number of children in their agency (N=21)

Child Body Mass Index (Bmi)

Figure 2, provides the details on six categorized index of body mass of children in the ECCE setting. The average BMI shows that most children are found to have normal body weight between the age of one (1) to four (4) years old. Over the months, the pattern in the BMI categories shows a continuous increase in the number of children who are at risk of being overweight and underweight on the contrary as well. These two distinct groups display an alarming indication in their figure as children who are overweight and underweight add in their numbers in quantity especially as they reach the age of two years old (24 months) and gradually decrease upon attaining the age of thirty-nine months. Another group that needs an intense monitoring is children who are profoundly underweight. The statistic of the BMI categories besides the normal weight may appear small in number however these data may be useful to investigate further on the factors affecting children weight in the unusual way.

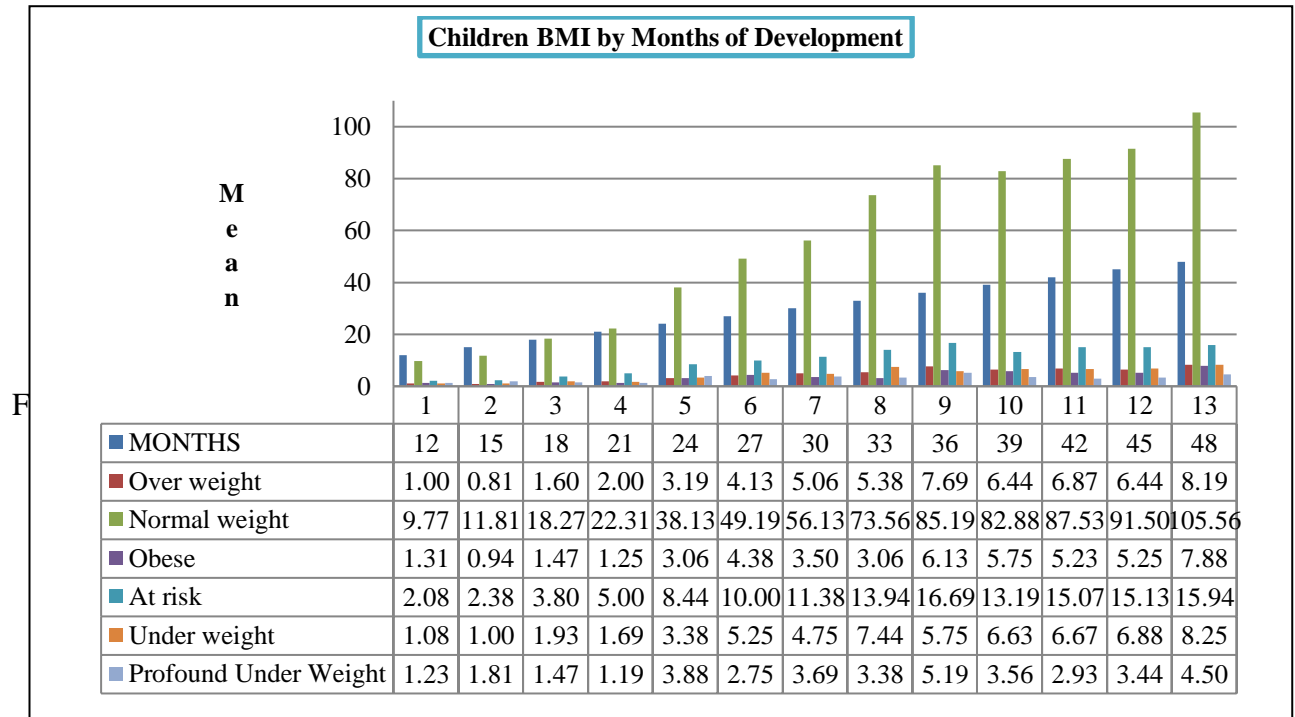


Figure 1: BMI Categories of children age 1 to 4 years old

Child Development and Early Learning

The following data outlines the essential areas of development and learning that are to be used by ECCE care centres to establish school readiness goals for their children, monitor children's progress, align curricula, and conduct program planning. It does provide specific benchmarks or levels of accomplishment for children to achieve during their early years of age (0-4). National Child Development Research Centre, thus value to promote all aspects of child development and learning in early childhood programs attribute all ECCE agencies in charge nationwide.

The Domains (Development Criteria)

The 6 **Domains** represent the overarching areas of child development and early learning essential for school and long-term success. These domains constitute the PERMATA's Curriculum and packaged with its assessment guidelines for educators. The domains are listed below:

- Physical and psychomotor
- Language, communication and literacy
- Logical thinking
- Emotions and spirituality
- Literacy knowledge and skills
- Creativity and aesthetics
- Sense

The following section discusses the data on physical development by age to provide an overview of the data outcome on this aspect alone. Physical development refers to a child's ability to perform tasks of greater complexity as he/she gets older. The sequence at which a child develops is orderly and predictable, but different children develop at different rates (Glaser, 2018). Physical development in children refers to the development of their motor

skills, which involves using their bodies. Physical development can be classified by a child's gross motor, fine motor and balance or coordination skills.

0 To 3 Months

A total of N= 33, 605 children aged 0-3 years were assessed of their milestones achievement. The descriptors for the particular age group involve various forms of spontaneous reflexes, holding objects firmly, lifting up head while an infant sits up, as well as movements of the limbs. It is shown in figure 1 that the highest achievement by children of this age group is for acquiring spontaneous attribute for tactile movement (N=1,977) which is also the first descriptor in the milestones set. While the least achieved descriptor is the ability to stilt one's head while placed in a sitting position (N=1,721)

BILANGAN PERKEMBANGAN KANAK-KANAK MENGIKUT SENARAI SEMAK KURIKULUM PERMATA BERDASARKAN UMUR 0 – 3 BULAN BAGI PERKEMBANGAN FIZIKAL

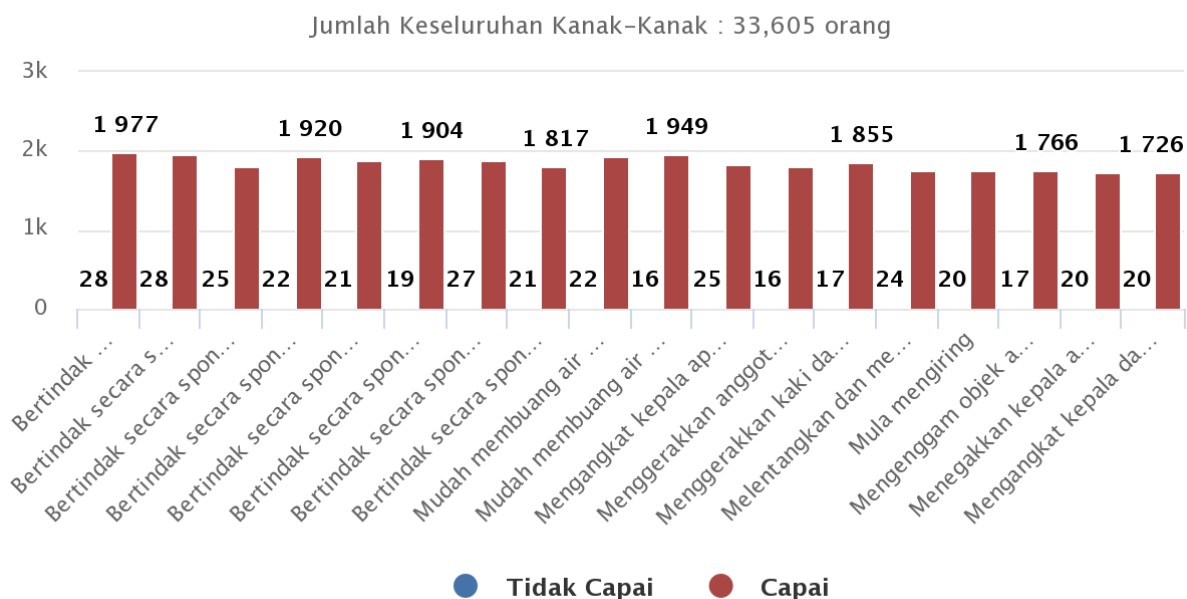


Figure 2: Physical Development Milestones for Children Age 0-3 Months

3 to 6 Months

Figure 2 displays the milestones achieved by children aged between 3 to 6 months. A total of N=26, 717 children were assessed. The descriptors for the particular age group involve sitting with balance, rolling over, grovelling, grasping, to held and transferring objects using both hands. The descriptor for rolling laterally from left to right is the highest achieved milestones (N=2,556) while the agility to transfer objects between both arms is least achieved (N=1, 901). The pattern in the statistics shows a considerable increase in the number of children no achieving the various descriptors ranging between 25 to 60 children in a non-specific sequential order.

BILANGAN PERKEMBANGAN KANAK-KANAK MENGIKUT SENARAI SEMAK KURIKULUM PERMATA BERDASARKAN UMUR 3 – 6 BULAN BAGI PERKEMBANGAN FIZIKAL

Jumlah Keseluruhan Kanak-Kanak : 26,717 orang

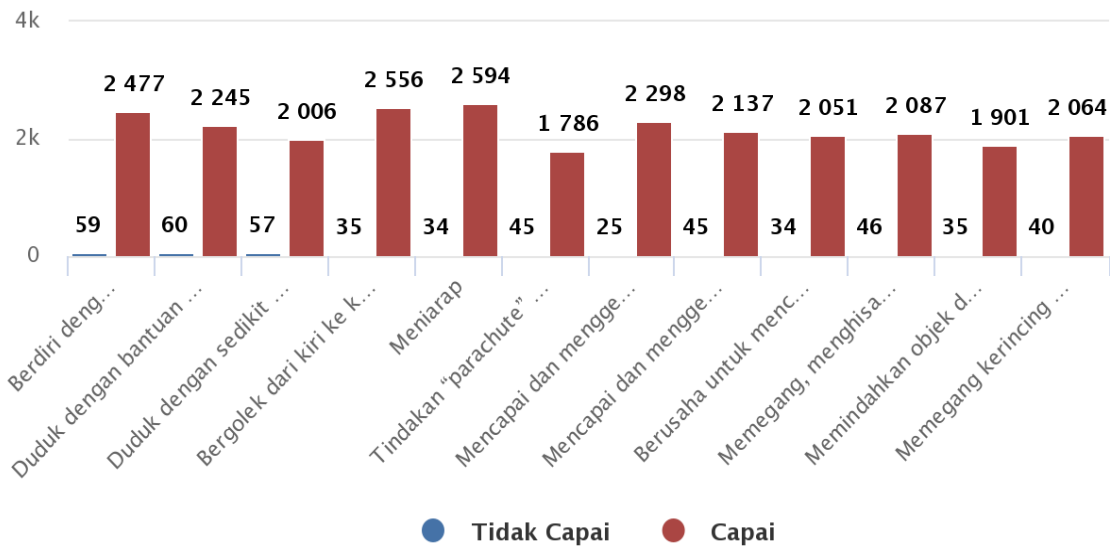


Figure 3: Physical Development Milestones for Children Age 3-6 Months Old

6-9 Months Old

Figure 3 displays the milestones achieved by children aged between 3 to 6 months. The descriptors for the particular age group are mainly focused in sitting, crawling, briefly standing up with assistance as well as to get hold of objects in pinching manner (using thumbs, index and middle finger). A total of N=18, 511 children were assessed. The highest achievement displayed is the ability of the child to jut his or her body forward (N=2,874) while sitting up independently for five minutes is the least milestone to be acquired by children of this age group (N= 2,369). It is also shown in the statistics that the increase in the number of children not achieving every milestone as described have exceeded forty and nearing a hundred.

BILANGAN PERKEMBANGAN KANAK-KANAK MENGIKUT SENARAI SEMAK KURIKULUM PERMATA BERDASARKAN UMUR 6 – 9 BULAN BAGI PERKEMBANGAN FIZIKAL

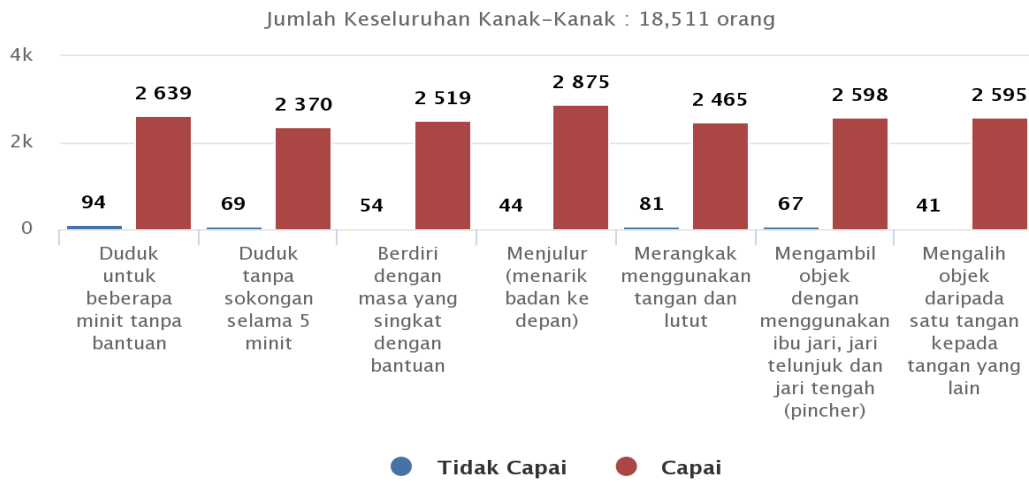


Figure 4: Physical Development Milestones for Children Age 6-9 Months Old

9 To 12 Months

The following section (Figure 4) displays the statistics for development milestones for children of the age 9 to 12 months old. A total of N=17, 279 children of the age group were assessed. The descriptors for the particular development stage are walking, picking up objects, holding and realizing objects as well as building two blocks. Two milestones were almost equally achieved which are Are the ability to pick up objects using index and middle finger (N=3,175) as well as to release objects (N=3,171). Children least achieved the ability to build blocks (N=1,950). It is also shown that most number of children unachieved walking while one hands are held by someone else (N=100).

BILANGAN PERKEMBANGAN KANAK-KANAK MENGIKUT SENARAI SEMAK KURIKULUM PERMATA BERDASARKAN UMUR 9 – 12 BULAN BAGI PERKEMBANGAN FIZIKAL

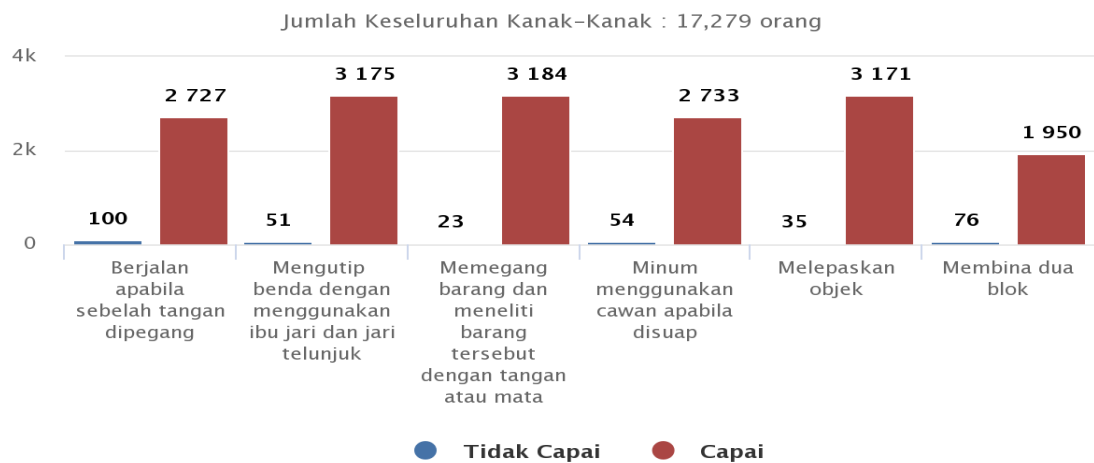


Figure 5: Physical Development Milestones for Children Age 9-12 Months Old

12 To 18 Months

Figure 5 displays the statistics data for children’s physical development milestones for the age group of 12 to 18 months. A total of N=36,203 children were assessed. The particular descriptors to be achieved include walking both independently as well as assisted, feeding with spoon, drinking, rolling bolls with stimulation by adults, picking up objects with thumb and index fingers. Highest milestone achieved is to stand independently and crawl (N=4, 823) while the least to achieve is feeding food with spoon (N=3,730). Walking with assistance is also less achieved by children age 12-18 months old (N=123)

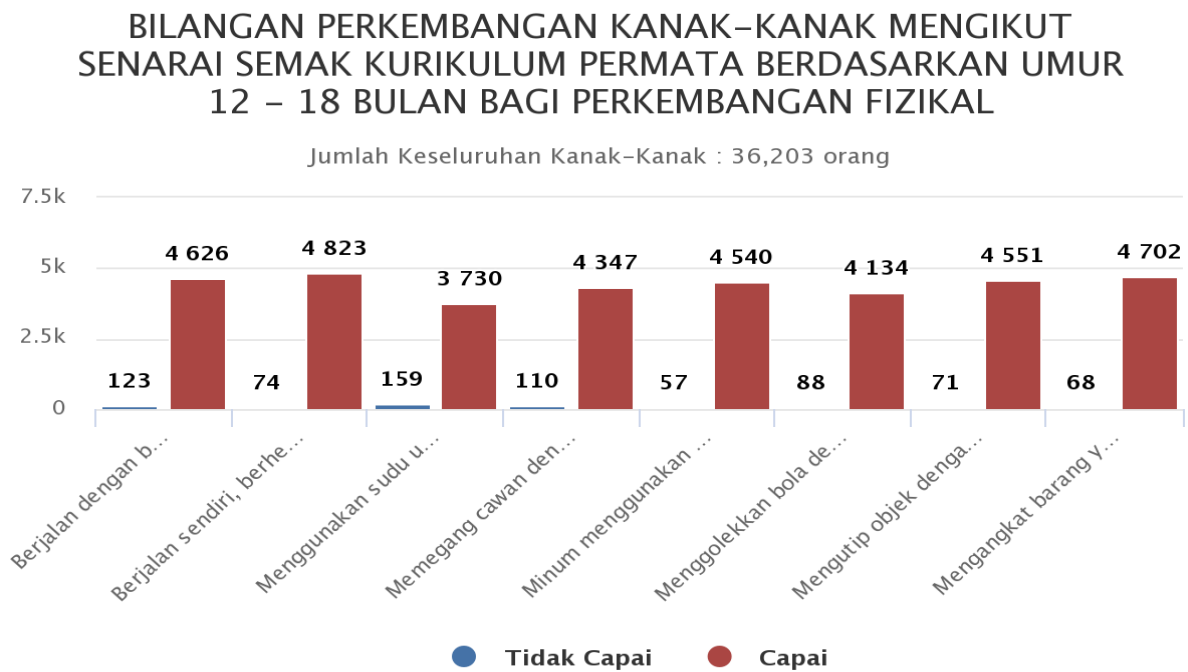


Figure 6: Physical Development Milestones for Children Age 12-18 Months Old

18 to 24 months

Figure 6 displays the physical milestones achieved by children aged 18 to 24 months old. A total of N= 84,747 were assessed. The descriptors for the developmental milestones to be acquired are walking while running, crawling, playing, several hand motor coordination activities as well as sustaining eating with spoon. The highest descriptor achieved is walking while running (N=8,763) while the least achieved is to be able to feed with spoon without spilling (N=3.459). It can be assumed that the same ability is also largely unachieved (N=337).

BILANGAN PERKEMBANGAN KANAK-KANAK MENGIKUT SENARAI SEMAK KURIKULUM PERMATA BERDASARKAN UMUR 18 – 24 BULAN BAGI PERKEMBANGAN FIZIKAL

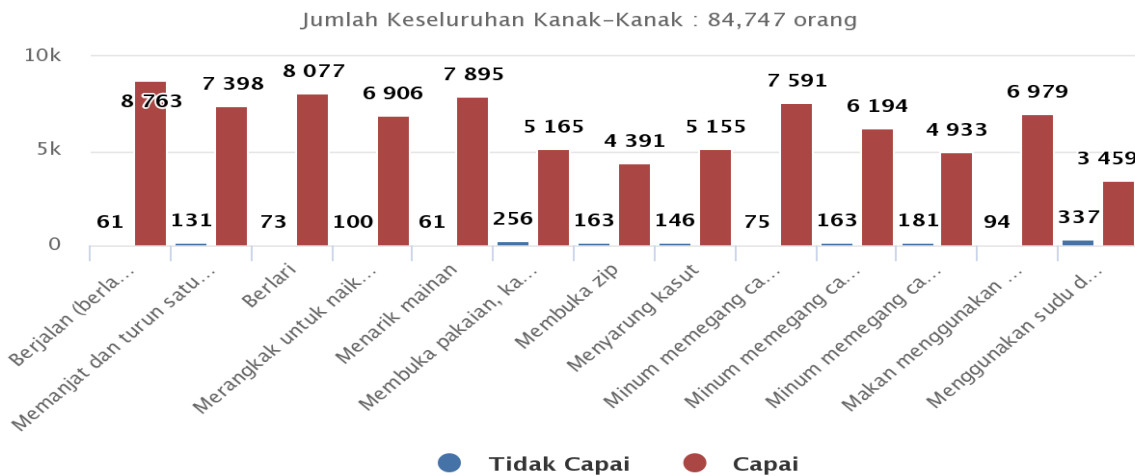


Figure 7: Physical Development Milestones for Children Age 18-24 Months Old

Staff Placement Distribution by State

Figure 1 displays the placement of staff in the various states. As Selangor caters for the highest number of children, the number of staff in quantity also records the highest (N=4720, 24.8%), followed by Terengganu (N=1583, 8.3%) and Sabah (N=1497, 7.8%). The numbers of staff in several states are ranged between 1,000 to 1,499. These staff are placed in Johor, Kedah, Perak, Wilayah Persekutuan Kuala Lumpur and Sarawak. The remaining states occupy staff below 1,000.

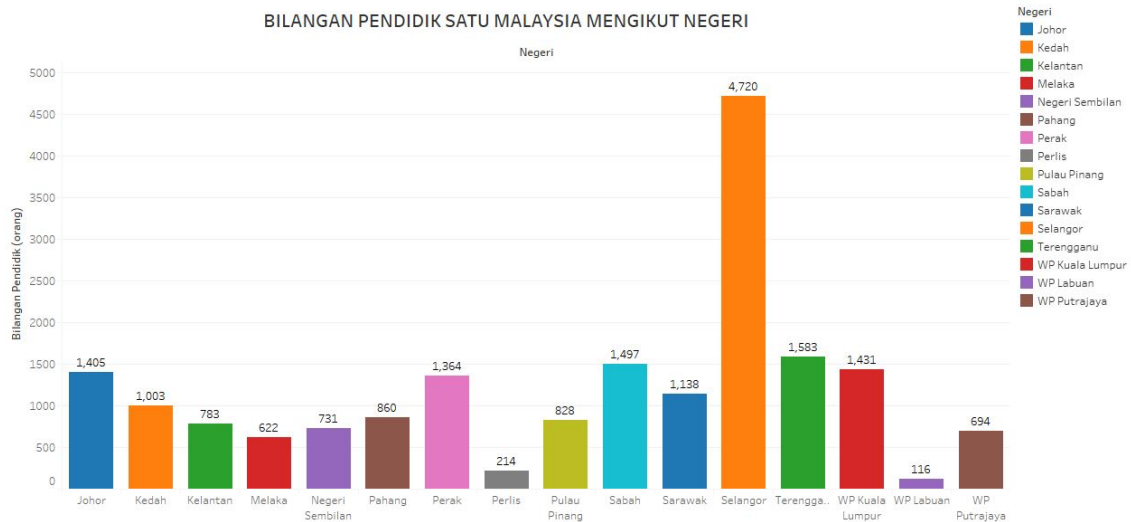


Figure 2: Staff Placement Distribution by State

Open Issues and Challenges

One of NCDRC's early childhood database purposes is intended to examine critical issues from a number of different perspectives, including children, their families and communities, and early care and education service providers, agencies and programs. It is important to consider early childhood issues from all of these perspectives. The most difficult issue of data base and measurement is the assessment of children's development and readiness. Assessment on young children's development achievement and demographic profiling portrays many barriers to the data base. Among the problems are:

- inadequacy in data entry by teachers.
- inconsistency in tracking children's achievement especially between ranges of milestones;
- low reliability on children's demographic and performance data due to invalid method of data entry resulting huge data residuals to be filtered.

These problems are fundamental validity problem to develop measures that are predictive of later outcomes of young children in Malaysia. Hence, the data system is not legally protected for its fidelity and purposes here in Malaysia.

Implications

An ECCE data manual needs to be developed as a possible source for the existing data system particularly to ensure teachers/Edu carers to provide real time data with precision complying to the data entry format. The system should be comprehensive to all domains which are structured for NCDC data collection. These include the recent updates on ECCE centres and their status of operations in which children participate in early care and education services. Other important elements in describing the ECCE programs include data on staffing qualifications, background and characteristics of children enrolled and families served.

The data base of NCDC should potentially enable experts of the related field with the collaboration of highly skills statisticians to predict the following:

- the incidence and nature of developmental problems of young children and how they can be possibly handled;
- and the developmental pattern of a child using anthropometric measures, family household income in relation with other social and environmental settings (ethnics and location)

Collectively, these barriers suggest that simply creating a structure to support collection efforts is not enough. Further, ongoing investment in professional development, by way of training may be needed to support continued efforts to collect high-quality child outcomes data from every ECCE centers and agencies. Concerns pertaining to the validity of the data, the validity of the process used to collect the data, and the overall validity of the national outcomes system highlight the need for professional development and training efforts around data quality.

Recommendations

Training

Given reports of inadequate involvement (teacher/Edu carers) in the data updating process. It is important to assume that first to ensure all teachers/Edu carers who work with and assess young children possess considerable knowledge and access to our data network system. It is necessary to make accurate child ratings in comparison to same-aged peers. One way to ensure

teacher knowledge is through personnel preparation programs, or in-service training on the pertaining the data system which. Given the legal advantage, NCDC may be able to ensure the fidelity, approach, attitude, and subjectivity among teachers/Edu carers to use of appropriate, consistent, and accurate assessment practices which can be transferred into our data system. One way to provide this foundation is to include content related to appropriate assessment practices for both typically developing children and for children with disabilities at the pre-service level during their initial training.

Data Resources

With a clear understanding that the assessments developed for a national data system to monitor early childhood development and readiness should be used for assessing individual children, the following guidelines are recommended on the legal aspect. Several sources of data pertaining young children should be considered, including the parent, the teacher or caregiver. The method of obtaining data on the child should be non-intrusive. There for it is recommended both observation and one-on-one assessment are to be used to track on children development in the home as well as in early childhood centres program setting. Data pertaining young children should also be authentically observed and recorded. The system should demonstrate children's potential at varying levels of development and not limited at the end of their early childhood period. This requires new education regulation and local jurisdiction enforced to monitor teachers' integrity in updating every child's progress and background details duly.

Data Protection Framework

A new data protection and privacy law should cover all entities to hinge the data which NCDC aspires to pull together especially how it is operated so that it is not ambiguous and misinterpreted. The framework conceptualization may define how the data can be used to inform and improve the decision-making process and its handling by the various users.

Future Direction

NCDRC should be given high priority to concentrate its efforts on providing leadership and coordination for collecting accurate, comparable information for the primary domains. Where information relevant to selected domains currently is collected by ECCE agencies in every states, NCDC should assume a legal role in bringing these agencies together to resolve any form of inconsistencies that reduce the comparability of data and to ensure that the information needs are given appropriate consideration in decisions about how data are collected, analyzed, and made available. NCDRC should develop and implement a legalized standard guideline requiring adaptability of teachers and the early childhood curriculum to suit individual differences from birth to early childhood. A legal advisory panel of recognized experts in child development, including representation of all important viewpoints, should be convene to develop a set of developmentally appropriate assessment tools or methodologies to measure the developmental levels of young children. These assessments' primary purpose should be monitoring ECCE program trends and informing policy decisions

NCDRC must take the initiative to develop more comprehensive training plans to ensure the following components:

- a) teachers and Edu carers understand the child outcomes requirement and its purpose;
- b) teachers and Edu carers the trend for typical and atypical child development;
- c) teachers and Edu carers are aware of appropriate assessment practices for young children with and without disabilities, which includes authentic assessment principles recommended for

the collection of child outcomes data, appropriate instruments and how and when to administer them.

Conclusion

An essential function of a national information system on early care and education is to provide information that is useful for making policy decisions at the federal, state, and local levels. Such a system must have built into it the ability to respond to the differing demand; of both short- and long-term policy concerns. It must be able to provide both a snapshot of the situation at any given time and data by which to measure trends and progress over time. With the data base system developed by NCDRC, the centre recommends a several possible areas addressed research supported by the data available. For example, children's experiences prior to kindergarten entry are correlated with degree of cognitive development and school readiness as measured by standardized assessments of cognitive and linguistic performance. Children from economically poor and undereducated families are at elevated risk for lack of school readiness due to less knowledge and skill. The prevention of school failure and the promotion of children's cognitive and linguistic development cannot wait until kindergarten or until children show signs of developmental delay. Therefore, types of interventions which are most effective in preventing and/or ameliorate the effects of the identified risk factors may be researched. Education in the twenty first century resonates for equity for all children. Thus, factors in early childhood that affect children's preparedness to make the most of their educational opportunities once they enter school, and how are those factors interrelated may be also given attention. Studies of how children respond to preschool programs indicate that reschooling has only transient effects on children's intelligence quotient (IQ) and cognitive achievement but, nevertheless, is associated with greater success in school. Thus, the call for inclusion may shine a better later experience for young children.

Acknowledgment

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A STUDY ON SC PERFORMANCE MEASUREMENT IN MANUFACTURING INDUSTRY THROUGH BALANCE SCORECARD: A LITERATURE REVIEW

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Abstract: *Over the past few decades, business dynamics have been revolutionized that put the arm on the legislative requirements to measure the performance management for manufacturing industry where companies have been observing to find the tools that can evaluate the supply chain management performance commendably. Organizations have witnessed a rapid transformation in their performance measurement system in the last few decades, amongst the most widespread tools adopted and implemented is the Balanced Scorecard (BSC). Since its emergence, the mainstream of the Fortune 500 corporations was implementing the BSC. Despite the widespread adoption, a growing body of supply chain management authoritarians and practitioners uncovers constrains in the BSC, particularly in its model, execution and practice. The same group of advocates opposes; these constrains could either undermine the practicality of the BSC or trigger companies to refrain the BSC altogether for better performance measurement alternatives. Hence, the principal objective of this paper is to appraise the BSC as a performance measurement instrument and discuss whether the BSC is in fact an undisputed resolution as a corporate performance measurement model.*

Keywords: *Supply Chain Performance Measurement System (SCPMS), Balanced Score Card (BSC), Buyer-supplier Partnership*

Introduction

Balanced scorecard was conceptualized in 1992 by Kaplan and Norton with a goal to resolve the inadequacies of the conventional financial-based performance measurement tool that was eventually endorsed by majority of the fortune 500 corporations and implemented as well (Kaplan and Norton, 1996; 2001; 2002; 2004; Kraaijenbrink, 2012; 2015). Since then, organizations have been adopting the BSC model to encounter the conventional performance measurement methods which emphasizes the financial metrics on isolation (Basuony, 2014). Besides, BSC stresses three performance metrics (learning and growth, internal process and customer) to provide a comprehensive performance perspective. Despite its huge acceptability and recognition within the organizations, on several occasions there are unsuccessful incidents discovered in BSC (Hoque, 2014). A group of research scholars uncovers multi-dimensional limitations in the BSC, particularly in its thoughts, execution; and usage (Hoque, 2014). The same group of research scholar's resists, these limitations could either undermine the effectiveness of the BSC or trigger businesses to modify the BSC for improved and comprehensive performance measurement substitutes. Hence, encouraged by the above, this critique delivers a methodical assessment of the execution, usage, benefits and limitations of

the model and practice of BSC that finally recommends a substitute performance measurement model (Parmenter, 2012; Bhagwat and Sharma, 2007).

Balanced Scorecard (BSC)

Two distinguished Professors Dr. Robert S. Kaplan and Dr. David P. Norton of Harvard Business School back in 1992 first developed the concept of Balanced scorecard to address some of the flaws and ambiguity of previous management approaches. It conveys some precise guidelines as to what companies should measure to align its vision, mission and strategy etc. to assimilate performance across the organization that channels through company objectives and measures all the business units. Subsequently it aligns all the members within an organization when fully implemented so that, all members of the organization do understand how and what they can do to support the strategy. The BSC model advocates to evaluate an organizational performance measurement through four main perspectives: (I.) financial, (II.) customer, (III.) internal business process, and (IV.) learning and growth (Hudson et al., 2001).

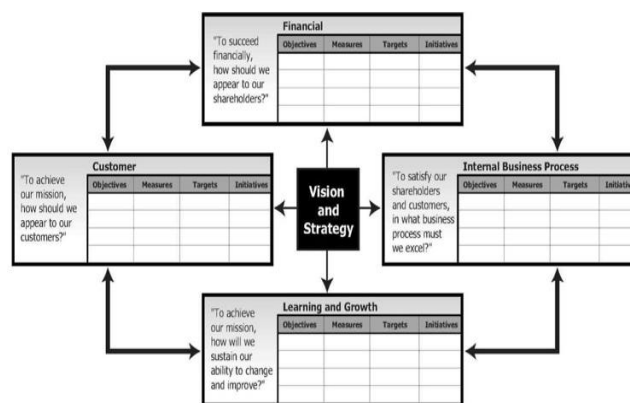


Figure 1. Balanced Scorecard framework (Kaplan and Norton, 2002)

General Electric, back in 1950 conducted a project to develop performance measures for GE's dispersed business units. It was suggested that through seven non-financial metrics, performance measurement could be evaluated are as follows:

Profitability (measured by surplus income)

Productivity

Market share

Public responsibility (legal & ethical behaviour, responsibility to all stakeholders including shareholders)

Product leadership

Employee attitudes

Personnel development [SEP]

Balance between short-range and long-range objectives

The origin of Balanced Scorecard could be apprehended through these eight objectives. Presented by the GE metric based financial aspects, productivity, market share, public responsibility, product leadership, employee attitude, personal development and the 8th metric captures the essence of the Balance Scorecard between short range and long range objectives

etc. have been placed in respective order. Regrettably, the project didn't get imbedded into the management performance appraisal and incentive structure of GE's business units due to priorities for short-term profits, compromise with long-term visions as well as corporate obligations (Kaplan and Norton, 2002; Trivedi & Kumar, 2014).

Strengths of Balanced Scorecard

The foremost objective of BSC was to support corporations to develop effective business strategies (Kaplan and Norton, 2002). Despite a group of researchers who were skeptical to understand the straightforward relationship between the BSC and business performance, the majority practitioners recommend that its usage is beneficial, whether perceived or real, thousands of corporations that have implemented the model, BSC has an overall positive impact on the performance of an organization but it also reveals that BSC is not favourable in all circumstances (Madsen and Stenheim, 2014). In some aspects or uses, the BSC assist to improve the performance, whereas in many other aspects it hinders performance. However, the model is still emerging and researchers and the practitioners should appreciate considering that BSC is not yet a mature concept and its interpretation and usage varies across researchers and practitioners respectively. The researcher also confirmed that BSC has three common benefits to management. First, the BSC assists managers to focus on strategy, structure and vision. The focus is important for management to understand and to guide strategy implementation. Second, the BSC assimilates financial and non-financial-based metrics to support managers, emphasis on business process and confirm current business activities and events that provides customer values and long-term organizational strategy. Third, the model helps business professionals to oversee the implementation of a strategy by representing cause-and-effect relationships between employee activities and strategy implementation (Madsen and Stenheim, 2014; Basuony, 2014; Giannopoulos et al., 2013).

Limitations of Balanced Scorecard (BSC) Implementing in Manufacturing Industry

(Pessanha and Prochnik, 2006) noted that BSC performs for the interests of the shareholders while overlooks the benefits of other key stakeholders such as suppliers, the government and the environment. BSC fails to acknowledge the engagement with the employee in its definition, objectives and measures. And in its internal process and learning & growth performance metrics tough it involves employees, but it does not include employee support at all, the BSC is also unfamiliar to the employees. (Kurien et al. 2011; Tangen 2004) noted that performance measurement system should be appropriately focused on short and long-term results, different types of performances (e.g. cost, quality, delivery, flexibility and dependability), various perspectives (e.g. the customer, the shareholder, the competitor, the internal and the innovative perspective) and various organizational levels (e.g. global and local performance). The researcher emphasized that BSC failed to focus on green organizations, sustainability, resilient supply chain due to increased uncertainties and risks, agility in supply chain due to increased competition and short product life and quality improvement initiatives etc. (Thakkar et al., 2009) noted that strategy, leadership, culture, and capability are the four critical factors to implement SCPM. Each of these factors are inter connected with each other and simultaneously exercise the influence on implementation of the suggested frameworks. The researcher also recommends several reasons for the failure of SCPM's, such as lack of attention on supply network and strategy. In reality, the concept of supply chain is not merely a supply chain on isolation rather it is a chain of supply networks. In this networking process, building rapports are sometimes difficult to describe. Incapability of many organizations to make SC visible due to technical and system problem, unstable association between marketing and supply network activities, lack of managerial awareness to engage the organization's performance

measurement system as a vehicle for organizational change etc. (Neely et al., 2002; 2004; 2010) argued that although BSC is a valuable framework suggesting important areas where performance measures might be useful. However, it provides little guidance on appropriate measures to manage business. (Rajesh et al. 2012) noted that BSC is still out of reach to most of the small and medium-sized organizations, because it requires lot of skill and management expertise, time and money. The author stated that BSC overlooked many factors such as government regulations, competitive environments, environmental and social aspects of industry etc. (Reefke and Trocchi, 2013) noted that environmental and social aspects can be integrated in the current four perspectives by establishing strategic priorities that influence the formulation of targets, measures and respective indicators representing strategically important factors etc. BSC cannot be compared and benchmarked against each other and it fails to suggest the best practice at an activity level. The other limitation is the exclusion of suppliers and key stakeholders especially the government and the environment that is also a key to the success of any project.

Research Methodology

Comprehensive overview on supply chain performance measurement (SCPM) practice is investigated through reviewing widespread research papers and conference papers have been appraised from international journals such as PROQUEST, EMERALD, EBSCO, IEEE, ACM, JSTOR etc. Meanwhile few interviews were conducted amongst senior executives to understand their experience and the challenge faced while implementing the BSC model.

Discussions

BSC does not consider leadership and employee capacity building aspects in its model. It also failed to address employee motivation, employee engagement and team building issues etc. (Thakkar et al., 2009; Kurien et al., 2011; Saleheen et., 2018). BSC does not consider recent global issues such as continuous improvement issues (Taticchi et al., 2010), sustainability and green supply chain issues in the business, society and environment (Cagnazzo, et al., 2010); Wanger, 2007). (Thomas, 2003) mentioned that agility issues to remain competitive, (Cagnazzo, et al., 2010) mentioned on business resilience factors in order to avoid risk and disasters (Cagnazzo, et al., 2010), government regulation issues for borderless business economy, uncertainty factors in the dynamic economy, collaboration and visibility factors (Cagnazzo, et al., 2010) to ensure seamless operations from supplier, manufacturer, distributor and customer and finally future business trends and market competitions perspectives etc. (Kurien et al., 2011; Tangen, 2004; Taticchi et al., 2010; Saleheen et., 2018) BSC is devised as a monitoring and controlling tool for strategic level instead of tactical or operational level and it is challenging to construct comparisons within and across firms. It also delivers little guidance on how the appropriate measures can be identified to manage business. (Kurien et al., 2011; Tangen, 2004; Taticchi et al., 2010; Saleheen et., 2018). It does neither stipulate any mathematical logical relationships among the individual's scorecard criteria nor provide any cause and effect relationship over time and provides mechanism for selecting best measures of performance. BSC model completely fails to identify buyer and supplier relationships, supplier network and strategy factors. (Kurien et al., 2011; Tangen, 2004; Taticchi et al., 2010; Saleheen et., 2018). It is not effective for small and medium-sized organizations, because it requires a lot of skill and expertise of the management, time and expenditure of money (Kurien et al., 2011; Tangen, 2004; Taticchi et al., 2010; Saleheen et., 2018)

Future Research

Future study is recommended to design a comprehensive model and performance measurement attributes to overcome the constraints and limitations where BSC completely failed to address in order to bridge the constraints in the academic as well as in the industry (Saleheen et., 2017, 2018)

Contribution

This study unlocks the frontier, particularly model development for the perspective researches in the area of supply chain performance measurement (Saleheen et., 2017, 2018).

Conclusion

In past two decades since the commencement of BSC model, it is now broadly acknowledged across all industrial sectors, from manufacturing to service industries, from large to small businesses and from public to private projects. The strengths of the BSC model is integrating three non-financial metrics – customer, internal process, and learning and growth – with the traditional financial metrics. The common practices of the BSC are performance measurement, strategic management and project management. The benefits of the BSC include overcoming inadequacies of the traditional financial-based performance measurement tools, providing a holistic performance outlook, transforming strategy into a tangible performance measures, aligning organizational activities to strategy and providing a deeper insight into business operations and ways of creating value. Simultaneously, a handful of companies have been gone through uphill challenges and required extensive modifications in order to implement it in their operations. The BSC model could not distinctly explain the correlation with organizational performance and the objectives, the description of measures also eliminates key stakeholders, the definition of key success factors that necessary in order to identify KPIs is also not elaborated and the four categories of the BSC restricts the view of the organization perception as well. In practice, the BSC concentrates its resource to attain its objectives towards optimizing organizational potential beyond the targets of the BSC; it also ignores inter-organizational innovation; perceives an organization has already hierarchical structures, job responsibilities are also defined and organization has one-way linear cause-and-effect relationships. These constraints hinder the effectiveness of the BSC and fuels the organizations to reevaluate the ultimate use and gives a second thought whether to abandon the BSC altogether for better alternatives (Kraaijenbrink, 2015; Saleheen et., 2017)

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FLOATING MARKET TOURISM IN CAN THO CITY, VIETNAM: TOWARDS SUSTAINABLE DEVELOPMENT

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Abstract: *In recently, floating market tourism has been regarded as a unique and attractive type of tourism in the Mekong Delta, Vietnam. It probably a great combination between eco-tourism and cultural and community-based tourism to reach the ultimate goal of sustainable development. Floating markets could be looked upon as part of the river culture and eco-tourism of Vietnam rather than simply as a tourist attraction, as they play an important part in the river - based culture of Southeast Asia. There are approximately eleven floating markets in the Mekong Delta, yet the floating markets in Can Tho city attract more visitors than those in the surrounding provinces. The reason might be due to its advantages: geographical location, size, infrastructure, services for tourism and connection with other tourist attractions. Thus, Can Tho city has been received the interest from the government as seen through a number of documents for tourism development. It is proposed that Vietnam's policy on tourism has enabled favourable factors for the development of floating markets in the Mekong Delta such as economic development plans, strategic orientations and specific objectives. Nonetheless, there are some difficulties for the development in Can Tho floating markets. This article is aimed to study, based on documentary, quantitative and qualitative research, the current status of floating market tourism in Can Tho city and propose some solutions for sustainable development.*

Keywords: *Floating Market Tourism, Mekong Delta, Can Tho City*

Introduction

Floating market tourism is acknowledged as a special and promising tourism form in the Mekong Delta. It combines between eco-tourism, cultural tourism and community-based tourism to reach the ultimate goal is sustainable development (Nhan, 2011). Noticeably, it is a part of water culture in Southeast Asia, so the floating market can be looked at a broader aspect like as part of river culture and river eco-tourism of Vietnam rather than tourist attraction. Floating markets were formed in the eighteenth century and have become one of the most interesting forms of tourism (Nhan & Thong, 2016). In recent years, many studies about floating market tourism are carried out. Floating markets are recognized as a specialty of tourism that brings many benefits to local community, such as in South Kalimantan (Ellyn, *et al.*, 2016) and in Banjarmasin City (Listyana, *et al.*, 2017) of Indonesia; in Damnoen Saduak ([Piempitthakul, 1993](#); Lobphai, 2000), in Klonghae (Viriyakoson, 2013), in Talingchan (Padpadee, 2000; [Putaratana, 2002](#); [Chotiwan, 2006](#)) of Thailand, and so on. The floating markets also significantly contribute to sustainable development ([Srivongcharoen, 2001](#)), and floating market tourism can become part or a tool of poverty alleviation ([Tram, 2011](#)). Additionally, floating market is playing an important role in wholesale market for agricultural products in the Mekong Delta. The floating market also has contributed remarkably in the development of tourism and employment in the region ([Xe, 2009](#); Thu, 2010; Phuong, 2017).

Moreover, visiting floating market is a special tourism type in the Mekong Delta because of the beauty and the cultural characteristics of the crisscrossed-river region that is unable to find in other areas. Floating market is a valuable resource, a form of commercialized civilization, a cultural characteristic and special form of tourism ([Hung, 2009, p. 90](#)). Furthermore, with convergence of special culture and trade factors, many foreign and domestic tourists have chosen floating market as the attractive destination of the trips to the Mekong Delta. Recently, the number of domestic and international tourists travelling to floating markets in the Mekong Delta is constantly increasing (Nhan *et al.*, 2013). It is noticeable that compared with surrounding provinces in the region, Can Tho has favorable conditions for tourism development, including its geographical location, infrastructure and services. Additionally, the network of rivers and canals is an ideal condition to develop floating market. Floating markets in Can Tho city are known as the most famous floating market in Mekong Delta. It has played a major role in tourism development, as well as in trading and preservation of traditional culture in the region. With the government's policy on tourism, socio-economic and political conditions, and tourism resources, Can Tho has more opportunities for the development of floating market tourism. Noticeably, according to the document titled "*Can Tho tourism development plan to 2020 and vision to 2030*" (Can Tho Department of Culture, Sport and Tourism, 2014), the Government has specific directions to develop Can Tho tourism. Floating market tourism has become an essential demand for those who wish to visit Can Tho city; nevertheless, the development of this type of sojourn is still limited. The aim of the research is to examine the current development of the floating market tourism in Can Tho city (including Cai Rang and Phong Dien floating market), and propose some solutions for sustainable development through documentary, quantitative and qualitative research.

Research Methods

Documentary Research

The study partly relied on documentary research, including articles, official documents, reliable reports, books, research works and websites about floating markets and floating market tourism. In addition, the information from General Department of Tourism, Mekong Delta Tourism Association, Can Tho Department of Culture – Sport and Tourism, Can Tho Tourism Association, Can Tho Investment - Trade & Tourism Promotion Centre, Tourism Promotion Center of Cai Rang district and Phong Dien district used in this study.

Qualitative Research

The in-depth interviews were designed to gain a better understanding about the policy of the government on floating market tourism in Can Tho city; the limitations in the development of Cai Rang floating market; and propose some suggestions to improve this tourism type. This study conducted the semi-structured interviews with 60 informants (from October to December, 2017), including 5 local authorities (Can Tho Tourism Association, Can Tho Department of Culture - Sport and Tourism, Can Tho Investment - Trade & Tourism Promotion Center, Tourism Promotion Center of Cai Rang district and Phong Dien district), 5 tourist companies in Can Tho city, 20 stall-holders who trade at Cai Rang and Phong Dien floating market, 20 local people who live near Cai Rang and Phong Dien floating market.

Quantitative Research

The target group includes 150 tourists ages fifteen years old and above who visited floating markets in Can Tho city (Cai Rang and Phong Dien) and agreed to answer the questionnaire. The period for collecting data was from October to December, 2017.

The study applied the five-level Likert scale (Harry and Deborah, 2012) to measure tourists' satisfaction: 1_Strongly disagree, 2_Disagree, 3_Neutral, 4_Agree, 5_Strongly agree. This research used eight criteria to measure tourists' satisfaction: 1) Accommodation services; 2) Infrastructure; 3) Means of transportation; 4) Tour guides; 5) Natural environment; 6) Catering – sightseeing - shopping and entertainment services; 7) Security; and 8) The price of services. The aim of this method is to examine the tourists' satisfaction on Cai Rang floating market. This study referred to the book “*Analyzing research data with SPSS, Part 1 and Part 2*” ([Trong and Ngoc, 2008](#)) to evaluate the satisfaction of tourists on Cai Rang floating market from questionnaires. The surveyed data from questionnaires was conducted and analysed using SPSS software (22.0) to assess the satisfaction of tourists.

Findings

Tourism Potential of Floating Markets in Can Tho City

Mekong Delta includes twelve provinces and one city. Can Tho plays a significant role in economy, society and the whole development of the region ([CIPD, 2011](#)). There are approximately eleven floating markets in Mekong Delta, but the two floating markets (Cai Rang and Phong Dien) in Can Tho city attract more tourists than the others. The reason for this probably is that the floating markets in Can Tho have more advantages including geographical location, the scale of floating markets, infrastructure and the material - technical basis for tourism, tourist services, and the connection with the other tourist attractions ([Phuong, 2017](#)). Departing from Ninh Kieu wharf, visitors will take twenty minutes to Cai Rang floating market (6km). From this market, it takes about an hour to Phong Dien floating market (17km), which is located in Can Tho canal. Cai Rang is known as the most famous floating market in the Mekong Delta. It has played a key role in tourism development, trading and the preservation of traditional culture in the region as well. Besides, the unique cultural and beautiful features of Phong Dien floating market gives inspiration to tourists ([Hung, 2009, p. 114](#)). Floating markets in Can Tho city are open all day, but they are busiest since the early morning and until 8 o'clock; except during the Festivals and near the time of the Lunar New Year when activities start earlier and last longer than usual. The main products at floating markets are farming products like seasonal fruits, vegetables, and other products (handicraft products, household appliances, and so on). Currently, there are also new services at this market like petrol stations, machine repair shops, and sewing machine stands. To meet the demands of customers, some kinds of ready-made food (noodles, sticky rice, porridge, bread), soft drinks, beer, miscellaneous goods, lottery tickets are sold on boats.

Like other floating markets in the Mekong Delta, in these floating markets, the stall-holders also use a unique advertising form “Cây bèo” to show what they want to sell. However, household handicrafts, ready-made food, and daily essential household appliances are not advertised this way. They are kept inside the boats or the heads of boats. When customers see a boat's pole from where roof-making leaves are hanging, it means they want to sell the boat itself. The daily life of traders in the floating market is also a factor that generates curiosity for tourists since they are mainly gathering places for large and small vessels from the neighboring provinces, as well as local residents. Most big boats act as a "mobile house" for stall-holders who do all their daily activities on board, and even keep pets. The floating market is a place to trade and meet people from different areas with different life styles and careers, such as farmers, traders and gardeners. Nevertheless, they have similar characteristics, they have solidarity and willingness to help each other; this is one of the precious characteristics of the Mekong Delta floating market traders - they treat each other as neighbors. Thus, the friendliness and hospitality of local traders also creates the beauty of the floating market culture ([Hung, 2009](#)).

After visiting these floating markets, tourists can go sightseeing or enjoy food and drink at the Floating Market Rest Stop. Moreover, the floating market tours are also linked with other interesting places to meet tourists' demand. For example, people can visit the traditional craft villages of Con Au orchard, Ba Cong eco-tourist site or My Khanh tourist village, to enjoy fresh fruits; they can enjoy local food among others; they can partake in activities like fishing, rowing, listening to “*Đờn ca tài tử*” etc. Nonetheless, if visitors are interested in other destinations in the city they can drive themselves to the sites, namely to Truc Lam Zen-Monastery of Southern, Binh Thuy Communal House, Binh Thuy Ancient House, Can Tho Museum and Pitu Khosa Rangsay Pagoda, Can Tho Ancient Market, and Ong Pagoda.

In short, when referring to tourism in Can Tho, people often think of the floating market tour because it shows not only a typical cultural characteristic of the local residents, but also a unique river civilization of the Southern region. For a long time, floating markets has become the brand of Can Tho tourism that attracted more and more tourists. Remarkably, Mekong Delta Tourism Association selected Cai Rang floating market as the most typical tourist site of the region. The Asia Travel Journal also voted Cai Rang floating market as one of the five most beautiful and exciting floating markets in Asia ([Youramazingplaces, 2014](#)) Recently, apart from contributing to the socio-economic development of the region, floating market tourism also has created diversification in tourism products in the region. The development of floating market tourism is more or less beneficial to the community. Local people probably take part in providing transport for tourists, working as the boat drivers and tour guides as well. Hence, they might have benefited from tourism. According to the development planning and project of Cai Rang district, the local government will build a large agricultural product market near Cai Rang floating market. A number of tourist facilities such as restaurants, hotels associated with this region will be built. Besides, in the plan of Can Tho city, Phong Dien district will become an urban of eco-tourism and green tourism There will be investment in infrastructure and calls for investment in this project ([Can Tho Department of Culture – Sport and Tourism, 2014](#)).

Limitations of floating market tourism in Can Tho city

Lack of Synchronization in Infrastructure and Material Basics Development

According to the local authorities, the transportation system in Can Tho has become a big problem for tourism development. Tourists traveling by roadway normally start from Ho Chi Minh city and since the road's surface quality is not good, and sometimes they meet heavy traffic, tourists feel tired after a long journey (around 3.5 hours). It is said that some means of public transport are of low quality and seem to be degraded, especially for buses. Many tourists complained that floating markets lack of public toilets. Can Tho also lacks attractive entertainment sites and souvenir shops so tourists do not prolong their length of stay.

Lack of Diversity and Attraction in Tourism Products and Services

According to tourists, they come to the floating market and mainly focus on sightseeing, enjoying some fruits or food. They do not have opportunities to join in activities with local residents. The products found in Can Tho such as orchards, river based tours, traditional craft villages, etc, are not unique; they often duplicate those of the neighboring provinces. Some local people see their neighbors earning extra income from tourists, and then they copy the way so the quality of products and services is possibly similar; also, the government does not invest much in the design of souvenirs unique to Can Tho. As for the tourist companies, although floating market attracts a growing number of tourists, their length of sightseeing is just from one to two hours. Also, the tourism revenue from the floating market is not significant to the local economy.

Tourism Development Lack of Participation from Local Community

The majority of traders in the floating market were somewhat unsure of their answers when asked about the policy of the State on tourism development in Can Tho city. Most stall-holders do not seem to recognize that tourism is currently vital for their benefit, so they do not have any strategies to attract foreign tourists to buy their products. Moreover, some people lack awareness in ensuring the environmental hygiene, waterway-traffic safety, and price stability necessary to make a good impression on visitors. The study shows that local inhabitants and traders are too busy to pay attention to the State's policy. In addition, they do not have enough knowledge to participate in tourism development strategies. Locals seem to have not any input in tourism development strategies in Can Tho city; it is the government who designs and makes decisions, without their consultation. Furthermore, some stall-holders stated that the officers do not have any specific strategy to exploit floating market tourism as a tool for poverty alleviation. Some officers even ask for extra money as a trading tax. As for people living near the floating market, they added that the Bank of Social Policies has considered some poorest households in the area for business loans, but in reality, they do not want to borrow money from the Bank. If they were to borrow the State' capital under their current income, they would not be able to pay the debt. As a result, the local authority only encourages local residents to provide some products and services for visitors to earn extra income. Additionally, the tourist companies do not have a business relationship with the stall-holders on the floating market. They do not even have a budget to support poor people. Some traders explained: "The tourist companies only organize tours for travelers to visit to the destinations. In other words, the tourism companies just exploit tourism resources for their benefits. They rarely help to reduce poverty at the tourist sites". It is clear that the benefit from tourism mainly belongs to tourist companies, hotels, restaurants and some souvenir shops; yet for the local people, the benefits they receive from tourism activities are insignificant.

The Weakness in The Management of Related Authorities

According to local people, the organization and management towards trading and tourism activities are now limited. It can be said that some tourist companies tend to run sales without compromise on the quality of the service. Since there are many small companies in Can Tho, the price competition often occurs to attract more tourists. Also, some companies copy each other's tourism programs leading to less attractive and less attractive tours. On other matters, means of transportation and other services at the floating market such as food, drink and farm products are pushed with insistence and overcharge, especially during peak season. Along with this, there are no specific rules and penalties when it comes to environmental pollution; self-awareness of stall-holders, local residents and visitors is low, and they litter and dispose of waste water into the river - over the years, the water has been seriously polluted. There are also some traffic accidents and congestion of the traffic during business time. Furthermore, most of the sellers in the floating market come from neighboring provinces. They come and go without temporary registration, so it causes difficulties in management, and generates social problems in the floating market like stolen cases at night, drunk-gambling situations on some traders' boats in their free time, etc. It is clear to see that one key reason why floating market tourism is still undeveloped, is the weak linkages between government and other stakeholders, especially with local communities. For instance, Can Tho Department of Culture - Sport and Tourism works independently from Department of Labor, War Invalids and Social Affairs, Department of Natural Resources and Environment, Department of Planning and Investment, and so on. It is noted that each Department has their own responsibilities and it is a rare opportunity for them to meet and discuss how to develop floating market tourism better. The relationship between government organizations, tourism companies and the local community

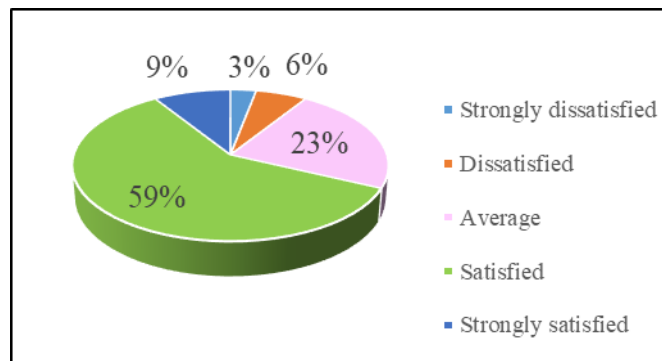
seems to be unclear. Noticeably, many informants said that there are many organizations managing the floating market such as the Economic Chamber, the Cultural Chamber, the Tourism Center, the District People’s Committee, and the Waterway and Roadway Police, so it is difficult to reach an agreement. For example, the waterway police want to disperse the floating market, while the cultural and tourism agencies prefer to maintain and develop it.

The Weakness in Tourism Promotion

The local government shared that the activities for tourism promotion are still limited. Many ideas to promote the tourism image of Can Tho have been given, but there were few projects implemented due to lack of budget from the Central government. Training classes for the staff working in the tourism companies are not really effective; most of small tourism companies lack tour guides who are professional and able to fluently use foreign languages; and the serving style of laborers in tourism sites is neither professional nor enthusiastic. Moreover, the promotional activities for tourism products and destinations in conferences, exhibitions, international fairs or on websites are still neither attractive nor effective. Furthermore, the city leaders do not have capital investment for conservation of the floating market and doing research on tourism development. Although the government has formed the Tourism Association, its activity is still limited; notwithstanding, this data might be different from the actual information because hotel and restaurant owners want to pay less tax. This makes it difficult to evaluate the current situation and to make specific plans to develop local tourism. Currently, there are fewer traders because with the development of roadways and the birth of many land-based markets; hence, if there is no financial support for the local residents, the floating market might gradually disappear.

Not High General Satisfaction of Tourists on Floating Market Tourism in Can Tho City

Based on the collected data from 150 questionnaires answered by tourists, investigating the satisfaction of tourists on two floating markets in Can Tho city includes eight factors (accommodation service, infrastructure, means of transportation, tour guide, the natural environment, catering – sightseeing – shopping and entertainment services, security, and the price of services). The number of domestic tourists who responded to the questionnaires make up 80% of the total; while that of international tourists is about 20%. The majority of tourists visiting this floating market are domestic tourists.



General satisfaction on floating market tourism in Can Tho city

(Source: Processing result from 150 questionnaires, 2017)

The pie chart shows that floating market tourism has not really attracted tourists. There are more than half the tourists are satisfied (68%); however, 23% feel average, and 9% feel dissatisfied with floating market tourism. Specifically, tourists were satisfied with

accommodation services, roads to the floating market, means of transportation, tour guide, fresh air, linkage with close tourist sites, security at the floating market and accommodation prices. In contrast, they feel unsatisfied with the parking lots and boat stations, first-aid kits on board of the boats, trees along the river, river water, catering service and shopping prices. The remaining criteria are evaluated at an average level. The total number of tourists who travel for the first time to a floating market accounts for over 82% of the full sum; meanwhile, the percent of the second, third or more visits constitutes only 10%, 6% and 2% respectively. Besides, approximate 50% respondents say that they do not plan to come back to the floating market and introduce it to their friends and relatives. Since they probably visit out of curiosity, they tend to visit one time only. Another reason not to return is due to bad impressions - overcharging, and poor products and services. It is so necessary to satisfy tourists because this will contribute to promote floating market tourism's positive image to potential visitors.

Proposals to Sustainably Develop Floating Market Tourism in Can Tho City **Development of The Infrastructure – Material Basics**

The government should pay more attention to establishing high standard restaurants and hotels that meet the demand of high class tourists. Besides, it is necessary to invest in building recreation areas and shopping centers at the local level to prolong visitors' length of stay. In tourist destinations, the material facilities need more investment, human resources have to be regularly trained, the price of services must be controlled, and the natural environment has to be protected to make a good impression on visitors. The local authority should invest to upgrade the road in order to facilitate the tour of Cai Rang floating market – Phong Dien floating market – Phong Dien orchards and cultural - historical – architectural sites in Binh Thuy district. The local government should focus more on the parking lots and boat stations. To prolong visitors' length of stay, the government should construct recreation and shopping complexes along the floating market.

Development of Tourism Products - Services and Marketing

It is necessary to create more excitement and prolong the length of sightseeing for visitors. For example, creating favorable conditions for tourists to talk and engage in daily activities with stall-holders, taking photos, enjoying the food by the river, and so on. Especially, the local government should cooperate with tourist companies in designing more interesting activities, such as boat racing or the competition for tourists who have to row the boats and buy the products in the floating market in a limited budget. It is also necessary to build and upgrade the boat stations and parking lots near the floating markets. Moreover, Can Tho city should link with other destinations in surrounding provinces as well as neighboring countries like Cambodia, Thailand and Laos. Additionally, Can Tho leaders should facilitate for investors to build floating restaurants serving food and drinks for travelers. We need to build impressive souvenir shops near the floating market to sell unique and typical handmade products like the models of floating market, Can Tho ancient market, Ninh Kieu quay, Can Tho bridge, “đòn cà tài tử” boat, etc. These souvenirs not only remind tourists about a destination they visited, but they are also a good way to promote Can Tho tourism. To introduce widely floating market to potential customers, we have to provide the products and services with high quality because word-of-mouth marketing is the most powerful kind”. Apart from diversifying tourism products, ensuring traffic safety, protecting environment and providing good services, we should regularly use survey questionnaires to gather visitors' comments. The government should have more incentives for investors in tourism. Moreover, the Tourism Promotion Center should promote images of the floating market on mass media, tourism websites, conferences, exhibitions, international fairs, and so on.

The State should establish a fund for the promotion activities and research on tourism in each locality. To generate financial sources for investment in floating market tourism development, Can Tho Department of Culture - Sports and Tourism should have specific regulations about annual fees towards organizations and private tourism companies. This fee will be spent on improving the environment and developing the local community.

Development of Community – Based Tourism

Currently, floating market tourism does not bring much economic benefit to the city as well as the local people. To improve this situation, the local community needs to be engaged in planning and development strategies for the city. The local residents play a significant role in the success of any tourist sites, as promoter. It is very important to create favorable conditions for them to be involved in tourism activities. This is a good way to promote the development of economy – society in the locality; when local people realize their benefits from tourism activities, they will volunteer to protect the natural environment and tourism resources like their assets. The local government needs to have specific ways to attract more local people's participation in the tourism development such as providing means of transportation, food, drinks, souvenirs, products for tourists, etc. The local community needs to be trained and widen their knowledge about natural environmental protection, the importance of ensuring food safety and reasonable prices, as well as on how to become local guides. Besides, the government should support the financial source for the community to maintain trading activities at the floating market. As a result, local residents can market themselves to tourists and take part in tourism development strategies.

The Implementation of The Government Policy on Tourism

It is said that the implementation of government policies is likely a key component in the development process of tourism. It is necessary to have stricter regulations about establishing tourism companies, tourist sites, restaurants, and so on. Businessmen have to pay more attention on product quality and avoid discounting to compete unfairly. In the tourism companies, it is necessary to consider copyright towards the tourism programs. Can Tho Department of Culture - Sport and Tourism should coordinate with the Schools of Tourism in Can Tho and relevant agencies in order to continue the training courses for business owners, staff and employees in tourist attractions, means of transportation, hotels, restaurants, etc. These activities will create conditions for tourism businesses to improve service quality, and probably ensure a regulated from the State. Besides, the local officers should establish the market-management team to regularly check and promptly deal with any violation, overcharging situations, and other social problems. In the future, it is very important to enhance the relationship among stakeholders to responsibly develop tourism, including the Departments, tourism companies, local community and other service providers. To ensure traffic safety, the waterway managers need to control the means of transportation such as the operating license, quality of means, life jackets, the first aid kits, the staff, and so on. In addition, conducting the waterway traffic management will enhance inspection to ensure order in the operation of boats on the river, thereby preventing unfortunate incidents from occurring. The local authority should have an observatory to help manage the floating market, and allow tourists to enjoy the panoramic view. The City People's Committee needs to have specific policies in order to support the working capital for poor traders and local people. All interview groups showed considerable attention to the natural environment. They agreed that tourism development must go hand in hand with the preservation of natural resources and protection of the natural environment.

To solve the problem of water pollution, the government has to have specific measures. For example, Department and District People Committees should open classes to propagate or educate the local people and stall-holders on how to protect the natural environment. Besides, the local authority should verify the staff's to regularly check and promptly solve with any problem. Moreover, all government agencies in Can Tho city should enhance linkage and co-operation among stakeholders to develop tourism in a responsible way. It may be necessary to raise awareness of tourist companies in sharing the profit with the local community at destinations, contributing the fund for the conservation of natural resources and the protection of environment. It is very important to establish a team who is responsible for sanitation of the market surroundings. The Tourism Promotion Center will propose to the City People's Committee to set up an area for garbage disposal. As for the means of transportation, vehicle and boat owners have to remind visitors to protect the environment while sightseeing. All local residents and traders commented that the local government needs to build public toilets near the floating markets. Besides, the market management board should allocate more wastebaskets near the floating market.

Conclusion

Playing a significant role in economy - society of the Mekong Delta, Can Tho has been a remarkable city in recent years. It has become an attractive tourist destination in the region. It seems that Can Tho has favorable conditions for tourism development such as the geographical location, infrastructure and services rather than neighboring provinces. Therefore, Can Tho has more and more received the interest of Central government via a number of documents on tourism development. Noticeably, the floating markets have become the highlight points in Can Tho city because of their unique cultural characteristics and lifestyle of local residents. However, there are some problems in the development process of this tourism type. It can be seen floating markets have contributed to introduce the country, the people of Vietnam in general and Can Tho in particular to international friends. Therefore, the government needs to urgently deal with the problems to develop floating market tourism which is always the typical culture of the Delta. Also, local government should take advantage of the available conditions to boost the floating market tours become the flagship product. It might contribute to economic growth and stable development of society while preserving indigenous cultural activities.

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THE EFFECT OF A FLIPPED CLASSROOM APPROACH ON EFL JAPANESE JUNIOR HIGH SCHOOL STUDENTS' PERFORMANCES AND ATTITUDES

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Abstract: *The purpose of this study was to apply the flipped classroom approach to teaching English in order to examine its effectiveness on Japanese EFL junior high school students' performances, attitudes and perceptions toward learning English. The researchers implemented the flipped classroom by creating videos based on the students' textbook and grammar points, which were the present progressive and regular verb past tenses and uploaded those videos to YouTube to let the students watch them beforehand at home. A hundred and sixty 7th grade students (1st year of junior high) participated (40 students in each class). The students of the experimental group (n=80) were required to watch the videos at home and fill in the worksheet to learn by themselves and come to class prepared to ask for clarification, if needed. The control group students (n=80) received in-class traditional instruction only. Both groups received three classes each for the present progressive and past tense of regular verbs then took a grammar test and a speaking test. Student pre-questionnaires, post-questionnaires, and teacher interviews in the flipped classroom were also conducted to analyze perceptions toward English and flipped classroom. The experiment was conducted with a counterbalanced design. The results illustrated that (1) adopting the flipped classroom strategy in teaching present progressive appeared to play a role in enhancing the students' grammar and speaking performances (via the statistical analysis of the post-test results); (2) the difference in result was not significant when analyzing the whole post-test results that ignored grammar, indicating that the flipped classroom can't be conclusively indicated as a necessarily effective means; and (3) the questionnaires and interviews showed that the students' and teachers' attitudes towards using the flipped classroom strategy in the EFL class were positive.*

Keywords: *English As A Foreign Language, Flipped Classroom Approach, Japanese Junior High School*

Introduction

The flipped classroom design asks students to learn what they would traditionally learn in the classroom before class and engage in activities that are traditionally given as homework in classes (Bergmann & Sams, 2012). The flipped classroom often enables students to be familiar with the English language outside the classroom by watching educational videos, PowerPoint presentations chosen and prepared by teachers, listening to audio files, and reviewing papers related to the course being taught. Inside the classroom, teachers take advantage of class time to discuss the ideas, to enhance thinking, to conduct collaborative learning and to provide various kinds of student-centered activities (Leicht et al, 2012; Bergmann, & Sams, 2012; Shigeta, 2014).

The flipped classroom approach applied to English as a foreign language (EFL) learning has had a positive impact on the EFL learners' attitudes, engagement, participation, and performances. However, this strategy had not yet been well examined in the Japanese EFL context especially in Japanese junior high schools. Generally speaking, most of the existing studies that include technology and student-centered methods were conducted in higher education rather than in secondary school (Sarah & Yousif, 2016; Moran 2014). Hence, this study focuses on Japanese junior high school students to provide pedagogical implications to EFL education. According to a report from the Ministry of Education, Culture, Sports, Science, Technology (MEXT, 2014), although the goal of English education is to acquire communication skills in junior and high school, there are some indications that teachers often focus too much on "how much the students acquire grammar and vocabulary" rather than "what students can do by using English." Still, English needs to be learned consciously, and grammar knowledge is essential in order to acquire English proficiency. In the first place, in order to acquire communication ability, grammar knowledge is the basic premise (Sugiyama, 2013). However, because of the limited time in school based on the curriculum (Iwata, 2014), it is difficult to cope with both grammar and speaking skills in a Japanese context. In terms of the situation in Japanese junior high school, English teaching methods vary from very traditional grammar-based ones to very modern communicative ones (Ikegashira et al, 2009). On account of the time constraint, this dichotomy is very salient in Japanese education. Moreover, several studies illustrate that Japanese EFL learners don't have the opportunities to engage in English language use or practice the skills outside of the classroom. In order to reconsider these circumstances, the researchers chose to implement the flipped classroom as a method to examine its effect on Japanese junior high school students' performances focused on both grammar and speaking skills, and their attitudes toward flipped classroom.

Literature Review

Japanese EFL Context

English as a foreign language (EFL) is a crucial and required subject in Japanese education. As stated previously, although the goal of English education is to acquire communication skills in junior and senior high school, there are some indications that it often focuses too much on "how much the students acquire grammar and vocabulary" rather than "what students can do by using English." Much assessment of English education in Japanese schools likely focuses on reading comprehension and grammatical features of the language (Sasaki, 2008; Forsythe, 2015). This often results in a passive learning environment in which students are provided with few opportunities to produce English. Because of the focus on grammar in many Japanese EFL classrooms, according to Mack (2012), as many as 66% of students noted that there weren't enough opportunities to interact with other students using English. English instruction in junior high schools has a long tradition and its teaching methods vary from very traditional grammar-based ones to very modern communicative ones. It depends on the teachers at the school. In some schools, teachers explain the grammatical points of the lesson and make students do pattern practices and students repeat the sentences after CDs. In other schools, students enjoy games or role-playing activities without any grammatical explanations (Ikegashira et al, 2009). This strong dichotomy continues to be prominent in Japanese EFL education. Students' sociocultural paradigms is another obstacle that prevents learners from practicing English. Japanese learners don't need to use English in daily life, because Japanese is the language of communication. Thus, there is a lack of out-of-class, authentic situations to use English in Japan (Takano, 2004; Narita, 2013).

As mentioned above, there is a need for more opportunities among students to interact in English; however, the importance of grammar should not be neglected. One of the ways to achieve a balance of both explicit instruction of the target language and opportunities for increased production, whether it be through the spoken or written form, is flipped learning (Leis, 2016).

The Flipped Classroom

The figure below (Figure 1) is of the theoretical framework which explains the time and content distribution for classroom activities and home. The flipped classroom works on the principle of not having lectures in the classroom and spending time on in-class activities (Jacob, 2013). It also shows that in the flipped classroom theoretical knowledge is received outside the class and implementation of that knowledge is done in the classroom with the guidance of the teachers. The content is usually created and distributed either online or in another form as a pre-learning tool. The connection between home study and classroom activities is accomplished by the interactions between the students or between student and teacher (Deepak, 2017).

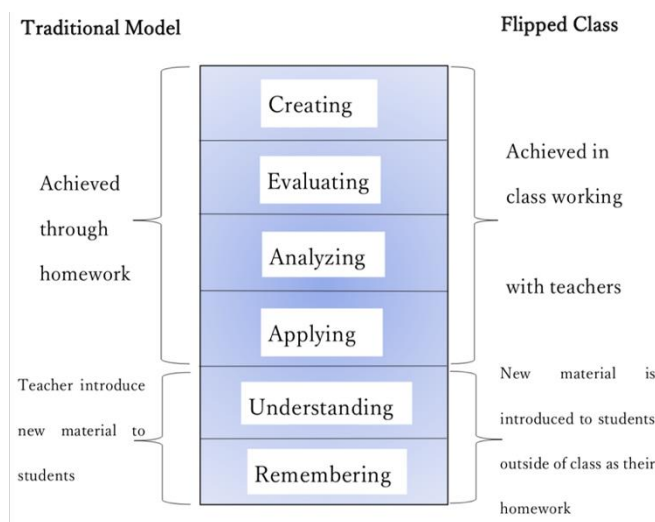


Figure 1. The Theoretical Framework of Flipped Classroom. This Chart Is Modified by The Author, Originally from Williams (2013).

Bergmann and Sams (2013) declare that a flipped classroom approach followed by technology focuses on effective ways to use face-to-face class time with students. When it is practiced in a foreign language classroom, it allows students to learn grammar by direct instruction through the use of video lectures outside of the classroom. This results in freeing up time to engage in more student-centered active learning in class (Bergmann & Sams, 2013). The increase in student-centered active learning time can lead students to have more opportunities to activate input, output, and interaction practices. Thus, a flipped classroom approach in foreign language instruction allows instructors to integrate both explicit instruction and interactive approaches, which can promote the understanding of grammar and lead to language proficiency.

Previous Studies of the Flipped Classroom in EFL

Many studies indicate that the flipped classroom strategy positively affects students' performance and proficiency levels in different kinds of English language areas. Obari and

Lambacher (2015) found that flipping English classes improves Japanese university students' scores on the Test of English for International Communication (TOEIC). Moreover, flipping English classes enhances adult learners' listening comprehension skills (Kang, 2015) and improves speaking skills (Obari and Lambacher, 2015). In addition, in Kimura, Yamamoto, and Yuhaku's research (2014), Japanese undergraduate students' English writing skill improved. Furthermore, the flipped classroom strategy can encourage learners and make them concentrate more on the learning process. Hung (2015) showed that 80% of the participants in flipped university classes spent more time and effort learning on their own compared to students in traditional classes. However, this doesn't mean flipped classroom strategy will always succeed, and there are some studies that have failed when implementing the strategy. Kang (2015) states that the key to the successful flipped classroom model could rely on how pre-preparation assignments and in-class activities were well-integrated to acquire the benefits of a synergy effect from both. Since the flipped classroom is a new strategy for students, there are various perceptions and attitudes towards it. Some students complained about the out-of-class assignments that require using technology (Han, 2015; Kang, 2015). However, since there are many beneficial points in flipped classroom, perception and attitudes toward flipped classroom was mainly positive. Correa (2015) discussed some beneficial points of the flipped classroom style that were applicable to developing learners' L2 language knowledge:

1. Exposure to input/output: As the class time is devoted to practice (problem-posing) instead of teacher-led recitation (banking model), exposure to meaningful input is maximized and opportunities for output are multiplied.
2. Retention of material: Retention of material is significantly greater with group discussion (50%), individual practice (75%), and opportunities to teach others (90%) than with lecture (5%) or demonstrations (30%). As lecture and demonstrations are done at home as homework, the flipped classroom ensures that the class time is devoted to activities that increase retention.
3. Meaningful interactions: While mechanical drills and other traditional activities such as fill in the blanks can be done at home, class time can be devoted to meaningful, open activities that put in practice what was learned at home (making and interpreting meaning) (Correa, 2015).

Considering these positive perspectives of flipped classroom, students mentioned that by flipping the class, it enabled them to better comprehend the content (Homma, 2015). Furthermore, Muldrow (2013) indicates the flipped model is just one of the ways teaching and learning process can be organized, and to cater for different students' needs it is best to find a nice balance of approaches and techniques.

As mentioned above, much practical research on the flipped classroom has been reported and it is now known as one of the effective ways of learning. However most of the existing studies that include technology and student-centered methods were conducted in higher education rather than in secondary school (Sarah & Yousif, 2016; Moran, Clarice 2014).

English Grammar Acquisition in Japanese Context

The figure below (Figure 2) indicates the order of English grammar difficulties in Japanese context. This Figure was partly excerpted from the result of Negishi (2012) since present progressive and past tense of regular verbs are focused in the current study. Judging from this table, regular verb past tense is easier to acquire than present progressive for Japanese learners of English. Nishijima (2017) also mentions, regular past -ed in English doesn't seem to present much difficulty for the Japanese learners of English because the Japanese past tense can be made by simply attaching the past tense marker -ta to the end of Japanese verbs, just as English regular past tense is made in a similar way.

Grammar difficulties	Grammar items
High	present progressive
	the forth sentence pattern
	can (ability)
	will
	third-person singular -s verb
	past irregular verb
	I want/ would like to~
Low	want to~
	past regular verb

Figure 2. Difficulty Level of English Grammar Items in Japanese Context. This Table Is Excerpted and Modified by The Author, Originally from Negishi (2012).

Research Questions

Although the flipped classroom is one of the suggested alternatives to the current method in Japanese education, there hasn't been enough research in the Japanese Junior high school context. Therefore, purpose of this study was to apply the flipped classroom approach to teaching English in order to examine its effectiveness on Japanese EFL junior high school students' performances, attitudes and perceptions toward learning English.

Current study seeks to answer the following questions:

- 1)For junior high school EFL students, do speaking ability and grammar ability improve through the flipped classroom method?
- 2)Which grammar point is more suitable for the flipped classroom method, the present progressive or the past tense of regular verbs?
- 3)How did students' attitudes toward English learning change by learning through the flipped classroom method??
- 4)What are the perceptions of the EFL students and teacher when implementing the flipped classroom?

Method

Participants

In total, 160 junior high school students participated in this research, 40 students (20 males and 20 females) in each of four classes. All were 7th grade students (first-graders) at Tennoji Junior High School Attached to Osaka Kyoiku University in Osaka, aged 12 or 13 years old. This school is a combined junior high and high school, so the participants had passed the entrance examination to enter the junior high school. 4 group (classes A, B, C, and D) is homogeneous population based on their English proficiency at the beginning of this academic year (April, 2017).

Procedure

Before the treatment, the experimental group students were given instructions to followed during the treatment period. Also, a pre-questionnaire was administered to learn about their perceptions and enthusiasm.

The control group was taught using traditional teaching methods, while the experimental group was taught using the flipped classroom method. The experimental group was required to watch short videos at home and to fill in the worksheet to learn by themselves and come to class prepared to ask for clarification, if needed. Both groups were taught by the researcher who was in charge of the participants' daily English classes. The treatment lasted three weeks; both groups received three classes each for the present progressive and past tense of regular verbs. The experiment was conducted with a counterbalanced design. Figure 3 charts the procedure of this study. The content of each lesson was designed through short videos (5 minutes maximum), and a worksheet for the assigned lesson. Usually, in the traditional classroom setting, the teacher explains and gives some topics to students in an oral introduction at the beginning of the class, but the key in the flipped classroom settings is to carry out the oral introduction or explanation through the videotaped lecture beforehand. Therefore, the researchers made short videos, the contents of which were divided into four parts: the first part was the oral introduction; the second part an explanation of the grammar point; the third was for repetition practice; and the last was a summary of the grammar point. Since the ideal length of the video would be around 5 minutes (Sugiyama, 2013), the researchers made all the videos within 5 minutes. Before the treatment of each class, the content was uploaded onto YouTube, and a paper-based restricted type of URL and QR code on YouTube was distributed to the students. School class time was divided into three parts: the first part (5 minutes) was devoted to answering students' questions, giving the correct feedback and briefly check and practice what they have learned from the video. The second part (20 minutes) was the core of the class; planned activities were given. Mainly, students worked in pairs to communicate using the grammar points or discuss the problems given. After each activity, a feedback was given out to ensure students' understanding. The third part (5 minutes) was allocated to summarizing the main points of the lesson. At the end of each period of grammar instruction (present progressive and past tense of regular verbs), the researchers conducted a grammar test and a speaking test with the students. Their voices were recorded during the speaking test. A post-questionnaire was also filled out after finishing the treatment. For the teacher who had taught the students through the flipped classroom approach, the researchers conducted a semi-structured interview in order to understand those teachers' perspectives. The interview was recorded. Finally, the collected data were analysed.

Instruction of the flipped classroom & Pre-questionnaire	Grammar Group	Present progressive			Speaking & Grammar test ①	Past regular verb			Speaking & Grammar test ②	Post-questionnaire (conducted after each FC end course)
	Group 1 (A, B)	FC①	FC②	FC③		Non-FC①	Non-FC②	Non-FC③		
	Group 2 (C, D)	Non-FC①	Non-FC②	Non-FC③		FC①	FC②	FC③		

Note. FC=Flipped Classroom, Non-FC=Non-Flipped Classroom

Figure 3. Procedure of This Study.

Instruments

Questionnaires

The questionnaire was used to evaluate the students' perceptions of the flipped classroom strategy. The researchers used two types of questionnaire: a questionnaire sheet that would be distributed before the class (Appendix A), and one that would be employed after the class (Appendix B). The questionnaire was developed based on previous research about flipped classroom practices (Hamad, 2016; Kang, 2015; Nishimura, 2016). Questions 1~15 are the

same for both pre- and post-treatment; this was done to compare the differences of each and estimate the teaching effect of the flipped classroom approach. For the questionnaire sheet used after the treatment, there were an additional 13 questions to measure students' perceptions and attitudes toward implementation of the flipped classroom. The quantitative section was multiple-choice questions (using a 6-point Likert scale, from "1" = "strongly disagree" to "6" = "strongly agree"). The qualitative section for the pre-questionnaire was composed of one open-ended question, which aimed to explore how participants feel toward studying English through videos at home and studying through the flipped classroom approach. The qualitative section for the post-questionnaire was composed of one closed-ended question and two open-ended questions. The post questionnaire aimed to find out how many times they had watched and rewound the videos, students' perceptions and attitudes toward the classroom activities, and their overall perceptions and attitudes toward the flipped classroom. Overall, the questionnaire sought to determine if their perceptions and attitudes toward the flipped classroom approach were positive or negative and to gather any relevant information on how students perceived this method.

Tests

Grammar Test

The post-grammar test for the present progressive and past tense of regular verbs were both consisted of 21 question items. They were designed by the researchers to determine whether the flipped classroom strategy had a positive impact on students' performance in L2 grammar. The post-test was administered to the experimental and control groups after instruction of each grammar point was concluded.

Speaking Test

The post-speaking test for each grammar point consisted of two parts. The first part consisted of three questions to describe the picture one by one following the sentence question. The second part which consisted of five questions asked by the examiner while looking at the picture. Overall, the speaking test was focused on picture description. Each of students' answers was recorded.

Semi-Structured Interview

A semi-structured interview was conducted to gather qualitative insight into teachers' perceptions, attitudes, and opinions towards the flipped classroom method. The interview consisted of five questions. This interview was also recorded and later transcribed.

Analysis and findings

Among the 160 participants, there were some participants who had filled out the questionnaire imperfectly or were absent for the test or the questionnaire and were therefore removed from the analysis. Thus, the numbers of participants in the questionnaire was 138, and there were 155 participants for the overall grammar test, 157 participants for the present progressive speaking test, and 156 participants for the past regular verb speaking test.

Comparison of Pre and Post Questionnaire

To examine differences of students' attitude and perception toward English and the flipped classroom between before after the implementation, dependent-sample t-test was carried out through the treatment by SPSS (Statistical Package for the Social Sciences). Table 1 shows the descriptive statistics for Pre and Post Questionnaire. The questions were all multiple-choice

questions (6-point Likert scale; from “1” = “strongly disagree” to “6” = “strongly agree”). The results showed that the class difference was observed for Q1 ($t(138) = -2.506, p = 0.013$), that is, the question asking “I like English.”, Q2 ($t(138) = -3.329, p = 0.001$), that is, the question asking “I’m good at English.”, Q6 ($t(138) = -2.812, p = 0.006$), that is, the question asking “It is interesting to read English.”, Q12 ($t(138) = -2.136, p = 0.034$), that is, the question asking “It is important to prepare for the class.”

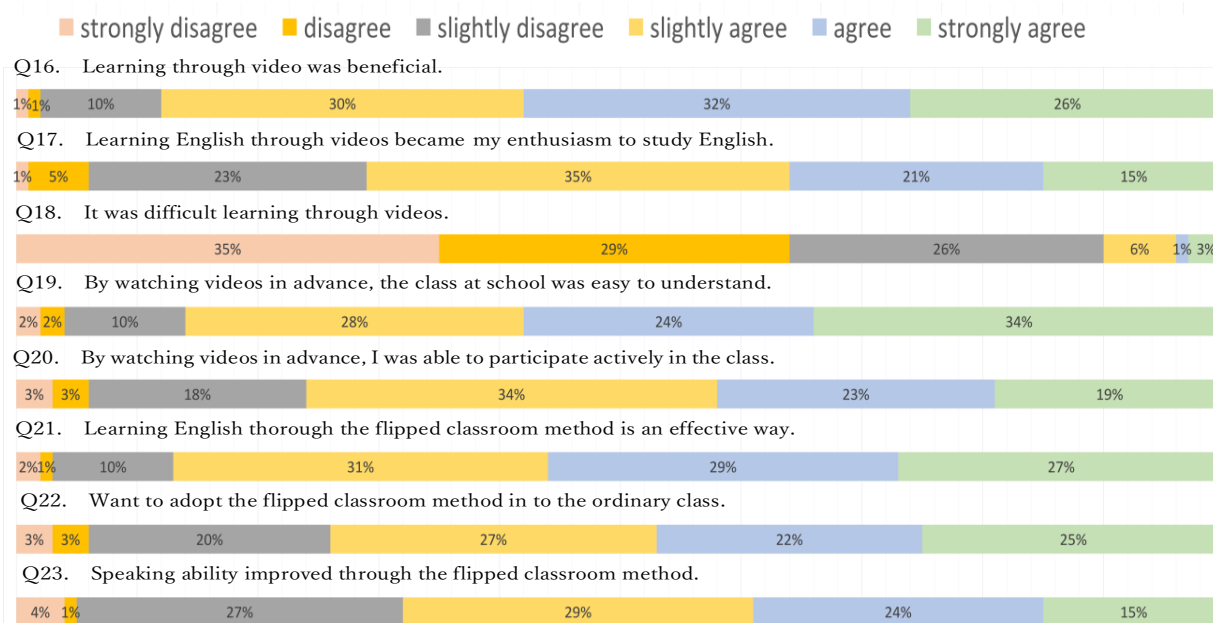
Table 1 Descriptive Statistics of Flipped Classroom Pre and Post Questionnaire

	Flipped classroom questionnaire(n=139)			
	Pre		Post	
	M	SD	M	SD
Q1. I like English.	4.48	1.326	4.64	1.222
Q2. I am good at English.	3.53	1.270	3.76	1.356
Q3. It is interesting to speak English.	4.36	1.239	4.51	1.230
Q4. It is interesting to listen English.	4.31	1.244	4.44	1.217
Q5. It is interesting to write English.	4.29	1.270	4.41	1.082
Q6. It is interesting to read English.	4.27	1.249	4.53	1.253
Q7. I want to be able to speak English.	5.53	.715	5.53	.745
Q8. English speaking skill is what I want to improve the most.	5.31	.815	5.40	.890
Q9. English listening skill is what I want to improve the most.	4.59	1.055	4.65	1.122
Q10. English writing skill is what I want to improve the most.	4.50	1.163	4.51	1.194
Q11. English reading skill is what I want to improve the most.	4.33	1.086	4.48	1.157
Q12. To prepare for the class is important.	4.29	1.175	4.47	1.224
Q13. I like pair and group works.	4.51	1.265	4.59	1.267
Q14. I feel uncomfortable using video to study.	1.93	1.054	1.91	1.254
Q15. I am looking forward to study using video. (To study using video was enjoyable.)	4.81	1.122	4.81	1.160

Note. n=Participants’ Numbers, M=Mean, SD=Standard Deviation

Post Questionnaire Result

There were 13 items on the questionnaire which was only asked after implementation of the flipped classroom. The following bar graph detail the results of each question.



Comparison of Post-Test

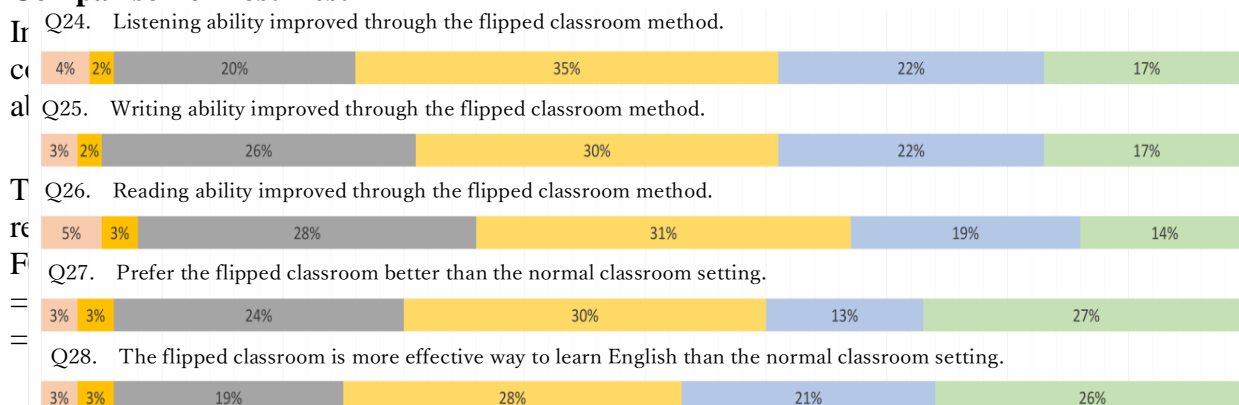


Table 2 Descriptive Statistics of Present Progressive Grammar Test

	FC(n=80)		Non-FC(n=75)	
	M	SD	M	SD
Present progressive grammar test	15.90	3.470	14.69	3.817

Table 3: Descriptive Statistics of Past Regular Verb Grammar Test

	FC(n=75)		Non-FC(n=80)	
	M	SD	M	SD
Past tense of regular verb grammar test	15.53	4.500	16.33	3.306

Table 4 and 5 shows that the comparison of the overall scores of present progressive and past regular verbs speaking tests between Flipped classroom (FC) and Non-Flipped classroom (Non-FC). The result indicated that present progressive speaking test had a significant

difference ($t(155) = 2.499, p = 0.016$), whereas past regular verb speaking test had no significant difference ($t(154) = 1.737, p = 0.085$).

Table 4: Descriptive Statistics of Present Progressive Speaking Test

	FC(n=80)		Non-FC(n=77)	
	M	SD	M	SD
Present progressive speaking test	6.31	1.428	5.62	2.033

Table 5: Descriptive Statistics of Past Regular Verb Speaking Test

	FC(n=77)		Non-FC(n=79)	
	M	SD	M	SD
Past tense of regular verb speaking test	6.66	1.767	7.08	1.130

Table 6 and 7 shows that the comparison of the overall score results that ignored grammar between FC and Non-FC. The result indicated no significant difference between FC and Non-FC both grammar test ($t(154) = .595, p = .553$) and speaking test ($t(138) = .602, p = .548$).

Table 6: Descriptive Statistics of Overall Grammar Test (Flipped vs Non-Flipped)

	FC(n=155)		Non-FC(n=155)	
	M	SD	M	SD
Overall grammar test	15.72	3.993	15.54	3.644

Table 7: Descriptive Statistics of Overall Speaking Test (Flipped vs Non-Flipped)

	FC(n=157)		Non-FC(n=156)	
	M	SD	M	SD
Overall speaking test	6.48	1.608	6.36	1.789

Semi-Structure Interview Result

In order to understand teachers' perceptions of the flipped classroom, the researcher conducted a semi-structured interview with the teacher who conducted the class. The interview consisted of 4 questions.

1) How was your feeling before implementing the flipped classroom?

The teacher felt both anxious and expectant. As a key point for success of the flipped classroom, he was concerned about three points. First, how much would the students watch the video at home? Second, could the students watch the video without mechanical problems? Third, how would the teachers deal with the students who weren't able to or didn't watch the video. He noted that since there is more time for students to use English, an improvement of English proficiency was expected.

2) How did you feel after implementing the flipped classroom?

He mentioned that quite a few people watched the video and came to the class. Moreover, he noted students' comprehension level was high as he can see in the class. In addition, he indicated that students' English frequency usage has increased more than in the traditional classroom setting.

3) Though the flipped classroom was used for only a short time period, what do you think about students getting bored when looking ahead to a long period of implementation?

Regardless of flipped classroom method, he remarks that generally if we use the same approach continuously, the average number of students who get bored will increase. In this instance, the participants were 7th graders (1st grade in junior high school) who typically get bored easily compared to older students. Therefore, he indicated that, in order to prevent students from getting bored and to take advantage of flipped classroom characteristics, we might use this method for more complicated content, which means we need to use the method selectively depending on the content. However, he noted that students will not be bored if teachers firmly attempt to enrich the video content and the classroom activities.

4) What challenges appeared after implementing the flipped classroom? What are the solutions for them?

When implementing the flipped classroom, making the best use of the time which was traditionally used for a grammar introduction and explanation is important. Hence, he mentions that teachers who are going to implement this method need to learn and study the best way to use this time depending on their students. Moreover, he indicates that teachers' burden will increase from a perspective of video production and preparation for the class. As a solution, teachers can cooperate with each or divide their roles.

Discussion

In this section, the author will examine the following four research questions as proposed before based on the results obtained in the former chapter.

For Junior High School EFL Students, Do Speaking Ability and Grammar Ability Improve Through the Flipped Classroom Method?

Referring to the independent-sample t-tests, which compared the scores of present progressive grammar tests between FC group and Non-FC group, the results indicated a significant difference: the FC groups' scores on the present progressive grammar test were higher than the Non-FC groups' scores. Judging from this, when looking only at the grammar test scores, the flipped classroom method was more effective than the normal classroom setting. Therefore, it can be said that the flipped classroom method conducted this time was effective for carrying out present progressive grammar instruction. In addition, the present progressive speaking test had a notable difference: FC groups' scores on the present progressive speaking test were higher than the Non-FC groups' scores. Accordingly, it can be said that the flipped classroom method which was used this time was an effective way to enhance students' speaking ability and grammar ability when focusing on the present progressive.

On the other hand, from the independent-sample t-tests, which compared the score of the past tense of regular verbs grammar tests between the FC group and Non-FC group, indicated no significant difference. Likewise, the speaking test for the past tense of regular verbs had no significant difference. Judging from the result, it could be said that there is no difference in score between the flipped classroom method and the normal classroom setting when teaching past tense of regular verbs. Thus, when teaching past tense of regular verbs in flipped classroom method it cannot be said this this method is a more effective way.

Moreover, the difference in the results of the dependent-sample t-tests was not significant when analyzing the whole post-test results that ignored grammar, indicating that the flipped classroom cannot be sweepingly indicated as a necessarily effective means of instruction, and overall it cannot be stated unconditionally that the flipped classroom is an effective means to improve students speaking ability and grammar ability. Reasons for the non-statistically significant results could include the short length of the experimental treatment. On the whole, as also mentioned in the teachers' interview and Muldrow (2013), some grammar items are suitable and some not suitable for the flipped classroom method. This implies that instead of using the same method for every item teachers need to change their teaching methods depending on the items they will teach.

Which Grammar Point Is More Suitable for The Flipped Classroom Method, The Present Progressive or The Past Tense of Regular Verbs?

Judging from the results of grammar and speaking tests, it can be said that the past tense of regular verbs is easier to acquire than the present progressive for Japanese learners of English. This supports the previous study of Negishi (2012). As stated above, we can posit the following hypothesis: due to the characteristic of the flipped classroom, it is more suitable for complicated grammar items that are difficult to acquire (in this case, the present progressive). Since this was also mentioned during the teachers' interview, it is relatively obvious from both theoretical and practical perspectives.

How Did Students' Attitudes Toward English Learning Changed by Learning Through the Flipped Classroom Method?

In the results of the dependent-sample t-test, there were some question items in which statistical significance was observed from the pre to post survey phase, which were Q1 "I like English"; Q2 "I'm good at English"; Q6 "It is interesting to read English"; and Q12 "It is important to prepare for the class." From the result the number of students who like English increased. Students who changed to a positive answer in Q1 wrote that it was easy to learn the grammar points by watching videos again and again; that the flipped classroom gave them an opportunity to study more at home; that it was easier to understand the class through the flipped classroom method; and that it was fun to communicate with classmates using English. Considering these opinions, due to the increase in real opportunities to use English both in class and at home, learners came to understand English more and this led to an increase in perceived comprehension. This supports Homma's (2015) statement that flipping the classroom enables students to better comprehend content. The number of students who believe they are good at English also increased after the implementation. Students who had changed to a positive answer to Q2 wrote that the class was easy to understand because they had already learned the grammar point at home; that they wanted to continue this flipped classroom method; that this method was good because it put them in the habit of preparing for class. Judging from this, preparing for the class by watching the video and filling in the worksheet as homework had a great effect on learners. This relates to the increase of positive answers to Q12 "It is important to prepare for the class." In the questionnaire many students mentioned that by preparing for the class their class-time became more fruitful. Lastly, the result showed that the number of students who are interested in reading English increased. This fact can be considered as a secondary effect to this flipped classroom method.

Referring to the change of the response score on Q1, Q2, Q6, and Q12 from before to after the English flipped classroom method, it can be said that their attitudes towards using the flipped classroom strategy were positive.

What Are the Perceptions of The EFL Students and Teacher When Implementing the Flipped Classroom?

Students' responses in the questionnaire declared that they played an active role in their own learning process. For example, students mentioned that they sometimes needed to view the lesson more than once to understand the lesson content. They also stated that they were able to clarify some ambiguous or unclear points of the videos during class time by asking their friends or teacher. In addition, they stated that the opportunities to use English in the class increased so they were able to actively participate in the class and to form English study habits through watching the videos. The pie-chart (Q20) also shows that nearly 80% of the students agree that they were able to participate actively in class by watching the videos. All these responses prove that the flipped classroom method can activate students' role in the learning process. This shows that flipping English classes can solve the problem noted by Takano (2004) and Narita (2013), which is the dominance of Japanese and cultural resistance to the use of English in Japan that limits EFL students' chances to communicate in English. Flipping English classes will create opportunities for students to practice and study the language outside and inside the classroom. On the other hand, as Kang (2015) mentioned, there were some students who complained about the out-of-class assignments or who had negative feelings about the flipped classroom method. Some students stated that they could hardly find time in their busy schedules to watch the video or that it was troublesome. This reveals that students' workload are crucial to their acceptance of out-of-class extra tasks. Some students, however, wrote that they wanted more practice sections in the video so that they could practice more at home. This dichotomy may have arisen from students' motivational differences toward flipped classroom method. This implies that it is important to explain more to students about the concept of this model and develop it thoughtfully so that students can realize the benefits of its implementation. In addition, adding activities or practice sections into the videos or during class, ones which would stimulate students' intellectual curiosity, could be a successful solution. Teachers' responses in the interview revealed that the teacher can spend more time on increasing the frequency students' English usage, since the time spent on grammar instruction was omitted. This indicates that flipping English classes can solve the strong dilemma in Japanese education, which was difficulty of applying enough time for the instruction of grammar rules and practicing English, mentioned by Ikegashira et al (2009). In the study, most of the students and teacher agreed that they applied the grammatical rules that had been learned in the flipped classroom in speaking and writing activities. Therefore, the flipped classroom strategy can achieve a good balance between explicit instruction of the target language and opportunities for increased production which supports Leis (2016). Overall, students' questionnaire responses and the teacher's interview concerning the flipped classroom strategy showed that their perceptions were affected positively.

Conclusion

The objective of this research was to pave a way for teachers to move past some of the primary hindrances faced by EFL junior high school students in Japan. This includes a dearth of opportunities for language use, low proficiency levels, and traditionally teacher-centered classes. Hence, the present study was conducted with EFL junior high school Japanese students to investigate the effect of the flipped classroom on students' performance and attitudes. The flipped classroom is an educational strategy that allows teachers to support students' self-learning by providing them with interesting e-learning materials in order to free class time for more student-centered activities (Bergmann & Sams, 2013).

The findings indicated that adopting the flipped classroom strategy in teaching the present progressive tense appeared to play a role in enhancing students' grammar and speaking performances, as shown in the statistical analysis of the post-test results. However, the difference in results was not significant when analyzing the whole post-test results that ignored grammar, indicating that the flipped classroom cannot be recommended without reservation as a necessarily effective means. The researchers concluded that there is a field, namely grammar items, in which there are suitable and unsuitable items for flipped classroom method, and therefore recommend carrying out more studies at the junior high school level to discover how flipped classroom strategies can be made use of for more effective teaching and learning. This study also found that students and teachers hold positive attitudes towards the flipped classroom as it gave students more opportunities to communicate in English and enhance their understanding of grammar points by watching and re-watching videos. Students also mentioned that they hope the flipped classroom strategy would be adopted in their normal classes as well. There is still little research, however, into flipped instruction methodology in EFL, because the theory of the flipped classroom is still in its infancy especially in secondary school education. For the success of English learning, there should be more practical research into the flipped classroom and the hope that clearer and more useful results will be obtained in the future to advance the goals of both teachers and learners in the EFL classroom. In addition, further research should examine different aspects that may contribute to the success of flipped instruction in English learning.

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THE USE OF COLLABORATIVE KNOWLEDGE BUILDING TECHNOLOGY TO ENGENDER STUDENT TEACHERS' ENGLISH COMMUNICATION SKILLS IN A PUBLIC UNIVERSITY IN SABAH, EAST MALAYSIA

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Abstract: *Many industry players from the private sector have complained about the lack of English communicative skills among local student teachers in Malaysia. The problem was partial caused by learning English via the traditional way where communicative skills were not fully emphasised. Traditionally, student teachers are engaged in assignments or small group during classroom discussion to "learned" communicative skills while doing their project. However, studies have shown that Web 2.0 tools can help better in the enculturation of communicative skills. This research explores the use of Padlet.com to promote student teachers' communicative skills through collaborative knowledge building. Using padlet.com, educators can make interactive posts by dragging and dropping different media and uploading files to them. With features like export, subscribe, email and social sharing, educators can make padlet.com posts collaborative (EdTech, 2015). This research involved fifty-nine (N=59) second year student teachers at Universiti Malaysia Sabah (UMS). The student teachers used Padlet.com as a platform for contribution and ideas discussion in their multimedia project. Questionnaire and focus-group interviews were used to gather data. It was found that Padlet.com has successfully improved student teachers' English communicative skills through collaborative knowledge building in particularly learners' preparedness (mean=3.91), academic improvement (mean=3.46), flexible learning (mean=3.78) and learning management (mean=3.89). It is recommended that Padlet.com be used as a future online learning tool for improving learning in the university.*

Keywords: *Communicative Skills Development, Knowledge Building, Web 2.0 Tools*

Introduction

Numerous past reports had reported that the number of jobless graduates has increased drastically in the past few years. According to Student Statistical Report by the Ministry of Education (MOE) (MOE, 2014), unemployment among graduates are high at 24% and most of them from technical and vocational line. The report states that 30,000 out 44,000 unemployed graduates are without jobs, while another 5,000 chooses to apply for further their studies. According to Hesketh (1999) there is a mismatch of skills that the graduates possessed with what is needed by the industries. Therefore, the MOE particularly the universities needs to introduce new teaching with technology approaches to improve the communicative skills among student teachers in order for them to be ready for the job market. For example, declarative learning via ubiquitous Web 2.0 tools such as blogs, Facebook and supporting learner-centred learning tools such as vodcast and podcast can contribute to successful improvement of communicative skills (Lee, Chan & McLoughlin, 2006).

This research evaluates the supporting features of Padlet.com as a forum-based platform to engender development of communicative skills among student teachers. It will provide vital information on how student teachers construct knowledge and exchange ideas via collaborative approach using the various Padlet.com's features. This research intends to investigate the following questions:

- Is Padlet.com's features effective in supporting the collaborative efforts of the student teachers in promoting the cultivation of their communicative skills?
- Will Padlet.com improve the communication (CS), critical thinking and problem solving (CTPS) and teamwork skills (TS) of student teachers while working collaboratively?

Background of the Study

Affordances is known as how users use the various functions web-based tools creatively to create new knowledge or product (Burden and Atkinson, 2008). Affordances are not the same for different users and can differ according to their respective learning objectives. Affordances can be associated with social connectivism and support and the sharing of information collaboratively. In this research, the affordances that help student teachers to work collaboratively to promote their communicative skills will be identified. These affordances will indicate some form of efficiency of Padlet.com as a collaborative web-based tool for student teachers. This research uses the affordances as proposed by Resta and Laferriere (2007):

- Learners' preparedness in learning
- improving learner's deep understanding and cognitive performance
- flexibility of learning time and space
- tracking of learner's engagement, discussion and work

According to Scardamania and Bereiter (2006), web-based forum platform can enhance learning through collaborative efforts by the users. Most researchers would refer it as the free-formed forums where comments and ideas are put up can trigger active participations and discussions among the users to create knowledge building. The most recent Web 2.0 free forum platform that becomes popular is Padlet.com. Figure 1 shows a screen shot of a Padlet.com page.

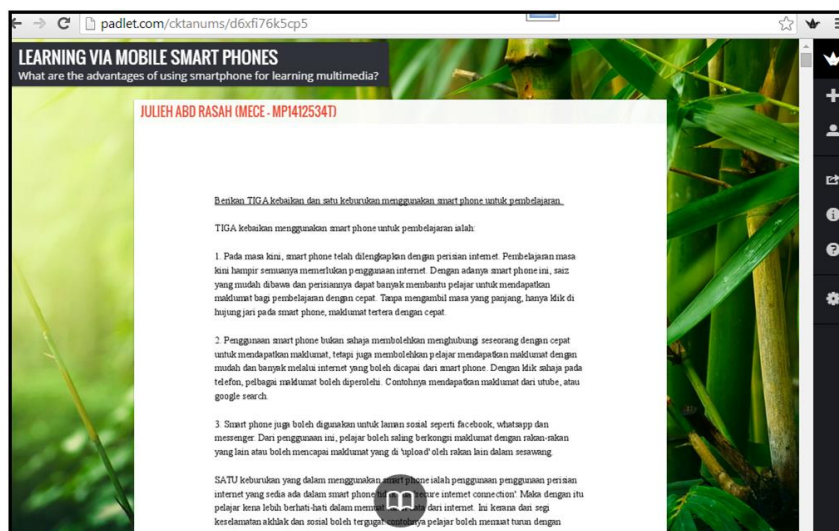


Figure 1: A Screen Shot of Padlet.Com's Page

Padlet.com (formerly called Wallwisher) is a versatile free online tool for teachers to gather feedback from pupils as part of formative assessment. It also serves as a visually attractive tool for individuals or groups of pupils to present ideas in a way which can be edited, kept private to a user, or shared with specific individuals, or made public. Padlet.com works on any internet-enabled device, whether PC or mobile device as no software or apps are required to be downloaded or installed. Unlike the linear rigidity found in some discussion board layout, Padlet.com is not so rigid compares to other forum-based platform. It is a reliable and good platform for student teachers to develop multimedia content for collaboration with their friends (TeachersFirst, 2012).

Literature Review

Theory of Communicative skills Cultivation via Digital Method

Web 2.0 tools can be used for digitally communicative skills cultivation. Adams and Morgan proposes the Learning Triangle Model (Adams and Morgan, 2007) to propagate communicative skills through knowledge construction. The three important “communicative skills” learning triangle components are shown in Figure 2.

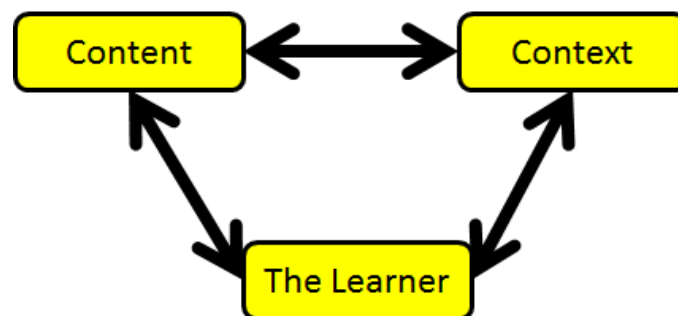


Figure 2: Adams And Morgan’s Communicative Skills Learning Triangle

Each component of the model is inter-dependent. The “learner – content” relationship refers to the content relevancy where user must get the right materials for the interactions. The “learner – context” and “content – context” relationships are also important because it shows the learner’s commitment in comprehending and reconstructing content and learning to be applied to the correct context or situations (Morgan and Adams, 2009). According to Taylor (2008: 5), this transformative learning theory is also known as “the continuous change of personalised knowledge”.

The learner reconstructs learning from prior experiences to construct newer experiences or interpretations. Reflective learning process happens with the simultaneous existence of content, context and the learner components. Another related theory of knowledge building for enculturation of communicative skills the connectivism theory as proposed by Siemens (2004). Siemens (2004) states that the oscillation of learning begins with the learner; oscillating to the learning community back and forth; thus, allowing growth, modification and construction of knowledge from the initial information block (refer Figure 3).

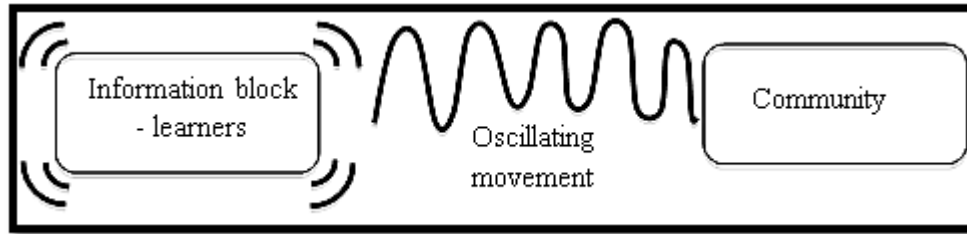


Figure 3: The Oscillation of Learning Theory by Siemens (2004)

The connectivism theory explains that a student must know the objectives of the learning objectives or *process*, the output of the impending learning activities or content and his impending successful responses to the situations or context. Interactions among teachers via collaborative negotiations by questioning and learning from each other allows active learning to happen (Stahl *et al.*, 2006).

Research Method

The Respondents

The research involved 59-year two student teachers (N = 59) from Universiti Malaysia Sabah who are from the Faculty of Psychology and Education. They took Computer and Multimedia (TT00703) course – a faculty compulsory course for a Bachelor in Education degree in Semester 2 of Year 2016/2017 (n = 26) and Year 2017/2018 (n = 35 but 2 subjects did not complete the study). They were required to complete a multimedia project as part of the course requirements. The project required them to create multimedia materials for teaching and learning.

Instruments

Two main instruments were used to elicit data in this research namely questionnaire and a semi-structured interview. The research uses a questionnaire adopting some affordances from Resta and Laferriere (2007). A 5-point Likert scale is used to gauge the respondents' perception on the affordances. It ranges from 5 (strongly agree) (SA) to 1 (strongly disagree) (SD). The questionnaire has 2 sections. The first section consists of 12 items designed to measure how effective *Padlet.com* (an online Web 2.0 collaborative learning tool) is used for collaboration by the student teachers. The second section consists of 12 items which measures student teachers' behaviour in using communicative skills in thinking critically, solving problems and working as a team (MOHE, 2006). The questionnaire is quite reliable with Cronbach's alpha showing a value of 0.84. According to George and Mallery (2003), the questionnaire can be reliably accepted.

The semi-structured interview was conducted with the student teachers after they have completed their multimedia project. 10 out of 59 student teachers from the sample voluntarily participated in the interviews. They were interviewed mainly on their experiences using *Padlet.com* as a collaborative knowledge building tool. Additional qualitative data was gathered on their involvement in communicative soft skills as mentioned earlier.

Research Procedures

The course lecturer gave the student teachers 6 weeks to complete the multimedia project. They work in groups of at least three members but not more than five. Each group would develop multimedia materials for online learning based on a general school subject topic. The student teachers were briefed on the functions of *Padlet.com*. They must discuss their ideas or share problems while developing the multimedia learning materials using *Padlet.com*.

Communicative skills for collaborative efforts among student teachers were given emphasis throughout the briefing session.

Analysis of Data

The collected quantitative data from both sections of the questionnaire would be analysed descriptively using mean for reporting central tendency of distribution. The qualitative data from the semi-structured interview was analysed using discourse analysis method.

Findings and Discussions

Research Question 1: Effectiveness of Padlet.Com in Supporting Collaborative Efforts of The Student Teachers in Promoting the Cultivation of Communicative Skills

Table 1 shows the mean scores from the questionnaire. The quantitative data showed that Padlet.com functions effectively as a collaborative knowledge building support tool.

Table 1: Findings from the questionnaire

Affordances	N	SD	Mean
Learners' preparedness in learning.	59	0.779	3.91
Improving learner's deep understanding and cognitive performance.	59	0.899	3.46
Flexibility of learning time and space.	59	0.821	3.78
Tracking of learner's engagement, discussion and work.	59	0.792	3.89

Affordance 1: Learners' Preparedness in Learning

The mean of 3.91 indicates that Padlet.com allow the student teachers to manipulate and improve all information on a single platform. Improvement of the ability to think happens because of the student teachers' active participation in the exchange of ideas and discussion on Padlet.com (Wegerif, 2006). Information that they post such as ideas, images and discussions that are related to the topic of the study allow feedbacks among the student teachers. This proves that they possess high level of preparedness in learning.

Affordance 2: Improving Learner's Deep Understanding and Cognitive Performance

This affordance of 3.46, although was slightly lower than other affordances again demonstrates that Malaysian learners are able to incorporate Web 2.0 tools for cognitive development. Improvement of the cognitive discipline is difficult because the student teachers seldom show find faults with their friends' ideas. They show passive behaviour in learning. Yong and Yuen (2008) offers two possible reasons. Firstly, the lack of critical behaviour in challenging ideas and secondly, heavy workload especially on assignments cause them to manage time badly. This is also supported by some explanations from the semi-structured interview. Some of the comments from student teachers are:

“Simply too much work. No time to explore Padlet.com lah” (Respondent 2)

“Other courses also got many assignments. Pening kepala...” (Respondent 5)

“It is not that I cannot edit but not nice to my friends lah...” (Respondent 8)

Affordance 3: Flexibility of Learning Time and Space

The mean of 3.78 indicates that student teachers enjoy the flexibility of learning time and space. Once they are connected, they are able to work independently on the multimedia project. According to Resta and Laferriere (2007), Padlet.com allows student teachers to reconstruct

new ideas among each other easily. The interactions bring together their prior experiences via online collaborations to create new experiences or ideas. For example, student teachers have the following comments:

“After starting to use Padlet.com, there is no need to move anymore. I no need to go to my friends place for discussion. Not so stressful lah...” (Respondent 3)

Affordance 4: Tracking of Learner’s Engagement, Discussion and Work

This mean 3.89 was the highest among the affordances. Student teachers agreed that Padlet.com was user-friendly, attractive and can track changes throughout the duration of the six-week duration. The learners’ anxiety level would increase if an online platform is less user-friendly and reduces precious time for effective collaboration (Resta and Laferriere, 2007). This finding is also supported by Yong and Yuen’s (2008). Some interesting comments coming through the interview are:

“Looks like there is little chance Padlet.com will crash...I feel safe.” (Respondent 2)

“Good lah. It autosave my work – save trouble for remembering it” (Respondent 10)

Research Question 2: Improving the Communication (CS), Critical Thinking and Problem Solving (CTPS) And Teamwork Skills (TS) Of Student Teachers Via Padlet.Com

The results on the student teachers’ communicative collaboration using communication soft skills is shown in Table 2.

Table 2: The findings on student teachers’ communicative skills

Communicative skills	N	SD	Mean
Communicative collaboration	59	0.796	3.95
Critical method for solving problems	59	0.827	3.90
Working in a team	59	0.838	3.89

Soft Skill 1: Communicative Collaboration

The mean score for communication skills was 3.95 proves that the student teachers has the ability in delivering and conveying their ideas well using Padlet.com. This finding is supported by Soeller (2001) who states that Padlet.com can improve communicative skills of learners by actively interacting with each other on the platform. Figure 4 shows a screen shot of student teachers’ participation in communicative skills on Padlet.com.

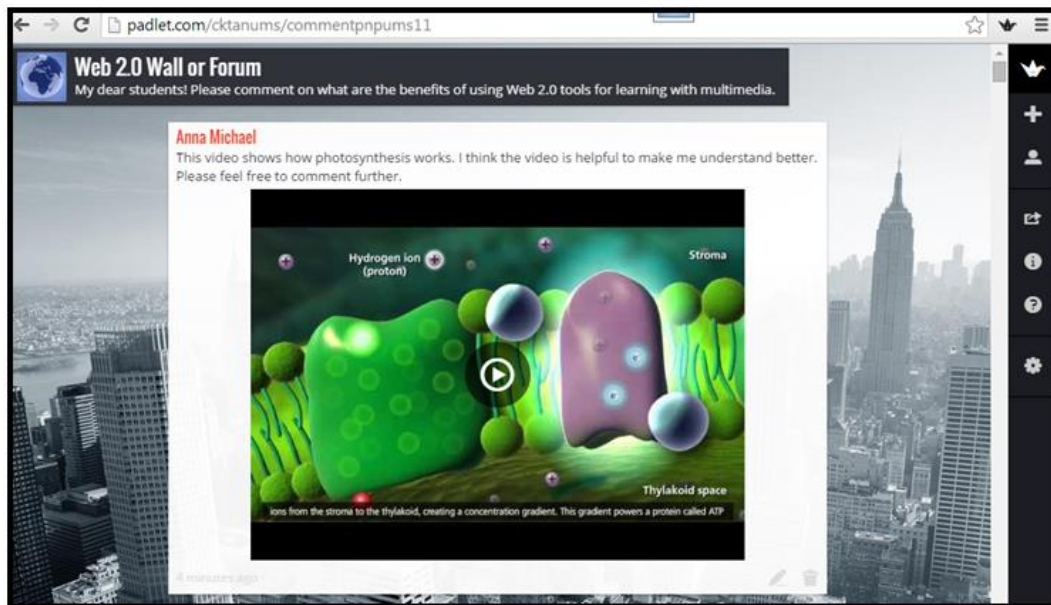


Figure 4: A Screen Shot on Students' Communicative Skills

Soft Skill 2: Critical Method for Problem Solving

A mean of 3.90 suggests that the student teachers can communicate effectively and successfully. However, it is noticed that they do not respond at once to all postings by their counterparts. They need some time for critical thinking and solve problems. The communication skills are mostly transferred through utterances. This is proved to be true as student teachers mostly ask questions on related issues and even express agreements with certain opinions. Some examples of utterances are:

“What is your opinion on...” (Respondent 8)

“...actually, we agree with your ideas. It is included in the video (i think) ...” (Respondent 9)

The display of cooperation and communication among group members as observed by the author showed that all problems could be solved amicably in a critical way as illustrated in the connectivism theory (Siemens, 2004)

Soft Skill 3: Working in A Team

Working in a team resulted in the mean score 3.89. It shows that the student teachers display great teamwork skill for raising issues, helping and motivating each other in completing the given task of completing the project. They work well with each other and able to adjust well to each's precious time in completing the work for grading purpose. Observations and interviews with a few of the members of the group show that they enjoy working with each other so as not to disrupt the project deadline. According to Stahl *et al.* (2006), interactions among group members played crucial role in ensuring group success.

Conclusion

The research manages to prove that the student teachers uses Padlet.com effectively to cultivate communication skills. Padlet.com provides important support structures to promote collaborations among student teachers to improve their communicative skills, critical method for problem solving and crucial skills for working in a team. The findings show that student teachers perceived positively on the use of Padlet.com to improve their communication skills. They are able to demonstrate the use of Padlet.com in communication successfully.

Nevertheless, according to Thompson (2008), lessons must be designed carefully to ensure that Web 2.0 tool such as Padlet.com provides positive implications to the student teachers.

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PEDAGOGICAL INNOVATION: COLLABORATING 4CS FRAMEWORK MODEL AND CASE STUDY-BASED LEARNING FOR ENHANCING LANGUAGE COMPETENCE IN MILITARY CONTEXT.

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Abstract: *This paper is a preliminary report on the outcomes of a CLIL program interwoven with case study-based learning carried out during an EAP course in a military training centre. CLIL as an educational approach blends content and language-based instruction to develop linguistic abilities using language to impart content knowledge and using content to learn the language. The interwoven of Culture, Communication, Content and Cognitive (4Cs) with case study-based is a pedagogical innovation adapting the theory of higher thinking skills (Bloom taxonomy) to organize and systematically develop language learning outcomes favourable to CLIL. The case study base learning is an active learning approach which facilitate resourceful contextual information and opportunities for learners to develop more possible ways to learn and use the language and knowledge practically. A total of 84 military officers from an EAP programme participated in the study. The questionnaires were structured and the survey was conducted during an EAP programme. The study shows that upon completion of the CLIL program interwoven with Case study-based learning projects rewarding outcomes in terms of content acquisition, language skills and interdisciplinary competence.*

Keywords: *Contextual Acquisition, Military Context and Interdisciplinary Skills.*

Introduction

Flipping through the pages of history one could note that English language education has always been an increasingly interest of discussion for stakeholders, teachers and students in Malaysia. The *wind of change* in the education policy of our country has brought numerous changes in the Malaysian Armed Forces (MAF) education policy of English language teaching and learning. In conjunction with these changes language officers in military training institutions who are assigned the duty of language curriculum planning, embark into developing materials and designing courses to meet the organisational needs which are continually changing. In the Malaysian Armed forces, English plays an important role in the life and professional career of every soldiers. English Language teaching and learning remains a central focus and goal in the area of education and professional training for military personal. In fact teaching English is a priority and decisive value across all other disciplines which contributes to achieving quality of higher military education and career achievements. Under the UN flag our soldiers are assigned tasks as military observers, staff officers and commanders commanding forcers comprising of multinationals. In a multinational military operations, communication and inter-comprehensibility is an important issue for effective participation and success of military operations. In such a multinational military theatre, English language is the lingua franca ensuring unified communications and planning of actions for effective military operations. In view of this, English language in the MAF has been given tremendous attention in educating our soldiers to be global worriers and be partners in global military roles. The

language teachers in the MAF are continuously looking into variety of approaches and methods of ESL teaching and learning which could be effective to meet the needs of the learners and to meet the demands of their profession in a multipurpose situation. CLIL as an educational approach blends content and language-based instruction to develop linguistic abilities using language to impart content knowledge and using content to learn the language. The interwoven of Culture, Communication, Content and Cognitive (4Cs) with case study-based is a pedagogical innovation adapting the theory of higher thinking skills (Bloom taxonomy) to organize and systematically develop communicative competence. The case study base learning is an active learning approach which facilitate resourceful contextual information and opportunities for learners to develop more possible ways to learn and use the language and knowledge practically. CLIL pedagogy interwoven with case study-based learning can be an effective educational practice which most effectively promotes inter-disciplinary practices and develop effective content learning and language skills which are applicable in enhancing military training and language competence.

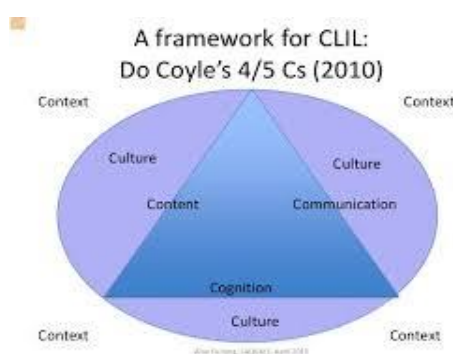
Literature Review

The 4Cs of CLIL

There have been a great deal of researchers and discussions on CLIL learning globally. CLIL is implemented in many European nations for the last decade as an important tool for achieving policy aims towards creating a multilingual population in Europe Eurydice (2006). Doiz, Lasagabaster and Sierra (2011), reported from a faculty perspective, CLIL program may have the following benefits: improve in individual language proficiency, academic gains in access to teaching materials, and classroom benefits in terms of students' motivation and commitment. According to Coyle, Hood and Marsh (2010), the 4Cs framework of CLIL is estimated to be a comprehensive approach what has made it distinct from other educational approaches with which it is often associated. The four dimensions or components of CLIL are:

- Content – the subject matter taught in the target language. It shows Improvement in knowledge, skills and comprehension related to specific areas of the curriculum.
- Communication – using the language to learn and learning to use the language. It involves communicative activities and cognitive process.
- Cognition – thinking skills to facilitate learning.
- Culture – to comprehend the role of English language in the own context as well as globally.

According to Coyle, Hood and Marsh (2010), the four components are like building blocks interdependent and should be considered holistic as shown in the figure below.



Based on the above framework of CLIL, contextualization of culture by Do Coyle, provides avenues for teachers to employ case study-based learning approach and adapting materials from the present situations and target situations for effective learning. Stern (2009) views cultural context as an interactive platform to respond to the needs of the learners. He further elaborated that these needs comprise of the following:

- Individual needs
- Society needs
- Interactive needs of both individual and society.

Munby (1978), developed a sociolinguistic model which pointed out that content of purpose-specific language programs should specify the needs of target communicative competence. The profile of target competence needs could comprise of communicative events (everyday briefings, discussions, dialogues, tasks and duties), settings, genres, contents and channels of communication. This brings to the attention about the level of English language ability required for communication for a particular situation.

Case Study

From the aspects of teaching and learning Bruner (1991), pointed quite a range of benefits from using case study method in language classroom: case study employs active learning, involves self-discovery, builds a critical thinking capacity and is enriched with contextual information. Kerber (2001) highlighted that using case study method in language teaching advocates a systematic development of the following steps:

- Problem identification
- Application of analytical tools for accumulating facts,
- Arriving to a logical conclusion
- Decision making.

He added that by employing contextual extraction steps in ESL classroom, students develop higher order thinking skills which obviously contribute towards creative language learning and language use. According to Ellet (2007), context is a crucial factor in case studies which entails specific role for the reader providing standardised focus, interpretation and yield valuable insights. Oxford (1990), claims that contextual strategies in language teaching enable learners to associate new words, phrases or expressions in a meaningful context for them to remember and use them effectively. The content analysis and the critical thinking skills employed in case study-based learning contribute towards learning potential skill that constitute interdisciplinary thinking and learning Grant (1997)

Military Cultural Context

Culture constitutes shared beliefs, norms and values that guide the daily life of group and desired aims is in life Zahari, (2013). These beliefs, norms and values are passed down to the current generation through rituals, stories and symbols. The cultural context in learning comprises of the elements such the setting, teachers, students, instructional methods, materials and the assessment approaches Byram, (1998). Byram further claimed that language learning has no function if it is independent of the context in which it is used. Another view emphasized by Halliday (1995) that language instruction, should provide avenues for learners to exposed in the target cultural context to develop skills for effective communication.

An important part of contextual learning displayed by De Keyser (1991) draws out that “contextual learning” takes credits in enhancing motivation, contextual use of new words and gain in vocabulary. According to Liddicoat et al. (2003), language integrated in cultural context creates meaning: comprehend, creating and interpreting of meaning is solely lies within the cultural framework created by the context. They further elaborated that learning to communicate an additional language effectively includes the awareness of the interwoven of culture and language in relation to the context it is used. Thus, comprehending military cultural context, the planner can go beyond the level of behaviour to analyse the kind of tasks needed in order to foster action competence which engage learners to function, especially the so-called higher thinking skills (analysis, evaluation and creativity)

Interdisciplinary Competence

Jacobs, H. (1989) pointed out that interdisciplinary curriculum intentionally integrated knowledge, methodology and language from more than one discipline to analyse a central theme, issue topic or experience. He further explained that the aim of this approach is to utilize knowledge and skills coming from other disciplines for a specific reason rather than just transferring the knowledge and skill of the discipline. According to Klein (1990), unlike multidisciplinary, which is additive, interdisciplinary is integrative: Knowledge of different disciplines is contrasted and changed by integration. He further added that this integration or synthesis of knowledge is seen as the defining characteristic of interdisciplinary. In view of the definition of interdisciplinary learning, the introduction of case study- based learning and CLIL which involves problems skills, critical thinking and integrating subject content from other disciplines is most likely to develop interdisciplinary knowledge and think skills. ‘This is by virtue of the fact that, in contrast to narrow interdisciplinary thinking, broad interdisciplinary thinking requires the integration of disciplines across sciences’ (Newell, 2007).

Methodology

Research Subject

The study focuses on the linking of the 4Cs components of CLIL and Case study-based learning towards content acquisition, language skills and interdisciplinary skills. The participants were cadet officers who had enrolled in an EAP in NDUM. There were 84 cadets from 4 faculties as shown in the Table 1 below.

TABLE 1

Course	Research Subjects N=Students
Human Resource	22
Strategic Studies	23
Medical	20
Engineering	19
Total	84

Procedure

When the survey was administered, the students had received 24 hours (8 weeks) of instruction in an EAP course for 14 weeks with 3 hours of contact hours per week. The CLIL programme of one hour each week is included in the EAP course on the basis of (2+1). Therefore, the CLIL programme compliments with the EAP programme to produce the desired results. The survey was conducted upon completion of the CLIL program to find out students' perception of Case study and CLIL in terms of content acquisition, language skills and interdisciplinary skills.

Question Design

The instrument used for the students in this study is a 5-point Likert Scale. Section A focused on students' perceptions on CLIL pedagogy and section B focused on case study method towards language development.

Table 2. Findings of Students' Survey in Percentage (%)

The table below sums-up the percentage of students' responses to the questions. Mark your choice by choosing one number from 1 to 5:

1- Strongly agree, 2- agree, 3- not sure, 4- disagree, and 5- strongly disagree.

Section A		1	2	3	4	5
1	The teacher Provides training in careful reading which build confidence and reading skills activities	39.7	43.6	9.6	6.6	0.5
2	The teachers uses bilingualism, translation skills and contextual clues to make me understand better.	19.2	64.8	8.6	7.4	0
3	I developed my reading abilities and use analytical tools to gather information.	23.9	52	10	9	5.1
4	I was able to develop my grammar and use it appropriately	6	20	7	41.7	25.3
5	I developed my vocabulary skills.	35.5	45.6	7.8	9.2	1.9
6	The teachers provide me with supportive materials in each stage of the Speaking stages Fully guided and partially.	31	53	5.2	9.8	1
Section B						
1	Case study method enables me to use the analytical tools to generate facts and ideas from the text	31	53.6	10.7	2.9	1.9
2	Case study materials are rich in context and usually based on real events which are relevant and interest me.	33	35.2	22.9	7.7	1.2
3	Case study method builds my critical thinking capacity which helps me in group discussion and communication activities	33.2	47.6	12.6	4.8	1.8
4	I developed to work in groups which results in teamwork in the classroom	12.4	56.5	20.2	8.9	1.9

Results and Discussion

Content Comprehension

In terms of benefits for students' language, 19.2 % strongly agreed and 64.8 % agreed that understanding the content helps them to familiarise with the vocabulary and by acquiring sufficient vocabulary they were able to involve in the communication tasks assigned to them. From the aspect of bilingualism used by the teachers, 19.2 % strongly agreed and 64.8% agreed that the use of bilingualism really helped them to comprehend the text easily. 31% strongly agreed and 48% agreed to the teachers' concern of providing assistance and scaffolding the reading materials which greatly contributed to their development of communication skills. Learning the target language items, linguistics forms and functions using case study-based materials provide plenty of opportunities for learners to sense the appropriateness of language functions according to context of language use. In terms of comprehension of contents, learners seem to focus on notions of authenticity and appreciate that CLIL and case study-based learning could give them opportunity for real target language use in the classroom in a way that general English classes could not.

Language Skills.

In terms of specific language skills, students responded that reading and speaking seemed to improve greatly with the CLIL method. It was noticed that students usually use bilingual while working in groups and during the planning stage. Teachers' dual-focus method made them confident to use the language skills more freely and flexibly throughout the course. This achieved two results:

- Give them practice on communication problems – participating, expression, persuading and discussing.
- The activities conducted made students aware about the form and functions of language in a particular situation.

In the students' opinion the language skills that benefited them from CLIL are reading (39.7 % strongly agreed and 43.6 % agreed) and the speaking skill (31% strongly agreed and 48 % agreed). Meanwhile the percentage of students responded on grammar were distributed unequally: 25.5 % strongly disagreed, 49.7 % disagreed, 15 % agreed and 3 % strongly agreed.

Case Study Materials

As seen from the table, 53.6% of the students agreed and 31% strongly agreed with the case study materials used in the classroom. 33 % strongly agreed and 35.2 % agreed to the question that the case study materials are interesting and relevant to their disciplines. Majority of the students agreed or strongly agreed on the application of analytical tools to gather information which seems to be something new for them and it contributed greatly in terms of language and content acquisition: 31% strongly agreed, 53.6% agreed, 10.7% were not sure, 2.9% disagree and 1.9% strongly disagreed.

Interdisciplinary Competence

There were two questions referred to critical thinking capability and team work. Interestingly, majority of the students supported the aforementioned case study activities requires active participation and involvement to accomplish assign tasks such as working together, delegation of tasks, taking responsibility and questioning one another. 12.4% strongly agreed and 56.5% agreed with teamwork concept enhance cooperative learning. It seems that cooperative situation creates social interaction which support social interaction and enhance

students' understanding and their communication skills. According to Kagan (1990) cooperative learning approach employed in a language classroom contributes towards a variety of learning activities of a subject through a sequence of stages: create, analyse and apply the concept. In terms of enhancing critical thinking and communication skills the students' responses were: 33.2 % strongly agreed and 47.6 % agreed, 12.6% not sure, 4.8% disagreed and only 1.8% disagreed. Team work inculcated during language activities led to the rise of unity of effort which is the core element in the military learning context. Integrating case study teaching materials brings into the classroom awareness of knowledge fields represented by other closely related disciplines. Through critical thinking, problem solving and teamwork, students are able to transcend skills and knowledge from their own professional field over to another (i.e. strategies studies to human resources, medical to engineering or the vice versa)

Conclusion

This study suggests that significant outcome with measurable results can be achieved through incorporating case study- based learning and CLIL pedagogy. In order to be more effective, teachers and stakeholders must collectively strive for a balance between the content and the language teacher regarding the issues of materials development, implementation process, appropriate measurement of program goals and the measurement of outcomes. To optimize this pedagogical approach, military training centres need to create an educational training system where language education are complement of each other. The ability to integrate knowledge, skills and modes of thinking in two or more disciplines would contribute towards cognitive advancement—such as explaining a phenomenon, solving a problem, or creating a product—in ways that would credit for interdisciplinary teaching-learning.

The outcome of this preliminary study using the 4Cs framework needs some kind of scale to gauge the quality of lessons, implementation strategies and English teachers' contribution toward language development inside and outside the classroom. In addition, learners' improvement can also attribute to the cooperative effort of the content teacher and language teacher the extra classes and self-directed learning centres that are not covered in the scope of this research. This research has offered insights into how CLIL operates and its 4Cs principles are enhanced through case study-based learning that will widen the comprehension of content and language integration in the military context. Finally, this research will be a kick-off for the stakeholders and educationists to provide a more holistic education based on values.

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ARCHITECTURAL INTERVENTIONS ON SHOPHOUSE FAÇADE IN KOTA BHARU, KELANTAN

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Abstract: *This article concerns architectural interventions on shophouse facades among the heritage shophouses in the study area of Kota Bharu, Kelantan. The dramatic urban development in Malaysia brought on by the needs and demands from society has had a significant impact on heritage shophouses. This study raises the issue of the value of the historical shophouse facades, which has been neglected by society and does not match the prominent cultural identity of these buildings. The aim of this paper is to identify factors that influenced the architecture interventions on shophouse facades in the study area. The emergence of architectural interventions on shophouse facades was influenced by modernisation of the urban area as well as a lack of awareness from the shophouse owners. In addition, lack of legislation and poor enforcement of existing legislation by the local authority has triggered demolition of shophouse facades. An observation and interview method were applied to obtain the data. Observations were carried out on four selected units of shophouse facades along Jalan Temenggung in the study area. This was combined with interviews with shophouse owners and the local authority in order to achieve the research objectives. The findings revealed that besides natural causes, architectural interventions were caused by poor awareness by the building owners and the local authority; urban growth; and financial constraints. The finding may be useful to many stakeholders such as the shophouse owners themselves, local authority as well as the heritage practitioner in order to sustain and conserve the heritage shophouse as part of the national treasure*

Keywords: *Architectural Interventions, Shophouse Façade, Heritage Shophouse, Heritage Façade, Building Conservation, Urban Heritage, Urban Conservation, Heritage Conservation, Urban Growth, Historical City.*

Introduction

Architectural heritage property stands as the prominent relic of the previous architectural style. These heritage properties owned its physical and spiritual strength. Without a proper control of urban growth and architecture interventions to uphold those qualities, heritage elements and property will deteriorate due to natural causes and other factors. Architectural interventions on building façade have created a series of modified or different images and form on the urban setting and place ambiance. Building façade symbolize the value of building structure as well as a connection and transition between interior and exterior environment. The heritage value of shophouses' façade today has not been appreciated by local folks and society because it is isolated in the fast-growing development in the study area. Rapid expansion and modernization has put the heritage shophouses in isolation state because of the emergence of new modern buildings in the surrounding study area. Besides, poor characters of shophouse façade image has not been maintained and well emphasized by the authority and owners. Lack of maintenance and safeguarding by the shop house owners has cause poor and inappropriate image of the heritage shop houses. The change of function also has distracted the environment

as well as the ambiance of the heritage site. In addition, the aesthetic value of shophouse façade also has been ignored by changing the strait eclectic style façade to modern façade which undermined the continuity of heritage façade. The shophouse façade has been renovated to modern architecture style irrespective the existing strait eclectic architecture style. In addition, the demolition of historical asset of shophouse façade nowadays becomes a crucial issue in Kota Bharu, to allow new buildings development.



Figure 1.1: Study Area

Architectural Interventions Definition

Hülya. Y (2005) pointed out that, the intervention within the built environment may occur at many levels (from preservation to redevelopment), at various scales (from individual building elements to entire sites) and will be characterized by one or more activities; ranging from maintenance to addition. With respect to interventions at an individual building scale, the scope of interventions are classified under few classification such as protection and maintenance, repair, replacement of existing features, replacement of missing features, alteration, completion of the missing part, new constructions behind the exterior retained façades, new additions to historic buildings, and destruction of ruined historic buildings which according to small scale interventions to large scale interventions (Hülya. Y, 2005). The interventions involve the degree of alteration on the shophouse's façade elements and characteristic of the study area. It is agreed by Burke. T (2011), where the types of interventions may refer to beyond the definition of maintenance and repairs. In fact, the practice encompasses bringing up to a total new standard of performance which considerably improved than the original design standard, where normally it is defined as alterations, conversion, extension, improvement, modernisation, refurbishment, rehabilitation, renovation, restoration and others. Regarding the scope of intervention mentioned above, this study focuses on alteration, new constructions behind the exterior retained façades, new additions to historic buildings, and destruction of ruined historic buildings which currently happened in the study area. Observation method was conducted along Jalan Temenggung. 74 units of shophouses along Jalan Temenggung will be observed and analysed by capturing the image of the shophouse's façade by blocks. The current image of each unit will be compared to the image captured by Majlis Perbandaran Kota Bharu, AJM – PUDG in 2005. The change of façade elements between 2005 to 2014 will be recorded and analysed. All unit of shophouse of Jalan Temenggung with Straits Eclectic architecture style will be observed and captured to justify degree of architectural interventions on façade

elements by means of any changes or modification, alteration, renovation, repainted, and refurbishment from 2005 to 2014 as shown in Figure 1.2 below.

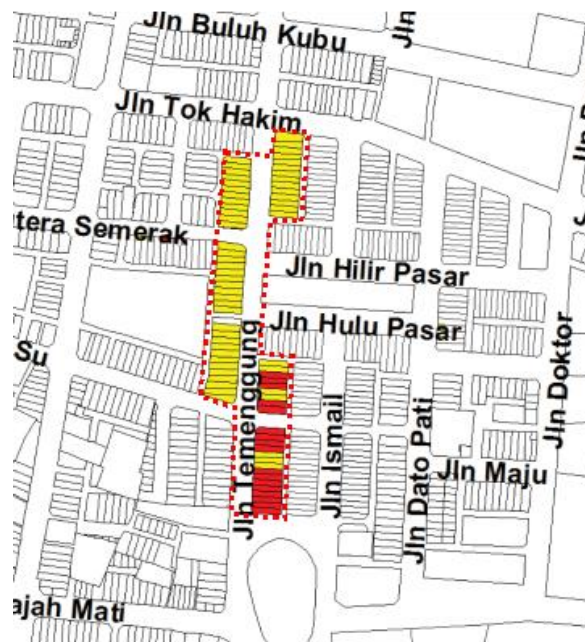
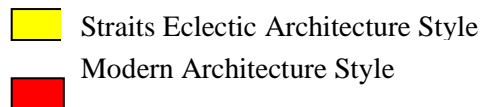


Figure 1.2: Selected Shophouses in The Study Area



Next, step, observation of the façade elements will be done by capturing the image of shophouses units to be analysed. Further, types and functions as well as changes of building facade are classified in particular group regarding to degree of intervention and conservation will be identified and analysed during observation. The observation of these particular facade elements is to identify if the architectural interventions will influence the changes of façade within a 9-year timeline from 2005 until 2014.

This research interviews the local authority and shophouses' owner/tenants as respondents to gain data and information regarding research matter. The Interview has been set up by an appointment through telephone to get data and information regarding the conservation guideline and development in the study area. The respondents for interview has been selected based on scope of research, regarding to development control in Kota Bharu, Kelantan. Majlis Perbandaran Kota Bharu, as the local authority of Kota Bharu is responsible in any development and construction approval in Kota Bharu, Kelantan. Shophouse owner/tenants or owners have been selected as one of the respondent as they are the significant parties who are responsible to the issues of architectural interventions on shophouse façade. Selected four units of shophouses (Figure 1.3) along Jalan Temenggung were captured in 2014 and been compared to the image of 2005 obtained from MPKB (2005) data as shown in Figure 1.4 and Figure 1.5 below.

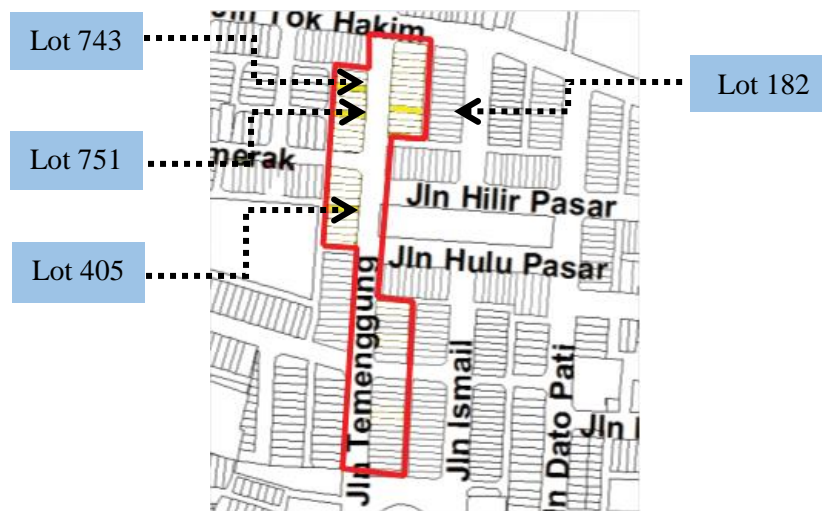


Figure 1.3: Four Units of Selected Shophouses in The Study Area

Factors Influencing Architectural Interventions

According to Hülya (2005), intervention is a matter that significantly has been discussed in conservation issues nowadays, where implemented by the previous culture when the association, modification in functions and development of spaces was required for the imperative architectural property which belongs to their own nation. As stressed by Nasser (2003), modification in the built environment and the local cultures are influenced by globalisation forces intrinsic in the shift from production to consumption. Rapid growth and urbanization in Malaysia particularly has put the heritage buildings in endangered situation, which might cause the demolition of historical value of the area. Mohamed, et. al (2008) pointed out that, rapid population growth, economic development and urbanization in developing countries with heritage significance being threatened. According to The Getty Conservation Institute (2009), due to fast urbanization and growth consequences of cities worldwide during last decade, urban heritage has confirmed to deteriorate. As added by Chun et.al (2005), there were conflict between urban change and heritage and this situation is physically obvious in all the towns and cities in Malaysia today. Population-driven development pressures, bureaucratic red-tapes, environmental degradations and other pressing urban issues have all conspired against much hopes and anticipations for a solemn recognition and establishment of the historic and heritage buildings as national pride and treasure, to be maintained and cherished to posterity (Mohamed et.al, 2008). Huge numbers of historical buildings have been sacrificed just for the sake of letting way to new developments (Rashid & Ahmad, 2008). Hicran (1994) mentioned that, changes in lifestyle and current urban setting due to urban needs and demand nowadays could not fulfilled their necessities, which has created conflict with preservation issues. Besides, Wan Ismail & Shamsuddin (2005) asserted, uncontrolled growth of a city can influence the emergence of new modern buildings or facade in between the existing old buildings, which resulted the changing of urban fabric. Askari & Dola (2009). Pointed out that building façade, imposes significant influence on the identity of historical district, as it acts as a boundary between inner and outer space, where most of the matter of evaluation is by visitors of historical districts.

Modernisation

Huxtable (2004) mentioned that façade is the face of the building that shows its value and structure. Utami, et.al (2012) explained façade in theory remains the most imperative architecture element which is able to express function and significance of a building. Major modification of heritage shophouses façade into modern and contemporary façade design is

one of imperative factors, which trigger the architectural interventions on shophouse façade. Changes in lifestyle toward modernization has influence the design of the buildings according to urban needs and construction, which is inappropriate to their current users. Hence, a variety of interventions have been recognized in order to adapt the buildings into current situations and needs. Yaakob et.al (2012) appointed that, urban evolution and town distribution in Malaya was primarily a consequence of the British intervention in mainland Malaya around the 1850s. Moreover, reason for demolishing the original heritage buildings was triggered when the current design and construction of new development could not fit in the existing site in terms of fire requirement, services and sanitation (Shamsuddin & Sulaiman, 2002). Those factors have created negative effects to the heritage urban fabric by demolishing the significant façade elements. As agreed by Utaberta,et. al (2012), other factors which can affect building façade evaluation are architectural style (Hui, 2007), age of the building, size of shape, value of the building forms, light, color and materials used, as effective elements of the building façade. Without proper conservation and safeguarding of shophouse façade, the identity of particular architecture style will be lost and shall cause the lack of appreciation on the architectural and heritage value by the society which has led total changes of façade elements and architecture style.

Changes of Building Function

Karya (2007) mentioned that, the changes of functions of the building, has caused many changes were made not only to the layout of the interior space but also to the facades of buildings shophouse. The front facade of the ground floor is sometimes demolished and replaced with a larger opening for enable the function of the building as a tavern run. Change on the facade and the layout of the space will contaminate the original design concept building (Karya, 2007). Changes of function of the shophouse from commercial and residential purposes to totally commercial to allocate the bird's nest have generated discontinuity of façade design. Alteration and renovation on shophouse façade elements such as wall and upper floor for bird's nest purposes have ruined the original shophouse façade design.

To summaries, this situation shall generate different kind of ambiance with noise pollution as well as unhygienic environment because of lack of maintenance and safeguarding from the shophouse owners.

Lack of Awareness from Shophouse's Owner and Society

There are few problems which trigger the intervention and demolition of heritage building, for instance the heritage buildings are being harmed because of destruction of the original owner and demolished the insistence of development and lack of concern for the community in an effort to preserve the heritage building, (Hamilton & Zuraini 2002). The statement is agreed by Karya (2007) where shophouse owners and tenants also pay an important role in conserving these elements, but they do not keep and maintain the buildings occupied by either assuming the building has no interest to further restored and maintained. As a result, the identity of a city is lost. Besides, lack of conservation awareness among the shophouse users has caused the new generation not to appreciate the city's remarkable history and past which should be preserved and remembered. Further, Raja Shahminan (2007) explained design continuity between the old and new units have been ignored which make the new building seems to stand alone and alienated in their own environment. The lack of integration of development, particularly in design between the modern and the old building is defacing the historic identity of the area. Moreover, since the old shophouses are privately owned, it is suspected that the roots of the problems regarding the conservation of the old shophouses are also directly related to the users, particularly the owners or the tenants (Wan Ismail & Shamsuddin, 2005). Moreover, according

to Samadi, et.al (2007), most of the owners or users of the shophouse failed to cooperate in conserving the façade, due to their problems as those who prefer the excess of their income in their daily dealings without realize the significance of heritage façade of the shophouse. For them, it is nothing more than a long legacy that need high repair costs which particularly as a burden for them in safeguarding the old shophouses (Samadi, et.al, 2007)

Late implementation and Enforcement of Conservation Guideline by Local Authority

Lack of effort by the government side to alert and educate the public on the value of the heritage buildings to the new generations is one of the factors contribute to the poor awareness of the society (Mohamed, et.al 2008). Moreover, the conservation enforcement by the authority only just started aggressively after 2006. A few years before 2006, alteration and renovation of the building façade and structure has been done illegally which demolish the original façade of the buildings. (En. Izani b Mat, Jabatan Perancang dan Kawalan Bangunan, March 2014). As a result, the shophouse façade has been modified and changed illegally by the owners before 2006 which has produced amount of modified shophouse façade because of there are no proper conservation guideline and enforcement by local authority. Regrettably, as stated by Wan Ismail & Shamsuddin (2005) the old shophouses lies in the fact that the old shophouses are not specifically noted under the present acts and enactments are the limitation in conservation. The old shophouses are subjected to the acts and enactments related to urban conservation in Malaysia by situated within the old town centres. In addition, according to Wan Ismail & Shamsuddin (2005) the old shophouses are not really considered within the Antiquities Act 1976 which specifies that the buildings concerned are the monuments of at least a hundred years old, where majority of the old shophouses are less than a hundred years old. She added, all pre-war rented properties came under the Control of Rent Act (1966), where the act is to prevent the expulsion of the tenants without compensation and tearing down for development as well as to help the owners to increase the rent to maintain and preserve the shophouse. Later, the legislation was rechecked, and the result was the Control of Rent (Repeal) Act 1997 (Act 572), (Wan Ismail & Shamsuddin (2005). Local authority and legislation is crucial in conserving and forming the identity of the district or area. The success of current local legislation regarding the old shophouses is doubtful. Local government has gazetted particular conservation area which usually in the area of old town in Malaysia comprised of old shophouses. The lack of control by local government used to happen, for instance the conservation area in Kota Bharu, Kelantan, where the entire area of old shophouses within the conservation area was demolished in 2001 to allow for new development (Wan Ismail & Shamsuddin (2005). Fortunately, according to Heritage of Malaysia Trust (2004), in March 2004 the Ministry of Culture, Arts and Heritage was created. The Minister, YB Dato' Seri Utama Rais Yatim, has proposed a stand-alone Heritage Bill, which would address both tangible and intangible heritage and which will supersede the proposed 2003 Amendment to the Town & Country Planning Act.

Nature

Likewise, the factor of mother-nature and time that affects the existing building massing in the heritage zone particularly have also influence the architectural interventions by means of alterations and modifications of the heritage buildings. As said by Burke (2011), building form and image will be changed physically due to deterioration by means of weather and time factor which could affects the occupants' way of living and habitat. Thus, the deteriorated and damaged buildings can be improvised through restoration and continuous maintenance by the owner in order to sustain and preserve their properties (Burke, 2011)

According to Jokilehto (1999) heritage buildings are facing various types of deterioration, for instance weather changes, ageing progression, consumption by use and natural disaster. The amount of usage depends on the types of structure and material used for the building; therefore, repair and refurbishment may be slightly differed from the original image and ambiance of the buildings, which eventually happened to shophouse buildings (Jokilehto, 1999) Above and beyond, as stated by Feilden (1982), of the causes of decay in an historic building, the most uniform and universal is gravity, followed by the actions of man and then by diverse climatic and environmental effects, such as botanical, biological chemical and entomological factors. Indeed, human causes nowadays probably produce the utmost destruction to the built heritage.

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THE ROLE OF THE MANAGERIAL LEADERSHIP TO ENHANCE THE EMPLOYEES' JOB PERFORMANCE

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Abstract: *The purpose of the research is to investigate the relation between the leaders' practice of creative managerial leadership and the employees' job performance. It also aimed to present some suggested ways and techniques to develop employees' job performance. In the theoretical framework, the researchers discussed models for theories of the role of leadership in spreading the changing and enhancement culture, the component of management creativity, and finally theories of job performance. The interpretation will be conducted can be account as qualitative in nature. The literature reviews that used in the recent research showed that there is a positive relation between the leaders' practice of creative managerial leadership and developing employees' job performance. Finally, the researchers presented some suggested techniques which can be followed to achieve employees' creative job performance. At the end some recommendations are discussed.*

Keywords: *Creative Managerial Leadership, Employees' Job Performance.*

Introduction

The modern management needs a creative leadership which can observe easily the future of the institution; an encouraging leadership which encourages the employees and all whole environment to the achieve the target aims (Al Obiedi, Al Shibani & Al Obiedi, 2010).

Problem Statement

The main purpose of the Creative Managerial Leadership is to create an attractive atmosphere for all the institution members so they can work hard toward the success of it to compete other institutions and effect employees' job performance positively. However, some scientific researchers said that some Arab institutions have failed to achieve their aims because of the lack of homogenously between the institutions' goals and the employees' performance. The management is facing difficultly in managing the employees especially when the employees' attitude and behaviour towards their work is not at satisfactory level which can affect their performance. The researchers suggested that this problem might occur because of some managerial leaders who do not believe at using creative encouraging techniques to enhance the employees' performance.

Research Questions:

This study seeks to investigate whether creative leadership has relationship with Employees' job performance

- Is there any relation between leaders' creative managerial leadership techniques and Employees' job performance?
- What are the suggested techniques that the leaders could use to enhance employees' job creative performance?

Study Objective

- To identify the relation between the creative leading techniques practiced by the leaders and Employees' job performance.
- To identify the suggested techniques to enhance employees' creative job performance.

Study Contribution

Creativity at work has become a need for institutions to achieve their visions and compete with other institutions which provide the same service. Moreover, according to recent researches employees' job satisfaction affects work performance so the findings of the study is believed to be helpful in giving information's to leaders at service governmental institution to make their working environment attractive and has healthier organizational atmosphere.

Literature Review

The Role of The Managerial Leadership in Spreading Enhancing & Changing Culture:

According to (Al Aqa, 2010; Buras, 2013; AlMadhon, 2012) there is a positive relation between the Managerial leadership and the institutional success through applying successful changing and developing techniques. Al Aqa, 2003 & 2010 in his two studies showed that the democratic style is more effective on employees' performance and the leader has more influence on the employees' attitudes. He added that the leader involves the employees' in decision-making, encourages continues development for individuals and the institution at the same time.

Creativity:

Puccio, Murdock, & Mance (2007) referred to creativity as a sign of leadership; they said that leaders need to creative in a way to introduce change to the institution. Most researchers suggested that most types of changing that depend on planned strategic needs creative thinking and techniques because creative thinking creates pure, unique and flexible ideas. This research agreed with Awadh (2013) who said that if the managerial leadership follow the creative ways, that would be reflected on the employees' which can be evaluated through their work performance and job satisfaction which can lead to creative productions.

The Component of Managerial Creativity:

Creative management skills are parallel with the creative thinking skills; the difference is only in the environment of application and the situation itself. The main important components of managerial creativity in this research are: fluency, flexibility, pureness, problem solving, analysis and thinking out of box through applying the transitional leadership principals at government directorial general in Sultanate of Oman. with Awadh (2013) used the same managerial component of creativity, he said that creativity needs a supporting environment, which cares about small details such as lightening, airing and cleanliness which can reduce work pressure. He said that creativity can be related to job stratification in certain cases. Al Ababnah & Al-Shaqra (2013) added that educational institutions are interested in exchanging the managerial leadership techniques and ways, so they become as creativity incubator in a way to present good service for the employees. Furthermore, Al-Wishi (2013) stated that the managerial leadership follows three main techniques: encouraging individuals, managerial decision-making and the focusing areas at work.

Job Performance

Some scholars have divided job performance into two aspects the practical aspects (behaviours) and the result of the work Borman and Motowidlo, 1993; Campbell et.al; Roe, 1999. The researchers believe that job performance can be examined and evaluated through the employees' behaviour and implementing work tasks. Managerial leadership can cause positive or negatively affects among employees' performance depending on the strategies that acquired by them during work time and after it.

Research methodology

The researchers used the SPSS to investigate the relation between the creative managerial leadership and the employees' performance. They used an electronic questionnaire that consisted of 46 items to investigate the sample opinions towards their leaders. The questionnaire was divided into four factors related to the independent variable (the ideal effect of the leader, the inspirational / inspirational reinforcement, the intellectual motivation of the employees, and the individual attention) and three other factors related to the dependent variable (Organizational communication, motivation to work, professional development of employees) which were measured by using a questionnaire comprised of six Likert – style items of five points (1=strongly disagree, 5=strongly agree). The reliability of the whole questionnaire was high (Cronbach's alpha = 0.96).

Participants

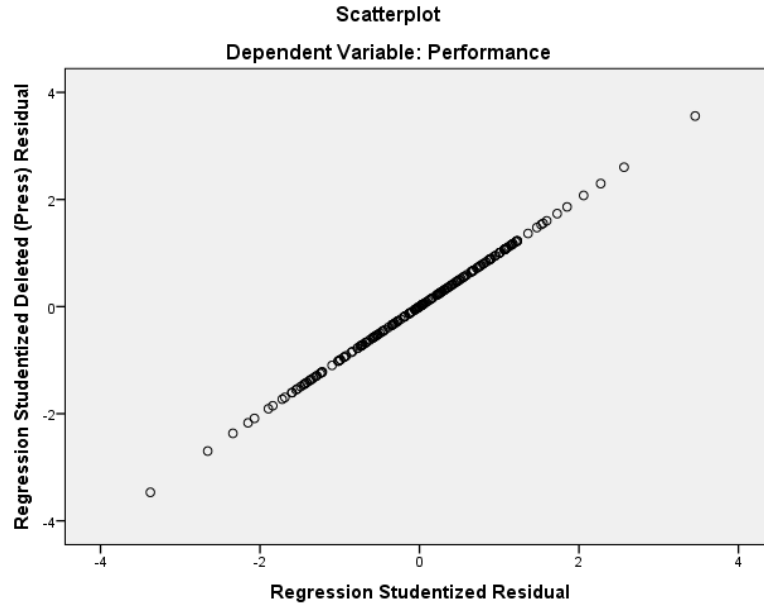
Participants were two hundred twenty school employees (37 male and 178 female) from six different wilayas in Batina North Governor. They were 64 administrators & 155 teachers

Procedure

After receiving the electronic responses of the participants, the researchers had transferred the data to the SPSS analytical system to start the statistical process using the Multi Linear Regression and the frequencies to interoperate the open question.

Results

First the reserchers has used the multi- linear regression which is used to predict the value of a dependent variable based on the value of independent variobles.The researchers had checked if there is a linear relationship in the data using the scatter plot. Chart (1) showed that there are no outliers , the dependent and independent variables are linear and has positive correlation which allowed the researchers to conduct a linear regrestion analysis.



Then they have checked Pearsons Bivariate Correlation and the analysis showed that the variables were stongly correlated as it shown in table (1),Pearson’s $r = 0.930$. $\rho = 0.00$.

Table (1) Correlation

	<i>Performance</i>	<i>Job</i>	<i>Leadership</i>
<i>Person Correlation</i>	-	-	-
<i>Performance</i>			
<i>Job</i>	-0,055	-	-
<i>Leadership</i>	0.930	-0.104	-

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

Secod, the researchers had checked the data for the multivariate normality. The chart showed that the P.P Plot of regression that the varials were close enough and the data is almost perfect.

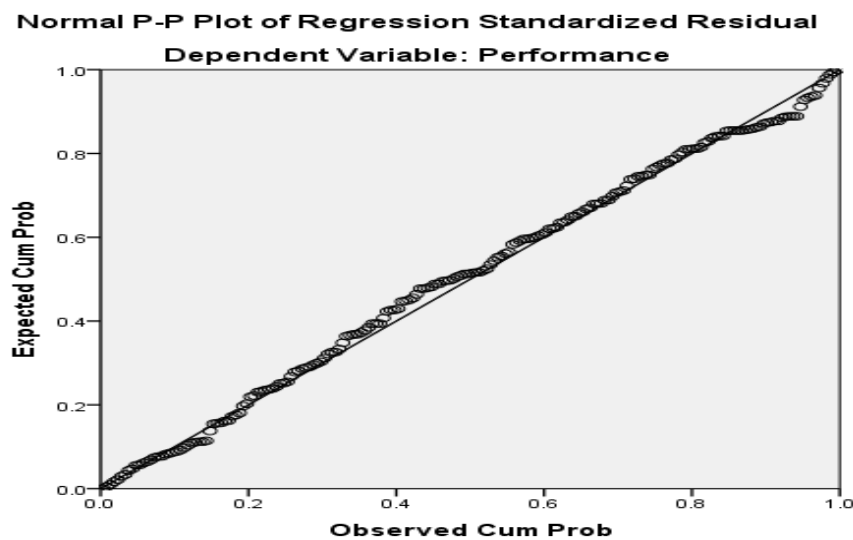


Chart (1) Normal P.P Plot of Regression Standarized Residual

The model summary had indicated how strong was the effect of independent variable among the dependent variable, as it had shown in table (2). R^2 had indicated the total variation in the dependent variable (performance) and the effects size was 0.866.

Table (2) Model Summary

MODEL	R	R SQUARE	ADJUSTED SQUARE	R STD.ERROR OF THE ESTIMATE
1	0.931	0.866	0.865	21947
A. PREDICTORS: CNSTANT, LEADERSHIP, JOB				
B. DEPENDENT VARIABLES: PERFORMANCE				

The researchers had examined if the regression model had predicted the dependent variable (Performance) significant well through ANOVA as it showed in table (3). The multiple linear regression was calculated to predict performance based on leadership and job variables. A significant regression equation was found $F(2,197) = 639.306$. $p < 0.000$. with an $R^2=0.866$.

Table (3) ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	61.588	2	30.794	639.306	0.000
Residual	9.489	197	0.048		
Total	71.077	199			

Researchers predicted performance was equal to $0.192 - 0.901(\text{job}) + 0.054(\text{leadership})$, where job was coded as an administrator or a teacher and leadership was coded on Likert scale describing the creative managerial leadership aspects for the leaders. The study samples' performance has increased 0.901 according to positive creative managerial leadership responses and administrators has performed 0.054 creatively more than teachers. Table (4) showed that the creative managerial leadership was a significant predictor of employees' performance.

To answer the second question the researchers had designed an open question which has summarized the participant's suggestions toward enhancing their creativity while work at the institution.

Table (4) Coefficient^a

MODLE	USTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	SIG	95% COFIDENCE INTRVVAL FOR B	
	B	Std.Error	Beta			Lower Bound	Upper Bound
1 (CONSTANT)							
INCOME	0.192	0.127		1.512	0.132	-0.054	0.443
JOB	0.054	0.034	0.042	1.592	0.113	-0.013	0.121
LEADERSHIP	0.901	0.025	0.934	35.695	0.000	0851	0.951
MODLE	USTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	SIG	95% COFIDENCE INTRVVAL FOR B	
	B	Std.Error	Beta			Lower Bound	Upper Bound
2 (CONSTANT)							
INCOME	0.192	0.127		1.512	0.132	-0.054	0.443
JOB	0.054	0.034	0.042	1.592	0.113	-0.013	0.121
LEADERSHIP	0.901	0.025	0.934	35.695	0.000	0851	0.951

Finally, the researchers had interoperated the open question related to the suggested techniques that the participants shared to show their opinion towards enhancing their job performance as it shown in table (5). According to the suggestions the majority of the participants preferred to be involved in selecting the training programs and less of them had suggested to relate the evaluation system to their achievement and training only.

Table (5) The Participants Suggestions to Enhance Their Performance

<i>Item</i>	<i>Percentage</i>
<i>consider employees' views and suggestions related to their selves' developments</i>	35%
<i>using open communication system</i>	26%
<i>encourage employees to do researchers and attend conferences</i>	12%
<i>follow a creative supervisions' strategies and lead the employees according to the institution goals and give them feedback regarding the interest of work</i>	9%
<i>encourage the development of employees' creative skills and motivate them to perform their tasks in an innovative way</i>	5%
<i>evaluate the employees according to their work achievement and continues training system</i>	3%

Discussion

In this study the creative managerial leadership which the researchers had suggested its component referring to the literature view for management and leadership different schools; has strong relation and regression with employees' performance and this is consistent with previous studies that have studied creative leadership and creative management separately.

The preponderance of empirical evidence of many studies shows that managerial leadership can influence the employee's' performance at different types of institutions. Carmeli, Abraham and his co-authors (2016); Jaiswal, N. K, Dhar, R. L (2015); and Henker N and his co-authors (2015). Has indicated that transformational leadership facilitates the development of employees' creative problem-solving capacity by fostering a climate for innovation that promotes employee creativity and creative process engagement. There is a strong link between training and discipline work against the performance of employees (Suci R, Idrus M.2015).

Conclusion

Currently there are not many studies exploring creative managerial leadership characteristics and its impact on employees' performance in Oman. The present study was designed to examined the finding evidence about the relation between creative managerial leadership and employee's' performance according to the participants point views. An effective leader needs creative skills so he can implement his ideas effectively in his institution and with the employees. This study has demonstrated that creative managerial leadership has positive strong regression with employees' performance. The study has suggested some techniques to enable the leaders to create climate that encourages their employees to develop and enhance their skills so they can achieve the institution goals and have continues self-developments.

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EXPERIENCES OF METH-DEPENDENT PATIENTS UNDERGOING CONTINGENCY MANAGEMENT (CM) THERAPY

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Abstract: *This study explored the experiences of meth-dependent patients to gain insight on their thoughts and feelings on the Contingency Management (CM) intervention used during their three-month therapeutic session at a rehabilitation center in Dengkil, Malaysia. This basic qualitative research interviewed seven participants who had just finished undergoing the CM intervention process as the main therapeutic approach. The results indicate eight major themes from three research questions: (a) increased strength to turn their life around, (b) provide positive feelings, (c) application of knowledge, (d) reward as an afterthought, (e) realization of correcting past mistakes, (f) continuous encouragement to change, (g) more confidence in their ability to change, and (h) happy seeing positive rewards to their actions. Results of the study indicate that they found CM to be successful in their recovery process from meth dependence, especially in strengthening their intrinsic motivation. Patients also feel that the reward-based system used in CM has been beneficial in making them feel more happier and realizing the past mistakes that they have made.*

Keywords: *Psychology; Contingency Management; Meth Addiction; Drug Rehabilitation; Application of Psychology in Teaching.*

Introduction

The treatment and rehabilitation of substance use disorder is primarily a challenge for all especially for clinician, psychologists, counsellors, psychiatrists and social workers. Many approaches have been introduced to help treat addiction such as the used of substitution drugs (Kirby and Lamb, 1995), military-style approach (Mahmood, Shuaib, Lasimon, Rusli & Md. Zahir, 1999), homeopathy, spiritual healing and purification (Mahmood, Shauib & Ismail, 1998), behaviour modification (Monty & Rohsenow, 1997), psychology rehabilitation (Calaghan, Benton, Bradley, 1995), psychotherapy (Curran, Helene & Stephen, 2000) and a variety of other approaches. Latest approach includes medical assisted therapy or pharmacology and other psychosocial best practice approach. Medicine was also used in reducing harm through drug substitution therapy using Methadone.

However, in discussing the problem of drug addiction, focus should be on the behaviour modification aspect of an addict. Drug addiction is a disease that causes an impact on biopsychosocial of an individual. To help treat an addict, the behaviour element is the most

crucial yet difficult part to treat rather than the physical or biological element which generally can be treated using medical approach.

According to most studies, drug abuse is a disease resulting from a process of learning and strengthening to a response as stated in the Operant Conditioning Theory and Classic Behavioural Theory (Carroll et al., 2005). To treat the behaviour, the behaviour modification approach is needed. The approach has varieties of type, beginning with psychotherapy-based such as Cognitive-Behavioural Therapy (CBT), Motivational Enhancement Therapy (MET), Couple or Family Therapy and Contingency Management (CM) therapy. These approaches attempt to change the behaviour of a drug addict and the ability to manage stress and conflict productively. Addicts will be trained to say "no" to drugs, hate drugs, find a way to replace drugs, build a defence wall from drug, and manage all stress and pressure without the use of drugs. In the process of recovering from this behaviour, it's often touched on the aspect of self-esteem and self-concept, immature personality and unproductive defence mechanism performed by the individual (Mahmood et al., 1998).

CM interventions (also known as motivational incentives) is designed based on the principles to establish a behaviour using reward or sometimes punishment. The procedure started from the economy token approach developed in the United States for over 40 years ago given to prisoners and detainees and are still being used to date. According to Higgins (2008), CM have shown impressive levels of efficacy across a wide range of Substance Use Disorder (SUDs) (Higgins et al., 2008). Many researchers have agreed that CM have a high level of efficacy in treatment and rehabilitation of substance use disorders (Davis et al., 2016).

CM treatment rearranges the environment to directly detect drug use and encourage client participation in activities that promote recovery. This treatment provides a clear reinforcement or reward for proof of abstinence and a commitment to drug-free activities (Higgins *et al.*, 1994; Petry, 2000). In most CM studies, reinforcement is given in the form of vouchers that can be exchanged with daily goods and services (Higgins *et al.*, 1991, 1993, 1994, 2000a).

This study focuses on understanding the experiences of meth-dependent patients who went through CM intervention in their recovery process. The study focuses on understanding what they have learned throughout their three-month therapy session, including changes that have occurred to their intrinsic motivation.

Purpose of the Study

The purpose of this study was to explore the experiences of meth-dependent patients undergoing CM therapy. This research focused on understanding the lived experiences of patients who are in recovery process from meth dependency by looking at the what they have gained from their 3-month experience in CM therapy. The three-research question were:

- What are the experiences of meth-dependent patients undergoing Contingency Management (CM) Therapy?
- What changes occur to their intrinsic motivation after undergoing Contingency Management (CM) Therapy?
- How do they feel after undergoing Contingency Management (CM) Therapy?

Research Design

This qualitative study employed a basic qualitative approach and focuses on the meaning of their experiences as participants in a CM intervention group, or in Merriam's (2009) words "the essence of the meaning of the interaction" (p. 3). This qualitative approach provides a unique

perspective on the participants in the research (Creswell, 2007) within their setting and culture that they are in (Ary, Jacobs & Sorensen, 2010).

This study is part of a larger study conducted to view the efficacy of CM. The larger study consist of an experimental study by using both CM and treatment-as-usual (TAU) to look at the efficacy of CM when compared with TAU. Both groups were given their respective interventions for a period of three months. This study focuses on the experiences of seven of the participants in the study, all of which were randomly chosen by the researchers. The interviews were conducted one month after the CM group sessions ended.

Participants

Seven participants were interviewed in the study. The participants were interviewed once, with the interview ranging from 37 minutes to 58 minutes. The inclusionary criteria for the participants include: (1) participants who have undergone a 3-month Contingency Management (CM) intervention at a drug rehabilitation centre, (2) have ability to articulate experiences, and (3) willingness to participate in the research. A purposeful sampling procedure was used to find participants who matched the above characteristics.

Although there has been no real consensus about the exact number needed for a qualitative study, Boyd (2001) has suggested that any number of participants from two to ten is considered good enough to reach a point of saturation in a qualitative study. The researchers interviewed seven participants for the study, and it was widely agreed among all researchers in this study that the point of saturation was already reached at six participants.

Findings

Research Question One:

What are the experiences of meth-dependent patients undergoing Contingency Management (CM) Therapy?

The qualitative findings indicate three themes in this category: The three themes are: (a) increased strength to turn their life around, (b) provide positive feelings, and (c) application of knowledge.

Theme One: Increased Strength to Turn Their Life Around

Five of the participants mentioned that they now find more strength within themselves to turn their life around after undergoing CM. The major reasons being given is that CM has given them the strength to achieve what they feel was not possible previously. For example, one of the participants mentioned that he felt that it would be hard to move away from his meth-dependence, however now he feels that nothing is impossible.

With support, I can do it. Just, sometimes I don't have support (from family and strength). This session is where I learn new knowledge to help myself.

Meanwhile, another participant talked about how he feels valued after getting rewarded for his positive actions during the course of therapy. However, he also mentioned that after some time, it was not the reward itself that he was after but rather the strength that he found within himself.

I still feel OK if there is no reward, but t does provide me with some extra strength to do more. You know, it's like working and you get a salary, it will give you the extra push.

Theme Two: Provide Positive Feelings

Six of the participants shared that they had positive feelings when attending their therapy sessions. Participants stated that the positive feelings came from looking forward to attending the sessions as that had the goal of completing the task given by their rehabilitation officers. Besides that, participants also shared positive feelings such as happy, grateful, and enjoyment during their sessions.

For example, one of the participants shared that he felt apprehensive at first about being rewarded if they managed to complete certain tasks or objectives, but after being given the reward he felt grateful and happy.

I feel happy even after being given homework, I don't feel stressed out by the homework, I look forward to completing the task being given.

Theme Three: Application of knowledge

Five of the participants mentioned that they feel more confident of being able to apply knowledge that they have learned in their classes after doing CM. This is because they feel that they will be rewarded for their good behaviors if they continue doing so after leaving the rehabilitation center. One of the participants stated that the reward-based system has made him realize that he can still change despite his previous addiction to meth.

Now that I am here (rehabilitation center), I know that I have to apply all the knowledge that I have learned. That if I act well, I will be rewarded for my actions, my future actions.

Meanwhile, another participant stated that the knowledge learned was helped by the use of reward using CM.

To get the reward, we work harder. At night, we would help each other in doing homework. So, this way we learn more about the topic that the teacher (rehabilitation officers) is teaching.

Research Question Two:

What changes occur to their intrinsic motivation after undergoing Contingency Management (CM) Therapy?

The qualitative findings indicate three themes for the category. The three themes are: (a) reward as an afterthought, (b) realization of correcting past mistakes, and (c) continuous encouragement to change.

Theme One: Reward as an Afterthought

All participants mentioned that while the reward itself is helpful as an added incentive for them, they felt that they were not really after the reward itself but rather what they have learned during their classes is more important. For them, reward is just an afterthought and that their intrinsic motivation to change increased regardless of the rewards.

For example, one of the participants stated that he did not really seek the reward after some time and realized that the ultimate reward would be to stop taking meth once he finishes his time at the rehabilitation center.

For me, it's not a problem (with no reward). Even if I don't get any reward it is fine. (But) the knowledge that I learned, that is more important so that I stop (taking meth).

Theme Two: Realization of Correcting Past Mistakes

Four of the participants mentioned that that they have realized their past mistakes during their CM therapy sessions. They reported that their motivation to change have increased because they have realized about the problematic life that they lived previously and want to stay away from meth after this. This provides them strength within themselves to change their lifestyle and behavior after leaving the rehabilitation center.

For example, one of the participants stated that he has found an inner strength to correct the past mistakes that he has done. He stated that he needs to think not just about himself but also others around him.

When I look at my family, my brother (who takes care of me), I realize my errors. I know I have not done well, (so) I want to correct the mistakes. I know I can (beat addiction).

Another participant also discussed about the effect that the CM intervention has had in his intention to move forward with his life.

Being here (rehabilitation center) is new (for me). I don't want to be here. I realized that I was wasting my life before, enjoying without thinking of God, you know. And also my family. I think more about them now.

Theme Three: Continuous Encouragement To Change

The intervention given has given participants extra encouragement to change their addiction patterns. Five of the participants mentioned that the continuous support given by their peers and rehabilitation officers has provided them with further encouragement that they can change. Encouragement is provided through the rewards being given, which gives them extra intrinsic motivation to complete the tasks being given to them.

For example, one of the participants mentioned about seeing the reward as an encouragement that he could strive for.

It feels good to be given (reward). It's like when you are fasting when you are young, your parents will give you reward after Ramadan. That gives me that encouragement to do more.

Another participant mentioned that the continuous encouragement helped him to focus on improving himself as an individual.

I am just a human, so I make mistakes. But, the most I learned here is to never give up on being a better person. God willing, this (CM intervention) has helped.

Research Question Three:

How do they feel after undergoing Contingency Management (CM) Therapy?

The qualitative findings indicate two themes for the category. The two themes are: (a) more confidence in their ability to change, and (b) happy seeing positive rewards to their actions.

Theme One: More Confidence in Their Ability To Change

All participants stated that they feel more confident in their own recovery process in dealing with meth addiction after undergoing CM therapy. This comes after being satisfied with the CM intervention used throughout a three-month period. They feel that they have learned a lot throughout their time in the group, and understand that good behavior will be equally rewarded in their daily life.

One of the participants stated that he understood the concept of CM, and looks forward to applying it to his daily life. Another participant mentioned that the reward is just a tool, but that the activities has helped him to be more confident in his ability.

Being given the rewards, I feel thankful. But, it's not about the reward, it's about being given the motivation to change. That is (more) important.

I am still scared (of relapse), but also confident. Because, the knowledge I learned have been valuable, if it's good knowledge then it will be beneficial to me.

Theme Two: Happy Seeing Positive Rewards To Their Actions

A recurrent theme among five of the participants is a sense of happiness about the intervention used in the study. The words happy are uttered about 18 times between the five participants, signifying it's importance to the participants. They discussed their happiness with the positive rewards being given to the activities that they have accomplished during the sessions. For them, they feel happy as they are rewarded for making positive changes in their life.

One of the participants stated he feels happy about the outcome of the sessions he attended, especially with the use of CM.

I feel very happy because the knowledge I learned can be used. It makes me think more about what I want to do next, because I don't want to forget about the knowledge I learned.

Another participant shared about the reward being important part of him doing well in the CM intervention process, and making him feel happier in the process.

For me, it's different from the other help usually given (types of therapy). I hope it continues, maybe it will be beneficial for others.

Conclusion

Findings of the study supported previous research which indicated that CM would be beneficial for patients struggling with drug addiction. Higgins et al. (1994) stated that rewarding patients for proof of their abstinence would be beneficial for their recovery process, and this study have further solidified that statement. From the research, it was found that CM has managed to improve their intrinsic motivation in their recovery process. The knowledge that they learned in their therapy group has been aided by the use of CM, especially with improving their confidence in beating their meth addiction, and increased strength and resilience to change.

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EFFECTIVENESS OF AADK CAREER THERAPY MODULE AMONG AADK INMATES TOWARDS CAREER MATURITY AND SELF-CONCEPT

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Abstract: *Research on the effectiveness of the AADK Career Therapy Module among AADK inmates aimed to assist and complement AADK in their therapeutic efforts towards inmates in AADK rehabilitation centers. This experimental research involved 32 participants from the control group (CCRC A) and 32 participants from the experimental group (CCRC B). Quantitative data was collected using pre- and post-tests using the instruments Career Maturity Inventory (CMI) and Tennessee Self-concept Scale (TSCS). The pre and post-test results from the two groups were compared and analyzed using SPSS software. T-test was conducted to identify the differences between these two groups. The results of the study show a positive development from the experimental group compared to the control group in terms of career maturity and self-perception. The scores from the experimental group increased compared to the control group. This shows that the AADK career therapy module can boost inmates' career maturity and self-concept.*

Keywords: CAREER, MODULE, AADK, CCRC, CMI

Introduction

A career is an important aspect in life, not only to obtain an income to accommodate the self or daily necessities, but also as a representation of one's self-worth. Therefore, the career chosen is often parallel to an individual's interests to become more proactive in achieving their life objectives. According to Arnold and Cohen (2008), a career can also be considered a status, improvement and self-satisfaction in a person's life. Compared to a career, a job means something that we do only to pay for our daily necessities. According to Arthur, Hall and

Lawrence (1989), a career is a change from a person's work experience from time to time. Even though there exist different perspectives regarding the definition of a career, this definition is the most widely used as a reference.

The number of addicts in 2016 who have fallen into drug abuse is 30,884 and they have followed rehabilitation programs. A large number of identified drug addicts have been involved in addiction from a very young and productive age, which is between 20 to 40 years old (Maklumat Dadah, 2016). This results in huge losses to the nation if this human resource cannot be returned to the society to contribute towards the job sector to increase the nation's economy.

The National Anti-Drugs Agency (AADK) is an agency to help addicts move towards rehabilitation to return to a better life, alongside helping AADK inmates to choose careers that they enjoy after finishing the rehabilitation period. According to Matokrem (2007), there are advanced programs that can help AADK inmates from relapse, which are to provide job opportunities, develop social integration with the society and involving AADK inmates in support programs. This effort can help awaken addicts that they still have a chance to live a normal life.

The United Nation Office on Drugs and Crime (UNODC) in 2008 has outlined several components in the management of rehabilitation. Among the components stated are the career component (Domain 5) and vocational skills component (Domain 6). According to McLellan, Lewis, O'Brien, and others (2000), high unemployment rate and lack of career skills have been identified as giving a negative impact towards the process of recovery and integration of the respondent. Therefore, inmates who follow rehabilitation programs must be trained to be independent and capable to generate his/her own income. Granfield and Cloud (2001) stated that there are four (4) main recovery capitals, and one of them is human resource. Human resource involves skills, positive health, inspiration and hope, and independent sources.

Many steps have been taken by AADK to help the recovery of the inmates, including conducting psychosocial and clinical care such as vocational programs and apprenticeships which are run at the Cure and Care Vocational Center (CCVC) (AADK, 2016). However, there are still many former inmates who leave the rehabilitation center but are not able to pursue better jobs to cater for their daily expenses and avoid them from relapse. Therefore, as a step to improve treatment and rehabilitation programs by AADK, a Career Therapy Module was designed in the effort to help inmates choose the area and vocational course along with the job suitable for themselves. There are inmates who have had jobs beforehand, but this does not guarantee them from being accepted back at work or obtain a different job after leaving the rehabilitation center. Therefore, an effective career plan must be provided to give a second chance to them to enter the working world more realistically.

According to the Canadian Association of Occupational Therapists (2016), career therapy can help those facing the issue of drug abuse to identify strengths, values, interests, sources and challenges in developing a rehabilitation plan. The approach of career therapists also brings inmates to see not only their personal needs, but also the needs of their family and community. Therefore, to improve the treatment and rehabilitation process, the AADK Career Therapy Module is needed as a strategy to ensure the success of the treatment and rehabilitation program.

Significance of the Study

The results from the career therapy module test is important to strengthen treatment and rehabilitation programs in AADK rehabilitation centers. Besides that, this career therapy module is also useful for AADK counsellors to help respondents plan for more realistic jobs. Besides that, it can increase the skills of counsellors to conduct treatment and rehabilitation efforts that are more holistic. Because most of the inmates are from 18 to 40 years old, the government faces a loss in terms of productive and useful human resource. The inability to plan this resource will give a negative impact towards the development of the nation. Therefore, the development of this career therapy module and the success of AADK inmates to undergo this therapy can help the country in its effort to build a competent human resource to achieve Vision 2020 that was announced by the 4th and 7th Prime Minister of Malaysia.

Methodology

This research employed the experimental design approach. An experimental design research is conducted to investigate the cause and effect relationship by exposing one or more test groups to one or more treatments and comparing the results to one or more control groups that did not receive any treatment (Sidek Mohd Noah, 2002).

According to Creswell (2008), the experimental design is a traditional approach to obtain quantitative data. The experimental method is used to test an idea such as determining whether it can give an impact to the research results or the independent variables. This experimental method is conducted to identify the cause and effect between the dependent and independent variables. This study used experimental research towards two groups using pre- and post-tests. In this study, one experimental group was formed by introducing them to a career therapy module. Pre-test was made to obtain the base data, whereas post-test was conducted to collect data regarding the effects for comparison. The pre- and post-test for the control group and experimental group includes collecting data of the subject and the implementation of the treatment. The design involves a pre-test (answering two test instruments) and the same test was conducted at the post-test stage for the variable that was studied after applying the career therapy module intervention towards the experimental group.

Figure 1 Shows the Design of The Study For Both Groups That Was Conducted.

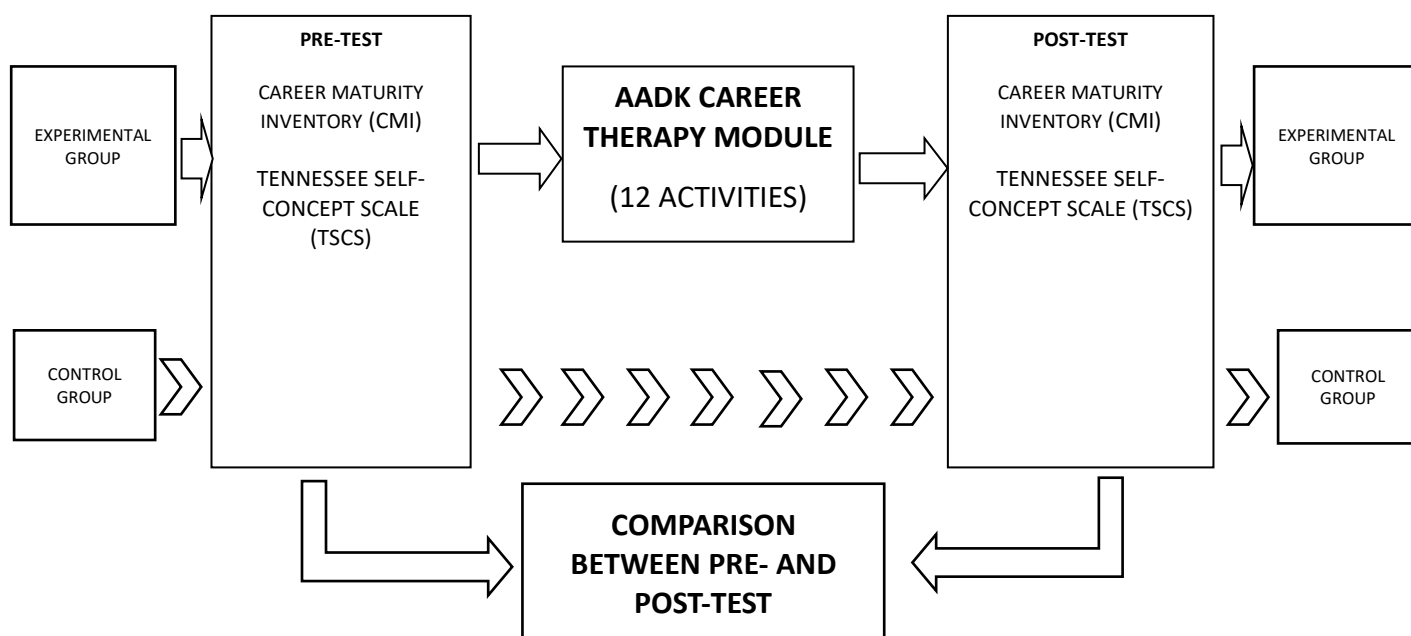


Figure 1 : Design of Experiment for Two Groups Pre and Post

Duration of Study

This study was conducted for a month and a half for the experimental group who followed the AADK career therapy module. The control test who did not follow this process only took the pre- and post-test of the two (2) instruments that were used.

Location

This experimental research was conducted at two (2) rehabilitation centers under the supervision of AADK. Both centers are rehabilitation centers that have the same characteristics in terms of recovery method and management.

Sample of the Study

According to Welizer and Wienir (1978), the population of a study must consist all units that are examined (measured) in the research process, whereas the sample is reflective of those who are chosen from the population of the study mentioned. Majid Konting (2000) stated that sampling is a research strategy whereby the researcher can obtain information about a population from a fraction of the individuals who are part of that population. He also advised that the sampling design is conducted correctly to obtain a sample that truly represents the population studied.

From this research, the population to be studied were AADK inmates. To achieve the objective, the experimental research involved 64 inmates who had just began treatment and recovery at the rehabilitation center. CCRC A (n=32) was the experimental group and CCRC B (n=32) was the control group. The sample of the study used purposive sampling. This refers to a sampling procedure whereby a group of subjects who have certain characteristics only are chosen as the respondents of the study (Chua Yan Piaw, 2006). The research sample were identified by the management of AADK, from those who had started rehabilitation for two months and have completed the detox treatment period.

Data Collection Method

To achieve the objective and answer the research question and hypothesis, the researcher collected data using the quantitative method. Given and Lisa (2008) stated that quantitative data is data that involves numbers (numerical) such as statistics, percentages and others. A quantitative data collection encompasses data collection methods by using instruments with recent questions and responses, collection of numerical data and collection of data from large groups of individuals. According to Walter (2008), quantitative data is a numerical dataset that is recorded and obtained from observing the social world. The quantitative data for this research was analyzed using a popular computer software in quantitative study, which is the Statistical Package For The Social Science Version 20 (SPSS v20).

Instrument and Research Analysis Method

The quantitative data was collected through pre- and post-test using the Career Maturity Inventory (CMI) and Tennessee Self-concept Scale (TSCS) instruments. The results of pre- and post-test from both groups were compared and analyzed using the SPSS software. T-test was conducted to identify differences between the two groups.

Research Results

Quantitative Data

In this research, quantitative data was collected using four (4) scales or instruments, which were CMI and TSCS.

Career Maturity Inventory (Cmi) Bahasa Malaysia Version

The Career Maturity Inventory (CMI) was used to identify the effect of AADK Career Therapy Module towards group respondents and career plans. The scores of the instrument were collected as pre and post data. The results of the research are as follows:

Pre and Post Mean Comparison for Experimental Group

There was an increase in mean score for the pre-test (mean=11.1563) compared to the post-test (mean=15.6250) from the experimental group. The difference in mean as shown in the achievement of t-test for pre and post for the experimental group is shown in the table below.

Table 1: Mean Value Comparison Between Pre- and Post-Test for Experimental Group Towards Career Planning

Pair 1	Mean	N
Pre	11.1563	32
Post	15.6250	32

Based on Table 2, the t value that was recorded was -4.874 ($p = 0.00 < 0.05$). Thus, the null hypothesis was rejected and H1 hypothesis was accepted. This means the AADK Career Therapy Module intervention has a positive significant difference towards the maturity career plan of the research respondents.

Table 2: Comparison of t Value Between Pre- and Post-Test for Experimental Group towards Career Planning

Pair 1	Mean	t	df	Sig.(2-tailed)
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Pre- Post	-4.46875	-4.874	31	.000
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Pre and Post Mean Comparison for Control Group

For the control group, the following is the data obtained from the CMI test. There was a slight mean decrease in the score tests for pre and post for the control group. This significant negative difference is shown in the pre- and post-test results as in Table 3.

Table 3: Mean Value Comparison Between Pre- and Post-Test for Control Group Towards Career Planning

Pair 1	Mean	N
PRE	10.2188	32
POST	8.9688	32

Based on Table 4, the t value that was recorded was 2.258 ($p = 0.031 < 0.05$). Thus, the null hypothesis was rejected and H1 hypothesis was accepted. This means that there was a negative significant difference towards the career maturity plan for the control group respondents.

Table 4: Comparison of t Value Between Pre- and Post-Test for Control Group towards Career Planning

Pair 1	Mean	t	df	Sig. (2-tailed)
Pre- Post	1.25000	2.258	31	.031

Tennessee Self-concept Scale (TSCS) Instrument Bahasa Malaysia Version

This study also sought to identify the effect of the AADK Career Therapy Module intervention towards self-concept. Self-concept is a variable that is deemed important to restore self-confidence and the ability of the research respondents to become independent and face future challenges.

Pre and Post Mean Comparison for Experimental Group

Table 5 shows the data obtained from the Tennessee Self-Concept Scale test for the experimental group. The following data are the results of the pre- and post-test for the self-concept scale.

Table 5: Mean Value Comparison between Pre and Post-Test for Experimental Group Using TSCS

Pair 1	Mean	N
PRE TEST	232.9000	30
POST TEST	241.5667	30

The comparison of t value between the pre- and post-test of the experimental group from the TSCS instrument is as shown in the following table.

Table 6: Comparison of t Value between Pre and Post-Test for Experimental Group Using TSCS

	Mean	t	df	Sig. (2-tailed)
TOTAL PRE-TEST - TOTAL POST TEST	- 8.66667	- 3.373	29	.002

Based on the table above, the t value that was recorded was -3.373 ($p = 0.002 < 0.05$). Thus, the null hypothesis was rejected and H1 hypothesis was accepted. This means that the Career Therapy Module that was conducted resulted in a significant difference as shown by the Tennessee Self-concept Scale (TSCS) towards the experimental group. The mean score for the pre- and post-test also shows a significant difference.

Pre and Post Mean Comparison for Control Group

The data obtained through the Tennessee Self-Concept Scale (TSCS) for the control group through the pre- and post-test results are as in Table 7.

Table 7: Mean Value Comparison between Pre and Post-Test for Control Group Using TSCS

Pair 1	Mean	N
PRE-TEST	233.3333	30
POST TEST	236.5333	30

The comparison of t value between the pre- and post-test for the control group using TSCS is as shown in Table 7.

Table 7: Comparison of t Value between Pre and Post-Test for Control Group Using TSCS

Pair 1	Mean	t	df	Sig. (2-tailed)
TOTAL PRE TEST – TOTAL POST TEST	- 3.20000	- 1.187	29	.245

Based on the table above, the t value recorded was -1.187 ($p = 0.245 > 0.05$). Thus, the null hypothesis was accepted and H1 hypothesis was rejected. This means that there was no significant difference regarding the Tennessee Self-Concept Scale towards the control group. However, there was a slight mean increase between the pre- and post-test scores among the control group, but it was not significant.

Discussion

This research on the effectiveness of the AADK career therapy module was conducted throughout eight (8) sessions, not including the pre and post-test. This study focused on two (2) main variables, which were to see the effects of the module towards the respondents' self-concept and career (planning, maturity and choice). This research was conducted using the psychoeducational group approach to conduct this career group session. This career module was influenced by the approach from Donald Super (1957), Holland (1980) and Magnusson (1991, 1992). The approach is easy to understand and applied in counselling or consultation sessions with clients at the CCRC Centre, AADK.

The results from the pre- and post-test from the experimental group showed that there was an increase in the mean and there was a significant relationship between the variables of career maturity and self-concept. The research results showed that the AADK Career Therapy Module can give a positive effect towards the respondents in terms of career maturity and self-concept.

Positive Effect of AADK Career Therapy Module Towards the Career Maturity of AADK Inmates

Six (6) special activities were conducted to provide focus to the career development of the AADK inmates. These activities aimed for the respondents to understand personality, appropriate work environments, obtain information on how to seek jobs, make decisions and develop maturity to work. To measure the effectiveness, the CMI instrument was used. In reference, career maturity means the readiness to make career decisions with vocational skills and development of educational roles (Savickas, 1984). Additionally, career maturity is defined as the ability of individuals to make any career choice precisely. It encompasses the realization towards what is needed to make career decisions and the extent an individual's choice relates to other agencies realistically and consistently from time to time (Crites & Savickas, 1978b, King, 1989, Ohler, Levinsen and Hays, 1996).

The CMI test results showed that there was a significant increase in career planning maturity among those who had followed this module (experimental group) compared to the control group. The post control group showed a low total mean (mean=8.9688) compared to the mean score of the experimental group (mean=15.6250). The t-test result recorded was -7.463 ($p = 0.00 < 0.05$). This shows that there was a positive effect faced by the respondents for the experimental group after following the AADK Career Therapy Module. This positive effect can also be proven by comparing the CMI test score for pre (mean=11.1563) and post (mean=15.6250) of the experimental group. The t-test result recorded was -4.874 ($p = 0.00 < 0.05$). This shows a significant difference faced by the experimental group after following the AADK Career Therapy Module.

Career maturity is the willingness of a person to make plans and decisions in career choice based on the vocational skills and education that he/she has (Savickas, 1984). Additionally, career maturity is the ability of an individual to make a career choice with awareness of the need to make a career choice from time to time (Crites & Savickas, 1978). From the research conducted by the researcher, this career therapy module was inspired from the idea of Magnusson (1991, 1992) who was influenced by the theory of Super. According to Magnusson (1995), there are five steps in making a career plan, which are: (1) initiation, (2) exploration, (3) making decision, (4) preparation and (5) implementation.

Magnusson (1995) stated that at the recovery stage, the client is still at the second stage (exploration) and the third stage (making decision). At the exploration stage, the client explores their work experiences, skills and interests. This is to rekindle their spirit and hope to find a suitable job. Indirectly, the client obtains an opportunity to express something meaningful from themselves while making a career plan. The third stage is the stage where the client makes the decision. This decision is made based on the list of occupations suitable from the experience and interest of the client. The client must also identify a career suitable with their intuition. The counselor explores the client's perception by using 'what if' questions in several situations from the occupations listed. This helps the client make a more accurate decision.

The effect of this module is strengthened with the sharing of knowledge from former addicts who had successfully managed themselves and worked outside. Besides that, this module was

found to have helped the respondents build a realistic action plan that they can use when they are out and have started working.

This is parallel to the fourth stage (preparation) and contributes to the fifth stage (implementation) based on the steps outlined by Magnusson (1995). In the preparation stage, there are two main keys that need to be focused on for a concrete plan to achieve the main objective. One of it is to develop an action plan that includes a contract between the counsellor and the client. This plan details the steps for the client: how the steps will be valued and reported, the time frame, or a graphic of the action plan. Then comes the stage of improving basic skills before the client joins the workforce. Among the things that need to be considered are occupation (search for job), education (learning skills, application to education institution) and individual skills (emotion management, drug abuse). This step is important to achieve the final stage which is implementation.

In this last stage, the client must conduct the action plan that was developed. Two strategies identified to implement the action plan is to build a support system. Magnusson (1995) stated that most decisions made with a counsellor are not successfully implemented because there is a lack of support system. The client needs to learn ways to identify important individuals in their lives and how to make meaningful connections. Then, clients must also build a support system to monitor and reward their achievements.

Positive Effect of AADK Career Therapy Module Towards Self-Development of AADK Inmates (Self-Concept)

Three (3) special activities were conducted to provide focus towards the self-development of AADK inmates with the aim to help them understand self, understand others, and identify their own strengths and weaknesses while building a more positive self-concept. To measure the effectiveness, the Tennessee Self-Concept Scale (TSCS) that was translated was used.

The results of TSCS showed that there was a significant increase in self-concept among those who had followed this module (experimental group) compared to the control group. The mean post score for the control group showed a low score (236.5333) compared to the post score for the experimental group (241.5667). The statistical t-test value that was recorded was -0.998 ($p = 0.327 > 0.05$). This shows that there was a positive effect that was experienced by the respondents for the experimental group after following the AADK Career Therapy Module. However, this difference was not significant. A positive effect was also proven by comparing the TSCS test score for the pre (232.9000) and post (241.5667) of the experimental group. The statistical t-test value that was recorded was -3.373 ($p=0.002 < 0.05$). This shows a significant difference experienced by the experimental group after following the AADK Career Therapy Module.

Rogers (1961) stated that self-concept concerns the way an individual recognizes himself, whether regarding weaknesses and strengths through past experience and the perceptions of those around him/her. Therefore, through this module, the respondent was able to identify, recognize and understand himself/herself more deeply.

Besides that, the positive acceptance between group members was a factor that increased the self-concept of the respondents. After following the counselling session for a month and a half, the trust that was built between group members made them feel comfortable to share experiences and viewpoints until there exists the feeling of belongingness by the other group members. It cannot be denied that a negative self-concept is a main cause for an individual to be involved in drugs. This is supported by a past study that was conducted by Samuel and

Samuel in 1974, which reported that self-concept was a factor why individuals could be involved in drug abuse, besides curiosity, boredom and peer pressure.

Just as how self-concept can be a factor for an individual to be involved in the abuse of drugs, it can also be used as a factor for a former addict to recover from addiction. This is supported by a study that was conducted by Carmichael, Linn, Pratt and Webb in 1997. Their study was titled 'Self-Concept and Substance Abuse Treatment' whereby the researchers stressed on the factor of self-concept in counselling treatment given to the respondents. In this study, the researcher measured the difference of self-concept between respondents who had successfully recovered in the timeframe given with respondents who did not finish treatment. This shows that self-concept is an important key to maintain recovery from drug abuse and stresses the importance of the Career Therapy Module in giving a positive effect towards the self-concept of the respondents.

Conclusion

This study aimed to test the Career Therapy Module for completing the recovery process conducted at drug rehabilitation centers in this country. The experimental research on the effectiveness of the AADK Career Therapy Module was conducted at two AADK rehabilitation centers. This study encompassed eight (8) sessions not including the pre- and post-test. 32 respondents were involved in this study. This study focused on three main variables to see the effectiveness of the module towards career (planning, maturity and choice) and self-concept.

This study was conducted using the psychoeducational group approach that was based on the group career counselling approach. The career therapy module was built based on the theories by Donald Super (1957), Holland (1980) and Magnusson (1991, 1992). This easy-to-understand approach was applied in group counselling sessions with clients from CCRC AADK centers. Quantitative research data were collected from two instruments that were answered by the respondents, which were the Career Maturity Inventory to measure the career plan and maturity. The instrument to measure self-concept was the Tennessee Self-Concept Scale.

The quantitative data were analyzed using t-test to examine the differences in the career therapy module's effectiveness towards the experimental group of respondents. The researcher also examined the effectiveness of the career therapy model by improving the self-development of the inmates through emphasizing self-concept. The results from the research on career therapy module shows that there exists a significant increase in the self-concept of the research respondents. This increase will help the respondents understand themselves, others, their strengths, weaknesses, and build a more positive self-concept.

Overall, the research on the effectiveness of the AAK Career Therapy Module had given a positive effect towards the experimental group of respondents and it is hoped that the module can help to complete the recovery process that is conducted in drug rehabilitation centers in Malaysia.

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INTERNATIONAL MARRIAGE MIGRATION: ANALYSIS OF SOCIO-CULTURE FACTORS FROM WOMEN'S MARRIAGES TO TAIWANESE/KOREANS, A CASE STUDY IN VIETNAMESE MEKONG DELTA

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Abstract: *International marriage has long time development with various forms depending on the purpose of migration. Since 1990s, there has been a rising trend of women in the Mekong delta getting married to Taiwanese and Korean. It thus has received attention dramatically from theoretical perspectives to practical studies. The aim of this research is to analyse the current situations and the factors affecting to the Vietnamese – Taiwanese/Korean marriages through evaluating factors of socio-culture of international marriages in the context of globalization. Besides, it will attempt to emphasize family's livelihoods and communities' perceptions about this phenomenon. In addition, the paper will discuss the factors contributing to the trends in transnational marriages in Vietnam. Finally, the paper will propose some recommendations to Vietnamese governments on order to have suitable policies to adjust this issue as well as to guarantee the rights of these brides, especially in the case of Vietnamese Mekong Delta when they are getting married to foreigners.*

Keywords: *Socio-Culture, Vietnamese-Taiwanese/Korean, Married To Foreigners, International Marriages, Gender, Vietnamese Mekong Delta.*

Introduction

Cross-border marriages or international marriage is considered as a normal social phenomenon in the development of society. After World War I and II, many women in the world marry foreigners including Vietnamese women. Marriage is not just a sexual union but also expressing the cultural aspects of people. Therefore, the ethnic diversity in a country leads to a diversity of forms and rituals that are related to marriage. Viet Nam is a multi-ethnic country with 54 ethnic group. In recent years, marital migration is as a consequence of globalization; thus, the analysis of the socio-culture views that lead to marriage immigration is very complex because it is considered in many respects with different perspectives due to the different approach of the problem. There, however have not been many studies writing on cultural and social of transnational marriage (marriages with foreign elements). Furthermore, most of international marriage migration (IMM) was broken because of many divergent causes. The purpose of this paper thus is to analyse the socio-culture aspects of international marriage in Vietnam. This research will only focus on women's marriages to Taiwanese and Korean in Vietnamese Mekong Delta as a "hot pot" of the emerging trends. Throughout studying, the paper also appraises family's livelihoods to examine whether there has the contribution of the brides to household economic development or not. Based on overall international marriage pictures, some recommendations are proposed with the aim to adjust this issue and have appropriate regulations to protect the brides, especially in the case of Vietnamese – Taiwanese/Korean marriage in the Mekong River Delta.

The Basis of Theoretically

Definition and Concept of International Marriage and Marriage Migration

An international marriage or cross-border marriages or marriages involving foreign elements are marital relations between two citizens of different nationalities. This marital refers to the culture of arrival and departure because the culture is the source of the relationship of marriage, of love, of life and of harmony. Besides that, international marriage emphasizes geography, state, law, race, immigration conditions, economic conditions and even social class.

According to Marriage and family Law of Vietnam in 2014, marriage with foreign elements is defined as: "Marriage and family relations involving foreign elements are marriage and family relations involving at least one of the parties being foreigners or overseas Vietnamese".

Regarding to the modern view, cross-border marriages is also a form of labour migration. This is a form of migration based on the theory of economic and historical, political and cultural structures. Economic theory states that the cause of marital migration is the balance between the two forces of attraction and push. The forces of push often emerge in the country of emigration due to poverty, unemployment, low living standards, complex political conditions, learning opportunities deadlock meanwhile attraction forces appears at the destination in order to attract immigrant as high salary, employment opportunities, good living conditions, stable political and economy. Even with the current perception, compared with labours export, getting married to foreigners is as the "strategy" of livelihoods of women to be long-term migrant, having a husband, and also have a job to work until the rest of their lives as well as to express their filial piety with their parents; while labours export has to pay costs brokerage fees and labours contracts are limited (Hoàng Bá Thịnh, 2011).

Transnational marriage or marriage with foreign elements on the world level and even in Vietnam is not a new phenomenon. It emerged very early in the world's migration process tens of thousands of years ago, leading to increased living conditions among members of ethnic groups, leading to ethnic and cultural exchanges. In the history of Vietnam, there have also been foreign marriage events such as the case Princess Huyen Tran was married to King Cham, Princess Ngoc Van in the South. International marriage in this research is the marriage between the brides of Mekong Delta married Taiwanese/Korean in the recent decades.

The socio-culture in marriage with Taiwanese and Korean

In recent years, the marriages between Vietnamese women marry foreigners - specifically Vietnamese women married to the United States and Korea has increasing significant since 1995. Beginning from 2000 onwards has become a real "fever". From 2005 up to now, the trend of Vietnamese women getting married to Taiwanese has been reduced by only 1/4 compared to previous years (Hoàng Bá Thịnh, 2009). But there is an increase in the number of Vietnamese brides married to Korean.

With international marriages that occurred over the years, Professor Ngô Văn Lê (2007), gives some initial remarks on this issue: First of all, transnational marriages often take place in the localities of Vietnam between Vietnamese and foreigners, just in one way: Vietnamese women marry foreigners. This trend will continue in the coming years. Secondly, most of the girls marry foreigners mainly in rural, remote and isolated areas where it is difficult to access resources for development. And so, people living in the countryside in such conditions, it is difficult to access sources of information from the outside, easy to cause misconceptions about the alienation of foreigners. Third, the level of education of women who married to foreigners is generally low; more than 80% have primary and secondary education, of which over 8% are

illiterate. With this qualification, they cannot have enough ability to study foreign language. Most of them do not know English, Taiwanese or Korean, so this is the biggest obstacle in communication, causing the girls who marry foreigners have many difficulties in daily life. And finally, marriages involving foreign elements have taken place over the years, often through brokerage. Because of the lack of necessary information about marriage aspirants, the majority of marriages are through intermediaries. Legally, marriages with foreigners over the years, which are legitimate and voluntary marriages, are recognized by the laws of both countries.

An extremely difficult obstacle in heterosexual marriages is the cultural difference, which is distinctly different from, first and foremost, the difference in language. Language is always associated with a human race - each ethnic group speaks a language. Language functions to separate races, which function to link the races together. Therefore, overcoming or crossing the language barrier is not a simple task. In this case, simply the bride and groom are not proficient in each other's voices, nor can they use an intermediate language to communicate. From a research study in Korea (2010), the authors point out that after three or more years, many Koreans have been able to use Korean, as Korean is not a difficult language to learn. On the other hand, Vietnamese women who marry are Korean, well defined, they will settle permanently, so to integrate into the society where they live, there is no other way than to know Korean (Nguyễn Ngọc Tuyền, 2010). Hence, after marrying, if they cannot understand the language of Taiwanese/Korean, it will be difficult for them to integrate their lives into a new cultural space in their husband's land (Phạm Thị Thùy Trang, 2005).

In addition, other difficulties such as customs in the family, social are also serious problems. In fact, each race, each society has different standards and sometimes do not bathe in that cultural environment, can not be overcome. To receive new cultural values, there must be a preparation. But not everyone and can always be prepared. For the most part, Vietnamese women marry foreigners, they are almost unprepared for both language and culture. Due to their unpreparedness, they are facing a lot of difficulties, living in a culture of culture and lifestyle that is different from the cultural norms and lifestyles that have been attached to them for decades. The lack of willingness to accept new cultural values in the context of the specificity of Vietnamese women marrying foreigners will be a nuisance in their integration process (Nguyễn Thị Hồng Xoan, 2005). For this reason, how to adapt a new culture is a requirement for Vietnamese brides in this circumstance.

However, cultural adaptation, which in particular is adaptation in family life, social relations, in the new environment is a big challenge. In terms of historical aspects, both Vietnamese and Taiwanese/Korean culture are influenced by Chinese culture through the influence of Confucianism. The current Korean family, due to the impact of exogenous cultural factors (co-influence), especially Western culture and endogenous effects (historical impact), especially the industrialization process, modernization of the country, the process of urbanization after the war, there have been profound changes. Korean families today maintain a patronage regime under the influence of Confucianism, and paternalism remains profound, although generations and members of the family simplify and lessen. The concept of division of work in the family is still maintained traditionally. The woman is still the main concern for the family and caring for the children.

The majority of marriages are dominated by economic factors. In fact, the purpose of the marriage is to achieve a life change not only for the individual bride but also how to contribute to their families' lives. Economic factors and desire to escape from poverty are the main motivations that the brides decide to get married. It considers as the gamble of her life. Despite

success or failure, it is more or less influenced by the youngest brother in the family, whose sisters are grateful, respected and sympathetic. Her sacrifice was recognized and appreciated by the family. In addition, the influence of the Korean "spread" movement spread throughout the village, some successful marriages as a result for other Koreans to follow. Korean film also played a significant role that affect the decision of marriage. Rural girls dream to live in wealthy families and happy life; there are romantic love like Korean movie etc. It is these factors that urge girls want to be live, to be loved like that.

Throughout researching, Piper (2009) emphasizes the role of migrants in economic factors and the impact of remittances on social attitudes towards migration. In Viet Nam, labour migration (men and women in general) is considered as livelihood strategies, while married migrants with Taiwanese and Korean are considered as "trafficked" by women. They labelled as "national humiliation", not fulfilling her obligations to her country and her family (Chowdhury, 2009). This negative perception has overshadowed women's labour contributions and gender roles in sending remittances as well as their influence in the host family (Kim and Shin, 2007).

Due to the influence of Confucian thought, Order hierarchical culture, class hierarchy is very strong, thus the brides are often stigmatized and discriminated. Once they are on the lower scale, they must comply absolutely with orders. The family in-law is subjected to heavy pressure of gender inequality and class inequality (Hoàng Bá Thịnh, 2013, Phạm Anh Trúc, 2013). Moreover, because of poor country, poor family, the position of Vietnamese bride is lower. They want the bride to take responsibility for submitting her husband's family as a filial daughter, a virtuous, tolerant, and compassionate wife in the Confucian tradition (An Binh, 2015). For this reason, many brides cannot continue as well as accept living in this context. This is also a major cause leading to divorce.

Conclusion and Recommendations

Transnational marriage is a normal phenomenon and is the result of the integration process. Economic reasons play an important role in promoting marriage migration. Marriage immigration can not be denied, contributing to the improvement of the family and community economy, emphasizing the role of women and their voice in respect of the family. Marriage migration not only solves the problems of employment and employment in the two countries, but also the gender balance among the countries in the region. In particular, International marriage migration can spread culture and link the relationship between Vietnam, Taiwanese and Korean. More than anyone else, Vietnamese brides are the best cultural ambassadors of all time if multicultural families are built on the basis of voluntary love, limited cultural barriers and conflicts of interest. helpful. Parallel to these positive aspects, marriage immigration arose a series of social problems. The "success" of some cases is exaggerated and becomes a belief for other women. In the past, they desperately seek out the change of life but no steps to prepare. Nowadays, the number of women failures in marriage brings the children back to the country, the local knowledge only when they need legal support. The rest floating somewhere in Vietnam or living illegally in Taiwan and Korea. Therefore, to manage this issue, there are some recommendations to adjust international marriage:

- Vietnamese government should have a private law to adjust about cross-border marriages. At the present, there has only a little part in Law on Marriage and Family in 2014. It cannot solve all problems that occur in this situation;
- Local authorities should cooperate Women Union with the aim to educate for the brides who consider to get married in the future. They have to learn from language to local culture to prepare everything for their lives in Taiwan or Korea.

- Vietnamese government should build a relationship as well as a legal system with Taiwanese/Korean government in order to manage and to ensure the brides' rights before and after marrying.

As the perspective of Lê Văn Nuôi (2006) can be considered as a concise statement of this content: "Marriage with other people in the context of multilateral relations and global integration is normal. But only normal and supportive when they have equal marriages, come together through a process of communication, have true love and Vietnamese brides have enough cultural level to integrate human culture".

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SUPPLY CHAIN MANAGEMENT: ITS EVOLUTION- PAST AND PRESENT

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Abstract: *The purpose of this research is to explore the advancement of Supply Chain Management in various fields its implementation. The research is based on secondary data including online database, journals, conference papers, digital libraries, etc. The latest trends were more evident in the articles of practitioners of the industries. Even with the unique nature of SCM in comparison with other Enterprise Systems, researchers have conducted numerous analysis and exploration of SCM processes in various fields. A large number of researches concentrated on the life line of product to ensure its seamless and efficient transportation from concept to market. Some researches were also conducted on the service industry SCM. A little in the SCM in Academia. More than over 30 years, since the inception of SCM, most of advancement were opportunistic in nature; taking advantage of the technological advancements, i.e. EDI, Network, Internet, Web-based services, IoT and now digitization of the processes.*

Keywords: *Evolution of SCM, Green SCM, SCM in Academia, Sustainable SCM, Global SCM, Smart SCM, Digital SCM*

Introduction:

For about more than past four decades, the traditional approach of purchase and logistic management activities have evolved into a more strategic concept of procuring materials and distribution management operations known as Supply Chain Management (SCM). This research reviews the SCM evolution that has happened over the past years and the influential factors that have caused this evolution.

Supply Chain Management Evolution

Around 1950s, the Productivism era began. Most of the manufacturers primary operational strategy was giving priority to bulk production to reduce unit cost of production. But, during 1950s to 1960s the SCM concept was unknown. Development of new product was slow, and organization's own capacity, know-how and technology were the only accountable factors. In order to maintain a balanced line low, inventory cushioned bottleneck operations, causing in major investment in work in process (WIP) inventory (Tan, 2001). Cost of logistics was also high. At the national level in the USA and UK, they accounted for 15% and 16% of gross national product respectively (Ballou 2007). Moreover, there was a tendency among the

managers to overlook issues relevant to purchasing, as it was considered as a service for production (Farley, 1997). As the main objective of this period was increasing the production, hardly any emphasis was given on strategic cooperative buyer supplier collaboration. As per Tan (2001), expertise and technology sharing among customers or suppliers was considered highly risky and not desirable.

Tan (2001) states that, the introduction of Manufacturing Resource Planning (MRP) in the 1970s, increased the awareness among managers about the huge WIP on the cost of manufacturing, development of new product, time of delivery and quality. Hence, the focus of the manager changed during this period; it was not just increasing production through spreading the fixed cost for a bigger output (economies of scale), rather, to increase performance as well. The introduction of Information Technology in MRP of the firm is a proof of this realization. In the decade of, 1980s and 1990s, organizations started concentrating on increased demands for 'better, faster, cheaper logistical service'. Eventually, number of manufacturers began to outsource their logistics activities and the focus shifted to core competencies (Daugherty, 2011). Daugherty (2011) suggests, specialists from outside presented organizations with economically feasible way to gain efficiency and productivity. For that reason, many manufactures opted for approaches based on relationship with their customers and suppliers. The benefits of cooperation with the firms in the different chain levels was making sense and the benefits of cooperative relationship were realized (Stank et al, 1999). Research of Stank et al, (1999) highlights some of the benefits and advantages of this cooperative relationship, i.e., synergy achievement through shared resources and expertise, improved planning and support, value of information exchange, and collaborative problem solution. One other major reason that influenced the supplier-buyer partnership was the increase of global competition (Tan, 2001).

Enterprise Resource Planning (ERP), introduced in the 1990s boosted the evolution of the SCM and enhanced the buyer - supplier relationship. Movahedi et al (2009) states that, previous IT based resource planning systems (e.g. EDI - Electronic Data Interchange) used by organization were more concerned with inter - organizational integration, whereas, ERP systems focuses mainly in the intra - organizational integration. In the 21st century, development of more sophisticated IT systems based on internet concentrating on both inter-organizational integration and intra-organizational integration, continued the evolution of SCM. Hence, the buyer- supplier relationship has also advanced one more step, from just partnership to long-term relationship leading to strategic alliances. Retailers and manufacturers started exploiting the strength of supplier and technology in conceptualizing new product, efficiency of distribution channels, reduction of cost, etc. (Morgan and Monczka, 1995). Such as, retailers like Tesco making their own label using supplier strengths and technology and eventually enhancing Tesco's overall image.

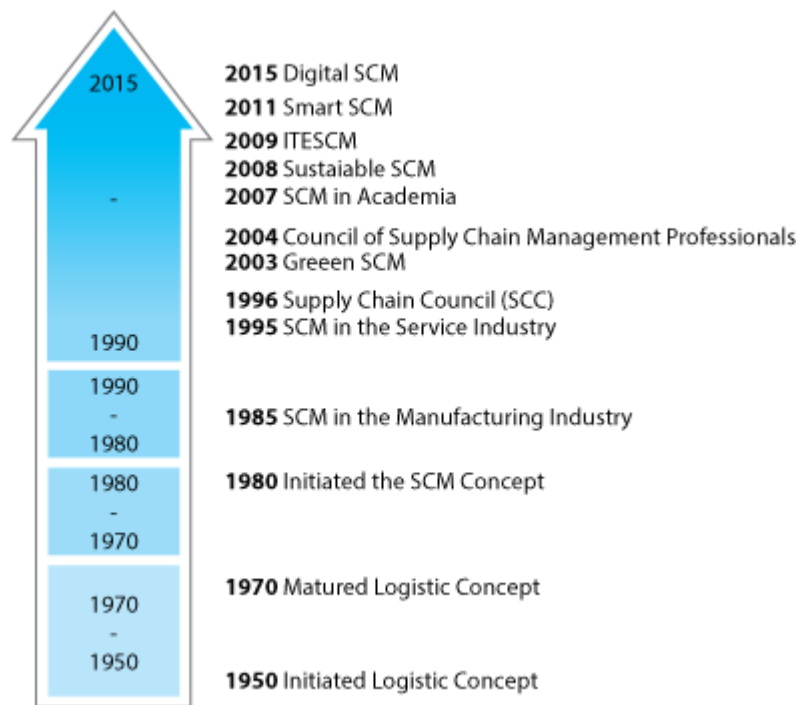


Figure 1: Evolution of Supply Chain Management: Time frame

Supply-Chain Council (SCC)

Supply-Chain Council (SCC) is a non-profit independent organization. SCC developed and endorsed the Supply-Chain Operations Reference (SCOR)-model which is now a cross-industry standard process reference model for supply chain management. The SCC was organized in 1996 by Pittiglio Rabin Todd & McGrath (PRTM) and AMR Research, and initially included 69 voluntary member companies. SCC now has closer to 1,000 corporate members worldwide. SCC, now known as APICS SCC, later merged with American Production and Inventory Control Society (APICS) in 2014.

Green Supply Chain Management

Around 2004, Supply Chain Management experienced a paradigm shift with the growth of environmental awareness, specifically due to the global agreement about the human impact on climate change (Klassen, R.D et al, 2004). It became an essential element to consider in supply chain management. How the impacts of the enterprises' actions on the environment can be reduced became a common concern of both customers and enterprises. S. Vachon (2006) illustrated in his paper that green project partnership with customers was positively linked to quality, flexibility and environmental performance while partnership with suppliers was associated with better delivery performance. Green supply chain management emerged as an effective way to reduce the environmental impacts of products throughout their life cycles (Srivastava, 2007). Awareness among the consumers has also implied this to be a source of competitive advantage (Rao et al, 2009).

Council of Supply Chain Management Professionals

The Council of Supply Chain Management Professionals (CSCMP) is a non-profit organization of business personnel who works in co-operation with private industry and various organizations to further the understanding and development of the Supply Chain Management skills. This is accomplished through a continuing program of organized activities, research and meetings. In 2004, The former Council of Logistics Management's (CLM) became the Council of Supply Chain Management Professionals (CSCMP).

Supply Chain Management in Service Industry and Academia

Fernie (1995) is one of the pioneer in adopting SCM in the Service Industry. In fact, it was the first paper of SCM in the National Health Service. Later, Sampson (2000), Kathawala and Abdou (2003) researched and explored supply chain application to the service industry. Cigolini et al. (2004) also proposed a framework for SCM based on several service industries including grocery, computers, automobile, book publishing etc.

Even though, O'Brien and Kenneth (1996) proposed an educational supply chain as a tool for strategic planning in tertiary education, but for a period of time SCM in Academia was not researched extensively. Later Lau (2007) worked a SCM model based on a case study at the City University of Hong Kong, compared educational supply chain as the 'Student' and the 'Research' supply chain. In 2009, Habib represents the first large scale empirical study that systematically investigate input of the university, output of the university through educational SCM. This exploratory Integrated Tertiary Educational Supply Chain Management (ITESCM) model (Habib and Jungthirapanich, 2010a, 2010b, 2010c) addresses the education supply chain, the research supply chain, and educational management as major constituents.

Sustainable Supply Chain Management

During 2008, importance of sustainability practices in respect to environmental, social, and economic aspects which are initially employed in the business performance of enterprises (S. Gold et al, 2008). Realistic evidences unveiled planet, people and profit sustainability criteria linked are to supply chain management with a view to compare and contrast such criteria in the implementation of business practices (A. Ashby et al, 2012). Environmental and social dimension of sustainability are key accountabilities of Sustainable supply chain management to deal with a range of performance objectives (S. Seuring, 2008). Sustainable strategy in SCM is driven by Green supply chain management (GSCM). With the increasing demand for reducing carbon foot prints, there is a need of Sustainable Green Supply Chain Management (Bhardwaj, 2014).

Global Supply Chain Management

Supply chain management (SCM) practices in today's global, complex, networked and web-enabled business conditions demand world-class performance from all chain partners. One of the latest trends of evolution in the supply chain management is crossing the national boundaries into other continents to integrate systems of suppliers (Movahedi et al, 2009) that established the Global Supply Chain Management (GSCM) concept. These days firms are bigger than they were earlier. The concept of traditional SCM is not efficient and competitive enough in the new larger and complicated environment. That is the reason of emerging new concept and management strategies (i.e. GSCM). Not only integrating efficient modern technologies, but customized performance measurement techniques, proper utilization of soft skills such as extended leadership, trust-based relationship, etc. are also identified as key components of establishing Global Supply Chain management (McKinsey & Company, 2011). An Integrated supply chain concepts have caused a switch from firm to firm competition to chain to chain competition (Koh et al, 2007).

Smart Supply Chain Management using Internet of Things (IoT)/ Intelligent Supply Chain Management System

Around 2011, researchers started realizing possibilities of incorporation of IoT with SCM. It is deployed in both indoor and outdoor environments and the information updates about the goods

are uploaded in the server with the help of IoT (Yi-Tao, 2010). IoT refers to the wireless communication between the objects and it can be controlled and monitored from anywhere, any place and at any time. SCM keeps the record of the movement of goods from the supplier to the manufacturer which moves along with the wholesaler to the retailer and finally to the customer. One efficiency criteria of SCM is interconnection among all possible stakeholders and items in the chain; regardless of raw material, product, object, human being, vehicle, etc. Emergence of IoT has opened a paradigm of such a network (Z. W. Sun et al, 2011). IoT based SCM also provides agility to the SCM operations (P. Lou et al, 2011).

Digital Supply Chain

Since 2015, the digital supply chain (DSC) concepts are being talked about in the industry. The emphasis is given by enterprise practitioners (like, Price Water House Cooper) that behind the potential of DSC lies the concept of Industry 4.0, the fourth industrial revolution. Industry 4.0, digitization, is about companies orienting themselves to the customer through e-commerce, digital marketing, social media, and the customer experience. Ultimately, virtually every aspect of business will be transformed through the vertical integration of research and development, manufacturing, marketing and sales, and other internal operations, and new business models based on these advances. In effect, we are evolving toward the complete digital ecosystem. In *Digital Supply Chains: A Frontside Flip*, a Digital Supply Chain (DSC) is defined as a customer-centric platform model that captures and maximizes the utilization of real-time data coming from a variety of sources. It enables demand stimulation, matching, sensing and management to optimize performance and minimize risk (CGE's DSCI, 2017).

Discussion

It is empirical that, most of the evolutionary advancement that has happened over the years concentrated mostly in the enterprises dealing manufacturing, logistics, transportation, products, etc. Less concentration was given for SCM in the service industries and education. Majority of advancement are more opportunistic; taking advantage of the technological advancements, i.e. EDI, Network, Internet, Web-based services, IoT and now digitization of the processes.

Research Methodology

The researchers is pursuing research in the incorporation of Information and Communication Technology in the SCM model for Academia. The analysis of this article is based on secondary data, i.e. online databases, digital libraries, books, journals, conference papers, etc. The timeline and future trends are developed based on the analysis of literature.

Conclusion

Since its inception, over last three decades, a wide range of research has been conducted on Supply chain management (SCM). The research is distributed in numerous application domains. Among other Enterprise Information Systems, Supply Chain Management is one of most popular type despite its complicated nature. While integration of components of other Enterprise Systems, like, ERP, CRM, are more independent by nature, success of SCM depends more on its sequential integration of its components. Moreover, the integration goes beyond organization's own product or service chain to incorporate the chains of its supplier and customer. This phenomenon is one of SCM's unique feature. Researchers and practitioners made numerous attempts to accurately define SCM. However, the focus of SCM is primarily on the process to deliver the right products or services, in the right quantity, to the right place,

at the right time and with the maximum benefits. The researcher explored secondary data, including online database, journals, conference papers, digital libraries, etc. to review progress and nature of SCM aspects over the years. This exploratory study highlights chronological advancement of SCM in respect of time in different areas of manufacturing and service industries, and its future trends.

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UNDERSTANDING THE ORGANISATIONAL STRUCTURE OF STATE ISLAMIC RELIGIOUS COUNCIL AND BAITULMAL IN MALAYSIA

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Abstract: *As a renowned public wealth management institution in Islam, Baitulmal has a vital role in managing Muslim's affairs as well as providing social services to its society. However, the complexity of the government structure and legal system particularly in Malaysia contributes to the lack of understanding about State Islamic Religious Councils (SIRCs) and Baitulmal, especially in terms of its functions and responsibilities. Hence, the purpose of this paper is to discuss and explain the organisational structure of Malaysia's SIRCs that would affect the roles of Baitulmal in each state that it serves. Adopting a qualitative approach, the study utilised interview and documents review as data gathering techniques. The study provides an overview of the government structures in Malaysia consisting of Federal Government and State Government, placing the State Islamic Religious Councils in the structure and later narrowed into the organisational structure of Baitulmal. The research findings demonstrate that Malaysian government structures and legal system influence the structure of Baitulmal institutions across Malaysia. Thus, Baitulmal institutions differ slightly in terms of its organisational structure, consequently influencing the functions and responsibilities of each Baitulmal. However, the main role of an Islamic wealth management institution remains similar for every Baitulmal in different states of Malaysia.*

Keywords: *Baitulmal, State Islamic Religious Council, Religious Institutions, Organisational Structure, Malaysia*

Introduction

Malaysia is majorly populated by Muslim, which has placed Baitulmal as a prominent religious institution among its Muslim society. Often known as an Islamic wealth management institution, Baitulmal is considered as a treasury and a trustee for Muslims in managing their wealth (Abang Abdul Rahman and Mohammed, 2012). Generally, Baitulmal in Malaysia is placed under the jurisdiction of a State Islamic Religious Council (SIRC). SIRC has existed since before Malaysia gains its independence, established to uphold and manage Islamic affairs in the respective states. Despite the long establishment of SIRC, there are still some confusion and misconceptions among the public about the functions and jurisdictions of SIRC (Baderun and Mohd Kusrin, 2013) and Baitulmal. One of the reasons that could potentially explain this is the complexity of the government structure and legal system in Malaysia, as mentioned by the Deputy Chief Executive Officer in one of the SIRCs:

“There was one study that stated SIRC is like a small state government while some think of SIRC as a ministry. We have a Board (the Council) who is the policymaker and advisor. Administratively, we have SIRC such as State Islamic Religious Council

of Perak. Then, we also have the Islamic Religious Department, Mufti Department and Syariah Judicial Department. Normally under a ministry, there are agencies. So, the Board is seen as a ministry while the agencies include the SIRC and the other departments. However, each of the said agencies is a different entity because some of them report to the State's Secretary while SIRC reports directly to the Sultan (Head of Islamic Religion).”

The comment illustrates the complexity of the government structure in Malaysia that influences to whom they are accountable to and what sort of responsibilities that they carry. The distinction in the government structures (i.e. Federal, State and Local Governments), therefore, brings different legal provisions for the ministry and agencies under the respective governments. Confusion and misconception regarding the roles of Baitulmal arise where people tend to get confused about the roles of varying Islamic institutions that exist in Malaysia (Baderun and Mohd Kusrin, 2013). Thus, an understanding of the structure and how it influences the functions of SIRC and Baitulmal is deemed necessary in order to clear up the confusion and misconception of the society. In light of this matter, the study aims to discuss and explain the organisational structure of Malaysia's SIRC in influencing the roles and functions of Baitulmal in each state that it serves. The study starts with a background of the government structures and legal system in Malaysia. Then, the research methodology adopted in this study is explained, followed by a discussion of the research findings. The paper ends with a conclusion and addresses the limitation of the study at the end of the paper.

Overview of Malaysian Government System

In general, Malaysia practices a constitutional monarchy under the Westminster parliamentary system, in which Yang DiPertuan Agong is the head of the country. Malaysia adopts the principle of separation of powers under the Federal Constitution; the supreme law of the country. The hierarchy of authority in Malaysia consists of three branches: legislative, judiciary and executive. The legislative body makes law, amends and replaces the old laws. The legislative body is also the representative for the people which consists of *Dewan Negara* (House of Senate) and *Dewan Rakyat* (House of Representative). The judiciary body, on the other hand, concerns with the administration of justice. Lastly, the executive body enforces the laws made by the legislative bodies and is also responsible for the administrative affairs of the country (Nordin & Hussiin, 2014).

Malaysia is separated by the South China Sea, forming 13 states and 3 federal territories. Eleven states and two federal territories are located in Peninsular Malaysia while two states and one federal territory are located in East Malaysia. Malaysian government systems consist of different tiers of government: Federal, State and Local Government. Focusing on Federal and State Governments only, both governments adopt the separation of power in which all three branches (legislative, judiciary and executive) can be found in the Federal and State Governments. The governance of these states and federal territories differs from each other. Nine of the states located in Peninsular Malaysia, often known as Malay Sultanate states based on its historical background has a hereditary ruler called Sultan or Raja, who is acting as the head of the state. The remaining four states are governed by Yang DiPertua Negeri while the federal territories are directly administered by the Federal Government.

Literature Review

State Islamic Religious Councils (SIRCs) in Malaysia have existed more than several centuries before Malaysia gains its independence as desired by the Malay Sultans to uphold Islam in their respective states. Despite the long establishments of these institutions, confusion and misconceptions about the function and jurisdictions of SIRCs and Baitulmal particularly still exist in the society (Baderun and Mohd Kusrin, 2013), warranting a discussion on the structure of different government levels in Malaysia that could assist on understanding how it would influence the structure of SIRCs, further influencing the roles of Baitulmal in different states of Malaysia.

Focusing on Baitulmal, Baitulmal has a long history where its establishment can be dated back to the early days of Islam. Back then, Baitulmal had a less significant role in managing the wealth due to the small economic development and thus, smaller revenue collection. The wealth management was simple that the properties were collected and distributed on the same day (Zallum, 1983 as cited by Abang Abdul Rahman and Mohammed, 2012). Baitulmal then grew to become a very important wealth management institution in the era of Umar al-Khattab where treasures were pouring in from the territories under his rulings (Possumah and Ismail, 2012). Going back to the present time, the role of Baitulmal in collecting and distributing revenues such as zakat, waqf and other revenues exist since the early era of Islam and remains the same as of today. In addition to managing the Muslim's wealth, Baitulmal also provides social services to the society it serves.

Prior literature on Islamic religious institutions are mostly focused on specific functions such as zakat and waqf management (see Afifuddin and Siti-Nabiha, 2010; Lubis, Yaacob, Omar, Dahlan and Rahman, 2011; Siraj and Ismail, 2015; Ab Hasan, Othman, Ibrahim, Md Shah and Mohd Noor, 2015; Mohd Noor, Abdul Rasool, Md. Yusof, Ali and Abdul Rahman, 2015; Ahmad Razimi, Romle & Erdris, 2016; Yaacob and Nahar, 2017) while relatively few studies have analysed and focused on Baitulmal (see Ab Samad, 2004; Abang Abdul Rahman and Mohammed, 2012; Kasan and Mohsin, 2013; Mohd Nor, 2015). Thus, lack of studies about the structure of SIRCs that would influence the roles and jurisdictions of Baitulmal may have contributed to the confusion and misconceptions arising in Malaysian Muslim community. Thus, the objective of this paper is to study the organisational structure of the SIRCs by utilising the separation of power in order to explain the function and jurisdiction of the SIRCs and Baitulmal in Malaysia.

Research Methodology

The research attempts to discuss and explain the organisational structure of Malaysia's SIRC and Baitulmal. In doing so, the research adopts a qualitative approach by utilising several qualitative research methods namely interviews and reviews of documents. The study covers SIRCs representing several regions of Malaysia such as Penang, Perak and Kedah (northern region), Selangor and Kuala Lumpur (central region), Johor (southern region) and Perbadanan Baitulmal Negeri Sabah. The senior managers involved in the interviews were selected based on their experience and knowledge in each of the respective SIRCs, focusing on Baitulmal administration. The research utilised a semi-structured interview with English and Malay languages as the main mediums of communication. The interviews lasted about one to two hours; recorded and transcribed. In the event that the interviews were not allowed to be recorded, notes were taken during the interviews. Then, to enrich the findings derived from the interviews, the research reviewed available documents to triangulate the overall research findings. These documents consist of brochures, posters, presentation materials provided by the SIRCs as well as materials found in the SIRCs' websites.

Findings and Discussion

In Malaysia, the authorisation to govern Islamic fund collections is given to the state governments according to the Ninth Schedule List 2, List of State in the Federal Constitution. Based on this provision, the administration of Islamic religious affairs is given to the State Islamic Religious Council (SIRC). A total of fourteen SIRCs are established in Malaysia and they are responsible to advise the Head of Islamic Religion in all Islamic matters except for Islamic law and administration of justice which is within the power of the Shariah courts and muftis. Since the state is individually authorised for their collection of Islamic revenue and wealth management, this has led to the distinction between the structure and function of their SIRCs and Baitulmal. A notable example is the separation of function through corporatisation and privatisation that has resulted in the establishments of a standalone organisation that solely manage Baitulmal, waqf or zakat. As this study focuses on the structure of SIRC and Baitulmal specifically, the study will not discuss in detail about other functions of SIRC. Due to reasons such as efficiency and strengthening the Islamic wealth management, separation of function through corporatisation has created a standalone Baitulmal organisation in Malaysia. There are two standalone Baitulmal organisations namely Perbadanan Baitulmal Negeri Sabah (PBNS) and Tabung Baitulmal Sarawak (TBS). A standalone Baitulmal refers to Baitulmal as an independent organisation and is indirectly related to its state's SIRC. Meanwhile, the rest of Baitulmal is still under the jurisdiction of their respective state's SIRC. Figure 1 shows all SIRCs and standalone Baitulmal organisations established in Malaysia.



Figure 1 State Of Islamic Religious Council And Baitulmal Organisations In Malaysia

In understanding the SIRCs and Baitulmal in Malaysia, the study found that the separation of power as practised by Malaysia can be utilised to further explain the structure of these Islamic institutions. Figure 2 establishes the three branches in three different contexts (i.e. Federal Government, State Government and SIRC). Focusing only on the Islamic administration, Figure 2 outlines Malaysian government systems and the responsible parties that possess the power and responsibility in administrating Islamic matters in Malaysia.

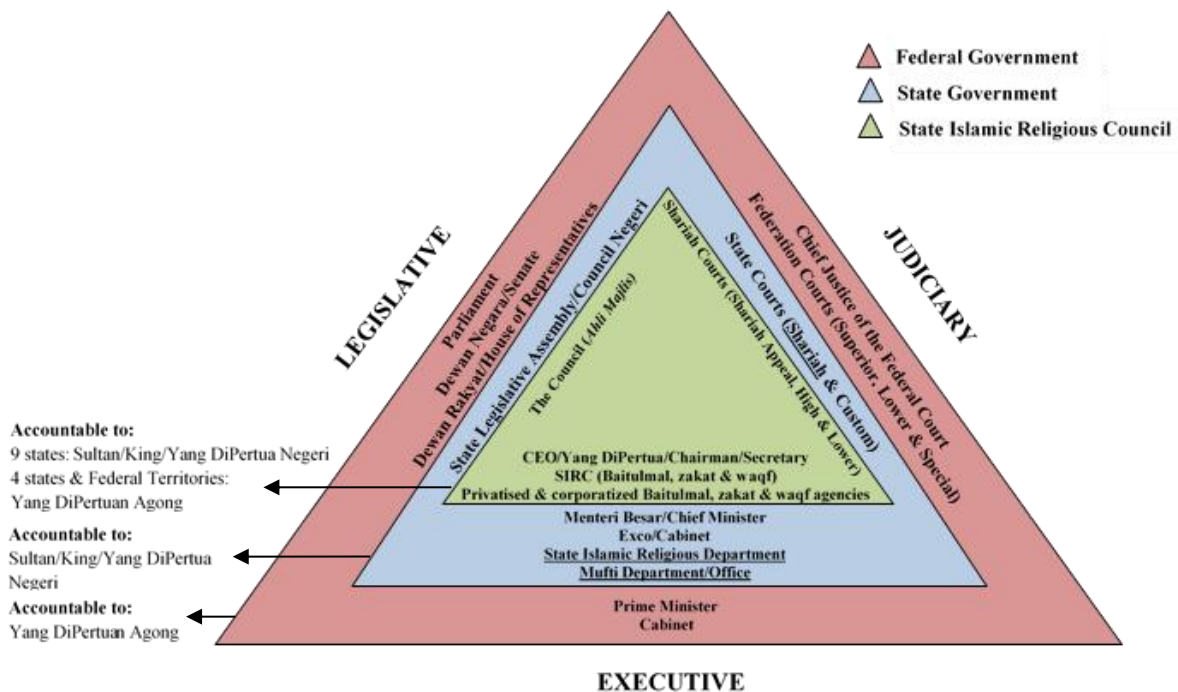


Figure 2 Malaysian Government Systems According to The Principle Of Separation Of Power

Legislative Bodies

The legislative bodies differ across the different levels of government in Malaysia. The distribution of law-making authority between the Federal and State Governments is outlined in the Ninth Schedule of the Federal Constitution, which is separated into three lists: Federal List, State List and Concurrent List.

Among the subject areas listed in the Federal List are external affairs, defence, internal security, civil and criminal law, citizenship, finance, commerce and shipping industry, communications, health, and labour. The State List, on the other hand, include matters such as land, agriculture, forestry, local government, riverine fishing and Muslim law. Finally, the Concurrent List authorised both Federal and State Governments for matters such as social welfare, scholarships, protection of wildlife, and town and country planning. If any inconsistency exists between federal and state law, the federal law would take precedence over the state law.

In the Federal Government, the legislative power is vested to a Parliament that is headed by Yang Di-Pertuan Agong and comprises the House of Senate and House of Representatives. In the State Government, the legislative power is given to the State Legislative Assembly. Narrowing the scope to the SIRC, the legislative body for the SIRC is the Council or often called as *Ahli Majlis* (Council Members). This is one of the major confusions or misconceptions that exist in the society where people get confused over the role of the Council and the role of State Islamic Religious Council, as both are usually viewed similar because of the word “Council” is in the names.

Many people do not understand when we mention the Council. The ‘Council’ has two faces (functions). One is the Council who is the policy maker and the other one is the administrative function (the State Islamic Religious Council). MAIPk (Perak SIRC) is

the administrative function which is limited to the operations and activities related to zakat, waqf and baitulmal.

[MAIPk]

Thus, the major distinction between the Council and SIRC is the role that it plays. The Council is the head and policymakers of SIRC, bearing an important role as the advisor to the Head of Islamic religion in Islamic matters in the states. Then, the SIRC that consists of different divisions and units are responsible for administrative functions such as dealing with the collection and distribution of zakat, baitulmal and waqf. Therefore, the Sultan or Agong and the Council of each SIRC are considered as the legislative body in the context of SIRC because they make decisions on the policies that guide the operations of the SIRC.

Judiciary Bodies

Similarly, the judiciary system is also divided between the Federal and State Courts. The Federal Court consists of Superior Court, Lower Court and Special Court. Meanwhile, State Court consists of the Shariah Court and Custom Court. A Chief Justice of Malaysia leads the Federal Court while Chief Judge of Sabah and Sarawak leads the High Court in Sabah and Sarawak.

Consistent with the Ninth Schedule of the Federal Constitution that gives the state the constitutional right to identify an interpretation of Islamic law, Shariah Court deals exclusively with Islamic laws, having jurisdiction upon every Muslim in Malaysia. However, it is important to note that the provision does not apply to the Federal Territories as they are under the plenary control of the Federal Government (Shuaib, 2012). As an Islamic institution, SIRC, therefore, has the same judiciary body as the State Government because matters involving Islamic law (e.g. inheritance) is dealt through Shariah Court. However, should there be any criminal or civil issues involving SIRC, the Federal Court will be in charge of dealing issues such as corruption or misappropriation of funds.

Executive Bodies

Executive bodies enforce the laws made by the legislative bodies and are also responsible for the administrative affairs. At the Federal level, Prime Minister leads the Cabinet. The Prime Minister is elected and supported by a Cabinet that consists of 24 ministries. They are responsible for managing the country according to the specific function of each ministry. Similarly, *Menteri Besar* or Chief Minister leads the Exco or Cabinet in the state governments. In addition, State Islamic Religious Department or often known as *Jabatan Agama Islam* and Mufti Department are also established in Malaysia for managing Islamic religious affairs. These departments are placed under the state governments.

The varying Islamic organisations managing Islamic religious affairs has caused confusion where generally, people assume that the functions of the SIRC and Islamic Religious Department are similar (Baderun and Mohd Kusrin, 2013). The SIRC also confirmed the confusion which is evidenced in the following comment:

“This is all a general misunderstanding by the public by giving a label of ‘Religious Office’ for all Islamic institutions. For example, people do not know there is a difference between the Religious Department, the Islamic Religious Council and Mufti Department. People simply call all of these as Religious Office.”

[MAIPk]

However, both organisations differ in terms of its roles and responsibilities, and to whom it is accountable to with. The Islamic Religious Department is established to implement policies and run Islamic operations as decided by the Council. Therefore, the Islamic Religious Department is an agency of SIRC and normally, their responsibilities include marriage affairs, mosque management, Islamic dakwah and education. Meanwhile, Mufti is responsible for determining the Islamic Law in Malaysia. On the other hand, SIRC mostly manages Muslim wealth and provide social services. Both Islamic Religious Department and Mufti are accountable to the State's Secretary while the SIRC is accountable directly to its Head of Islamic Religion (Sultan or Agong). Even though all these organisations are different, they are related to each other because they involve in managing Islamic administration and affairs.

Focusing on the SIRC, their executive bodies consist of the SIRC (the administrative part), the privatised and corporatised Baitulmal, waqf and zakat agencies. The SIRC runs the operations of managing Islamic wealth in accordance to the policy made by the Council and is normally led either by a CEO, Yang DiPertua, Chairman or Secretary. The title differs among the SIRC but the responsibilities are similar. As mentioned earlier, some of the SIRC establish another agency to carry out specific functions. In addition to the standalone Baitulmal corporations, Zakat Pulau Pinang and Lembaga Zakat Selangor serve as evidence of separation of function through privatisation whereby the privatisation of zakat function was already started in the 1990s (Ahmad, Wahid and Mohamad, 2006; Ab Hamid and Wan Jusoh, 2017). Therefore, the privatised and corporatised agencies are also considered as the executive bodies at the SIRC level, running its specific function.

Thus, SIRC in each state are different from each other which influences the position of Baitulmal in the SIRC (i.e. Baitulmal as a unit or division in the SIRC or a standalone organization). For example, Sabah has empowered its standalone Baitulmal with its own administration and management team which is totally separated from its SIRC. In contrast, other Baitulmal that remains as a unit or division is dependent and directly related to its SIRC. Since the states have different management style, it has resulted in Baitulmal having slightly different functions among each other. For instance, Baitulmal Perak as a division in Perak SIRC is still managing waqf as part of their responsibilities while Perbadanan Baitulmal Negeri Sabah as a standalone Baitulmal organisation does not include waqf management as one of its responsibilities.

Hence, it is evident that the difference in the management style and structure of SIRC consequently influences the function of Baitulmal in managing a different kind of Islamic wealth, as well as offering different services. The services offered are depending on the creativity of the management as long as it is within the prescribed authority given by the respective state's Islamic administration laws. This is further clarified by the following comment:

This is an Islamic law and we have jurisdiction from the enactment. So, it is not wrong for us to explore new things (new services) that the others may not have noticed. Other SIRC also have the same jurisdiction, but they are yet to explore new things. ... We (MAIS) need to survive on our own effort because we do not accept any assistance. By hook or by crook, we need to survive. We cannot just rely on the current revenues that we have and thus, we must explore for more.

[MAIS]

The summary of all Baitulmal in Malaysia and its services can be found in Table 1 and Table 2. Notably, Table 1 and Table 2 distinguish the highest authority that the SIRC and Baitulmal

are accountable to. For instance, all SIRC and Baitulmal in the Sultanate states are accountable to the Sultan in each of their respective states. They are not placed under the state government but report directly to the Sultan. In contrary, the remaining four states are placed under their respective State Governments as a state agency and the Federal Territories are under the administration of Federal Government. Therefore, the SIRC and Baitulmal in these states are accountable to Yang DiPertuan Agong and to their respective governments.

Posing of little importance, the difference in the line of accountability among Baitulmal does not actually affect the main role of Baitulmal. Similarly, the slight difference in the organisational structure such as having General Manager as the highest authority in a standalone Baitulmal organisation while the rest of Baitulmal have CEO, Yang DiPertua, Chairman or Secretary as the highest authority still does not change the main role of Baitulmal. Thus, the main role of being an Islamic wealth management institution remains similar either for standalone Baitulmal organisations or other Baitulmal that are still under the administration of SIRC.

Conclusion

In a nutshell, the paper shed some light on the legislative, judiciary and executive bodies across different levels of government in Malaysia, which later narrowed the focus on the SIRC and Baitulmal, particularly. The study found that Malaysian government structures and legal system influence the structure of Baitulmal institutions across Malaysia. As the states are empowered on their Islamic affairs, it is resulted in varying functions of the SIRC based on their respective state. Consequently, this has influenced the structure and responsibilities of Baitulmal in different states of Malaysia. Nonetheless, the main role of Baitulmal as an Islamic wealth management institution remains similar for all Baitulmal in Malaysia. Finally, the study suffers from a few limitations. First, the study was not able to get all insights from all SIRC and Baitulmal in Malaysia due to cost and time constraints. Second, future study can utilise quantitative methods to further elaborate on the research findings. Lastly, future study can be conducted involving other personnel that involves in other functions of SIRC such as zakat and waqf management.

Table 1 Summary of State Islamic Religious Councils and Its Baitulmal Function in The Sultanate States

	PERLIS	KEDAH	PERAK	TERENGGANU	KELANTAN	PAHANG	SELANGOR	N. SEMBILAN	JOHOR
	(MAIPs)	(MAIK)	(MAIPk)	(MAIDAM)	(MAIK)	(MUIP)	(MAIS)	(MAINS)	(MAIJ)
Accountable to	Sultan in each of their respective states								
Source of law	Administration of the Religion of Islam Enactment 2006	Administration of Islamic Law (Kedah) Enactment 2008	Administration of the Religion of Islam (Perak) Enactment 2004	Administration of Islamic Religious Affairs (Terengganu) Enactment 2001	Council of the Religion of Islam and Malay Custom, Kelantan, Enactment 1994	Administration of Islamic Law Enactment 1991	Administration of the Religion of Islam (State of Selangor) Enactment 2003	Administration of the Religion of Islam (Negeri Sembilan) Enactment 2003	Administration of the Religion of Islam (State of Johor) Enactment 2003
Head of management	Chief Executive Officer	Yang DiPertua	Chief Executive Officer	Chief Executive Officer	Yang DiPertua	Secretary	Chairman	Secretary	Chief Executive Officer
Baitulmal position in its SIRC	A division in MAIPs	A division in MAIK	A division in MAIAMP	A division in MAIDAM	A unit in MAIK	A division in MUIP	A sector in MAIS	A division in MAINS	A division in MAIJ
Functions of Baitulmal/ SIRC*	Functions*: <ul style="list-style-type: none"> ▪ Zakat ▪ Waqf ▪ Baitulmal property 	Functions: <ul style="list-style-type: none"> ▪ Waqf ▪ Faraidh⁺ ▪ Luqatah⁺ ▪ Rent money⁺ ▪ Outstanding debts⁺ ▪ Fidyah⁺ 	Functions*: <ul style="list-style-type: none"> ▪ Zakat ▪ Waqf ▪ Mal Property 	Functions: <ul style="list-style-type: none"> ▪ Zakat ▪ Waqf⁺ ▪ Faraidh⁺ ▪ Luqatah⁺ ▪ Fidyah⁺ ▪ <u>Non-compliance</u> 	Functions*: <ul style="list-style-type: none"> ▪ Zakat ▪ Waqf ▪ Baitulmal management⁺ (Rent money, luqatah, faraidh, 	Functions*: <ul style="list-style-type: none"> ▪ Distribution of zakat ▪ Waqf ▪ Baitulmal 	Functions: <ul style="list-style-type: none"> ▪ <u>Wills management</u>⁺ ▪ <u>Luqatah</u>⁺ ▪ <u>Faraidh</u>⁺ ▪ <u>Hibah</u>⁺ ▪ <u>Non-compliance</u> 	Functions: <ul style="list-style-type: none"> ▪ Distribution of zakat⁺ ▪ Wills management⁺ ▪ Faraidh⁺ 	Functions: <ul style="list-style-type: none"> ▪ Zakat ▪ Waqf ▪ Faraidh⁺ ▪ <u>Luqatah</u>⁺ ▪ Fidyah⁺ ▪ <u>Non-compliance monies</u>

		<ul style="list-style-type: none"> ▪ Kaffarah⁺ ▪ Non-compliance monies with Syariah⁺ 		<ul style="list-style-type: none"> ▪ monies with Syariah⁺ 	<ul style="list-style-type: none"> ▪ hibah, non-compliance monies with Syariah) 		<ul style="list-style-type: none"> ▪ e monies with Syariah⁺ ▪ Outstanding debts⁺ 		<ul style="list-style-type: none"> ▪ with Syariah⁺ ▪ Wills management⁺ ▪ Sadaqah⁺ ▪ Baitulmal property⁺
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Note:

Functions marked with * are the responsibility of SIRC as a whole in which specific functions serve by its Baitulmal cannot be established.

Functions marked with + are specifically under the responsibility of Baitulmal.

Table 2 Summary of State Islamic Religious Councils and Baitulmal Standalone Corporations in The Non-Sultanate States

	FEDERAL TERRITORY	PENANG	MALACCA	SABAH		SARAWAK	
	(MAIWP)	(MAINPP)	(MAIM)	(MUIS)	(PBNS)	(MIS)	(TBS)
Accountable to	Yang Di-Pertuan Agong						
	Federal Government	State Government					
Source of law	Administration of Islamic Law (Federal Territories) Act 1993	Administration of the Religion of Islam (State of Penang) Enactment 2004	Administration of the Religion of Islam (State of Malacca) Enactment 2002	Majlis Ugama Islam Negeri Sabah Enactment 2004	Baitulmal Corporation Enactment 1998	Majlis Islam Sarawak Ordinance 2001	
Head of management	Chief Executive Officer	Yang DiPertua	Chairman	Pengerusi	General Manager	Yang DiPertua	General Manager

Baitulmal position in its SIRC	A division in MAIWP	A unit in MAINPP	A division in MAIM	N/A	Standalone Baitulmal corporation	N/A	Standalone Baitulmal corporation
Functions of Baitulmal/ SIRC*	Functions: <ul style="list-style-type: none"> ▪ Distribution of zakat⁺ ▪ Fidyah⁺ ▪ Faraidh⁺ ▪ Kaffarah⁺ ▪ Luqatah⁺ ▪ <u>Non-compliance monies with Syariah</u>⁺ 	Functions*: <ul style="list-style-type: none"> ▪ Waqf ▪ Faraid ▪ Baitulmal property 	Functions: <ul style="list-style-type: none"> ▪ Distribution of zakat⁺ ▪ Faraidh⁺ ▪ Wills management⁺ ▪ Hibah⁺ ▪ Sadaqah⁺ ▪ Individual donation⁺ ▪ Fidyah⁺ ▪ Outstanding debts⁺ ▪ Rent money⁺ ▪ Nazar⁺ ▪ Kaffarah⁺ ▪ Luqatah⁺ ▪ <u>Non-compliance monies with Syariah</u>⁺ 	N/A	Functions: <ul style="list-style-type: none"> ▪ Fidyah⁺ ▪ Faraidh⁺ ▪ Kaffarah⁺ ▪ Luqatah⁺ ▪ <u>Non-compliance monies with Syariah</u>⁺ ▪ <i>Kumpulan Wang Amal Jariah</i>⁺ 	N/A	Functions: <ul style="list-style-type: none"> ▪ Zakat⁺ ▪ Waqf⁺ ▪ Sadaqah⁺ ▪ Baitulmal property⁺

Note:

Functions marked with * are the responsibility of SIRC as a whole in which specific functions serve by its Baitulmal cannot be established.

Functions marked with ⁺ are specifically under the responsibilities of Baitulmal

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THE IBAN WOMEN: THEIR STATUS IN GENDER AND SOCIETY, STATUS IN AGRICULTURAL ECONOMY AND THEIR WIDOWHOOD IN THE LONGHOUSE COMMUNITY

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Abstract: *The scope of this conference paper is women studies. This paper aims to examine the role of women the Iban longhouse community, their rank in the society, their status in the agricultural economy, the prominent Iban women leaders and the social position of widowhood among the Iban people in Sarawak. The research is based on gender studies, utilising the theory of culture and sociology and the researcher applies three methods which are document analyses, field work and observation. Descriptive analysis has been used to answer all the research questions in the field work. The results of the research showed that women indeed play a very important part as far as the nature of sex role is concerned because there is empowerment of women in the community itself and they advocate the principle of equality for all Iban people. On the other hand, the measure of womanhood prescribed by the society is industry, and the Iban women are competent and gracious hostesses. Apart from being good in weaving and all household chores, they are “women of bamboo shoots”, “women of guests and of resources”, “women of thread and of tying”, and there are also “creative women and master weavers” as well as women who are knowledgeable in arts and science. Iban women also performed the farming work well, while increasing their role in the agricultural economy. Two Iban women have been recognised as prominent women leaders in the Iban communities. The outcomes of this research can enhance better understanding with regards to gender studies in the Iban society. This research adds to the corpus of knowledge on the social position and status of women in the Iban longhouse community, as well as increasing the number of researchers who pursue women studies in the various aspects of women emancipation and feminism among the Iban people in Sarawak.*

Keywords: *equality, customary law, riverine societies, gender, status, widowhood, rights, longhouse, spouse*

Introduction

As a native of Sarawak, there is a motivation that urge me to relate and reflect our culture in the matters pertaining to the role of women in the Iban longhouse community. This area of discourse is however seldom touched specifically by the researchers, but it is important to expose these aspects of gender studies to enhance understanding and tolerance on our way of life. This article first of all introduces the Iban society being the largest indigenous group in Sarawak, and then moves on to look at the general role of Iban women in the society. Next, follows the sub-topic which discusses the ranking of Iban women, after which the readers will learn about the status of Iban women in agricultural economy and identity leadership role of the Iban women in the Iban communities. Last but not least, there'll be a discussion on the social position of widowhood in the Iban longhouse community

Women in the Iban society play a very important role as far as the nature of sex role is concerned because there is empowerment of women in the community itself. The “role” here refers to the function assumed or part played by women in the longhouse where they lived. Basically, the Iban women believe in the principle that all people are equal and deserve equal rights and opportunities. In other words, they advocate or support the principle of equality for all Iban people in Sarawak. Traditionally, their male counterparts are considered to be more important because of their value and identity associated with aggressiveness and headhunting before the Rajah James Brooke government ruled Sarawak. Today, the women are very important because of their role in weaving (Janang, 2014: 47–68), and the Iban society must give sufficient attention and acknowledge this value when evaluating their status in the community. In fact, the work of weaving indeed provides a pathway for them to achieve a status similar to headhunting attributed to their men. Males and females in the Iban society are in fact structurally equal, as observed and mentioned by Freeman (1967: 334; 1981: 50–51). Sather also says the same thing about this matter (1994 and 1996) regarding their *adat* (customary law) although they are sometimes treated unequally in the jural (relating to the law) processes. However, Sutlive (1991: 493) admits that Iban women have equal opportunities as Iban men. For example, both Iban men and women have relatively equal access to resources. They have access to opportunities to succeed as farmers. They also have access to the privilege of participating in longhouse decision-making meetings, including annual meetings to decide on farm sites. The Iban community is basically characterized by a remarkable equity between the sexes. Of course, it is not true to say that there was equality of opportunity in all affairs. Yet, there is a need for us to give a prestige value to the females too, although the Iban social life is very much dominated by the male values (Freeman, 1967: 334), especially in the traditional cult of head-hunting. This is an exception existed traditionally for men, even though women enjoy a status equal in most respects to that of men, especially in the area of warfare and ritual head-hunting (Sather, 1978: 343). Why is this so? Reasonably, warfare is a phenomenon that manifests male aggressiveness in protecting the women and children. This fact directly conflicted with the principles of sexual equality and egalitarianism in the traditional Iban social structure. However, not many Ibans are against the idea that the Iban men achieved ranking status as warrior when men see that this value status includes the values of masculinity. Regarding the values of masculinity, it includes success in warfare as well as in farming. Notably, women also helped men to achieve success in farming. Sather (1994: 13) also points out that male prestige is based not only on success in warfare but success in farming. This success is much assisted by their female counterparts. Undeniably, women helped men to achieve success in farming. Therefore, both Iban men and women achieved dominance in the society.

Objectives

- The main objectives of the paper are to:
- Examine the role of Iban women in the Iban society
- Discuss the ranking of Iban women
- Study the status of Iban women in agricultural economy
- Ddentity leadership role of the Iban women
- Analyse the social position of widowhood in the Iban longhouse community

The Ibans: Largest Indigenous Ethnic Group in Sarawak

The Ibans are an ethnic branch of the Dayak peoples of Borneo (Vinson and Joanne Sutlive, 2001: 734-740) living in Sarawak, East Malaysia. There are eight groups of this indigenous peoples namely the Ibans of Saribas, Skrang, Lemanak, Balau, Undup, Sebuyau, Remun and Dau. These identities are related to their settlements (Mckeown, 1983: 87-90) who identified themselves by the streams or other significant geographic feature near their residence (Sather, 1994). Rivers formed a major focus of Iban social identities and riverine societies which are defined by watershed boundaries that divide one river system from another. That is why, the Iban people normally identify with the river on which they live, and those who live along the same river system, distinguished from other Ibans by minor differences of dialect and adat (Sather, 1994), describing themselves for example as *kami Saribas* or *kami Skrang* or *kami Sebuyau* (we of the Saribas river, we of the Skrang river or we of the Sebuyau river). During the colonial period they were formerly known by the British as *Sea Dayaks* because they were frequently seen patrolling the sea to help the Malays fight against the pirates. Being a very strong and successful warring tribe, the Ibans were very feared tribe and renowned for practising headhunting their enemies and making tribal or territorial expansion in Borneo (Sandin, 1978: 27-50). Headhunting among the Ibans is believed to have started when the lands occupied by the Ibans are intruded by other tribes from Kalimantan (King, 1975: 75-102), and also due to the arrival of western civilization which occupied their lands belonging to them. Therefore, confrontation was the only way of survival even if it resulted to death. Today, the days of headhunting and piracy are long gone and the Ibans live peacefully with the other ethnic tribes and other races such as the Malays, Chinese, Orang Ulu, Bidayuh and the like in the Land of the Hornbills, enjoying modern era of globalization and technology but they were originally farmers, hunters, and gatherers before the arrival of the Western expeditions and White Rajahs to Sarawak. Uniquely, they live in longhouses called *rumah panjai* in the middle-level hills (Vinson, 1988: 13-17) and on delta plains until today. By the 20th century, the Iban settlements are well established and most of the Iban longhouses nowadays are equipped with modern facilities such as electricity and water supply and other facilities such as tar-sealed) roads, telephone lines and the internet. The younger Ibans are mostly making a living in urban areas but they frequently visit their hometowns especially during the holidays or festive seasons. Although the Ibans today are becoming increasingly urbanised, surprisingly they are still retaining most of their traditional heritage and culture (Vinson, 1978: 18-25) in their respective villages. The dynamic relations between the Ibans and the other racial societies have produced profound changes in the Iban society and culture.

Iban Women in Gender Studies

Women in the Iban society play a very important role as far as the nature of sex role is concerned because there is empowerment of women in the community itself. The “role” here refers to the function assumed or part played by women in the longhouse where they lived (Harry Usup, 2013: 112-126). Basically, the Iban women believe in the principle that all people are equal and deserve equal rights and opportunities. In other words, they advocate or support the principle of equality for all Iban people in Sarawak. Traditionally, their male counterparts are considered to be more important because of their value and identity associated with aggressiveness and headhunting before the Rajah James Brooke government ruled Sarawak. Today, the women are very important because of their role in weaving, and the Iban society must give sufficient attention and acknowledge this value when evaluating their status in the community. In fact, the work of weaving indeed provides a pathway for them to achieve a status similar to headhunting attributed to their men.

Mashman (1991: 231–242) concludes that farming activities for women are equivalent to warfare activities for men. Women are important for agricultural work because they help men to achieve success in the farming activities. The women are indeed striving to produce abundant crops that will give them a surplus for performing headhunting and other rituals in the Iban society. For the traditional Iban, one of the basic criteria for high ranking value, prominence and dominance was the farming success (Sather, 1994: 12). Therefore, no man could hope to achieve renown without having first gained economic wealth and material security through successful farming, that is, by regularly obtaining a surplus harvest. This successful work of farming is greatly assisted by women. The surplus paddy is considered by the Iban society as a durable prestige wealth, just like jars and brassware. Another criteria for a man to gain fame is by pioneering and clearing the forest and lead others to open new land for settlement. But most importantly, a man gains fame by prowess in war (Sather, 1994: 12). In fact, no other area of masculine achievement carried greater honour than this bravery. Historically, in the past, the most respected of all Iban leaders were the major war leaders. Yet, Iban men should not be biased towards the female role and also not to overemphasize the warrior aspect of the male role because the status of the Iban men is in many ways dependent on their women agricultural abilities – in fact in many cases, the men are over-dependent on the hard work of their women. The women participate year by year in the arduous routine of farm work. Freeman (1955: 78) mentioned that it is upon the women that the main effort of padi cultivation falls. For example, when the young men get off on their *bejalai* (journeys for extended travel for work, profit and adventure), their wives and sisters stay at home to sow, weed and reap. In the past and at present, a principal portion of farm-work has fallen to women for which women's labour in rice cultivation should be reasonably recognized and greatly valued by men (Mashman, 1991: 259) as an arena of prestige outside the male value system. The Iban society allows the men to go for adventure (*bejalai*) which is considered as an extended travel for work and profit. This adventure explains the inequality between the sexes which causes sexual antagonism among the women in the Iban longhouse community because women are not permitted similar license. In other words, women had no part to play in the *bejalai* aspect of the male role during the pre-colonial and early colonial period. Men had the freedom to go on *bejalai* (adventure) wherever they want to go and left the arduous and boring farm work to their women at home. Sometimes they enjoyed sexual liaisons (sexual relationships, especially one that is secret or illicit) while away from their wives and they even manage a second family outside. On the other hand, the women did not get prestige (widespread respect and admiration for their achievements or quality) although they work hard in the agricultural work. The male migration through *bejalai* to 'see the world' is celebrated in ritual, but the women's presence in the longhouse, maintaining the family and the farm work is unrecognized and unstated. Thus, this fact became the root of sexual antagonism. Women are ambivalent about *bejalai* (Kedit, 1991: 312; Mashman, 1991: 258). They are having mixed feelings or contradictory ideas about *bejalai* or about their men. According to the outcomes of interviews done by Kedit (1991: 313), the women want the material benefits and prestige from the work of their husbands away on *bejalai*. Instead, the women suffered from the men's absence. The women had the additional burden of both farm work and household management, particularly in times of sickness. Moreover, the women had the loss of companionship with their husbands for which reason they are lonely at home. This is sufficient or more than enough to cause the deep-seated antagonism between the sexes. In this case, any woman can be impatient and jealous. Despite the mobility in the male role, both geographically and socially, the female role has been an expression of stability, because they are still faithful to their husbands, and there is still a profound gender asymmetry in which men exercise control over men (Miles, 1972: 185-197).

Ranking of Iban Women in the Society

The first requirement for the measure of womanhood (status of women) prescribed by the society is industry. Industry here refers to the work related to the domestic chores and the needs of her family. The women are to be a competent and gracious hostess, apart from learning weaving and all the tasks related to it, such as knowing the materials used for weaving as well as the weaving procedures (Gavin Traude, 2016: 61-67). Weaving needs special skills and abilities. Not all Iban women can weave well, and so for several reasons they occupy the lowest status of women in the Iban community. As far as weaving is concerned, their skills separate women (Janet rata noel, 2016: 26-40) according to their abilities. Below is listed (from the lowest) the status (Philip Langie, 2016: 122-133) of Iban women:

“Woman of fern-tips, women of bamboo shoots” (*indu paku, indu tubu*)

“Woman of guests, women of resources” (*indu temuai, indu lawai*)

“Woman of thread, woman of tying” (*indu sikat, indu kebat*)

“Creative woman, direct woman” (*indu nengkebang, indu muntang*)

“Master weavers” (*indu takar, indu ngar*)

The last status of women (*indu paku, indu tubu*) as prescribed above refers to women who are only good at domestic chores and special abilities of taking care of the family’s needs as well as searching vegetables and other jungle produce in the forests and surrounding environments. The common jungle produce are fern-tips, bamboo shoots, tapioca leaves and the like. “Woman of guests, women of resources” (*indu temuai, indu lawai*) is a beginner in weaving or a beginning weaver (Shirley Vilin Anak Ikok, 2013: 152-158). She can create or weave simple designs and initially works on a piece of woven cloth that is 50 *kayu* wide. Here, a *kayu* refers to the warp in group of three single strands (Empiang, 1991: 75-81). That is, in weaving, she is able to arrange (yarn or spun thread) so as to form the warp of a piece of cloth (Empiang, 1989: 21-32). But the “woman of guests, women of resources” is improving her skills and abilities. For example, the second she weaves (Empiang, 1989: 93-98; 1991: 67-79), she attempts a *pua* (cloth) of 60 *kayu*, and the third time 70 *kayu* and perhaps the fourth time 80 *kayu*, or even weave one hundred *kayu*, the woven cloth of which is called *pua nyeratus*.

“Woman of thread, woman of tying” (*indu sikat, indu kebat*) is one who is able, by now, competently weave familiar patterns copied from others (Shirley Vilin, 2014: 154-160). She is however still unable to create her own designs. Next is “creative woman, direct woman” (*indu nengkebang, indu muntang*) who is able to weave better than “woman of thread, woman of tying” (*indu sikat, indu kebat*) because she has the gifted creativity. Her creativity is believed to be divinely given by a certain Iban deity, so that when she weaves, she has to wear a porcupine quill tied with a red thread as a badge of honour. According to the traditional Iban women, “creative woman, direct woman” (*indu nengkebang, indu muntang*) has the power to weave designs (Shirley Vilin, 2013: 89-95) that may be potentially dangerous to other people. The highest status of women in the Iban society is the “master weavers” (*indu takar, indu ngar*). She represents the highest measure of womanhood and they are believed to be in a status line of ancient and ancestral weavers (Shirley Vilin, 2013: 136-141), so they must be ordained (by certain deity) to the tasks of weaving. The Iban believed that the deity Meni’ and other water deities must be invoked as they are the deities who taught Iban women to weave. This explains why the Iban women all on or summon this deity in prayer, either by

charms or incantation (Shirley Vilin, 2012: 54-62), for inspiration and completion of the weaving work. A master weaver knows how to calculate the amount of thread she will need for dyeing and she also knows the proper quantities of each ingredient for dyeing the thread for weaving.

Normally, unmarried female who are not married are called *indu dara* and the senior women are *tuai indu* (Janang et.al, 2016; 512). If the women are knowledgeable in the arts or science of procuring and mixing mordant, measuring ingredients, and doing the work of preparing all materials required for weaving, thus, women highly respected by other people, they are called *indu gar*. *Indu kalu* is a woman who is successfully a homemaker, and knows and performs or oversees all of the domestic activities that go into managing one's family's affairs.

Status of Iban Women in Agricultural Economy

Earlier, it has been discussed that the Iban women performed the farming work, in order to help the men. Some women even undertake the major part of the farming work when the men are away for *bejalai* (travel and adventure). Normally, men had devoted much of their work to *bejalai* (adventure), military activities, gathering forest products and farming activities. But now, the inter-tribal warfare has ceased as well as the cessation of headhunting, and the Iban society has intensified all sectors to build up their economy, so the respective men-women roles have changed a lot. Men then increase their participation in the farming activities. For example, they maintain their traditional role in slashing and felling the trees in the forest, planting paddy, weeding and harvesting.

However, women too still maintained their traditional role of weeding and harvesting, the exclusive domain of women since the birth of Iban society. Since then, women's contribution to farming work has not decreased although men gave additional inputs. In fact the intensification of farming work has allowed women to continually maintain a constant contribution to the agricultural sector of the economy (Eva Kristin, Rinnie Gering, 2016: 29-39). This intensification of labor among women in the agricultural sector is indeed reflected in the fact that farming work is getting larger nowadays than before. Furthermore, the farming work require more labour per unit of the farming area.

A fact not to be overlooked is that, while men increased their role in the agricultural economy, women took on much of the responsibility in rubber-tapping. The women were able to do this when there was no work for them in the farm while waiting for the paddy to ripen. Obviously, the development of rubber-tapping has enabled the women to maintain their role and status in the agricultural economy but to this role and status as well as increase their family income for which men should reasonably appreciate their valuable contribution.

Women's status in agriculture also involves land rights. By comparison between women and men, it seems that women commonly know more about the history of local land use than do men. The women know more because they are likely to marry within their natal longhouse and thus remain there (Vinson and Joanne Sutlive, 2001: 1987). This affords them the opportunity to accumulate this knowledge and to pass it down through the female line. For example, women often called to provide the definitive "expert" testimony in the adjudication of land disputes. This shows that women has special knowledge of land use and tenure (the conditions under which lands are occupied). When competition over land and individual rights to land increase, women are called on to provide testimonies for this knowledge, thus further adding to the women's status and power in the Iban society.

Yet, the Iban women in Sarawak have long enjoyed high status in the society as a whole (Madeline Berma, 2012: 49-55), not just in agriculture. Although the Iban society intensifies subsistence agriculture, their status has remained high because they have continued their prominent role in the agricultural economy. In the longhouse community as a whole, the Iban women's status is reflected in the absence of bride-price. There is no sum of money or certain quantity of goods given to a bride's family by that of the groom in Iban Society. In other words, there is no dowry or an amount of property and money brought by a bride to her husband on their marriage. The Iban men do not practice polygamy on their women, a practice or custom of having more than one wife at the same time. The Iban women are also admired for having no case of selective infanticide, that is, the crime of a mother killing her unwanted children soon after birth or within a year of birth, just like the practice in some tribal societies in many parts of the world.

Iban Women and Leadership

Nowadays, there are many women *tuai rumah*, that is, the chief of the longhouses. These women chiefs have responsibilities for the social and 'spiritual' well-being of the community, for assembling the community, in particular, the *tuai bilik* (family heads), for *aum* (meetings) that affect the activities of the community (Vinson and Joanne Sutlive, 2001: 1903). They have the responsibility of organizing work parties for repairs to public property, such as, paths, drains and any other property that may be used by visitors. Just as the men *tuai rumah*, they are invested with care for the ritual well-being of the community. For example, if disputes within bilik-families or between bilik families cannot be resolved, they are brought to the *tuai rumah* for adjudication. In this way, the *tuai rumah* functions as mediators for those involved in the conflicts.

One of the first Iban women leaders (Madeline Berma, 2012: 49), was Datuk Tra Zehnder (Datuk Philomena Tra Anak Jemat) who was born on October 25th, 1929 in Miri. Her father was in Sarawak Rangers but while young, her family moved to Kuching and lived in the Kubu that is now called Brigade. In 1936, Tra Zehnder was enrolled in St. Mary's school but her formal education was terminated at Standard Five by the Japanese Occupation. With the Japanese Occupation, she was taken by her grandmother to Sri Aman, her parents' home town. Following the end of the war, she moved back to Kuching and worked in the Forest Department. She was then posted to Miri as Section Forest Officer from 1947 to 1949, and at the end of 1949 she was transferred to Bintulu.

Upon moving to Bintulu, she helped establish the Red Cross and she entered the Anti-Tuberculosis Association of Sarawak (ATAS). When she moved to Sibul, she directed her interests and energies into community service. She participated in the meeting that was to establish the Sarawak Dayak National Union (Vinson and Joanne Sutlive, 2001: 1903), and later also organizing the Serakup Dayak Indu Sarawak (SIDS).

In 1959, Datuk Tra Zehnder became a member of the Sarawak Advisory Committee on Education, a position she held until 1962. From 1960 to 1963, she was a member of Council Negeri. She met with Cobbold Commission and the Inter-Governmental Committee, representing the Sarawak Dayak National Union. While a member of Council Negeri, she proposed the establishment of *Hari Dayak* (Gawai Dayak Celebration) but the motion was defeated in 1962 but finally was gazetted in 1963 when Malaysia was formed, which was the happiest event of her life. Datuk Tra served her community, state, and nation in a wide range of service activities (Jantan Uambat, 2012:73-75), and has been the recipient of numerous

awards such as Sijil Kehormatan negara (SKN) in 1964, Bentara Bintang Sarawak (BBS) in 1976, Panglima Negara Bintang Sarawak (PNBS) in 1981, PBJ in 1988, Jasa Mu Dikenang in 1991 and Tan Sri Fatimah Wanita Cemerlang Award in 1992.

Another prominent women leader in Sarawak is Senator Datin Paduka Puan Sri Empiang Jabu, the wife of ex-Deputy Chief Minister Datuk Patinggi Tan Sri Dr. Alfred Jabu Anak Numpang. She was born at Nanga Matop, Paku (Spaoh, Saribas) on February 20, 1944. She attended Munggu Gerenis Local Authority Primary School in Paku, before studying at St. Luke in Sri Aman for her upper Primary and secondary education and then at St. Mary's School for her senior education. She earned her B.A in Education and Geography at Victoria University (New Zealand) in 1967, becoming the first Iban woman to receive a university degree (Vinson and Joanne Sutlive, 2001: 489)..

She also received her diploma and teaching at Epsom Teacher's Training College, Auckland. Following her return to Sarawak, she taught in SMK Bintulu, Tuanku Haji Bujang College (Miri), Batu Lintang Teachers' College (Kuching), Methodist Secondary School (Sibu) and St. Mary's Secondary School (Kuching) before resigning from teaching in 1983.

Datin Paduka Puan Sri Empiang is Deputy Leader, Women's Wing in Parti Bumiputera Bersatu (PBB) since 1984, a Director of the Sarawak Foundation since 1987, Chairperson of the perkapalan Mesra Sdn Bhd since 1987, President of Sarawak Dayak Women Association since 1984, a Member of the Board of Trustees of the Dayak Cultural Foundation, and an officer or board member of several service organizations (Vinson and Joanne Sutlive, 2001: 490).

She has been awarded the panglima Negara Bintang Sarawak (PNBS) and Pingat Perkhidmatan Cemerlang (PPC) by the State Government and is recognized and respected for her contributions to the preservation of Iban culture, especially in crafts such as weaving. She served several years as a Senator in the government at the federal level.

Social Position of Widowhood in the Iban Longhouse Community

When the husband of an Iban woman passed away, she is not allowed (restricted) to remarry for a certain period of time called *balu*. During this restriction period, the widow (woman who has lost her spouse by death) is expected to behave properly in accordance to the *adat* (customary rules) of the longhouse community, particularly those behaviors concerning sex-related matters (Vinson and Joanne Sutlive, 2001: 1984-1986). If the woman who is still in the state of restriction period (*balu* period) has sexual intercourse with another man, then both of them will be fined by the deceased spouse's relative (dead man's relatives) through the longhouse chief, because such sexual relations are regarded as adultery (*butang*). During this restriction period, there is still a conjugal tie between the deceased and the widow (Richards, 1981: 24). In other words, the marriage relationship between them is still valid, until the ceremony for the termination of *balu* period is performed through a ritual called "*ngambi tebalu*" (*tebalu* fine). *Tebalu* fine is a nominal fine, charged to the widow or widower at the end of the ritual, regarded as a compensatory fine for the "divorce" which is supposedly proposed by the surviving spouse. This ritual or ceremony takes place in a traditional setting at a commemoration festival. The deceased spouse's relatives represent the 'ghost party' and the other party is defending the surviving spouse. The relatives of the deceased spouse are entitled to take the *tebalu* fine on behalf of the deceased.

During the restriction period, the surviving spouse (woman) is not allowed to even have a temporary or occasional affair with another man. This relationship is called *ngemulu antu* (occasional affairs). The surviving spouse is also not supposed (restricted) to have a permanent cohabitation with another man during this restriction period. If this happened, it is called *berangkat antu* (permanent cohabitation). Both these behaviors of occasional affairs (*ngemulu antu*) and permanent cohabitation (*berangkat antu*) are considered to be offensive to the deceased spouse. In fact, there are related prohibitions which a woman in the *balu*-state (restriction period) should observe, in order to demonstrate publicly that she is behaving properly and accordingly. For example, she is supposed to abstain from any sexual involvement (including sexual intercourse) during this period. She is considered misbehaving too if she is excessively jolly with the opposite sex. This surviving woman cannot use the native soap-substitutes made of dried fruit skin (*pau*) and turmeric (*kunyit*) when she bathes. She cannot apply oil to her hair. These behaviors imply that she wants to make herself attractive to men and therefore regarded as being improper.

The woman needs to observe the *balu* period because the Iban believe that the conjugal relationship does not cease yet by the fact that her spouse is dead. Not until the termination of the *balu* period through a ritual, the couple are not yet fully divorced (*seduai iya empai chukup sarak*). Death is one thing but the marital status as socially recognized is quite another. Generally, the Iban assumes the continuation of the deceased personality as a ghost who maintains full legal status which he had while still alive. That is why the woman may have a hallucinatory feeling of the deceased husband's continuing presence, and the frequent appearance of the deceased husband in dreams imply the continuance of the conjugal or sexual tie. Therefore, the existence of the ghosts of the dead spouse is thus a physical reality. Since the Iban are conspicuously monogamous (Richards, 1981: 83), and among whom adultery is taken seriously, the observance of the *balu* period and the termination of it is of particular importance. The duration of the *balu* period is not fixed, but in the olden days it is observed much longer (even until the commemoration festival, the *Gawai Antu* for the deceased spouse) than today. If it happens that way, it is called "ripe" *balu* (*balu mansau*). As is common today, for certain reasons, the *balu* period is terminated before the *Gawai Antu* is held, the observance being called "unripe" *balu*. The length of an "unripe" *balu* observance depends on the surviving spouse's will to continue to be a widow. Also, perhaps the degree of sympathy her relatives and friends have toward her frustrating situation (if she is a young widow). The Iban tend to think that the young widow should be liberated from the prohibition or restriction of marriage as early as conditions allow. However, by contrast, if the widow is old, there is no urgency in liberating her as soon as possible. So, there is a wide difference in the length of the *balu* period.

At the ceremony for the termination of *balu* period (Richards, 1981: 373), the woman sits on the gallery, and her personal ornaments are put in front of her. These ornaments include a bracelet, a silver comb, a bead-necklace, soap-substitute and turmeric, an anklet (armlet for a widower) and a ceremonial fabric. These are the things done during the ceremony for the termination of *balu* period:

- The widow is smeared on the forehead and chest with egg-white or blood of a slaughtered fowl by a male relative of her dead spouse.
- Turmeric and oil are applied to the widow's hair and chest for the first time since her husband's death.

- A brief prayer (*sampi*) is made by the officiating relative to the effect she (the surviving spouse) is no longer in the *balu* period and hereafter allowed to remarry.
- At the end of the ceremony, a nominal fine is charged on her, as a compensatory fine for the assumed “divorce” by her as the surviving spouse. The fine is handed by her party who defend her as the surviving spouse to the other party representing the ghost of the deceased spouse.

The amount of the fine or ritual fee called *engkebalu* or *entabalu* (ritual fees set by the family of the deceased and paid by the surviving spouse to the families of the deceased) is not rigidly prescribed but should be determined at the ceremony. In principle, it depends on the social importance of the deceased. For example, if she is an old widow, the minimal charge of RM4.00 is demanded from her. If her late husband had possessed many trophies and jars, the fine is RM8.00. If her late husband has been a government-appointed regional headman, RM30.00 is the value of the fine. However, in all cases of fine, usually half of the payment is returned to the surviving spouse (in this case, if her late husband happened to be a headman, RM15.00 is returned to her). Half of the amount is returned back to her, as a token of goodwill of the deceased’s kin to their affines (relatives by marriage). Most importantly, the *engkebalu* marks the release of the widow from widowhood and also terminates the *balu* period.

Conclusion

The discussion in this paper has more or less covered several aspects with regards to the role of women the Iban longhouse community, including their rank in the society, their status in the agricultural economy, women leadership and the social position of widowhood in the Iban society (Edmund Langgu, 2017: 129-140). Based on gender studies, this small research utilises both the theory of culture and sociology. The researcher applies three methods which are document analyses, field work and observation and uses descriptive analysis to achieve the specified objectives.

The outcomes of this research showed that there is indeed an empowerment of Iban women in the longhouse community itself and in the society as a whole. Both Iban men and women advocate the principles of equality among them. But still the status of womanhood prescribed by the Iban society is industry, because the women contribute much to the agricultural economy and daily livelihood of their families, apart from being good in weaving and all household chores.

The Iban women must be more than just being “women of bamboo shoots”, “women of guests and of resources”, “women of thread and of tying”, “creative women” and “master weavers”, but become equally good leaders of the society as well as knowledgeable in arts, science, communication and information technology of modern living. They must emulate the examples of women have been recognised as prominent women leaders in the Iban communities.

The research of this brief study undoubtedly will not only enhance better understanding with regards to gender studies in the Iban society, but also adds to the corpus of knowledge on the social position and status of women in the Iban longhouse community as far as women emancipation is concerned.

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IDENTIFYING STUDENTS' LEARNING STYLES IN UNDERSTANDING EXTERNALITIES

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Abstract: *This survey was conducted to determine which learning styles will improve students' level of understanding externalities. A cross sectional study was conducted among 178 Business Economics students, who were taking the Public Finance course at an institute of higher education in Perak. A set of formulated questionnaires was distributed to all the students. Only 146 completed questionnaires were returned and the students' chosen learning styles in understanding externalities, net gains in well-being, and internalizing negative externalities were analysed using SPSS. Findings from the collected data revealed that students learned externalities better by using presentation software in the classroom and by applying mathematical models. The R-squared value indicated that 62.4% of the good grades obtained by the students can be explained by the application of mathematical tools and by integrating technology into the classroom. Mathematics is a core skill and it provides access to externalities. Meanwhile, learning about externalities by watching business talks had helped the students to experience real world situations. However, the survey results had also revealed that previous knowledge in taxation did not have a significant effect on students' performance in internalizing negative externalities. Furthermore, the application of diagrams in the course of study did not have any significant effect on the students' test grades.*

Keywords: *Public Finance, Mathematical Models, Externalities*

Introduction

Public finance is an interesting course that consists of 3 branches, namely, allocation of resources, distribution of income, and stabilization of the economy. It focuses on the role of the government in an economy. One of the many areas of public finance is to determine how fiscal policy achieves sufficient revenues to assist in the economic growth and development of a country. Every government is responsible for its citizens, such as by improving the health

system and providing better health care services. In Malaysia for instance, within the next 30 years, 15% to 20% of our aging population will be more than 60 years old. The government's expenditure on healthcare systems will be increasing as well (The Star, 1 November 2017). Hence, learning about public finance will increase knowledge among the public and contribute to a better understanding on government revenues and expenditures among the younger generation in this country. They could contribute by thinking of ideas to help the government funds the rising cost of healthcare in the long-run.

In addition, learning about public finance could help the students appreciate the concepts underlying budgets and tax collection purposes. It is hoped that the citizens will realize their responsibilities in paying taxes to the government to achieve higher growth rate of the economy. A report by the Star on January 4, 2018 cited that Indonesia has the fourth largest population in the world that exceeds 260 million. However, their revenue in 2016 was only 14% of the GDP. The low government revenue has become a key obstacle towards faster growth and credit-rating upgrades. In December 2017, Reuters reported that China plans to have a system that would make polluters pay for the damages they have done to the environment in the attempt to correct market failures from negative externalities. This program will be successful if the citizens are equipped with the knowledge of internalizing externalities. Therefore, learning about public finance is important to the citizens to understand the roles of the government and the policies recommended for the economy.

Different learning styles are available, such as visualising learning, auditory learning, physical learning, and social learning. Visual learners prefer learning using graphs, diagrams, and symbols over words, while auditory learners prefer listening, such as to a lecture or discussion. A physical or kinesthetic learner prefers to learn via experiences, such as touching and doing, while a social learner prefers learning in groups or classes. There are also logical, verbal, and solitary learning styles. Logical or mathematical learners use logic and reasoning in their studies, while verbal or linguistic learners prefer using words. As for solitary learners, they prefer to work alone and usually use the self-study style in their studies.

Thus, it can be said that some students are comfortable learning externalities in Public Finance by reading the textbooks and some might enjoy studying in a group, while others learn best through graphical representations. Other students might also prefer the application of information to real world situations. Therefore, different teaching and learning styles, in addition to traditional lectures, should be incorporated to enhance students' understanding in this course.

Literature Review

The body of literature reviewed in this section aims to highlight previous researches that examined students' learning preferences, and the application of diagrams, mathematical tools, and technology in the classroom.

Students' Preferences in Learning

Bada and Okan (2000) studied students' language learning preferences in Cukurova University, Turkey. They found that learning preferences are important in the development of learners' autonomy. To avoid resistance when teachers introduce an instructional activity in the classroom, they should consider the students' preferences and take into account the diversity in learning methods. Many teachers acknowledged that learners differ in terms of

learning preferences, thus, they should also consult their students before conducting any activities in the classroom. This study had shown that both students and teachers need to act together and foster better cooperation in arranging and implementing learning activities.

Application of Mathematical Tools

Misfeldt, Mariager-Anderson, and Lindenskov (2012) of Aalborg University and Aarhus University investigated the importance of mathematics in learning economy. Their survey was part of a larger project, which was conducted in an economics programme at a university, to prove the significance of mathematics in learning economy. Their study used the qualitative method to show that mathematical skills can be a predictor of economic performance. They presented empirical reasons for including mathematics in economics programmes and discovered different suggestions as to how mathematics can be implemented. In one of their investigations, they revealed a teaching method, known as the Synergistic Integration Method by Hudgins (2010), for teaching economics and mathematics to enhance higher thinking order. This method is frequently used in mathematical applications through problem designing and presentation. They concluded that mathematical concepts are life skills that should be incorporated into the classroom to nurture the minds of the students, which could help them think of ways to solve economic problems.

Technology Usage

Afzal, Muhammad Tanveer and Fardous, Nazia (2016) conducted a study by applying a mixed method to determine learners' preferred technology usage for their learning engagements in all public colleges in the district of Sialkot, Pakistan. Their learning engagements included notes, quizzes, and feedbacks by the teachers. The researchers used questionnaires and face-to-face interviews with 67 randomly selected students as the study sample. The response rate was 100 per cent since the questionnaires were personally distributed. The researchers assigned numbers in their questionnaires so that the students can dictate their preference of technology usage. The results obtained from the questionnaire were supported by the results from the interviews. It was discovered that the students preferred to use Skype and Facebook in their learning engagements. Other social networks, such as WhatsApp, mobile SMS, and Twitter, were the least preferred in their learning process. The results showed that these students have full knowledge of social media usage in the teaching and learning process.

Powerpoint Presentations

Fateme Samiei Lari (2014) conducted a study by applying technology in the classroom. A comparison was conducted on technology usages, such as power-point presentations and video projector, as well as on traditional instruction methods, such as using textbooks, on students' learning and motivational levels in secondary schools in Lar, Iran. The purpose of the study was to investigate the effectiveness of these methods and to determine whether the students prefer using technological approaches or traditional instruction methods in teaching and learning. A group of 56 female students in a secondary school was split into two smaller groups, namely, the experimental and control groups. The researcher taught each group separately. The results from an independent sample t-test indicated that there was a significant difference between the means of these two groups. The experimental group performed better than the control group that used traditional instruction methods. It was concluded that using technological methods to teach had a significant positive effect on learners' scores.

Drawing Diagrams

The University of Victoria, Canada posted an article on their website entitled, ‘How to study economics’. The article proposed that the best way to learn economic models is by ‘playing’ with them. The students were encouraged to do things, such as working out the problems, drawing pictures, and asking questions. This type of learning was supported by researchers from the University of Waterloo. They discovered that drawing pictures is a good strategy to improve memory and makes it easier for a person to remember information (Science Daily, April 21, 2016).

Meanwhile, John D. Hey (2005), a professor of economics and statistics at the University of York, UK, found that accurately drawn graphs let the students see the key results when learning intermediate microeconomics. From his vast personal teaching experience, he observed that using graphs to illustrate the results, without using the algebra approach, would allow the students to ‘see and feel’ the economics rather than fear the algebra. Numerous graphs and diagrams will make the lessons livelier and more exciting. This approach could help the students to understand economics better, for example, in explaining the demand theory that involves preferences and indifference curves. He had also demonstrated how to teach intermediate microeconomics by using the graphs in the textbook to illustrate the general principles and to let the computing software handle the mathematics. Accurately drawn graphs suit the needs of the students in understanding economics.

Research Questions & Objectives

- Does the application of mathematical models in the classroom increases students’ understanding in externalities?
- Does using presentation software, such as Power Point in the classroom increases students’ understanding in externalities?
- Does drawing diagrams in learning externalities relates to students’ performance?
- Does previous knowledge in taxation help the students in their performance in internalising externalities?

This study was focused on a survey among the Business Economics students, consisting of 15 males and 131 females. The main objective was to determine the types of learning styles that could increase students’ understanding in externalities by analysing their test scores.

Methodology

This cross sectional study was completed in 2017 using a simple random sampling among students of Business Economics at an institute of higher education in Perak. A set of formulated questionnaires were distributed to 178 Business Economics students and only 146 completed questionnaires were returned. The questionnaire was divided into three sections, namely, demographic data (4 items), application of learning styles (5 items), and topics in public finance (6 items). The Likert scale was used, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The reliability test was examined and the value for Cronbach’s alpha based on this study was 0.636, which indicated a fair reliability. The collected data were analysed using SPSS Statistics.

Results and Discussion

The following Table 1 shows the results of collinearity statistics.

Table 1: Collinearity Statistics

IV	VIF
Math	1.951
Presentation Software	1.830
Drawing Diagrams	1.018
Previous knowledge	1.088

Based on the table, all independent variables were free from any multi-collinearity problems as their VIF values were less than 5. The VIF values for Math, Presentation Software, Drawing Diagrams, and Previous Knowledge were 1.951, 1.830, 1.018, and 1.088, respectively.

Multiple Regression Analysis

The multiple regression analysis was employed because it provides the most accurate interpretation of the independent variables. According to Sekaran and Bougie (2013), multiple regression analysis is a statistical technique that simultaneously develops a mathematical relationship between two or more independent variables and an interval-scaled dependent variable.

Table 2: Coefficients of the Study

Variable	Unstandardised B	Unstandardised Std. Error	Standardised Beta	t	Sig.
(Constant)	0.061	0.117		0.524	.601
Math	0.461	0.078	0.431	5.943	.000
Presentation Diagrams	0.431	0.076	0.398	5.664	.000
Diagrams	-0.004	0.055	-0.004	-0.072	.943
Previous knowledge	0.094	0.054	0.094	1.742	.084

According to the results listed in Table 2, the following equation was obtained;

$$TS = 0.061 + 0.461MT + 0.431PR - 0.004DA + 0.094 PK$$

where,

TS = tests scores

MT = mathematical approach

PR = presentation software, such as Power-Point

DA = drawing diagrams

PK = previous knowledge in taxation

In this study, the mathematical and presentation approaches in learning externalities have positive relationships with tests scores, but drawing diagrams has the opposite relationship.

Similarly, previous knowledge in taxation did not help the students to understand externalities better.

Based on the regression results, mathematical and presentation approaches in different learning styles were deemed as significant variables that may have impacted the students' performances. Meanwhile, drawing diagrams and previous knowledge in taxation did not meet the necessary criteria to have any significant impact on the students' test scores.

The R-squared value showed that 62.4 per cent of the scores obtained by the students can be explained by the application of mathematical tools and by using presentation software in the classroom. The remaining 37.6 per cent can be explained by other variables that were not included in this study, such as learning environments. Out of the six topics surveyed (Introduction, Public Goods and Externalities, Social Insurance, Tax Analysis, Revenue System, and Central and Local Government Expenditure), 72.6% of the students cited externalities as the most interesting section of public finance.

Conclusion

The results of this study have shown that externalities can be understood in various ways. The traditional teaching method of using 'chalk and talk' should be complemented with modern technology, or software to meet the current needs of the students. Watching videos while learning certain externalities issues did help the students to experience real world situations. Mathematics is a core skill and it provides access to learning externalities in public finance. All these approaches may encourage more collaborative learning styles to enable students to grasp the concepts better. As reported by Professor John D. Hey, we should let the students 'see and feel' the economics.

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POVERTY, WOMEN'S EMPOWERMENT AND SOCIAL ENTREPRENEURSHIP AMONG B40 URBAN WOMEN IN MALAYSIA

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Abstract: *Although myriad initiatives are available to empower and uplift the socio-economic wellbeing of women in Malaysia, its reachability to Bottom 40 (B40) urban community is often overlooked, which leads to underutilised resources and stagnancy in poverty state. This may be rooted from the lack of knowledge regarding social entrepreneurship among B40 urban women. Current study investigates the level of awareness and intention on social entrepreneurship among B40 women in the urban areas. Data are obtained through a set structured interview items and analysed by the assistance of Atlas.ti 8. The initial main finding indicates that B40 urban women have no indicative understanding of social entrepreneurship (keusahawana sosial) even after layman terms and contexts are applied. But, the fact is that social entrepreneurship can be simply a day-to-day concept that are already applied and practiced. If this concept is being practically used in more effective ways, the socio-economic conditions of B40 women can be improved, and consequently poverty among them can be slightly reduced. This paper argues that social entrepreneurship is a one of various ways to tackle the issues of women poverty in urban areas.*

Keywords: *B40 women, entrepreneurial awareness, entrepreneurial intention, Malaysia, women's empowerment, social entrepreneurship, urban poverty*

Introduction

Statement of The Problem

This research focuses on investigating the understanding of B40 urban women on social entrepreneurship. Although numerous initiatives were made to enhance women's participation in socio-economic sector, statistic revealed that the poverty rate and empowerment effort among women remains at a concerning level. This may be due to little emphasis was put for its penetration among the targeted population, which one of it is B40 urban women.

Significance of The Study

The current study contributes in the aspects of conceptual, empirical and practical. In terms of conceptual contribution, this study provides empirical evidence on the relationship between

B40 urban women and their common understanding about social entrepreneurship. It also refines the readily available literature by studying the relationship between women and social entrepreneurship. In terms of empirical evidence, this study focuses on not yet explored population which is B40 urban women in Malaysia, which leads to a deeper understanding of the world of women and social entrepreneurship. Lastly, for practical contribution, this study provides guidelines for policy makers that will assist them in making a better decision and acting efficiently in solving the urban poverty among B40 women via social entrepreneurship efforts.

Research Objectives

The main aim of this study is to gain understanding of the awareness and intention regarding social entrepreneurship among B40 urban women. In particular, the research objectives are refined as follows:

- To investigate the common understanding of B40 urban women on social entrepreneurship.
- To ascertain whether social entrepreneurship can be considered as one way to reduce poverty among B40 urban women.

Research Questions

Based on the research objectives, research questions are deduced as the following:

- **What is/are the** common understanding(s) of B40 urban women about social entrepreneurship?
- **Is** social entrepreneurship can be considered as one way to reduce poverty among B40 urban women?

Delimitation of Study

At the time this paper is being produced, the findings are yet to be finalised due its on-going research stage. However, it does not mean that this paper should not discuss particular specific discussions, which are found so far from this study. Still, once the research is completed, perhaps more conclusive remarks can be deliberated to the scientific communities, policy-makers and public.

Another problem is due to financial, time and resource constrains. The study only concentrated on Klang Valley, an urban area that is known to have high rate of urban poverty. Coupled together with the nature of qualitative study, the data may not be extrapolated to other population. Yet, the findings may be able to provide a neat context on the subject-matter.

Finally, since the study does not employ any specific theoretical framework due to its explorative approach, it may delimit its context too. To conciliate this matter, the study provides conceptual, empirical and practical contribution that were built from the previous literature, which gave certain assertive comprehension about women, social entrepreneurship and poverty reduction.

Literature Review

Urban Poverty

Urban poverty has been a critical issue over decades. It is often associated with the mushrooming of urban population and acts as a contributing factor of various problems such as crime, health deterioration, and social issues (Ahmed, Siwar, Bashawir & Mia, 2016). According to the World Bank, poverty refers to two conditions: (a) lack of resources to meet

the physical and fundamental needs for survival (ie. absolute poverty) and (b) lack of resources to achieve a standard of living in the community (ie. relative poverty). Both conditions appear to be major obstacle in optimizing human resources for socio-economic development of the nation.

In Malaysia, poverty is referred as Bottom 40 (B40), indicated by the household with a mean of monthly income of RM3,860 (Eleventh Malaysia Plan, YEAR). The 2010 statistic shows that there are 2.7 million Malaysian households categorized under the B40 category with 56 percent experiencing urban poverty. Although a study by Ahmed, Siwar, Bashawir and Mia (2016) revealed that there was a downward trend in urban poverty incidences for the past four decades, they also acknowledged that Malaysia is expecting a boom of urban population, which leads to an increase of urban poverty if not followed by appropriate action.

In facing such issue, innumerable initiatives are developed with a purpose to improve socio-economic wellbeing of B40 community. This includes microfinancing, public service delivery, grassroots innovation, and technological support (Jumin, Ijab & Zaman, 2017). Apart from these, social entrepreneurship is recognized to be the most prominent potential tool to alleviate poverty (Lateh, Hussain, & Abdullah, 2018).

Social Entrepreneurship

Social entrepreneurship is defined as either non-profits or blend for-profit goals with generating a positive "return to society". It typically attempts to further associate social, cultural, and environmental goals with the voluntary sector in areas such as poverty alleviation, health care and community development.

Social entrepreneurship is considered as the current model to reduce world poverty, especially for developing and low-income countries (Lateh, Hussain, & Abdullah, 2018; Naminse & Zhuang, 2018). This includes Malaysia (Zainol, Wan Daud, Abdullah & Yaacob, 2014), Tanzania (Mutarubukwa & Mazana, 2017) and Pakistan (Kazmi et al., 2016). However, social entrepreneurship differs from business entrepreneurship to certain extend. According to El Ebrashi (2013), social entrepreneurship is a mean for "social development through economically sustainable and viable model" which focuses more on public wealth instead of private ones. He also emphasized on how social entrepreneurship is vital as it develops new social institutions, leading to social movements, resources mobilization and impact sustainability. This means that unlike Schumpeter's entrepreneurship theory which focuses on economic growth, social entrepreneurship focuses on a more holistic and long-run approach by improving the socio-economic wellbeing and initiating ways to sustain the social change.

Apart of the different approach, social entrepreneurship shares similar roles with business entrepreneurship. This includes providing job opportunity, enhancing economic growth and innovation, promoting products and service quality also boosting productivity which leads to economical flexibility, social benefit as well as environmental profit in the community (Hisrich, Langan-Fox, & Grant, 2007; Mortan, Ripoll, Carvalho & Bernal, 2014). Sijabat (2015) explained this further by stating how social entrepreneurship helps in "widening access to financial sources, promoting the use of social innovations to reduce social problems, granting people sense of empowerment which contribute to income creation for the poor." This indicates that social entrepreneurship has not just contributed in financial terms, but also

enhances social inclusion, allowing the poor to participate in economic activities and freeing them from the poverty trap.

This is also supported by several other literatures involving cases of various regions around the globe such as Tanzania (Mutarubukwa & Mazana, 2017), Pakistan (Kazmi et al., 2016) and China (Naminse & Zhuang, 2018). A study by Mutarubukwa and Mazana (2017) who illustrated the role and process of social entrepreneurship in Tanzania. Through one email exchange and several interviews, it was found that the process of social entrepreneurship includes two stages which are idea creation and mission achievement. The first stage helps in reducing unemployment, dealing with inequalities and improving human rights while the second stage contributes in empowering vulnerable individuals also provisioning knowledge and skills. This study also revealed the challenges faced such as lack of financial support, recruitment issues, minimal utilization of resources and high cost of living. However, no major emphasis is made related to the challenges and how it contributes to the economy.

Another study that focuses on the challenges faced by social entrepreneurs is done by Kazmi et al., (2016). They investigated the challenges faced by social entrepreneurs in Pakistan and how it contributes in developing the nation's economy. This study highlighted that social entrepreneurship has a specific capacity to eliminate the causes of poverty by creating profit or non-profit ventures and constructing a framework of change that empower individuals. However, this study did not specify further on the most prominent factor of social entrepreneurship that helps it to reduce poverty.

This is later refined by Naminse and Zhuang (2018) who assessed the contribution of farm entrepreneurs in overcoming poverty in China. A survey involving 309 farmer entrepreneurs revealed that socio-cultural capability has the greatest influence on farmer entrepreneurship growth as compared to knowledge capability and economic capability. This indicates that having a surrounding that encourages entrepreneurship serves as a stimulator of having sustainable and bottom-up approach to alleviate poverty. However, this study took place in rural area thus cannot be extrapolated to urban area due to cultural differences.

Women Participation

Although there are countless researches have been done involving social entrepreneurship, studies on women entrepreneurs has not been given enough light (Humbert, 2012). Previous literature emphasized that women participation is crucial in alleviating poverty. According to Alam, Senik and Jani (2012), the involvement and empowerment of women in entrepreneurship enable them to escape the poverty trap and enhance the financial stability of the family, later contributing to the nation's economy. In addition, women entrepreneurs help to create vibrant economic activities especially in the domestic arena (Md Nor & Ramli, 2016).

Several studies showed that women entrepreneurs have a vital role in alleviating poverty at different contexts. For instance, a case study involving 100 women entrepreneurs in Kenya done by Misango and Ongiti (2013) revealed the economic activities were similar in nature and it includes promoting tourism, export-trading and selling African artifacts, clothing and ornaments. Another similar study is done by Al-Dajani and Marlow (2013). This longitudinal study analyzed the relationship between women empowerment and entrepreneurship among Palestinian migrant women who are operating home-based enterprises in Amman, Jordan. Based on the semi-structured in-depth interviews with 43 women, it was found that women were empowered through their home-based enterprise.

Although most women entrepreneurs focus on home-based products, it does not mean that they are unable to be innovative and solving societal issues. Connor and Bent-Goodley (2016) explored the social entrepreneurial work of local women in Zanzibar, Tanzania and how their social innovations address social problems and influence community sustainability. Interviews and participant observation revealed that the increase of government initiatives and support for entrepreneurial efforts encourages the entrepreneurial involvement. Furthermore, Fotheringham and Saunders (2014) investigated the effectiveness of social enterprise to reduce poverty among women. Based on literature synthesis, the study concludes that social enterprise might be the next great poverty-reduction movement. Both studies indicate that with proper help and support, women entrepreneurs can be as successful as men and permanently exit poverty.

Women's Empowerment

Empowerment is an increase in power. Therefore, women's empowerment refers to women gaining control in various sectors. In the compound of their household, women's empowerment embraces the idea of contributing to the household income, making household decisions and having ownership of assets, equality in marriage, motherhood freedom and the right to contraception and safe abortion (Parveen and Leonhauser, 2004). In the socio-legal sector, women's empowerment is about having access to resources, like political and legal awareness (Ibrahim and Alkire, 2007). Women's empowerment is about having a right of entry to education, gender awareness and also freedom of movement (Beteta, 2006).

As much as women's empowerment is seen as a necessity by today's standards, nevertheless, it is still a hotly debated topic in developing countries. Ibrahim and Alkire (2007) attribute this situation due to lack of interpretation of the concept. Rohaiza (2011) finds social cultural factors obstruct its existence.

Many women cannot identify their capabilities easily, what more to empower themselves to better their situation. Women's empowerment implies the ability to strengthen their potential in the socio-economic sector, particularly in the developing countries. According to Sen (1999), the lack of money in households is an important factor impacting rural development. The fact that women have less control over money contributes to their low status (Mehra, 1997), which further situates them in an under-privileged condition.

Many studies have found that the income earning activities of women can improve not only their position in the household but also contribute to family welfare, particularly to food and children's education, as well as to the wider society (Mayoux, 2008). The UN Women (2013) declaration states: "Empowering rural women is crucial for ending hunger and poverty. Denying women's rights and opportunities means denying their children and societies a better future".

Undeniably, women's role in community development is relevant for the sustained survival of society. Women who work and earn income enhance not only their socio-economic standing in the household, but also affirm their presence in society.

Women, Social Entrepreneurship and Cultural Contexts

The effects of social entrepreneurship are unlikely to penetrate and reach the entire communities (Najafizada & Cohen, 2017). A study involving 80 participants of microenterprises done by Ali and Ali (2013) found that there was weak positive correlation between entrepreneurship development and poverty reduction. On the other hand, a survey

involving 1,159 beneficiaries done by Tende (2013) illustrated government credit policies have no significant effect on the development of entrepreneurial activities in Nigeria. The findings also revealed that such programs did not satisfy the beneficiaries at maximum level.

Similarly, Alam, Senik and Jani (2012) emphasized that women entrepreneurs in Malaysia struggle despite of the support given. Furthermore, a study involving 50 women entrepreneurs in Penang, Malaysia by Md Nor and Ramli (2016) revealed that most of them rely more on family members as compared government institutions in facing business-related issues. This may be rooted from the minimal involvement of government institutions in charting the direction of their businesses. Although the findings revealed that respondents are aware of financial assistance provided by the government, little to no emphasis was made regarding the awareness level. As this study only covers 50 women entrepreneurs in Penang, the findings cannot be generalized to other population such as B40 women living in urban area.

Research Methodology

Research Design

The study employed a qualitative approach as it provides a better understanding of the phenomena in descriptive terms and narrative outputs that is appropriate for the research objectives. A cross-sectional descriptive study has conducted among B40 urban women to know their understanding on the relationship of poverty, social entrepreneurship and women's empowerment.

Research procedures

Ethical clearance of the International Islamic University Malaysia was used. While official permission were taken from authorities namely Pusat Zakat Selangor and Amanah Ikhtiar Malaysia. A pilot test was conducted on 5 interviewees to ensure the items in the structured interview items are clear and comprehensible. Necessary changes were made based on feedbacks and suggestions from the interviewees.

The actual sample size for the study was 20 interviewees. For a matching convenience, purposive sampling was adopted, whose criteria fit the following aspects: (a) women, (b) Malaysian, (c) income level of less than RM3860 and (d) lives in Klang Valley.

The interviewees were informed of the purpose of the interview and their participation in the study was completely voluntary. The structured interview was conducted by a well-trained research assistant. The obtained information was later analysed with the assistance of Atlas.ti 8.

Finding, Discussions and Recommendations

The study has set two research objectives. The subsequent deliberations are based the information as collected by the researchers.

The first research objective (i.e. to investigate the common understanding of B40 urban women on social entrepreneurship) reveals that most women who involved in this study did not really know or comprehend about the meaning and context of social entrepreneurship. They are most frequent to understand entrepreneurship or entrepreneur, but the link of "social" to the term confused them.

The second research objective (i.e. to ascertain whether social entrepreneurship can be considered as one way to reduce poverty among B40 urban women) notices a promising evidence that supports the idea for executing social entrepreneurial skills for women. Most of

them felt that social entrepreneurship may bring goodness to them. In fact, evidences had indicated that some of them had routinely practiced social entrepreneurship in their lives. A Chinese lady who has a small plot of agricultural land in Kampung Cheras Baru sold her vegetables to her neighbours at reasonably minimal prices. A Malay village *ustazah* at Kampung Melayu Tambahan not only taught a proper Quranic recital, but also became childminder, with fees. An Indian female from Brickfields tailored customers' clothing, also taught sewing skills to those interested. These are real examples of an ordinary social entrepreneurial skills.

These interviewees may not realise that they are indeed practicing (and also able to practice) social entrepreneurship in their neighbourhood. As long as they are doing something worthwhile, they are considered socially and financially productive, and become an asset to the country.

Conclusion

As long as B40 urban women believe that they are generating a positive 'return to society', social entrepreneurship is possible. It is noted that social entrepreneurship can be in major community development projects as well as health care. In so far, the study suggests to apply social entrepreneurship as one way to reduce or even alleviate poverty, particularly among women poor, in urban settings in Malaysia.

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HOW EFFECTIVE ARE EFL SOFTWARE PROGRAMS FOR ENGLISH LEARNING IN VIETNAMESE HIGHER EDUCATION CONTEXT?

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Abstract: *This study investigated the extent to which English Foreign Language (EFL) software programs recently used to support teaching and learning English at the colleges and universities in the Center of Viet Nam develop language skills. The five most widely used EFL software programs or webpages of which technological features and pedagogical features were evaluated according to an interactive approach to computer use for language learning and to the principles of Communicative Language Teaching (CLT) are DynEd, Life, Skillfull, Duolingo, and online courses designed by English teachers on platform Moodle. Results indicated that Life and DynEd are the two EFL software programs having the biggest potential to develop learners' EFL skills due to their high incorporation of technological features associated with interactive Computer Aided Language Learning (CALL) and pedagogical features of the CLT approach. Besides, the individualized-learning features of these two software programs were highly evaluated and this, in turn, promoted English development in EFL learners. Other EFL software programs such as TedTalk, English Speak, Elsa, and Memrise English which are not integrated in regular EFL courses at these colleges were analysed and got positive feedback about their effectiveness and convinience from EFL learners.*

Keywords: *EFL Software, Technological Features, Pedagogical Features, Effective, Evaluate*

Introduction

Technological Innovations and Changes in Education

During the last few decades, the rapid development of Information Technology (IT) has strong effects on various aspects of our life, especially on education. IT can be considered as an unseperated vital part of the foreign language education in the modern life leading to considerable changes in foreign language teaching and learning approaches in which Computer Aided Language Learning (CALL) has become a dominant one and implemented by language teachers worldwide during the progress of foreign language teaching and learning innovation.

According to Ewa, Anita, and Victoria (2012), technological innovations, at their best, can increase learner interest and motivation; provide students with increased access to target language (TL) input, interaction opportunities, and feedback; and provide instructors with an efficient means for organizing course content and interacting with multiple students. At their

worst, the use of new technologies can result in inappropriate input, shallow interaction, and inaccurate feedback; student frustration with software and hardware; distraction from the learning task; and a general over-emphasis on delivery modality over learning objectives.

The Trend of Application of IT In EFL Education in Viet Nam

Since year 2008, the “Foreign languages teaching and learning for Vietnamese citizens 2008-2020” project has been implemented at all schools, colleges and universities in Viet Nam . The project prioritises English as the most important foreign language and emphasises that there will be a big improvement in teaching and learning English at tertiary level by 2015, and almost all graduates should be able to confidently communicate in English by 2020 (Vietnamese Government, 2008). Thus, EFL education has been given favourable opportunities, such as an increase of training hours for English in the whole curriculum, more teachers of English being trained in English speaking countries, and more capital in building infrastructure for English training (Tue, 2015). Yet, there are discrepancies between the goal and the methods of EFL teaching and learning in higher education. While the explicitly expressed goal in English education is to develop students’ communicative ability in English, existing teaching and learning methods do not seem to enhance students’ development of communicative ability (Tue, 2015; Canh, 2011; Hoa, 2009; Kramsch & Sullivan, 1996; Tomlinson & Dat, 2004; Utsumi & Hau, 2010).

To fill this gap and reach the target of the project, the Ministry of Education and Training (the MOET) has released a series of documents to provide higher education institutions with guidance on utilising ICT in teaching and learning (MOET, 2010). And as the result, various EFL software programs, webpages or online EF courses were approved by the MOET to combine with the main EFL courses regularly conducted in the classrooms at colleges or universities. However, there appears to be a substantial gap between what computer technology can do to support language learning and the way actual software programs provide for language learning. Therefore, there might be programs on the market which claim to be interactive but their design may lag behind ESL/EFL pedagogy - The Communicative Approach to Language Teaching (Vladia, 2014). This is the significant reason for this study to be carried out to investigate the extent to which EFL software programs recently used to support teaching and learning English at the colleges and universities in Viet Nam develop language skills according to the Communicative Approach to Language Teaching and an interactive approach to computer use for language learning.

Main Study

Research Design

To assess the extent to which EFL software programs develop EFL skills according to the Communicative Language Teaching principles and an interactive approach to computer use for language learning, this study attempted to find out the answers to the three questions: a) Do the EFL software programs present the technological features associated with interactive CALL?; b) Do the EFL software programs incorporate the learning / teaching principles of the principles of Communicative Language Learning /Teaching? c) How does each EFL software program promote English development in EFL learners?

Both the descriptive and quantitative methods are used for accomplishing the goal of the study. Basing on the materials or documentation, the descriptive method describes the technical and pedagogical orientation of the software programs. The quantitative method is applied with the investigating tool of questionnaire to collect the information of the students’

assessment on technological and individualized-learning features of the EFL software programs, and on their attitude toward the effectiveness and convenience as using them.

Materials

The study involved nine EFL software programs as listed in table 1 below

Table 1: List of EFL Software Programs Used in Colleges or Universities in The Center Of Viet Nam And Analysed in This Study

	EFL software programs	Language skills developed	Multi-level (M) / Single level (S)	Places where software programs are being used and analysed
1	DynEd	4 language skills	M	Da Nang University of Foreign Language Studies,
2	Life	4 language skills	S	Da Nang Economics University, Da Nang University of Science and Technology, Hue College of Foreign Language – Hue University
3	Skillful	4 language skills	S	Da Nang University of Foreign Language Studies
4	Dualingo	4 language skills	M	Students self-study
5	Speak English	Listening and Speaking	M	Students self-study
6	Elsa Speaking	Pronunciation Listening and Speaking,	M	Students self-study
7	Memrise English	4 language skills	M	Students self-study
8	Online courses designed on platform Moodle	4 language skills	S	Da Nang University of Science and Technology, Quy Nhon University

The eight EFL software programs above are all meet the principles of the Communicative Approach which require them to be designed for learning and teaching communicating skills - listening and speaking skills, or all four basic language skills - listening, speaking, reading, and writing (Vladia, 2014).

Participants

This study involved 568 students from 11 colleges and universities in the Center of Viet Nam. The eleven colleges and universities are Da Nang University of Foreign Language Studies (with 215 student participants), Da Nang University of Science and Technology (with 120 student participants), Da Nang University of Economics (with 86 student participants), School of Communication and Technology – University of Da Nang (with 15 student participants), School of Medicine and Pharmacy - University of Da Nang (with 24 student participants),

Duy Tan University (with 25 student participants), Pham Van Dong University (with 18 student participants), Quang Nam University (with 17 student participants), Da Nang University of Education (with 14 student participants), Hue College of Foreign Languages (with 11 student participants) and Quy Nhon University (with 23 student participants).

Data Collection

The data collection and analysis for this study were conducted simultaneously in the second semester of the academic year 2016-2017.

To get the student participants' feedback and evaluation of the EFL software programs they used as taking regular EFL courses at their schools, a questionnaire including ten main questions relating to ten issues as follows: (1) how the program helps learners move through the content and sequence of activities, (2) how the media technology differentiates feedback, (3) how the integration of different types of media facilitates learning, (4) how the use of the program is made easy for learners, (5) how attractive the media technology makes the program, (6) the degree and type of individualization of instruction the program provides, (7) how content is presented and sequenced, (8) the type and quality of language-learning activities, (9) how the program motivates learning, and (10) how the EFL software programs improve their language skills.

These ten issues are grouped into three categories: the technological features (with issues number 1 to number 5), the pedagogical features according to the principles of Communicative Language Teaching of EFL software programs (with issues number 6 to number 8), and the improvement in language skills of the EFL learners (with the two last issues).

Each issue was rated from value 1 (very bad or strongly disagree) to value 5 (very good or strongly agree). The average total and percentage of high rating (value 4 and 5) for the issues of each category refer to the quality of that category of each EFL software program.

Results and Analysis

The student participants' evaluation of the technological features of each EFL software program is presented in table 2 below.

Table 2: Student Participants' Evaluation of The Technological Features of Each EFL Software Program

	Software program	Number of participants	Percentage (%) of high rating for issue					Total percentages of 5 issues
			# 1	# 2	# 3	# 4	# 5	
1	DynEd	68	79.4	91.2	58.8	58.8	70.6	358.8
2	Life	107	67.3	56.1	78.5	81.3	70.1	353.3
3	Skillful	90	73.3	65.6	50.0	70.0	62.2	321.1
4	Dualingo	34	32.1	19.4	28.4	43.3	26.1	149.3
5	Speak English	28	60.7	71.4	57.1	50.0	64.3	303.6

6	Elsa Speaking	36	33.3	80.6	61.1	86.1	33.3	294.4
7	Memrise English	18	72.2	66.7	61.1	55.6	50.0	305.6
8	Online courses on Moodle	122	45.1	12.3	47.5	31.1	26.2	162.3
	Total	503	463.4	463.1	442.5	476.2	402.8	

With the total percentages of five issues showed in the last column of table 2, we can find that only two programs were rated higher than 70% (more than 350 high ratings among total 500 ratings) - DynEd rated 71.8%, Life rated 70.6% for the five issues together. The three other programs were rated above 60% include Skillful (64.2%), Memorise English (61.2%) and Speak English (60.8%). The rest programs were rated below 50% for the five issues together. The results indicated that most analyzed ESL/EFL software programs considerably incorporate of the technological features associated with an interactive CALL.

The strongest feature associated with the level of interactivity afforded by the analyzed EFL software programs is the possibility of making easy for learners (issue 4) when they are learning English online. This may be due to the second strongest feature - integration of plenty of media such as text, images, sound, video and/or animations, comprehensive study guide and user guide documents, and hypermedia (issue 1) which can help users / learner easy access to various links within a program. (Thompson, Simonson & Hargrave, 1992). DynEd includes a very comprehensive study guide and user's guide. Both DynEd and Life provides learners with lots of visual, oral and auditory practice designed under the "real world" learning environment. The dialogue from the video segment is transferred to the computer screen where the student is guided through a series of learning activities that include listening vocabulary, phrases, grammar, culture and pronunciation.

Feature feedback of DynEd, Life and Memrise English is the one which got many high ratings from the student participants. The "Voice Recognizer" built in these software programs provide users/learners with the ability to record and immediately compare one's intonation and phrasing to a native English speaker, visually present all pronunciation mistakes and give learners as many chances to correct them as possible. And thus, this is an interesting and very useful way for EFE learners to practice listening and speaking skills and improve their pronunciation as well.

In concerned with the pedagogical features of these EFL software programs, table 3 below shows the student participants' evaluation of this category.

Table 3: Student Participants' Evaluation Of The Pedagogical Features Of Each EFL Software Program

Software program	Number of participants	Percentage (%) of high rating for issue			Total percentages of 3 issues
		# 6	# 7	# 8	

1	DynEd	68	95.6	60.3	102.9	258.8
2	Life	107	72.9	75.7	67.3	215.9
3	Skillful	90	57.8	63.3	84.4	205.6
4	Dualingo	34	20.1	33.6	32.1	85.8
5	Speak English	28	46.4	57.1	35.7	139.3
6	Elsa Speaking	36	41.7	50.0	52.8	144.4
7	Memrise English	18	66.7	77.8	55.6	200.0
8	Online courses on Moodle	122	39.3	28.7	50.8	118.9
	Total	503	440.5	440.5	481	

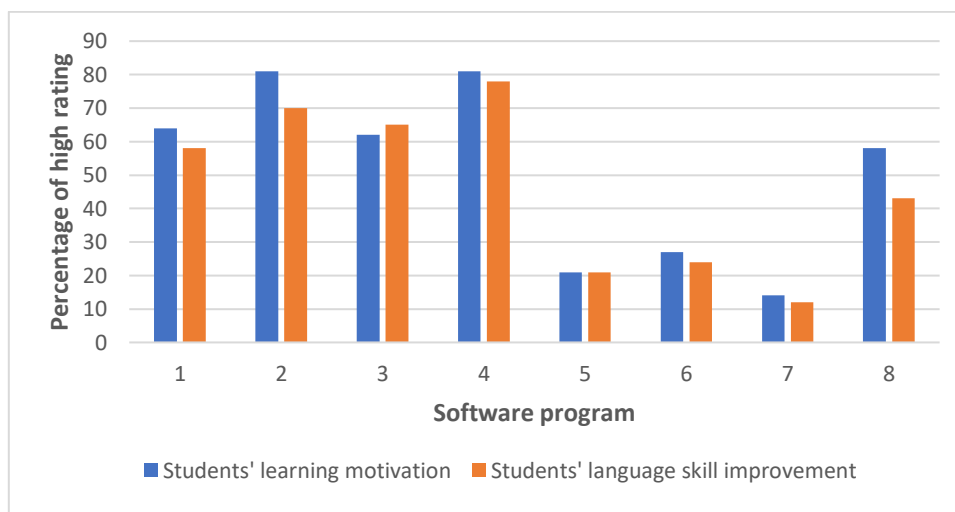
Like the results of rating for technological features, DynED, Life, Skillful, and Memrise English are the four programs were rated higher than 70% (more than 200 high ratings among total 300 ratings) for the three issues of category pedagogical features. The two other programs were rated over 30% and below 50% are Speak English (46.3%) and Elsa English (48.5%). The two programs got the smallest number of high ratings for their pedagogical features are Dualingo (28,6%) and online courses designed on platform Moodle (39.6%). The results indicated that a half of these EFL software programs well incorporate the learning / teaching principles of the principles of Communicative Language Learning / Teaching.

Among the four four programs rated higher than 70% of category pedagogical features, DynEd and Life had the best individualized-instruction features. The learning path or process for each EFL learner is particularly set based on the results of the English Placement Test, on the results of each learning session and the learning frequency of the learner, with an automatic feedback –giving tool named “tutor” in DynEd or named “Grade book” in Life which could flexibly propose the most suitable learning strategy for the next session to improve the learning outcomes of each learner.

For the presentation and sequence of the content of lessons designed in these EFL software programs, Life and Memrise English got the highest satisfaction from the student participants. Especially, with the presentation and decoration similar to a magazine, Life brought EFL learners a strong impressive, attractive and exciting way of expressing to the learners. In contrast, the presentation and sequence of Dualingo and that of online courses designed on platform Moodle were underestimated although Moodle has good technical features in terms of hyperlinks that could facilitate students to quickly and easily connect to other EFL learning sites with logical layouts and better presentation form. This weak point may depend on the teachers’ technology skills and experiences on designing online EFL courses. DynED, Skillful and Speak English reached the middle position because their presentation style is not as monotonous as Dualingo, but much less impressive a than Life.

The final results of this study relating to the degree the influence of the eight EFL software programs on the learning motivation and language skill improvement in EFL learners are presented in figure 1 below.

Figure 1: Participants' Evaluation of The Influence of The EFL Software On Their Learning Motivation and Language Skill Improvement



Conclusion

Although each EFL software programs has their own strength and weakpoints, most of them do present some technological, or some pedagogical features, or both , and have positive influence on raising learning motivation and improving communicating skills (listening and speaking) of EFL learners. Among the eight EFL software programs analysed in this study, Life and DynEd have the biggest potential to develop learners' EFL skills due to their high incorporation of technological features associated with interactive CALL and pedagogical features of the CLT approach. Besides, the individualized-learning features of these two software programs were highly evaluated and this, in turn, promoted English development in EFL learners. Other EFL software programs such as Speak English, Elsa, and Memrise English which are not compulsorily integrated in regular EFL courses at these colleges were analysed and got positive feedback about their effectiveness and convinience from EFL learners.

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A STUDY ON THE EFFECT OF “PACE” EXERCISE ON THE MATHEMATICS ACHIEVEMENT SCORES OF PRIMARIES FOUR STUDENTS IN CHINESE MEDIUM SCHOOL

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Abstract. *Movement-based program is designed to address a diverse range of students' academic and behavioral needs by promoting whole-brain learning. The purpose of the study is was to measure the effects of “PACE” movements on primary four students' academic achievement in the areas of mathematics. The sample of this study consisted of 40 boys and 29 girls. Data were analyzed using both paired t-test and independent t-test. The quasi experimental research undertakes “PACE” movements for the experimental group of students. The movements consisting four steps were undergone by the experimental group prior to their mathematics lessons. The entire session was conducted for three months. The result indicated no significant differences in the pretest and posttest1 achievements in the experimental group $t(34)=-2.950$, $p>0.005$ while the comparison of achievements between pretest and posttest 2 marked its significance $t(34)=-3.128$, $p<0.005$. Students' achievements of the control group show no significance difference for any tests. Further comparisons were made between genders and demonstrated no significance difference on the overall achievements for any tests. However, the girls in the control group exhibited significant achievement in the pretest in comparison to the boys (mean: boys = 86.8, girls=96.2). However, students from the control group achieved significantly higher in the pretest in comparison to the experimental group students. The findings show that implementing “PACE” movements before instructions does not influence students' scores in their mathematics. However, the movements are seen to impact later on the girls' achievement during the pretest2 exceptionally. The findings indicate that teachers quest to meet the needs of students is essential to improving education. Research comparing the efficacy of movement-based interventions may help guide educators' decision-making processes when selecting an educational kinesthetic program as a general education intervention.*

Keywords: *PACE Movement, Math Achievement, Gender.*

Introduction

The Standard Curriculum of Malaysia's Primary School for Mathematics known as KSSR (*Kurikulum Standard Sekolah Rendah*) is one of the core subjects in the national standardized assessment known as *Ujian Pencapaian Sekolah Rendah* (UPSR) during their final year in the primary education. As much as academic achievement is emphasized, the Ministry of Education (MOE) Malaysia has taken the necessary reformation including the integration of 21st century education in delivering the standard curriculum. Thus, the education system

requires diversified teaching methodologies and interventions to prepare students for the future, and the educational system has been evolving faster than ever before. In general, the standard curriculum now requires more rigorous approach in learning across all ability ranges of students.

The Standard Curriculum of Malaysia's Primary School for Mathematics focus would be acquiring knowledge and understanding to enable students apply concepts, principles and mathematicsematical process through teaching and learning. To fulfill the challenges of the 21st Century education, the knowledge to acquire and apply science, technology, engineering, and mathematics (STEM) among Malaysian students' needs to be addressed. Considering the needs to provide meaningful instruction to equip them with the knowledge and skills necessary, numerous instructional strategies in the classroom and additional research based best practices that have been aspired to meet the diverse needs of students (*Dokumen Standard Kurikulum dan Pentaksiran Matematik Tahun 4*).

In line with the ministry's aspiration to accentuate the standard of Malaysia's Mathematics achievements, this particular research have lensed at brain based learning practices in classrooms. Brain based learning in this research undertake Brain Gym® which potentially optimizes students' executive functions and performance. This Brain Gym® is a form of educational kinesiology that consists of a series of physical movements that focuses on crossing the midline section of the body to create a balance of right--brain and left--brain activity. The foundational movements in Brain Gym® is known as PACE. The idea behind implementation of Brain Gym® is that the movements involved will enable students to maintain self-control and concentration. PACE Brain Gym® utilizes mind and body designed to create positive, calm, and energetic learners.

The comprehensive exercises involved in the Brain Gym® sequence promote play and the joy of learning; build awareness of the value of movement in daily life; encourage self-responsibility; leave each participant appreciated and valued; empower individuals to take charge of learning; encourage creativity and self-expression; and inspire an appreciation of music, physical education, and the fine arts.

Mathematics and movement thus can be defined as a kinesthetic, multi-sensory approach to teaching mathematics that incorporates physical exercise, stretching, cross-body movements, and yoga to encourage students to practice mathematics concepts (Jenson, 2013, Wade, 2016). However, current body of research does not provide conclusive support for the claims that movement-based programs have a positive impact on student achievement. Thus limitations to educators' ability to utilize 'Brain Gym' movements in the classroom need extensive investigations.

In investigating the Mathematics achievement scores for Year 4 students, the following research questions were posed

- Will fourth grade students who have regularly scheduled for PACE movements have higher mathematics achievement scores than those who do not?
- Will fourth grade students who have regularly scheduled PACE movements have higher mathematics achievement scores based on gender?

Literature Review

Scientists believe that movement produces biological changes in the brains of humans. Research findings demonstrate that biological functions of the human brain during physical activity increases cognitive functioning. Cognitive functioning is vastly affected by the increases of oxygen which are attributed to movement activities. As such, the integration of practicing movement-based activities has shown greater increase in the academic performance among students.

The positive associations between physical activity and academic performance are indeed interesting. Therefore, the objective measures of movement-based activities on academic performance particularly on mathematics were focused in this study. Solving mathematical problems requires cognitive functions thus finding from previous studies that exercise capacity is positively related to performance in some cognitive domains and to academic performance is expected to be confirmed.

Research Question 1: Will Fourth Grade Students Who Have Regularly Scheduled for PACE Brain Gym® Have Higher Mathematics Achievement Scores Than Those That Do Not?

Working memory and sustained attention are some the cognitive functions required in mathematics solving. The typical human activity involves organization and observation in terms of quantitative relationships in many aspects of life. Mathematic achievement is a strong indicator of a students' future achievement (Guo, Marsh, Parker, Morin, & Yeung, 2015). Since mathematics skills also signifies better predictor of later reading achievement than early reading skills, learners who have the opportunity to engage in physical activities performed better outcome in both academic and executive functioning. Therefor instructional techniques that incorporate movement activities promote students to acquire specific mathematic skill (Browder, Mims, Spooner, Ahlgrim-Delzell, & Lee, 2008).

However, several researches do not support the assertion that Brain Gym ® have significantly impact students' academic achievement particularly in Mathematics (Marpaung, Sareharto, Purwanti, & Hermawati, 2017; Walker, 2008; Watson, & Kelso, 2014). In 2007 it was reported that In spite of the lack of a research-supported theoretical foundation for Brain Gym®, some research has been conducted regarding the application of the procedures. An extensive literature review resulted in the identification of only five peer-reviewed journal articles that addressed the effectiveness of Brain Gym® (Hyatt, 2000) On the contrary, Brain Gym ® were reported to benefit end users.

Neurological development is genetically determined and that there is no research supporting the notion that certain movements facilitate neural development. He did note that for some areas of the brain, such as the visual center, there appears to be a critical period when sensory input is required for proper neurological development. However, he made the case that much of the rush by educators to provide “brain-based” learning opportunities for children is based on information that is selective, oversimplified, or incorrectly interpreted, and he strongly urged that educators and the public exercise great caution when trying to apply findings from brain science to educational interventions (Churches, Susan, Devonshire, & Dommett, 2017; Bruer, 2004)

On the contrary, Brain Gym Brain Gym exercises provide positive effects on students. teachers espouse research-based practice, they continue to endorse and support the use of Brain Gym® (Stephenson, 2009, Jenson, 2013) for academic achievements as well as for behavioral conditioning. However, in many cases findings were all methodologically problematic, especially in terms of implementation threats to internal validity across teachers and settings. None of the studies provided critical detail related to treatment fidelity, or discussion of how rival explanations were eliminated (Hyatt, 2007). Thus, more empirical research is needed support claims that Brain Gym® movements were effective interventions for academic learning.

Research Question 2: Will Fourth Grade Students Who Have Regularly Scheduled for PACE Brain Gym® Have Higher Mathematics Achievement Scores Based On Gender?

Research has produced conflicting results with regard to the differences in Mathematics achievement between male and female students. Some reports suggest that boys have general advantages in mathematics (Cornwell, Mustard, & Van Parys, (2013; Stoet & Geary, 2013). When gender differences in mathematics achievement are reported, it appears to become more evident as students enter their late elementary, middle and high school experiences.

Research also shows that In grade 4 mathematics, greater shares of girls have reached the basic level and greater shares of boys reaching the advanced level (Chudowsky & Chudowsky, 2010, Driessen, van Langen, 2013). The majority found no gender differences in Mathematics achievement among primary students (Devine, Fawcett, Szűcs, & Dowker, 2012; Sadler, Sonnert, Hazari, & Tai, 2012; Voyer & Voyer, 2014).

However, the evidence for gender difference in Mathematics achievements is considerably more extensive and conclusive amongst secondary samples. Although this may simply be due to a lack of research at the primary level, it may also indicate that the gender difference in Mathematics achievement is more established and visible in secondary samples, and thus more likely to be reported by researchers. However, this is speculative and more research is required to ascertain whether gender differences are already present at the primary level or develop later (Hill, Mammarella, Devine, Caviola, Passolunghi, & Szűcs, 2016).

Several studies pertaining mathematics performance among primary students have recorded positive findings on the effect of movement activities in classrooms. A large proportion of these studies found no gender differences in the Mathematics achievements. On the other hand, several other studies also reported the prominence of primary girls achieving higher in Mathematics than boys.

Methodology

The purpose of this quasi-experimental, quantitative study was to examine the effects of PACE Brain Gym® movements as a class-wide, general education teaching strategy on primary four students' academic performance. All students' performances were measured using formative academic progress based on KSSM Mathematics constructs. The Malaysia's national standardized curriculum (*Kurikulum Standard Sekolah Rendah-KSSR*) have been used as the underlying construct for all assessments in this study as to what it is defined as Curriculum Based Measurement. To accomplish this goal, a pre-test/post-test experimental design was conducted. Students were randomly assigned to four regular education classrooms, with two classrooms serving as the control group. Schedules of PACE Brain

Gym® movements were administered for students in the experimental group prior to their lessons. The entire session with PACE Brain Gym® were conducted for three months.

A quasi-experimental design was chosen because this type of study is used to determine whether a program or intervention has the intended effect of the study's participants. Estimation of the effect of a treatment or intervention requires a comparison between what happened after the treatment was implemented. The effect would also require comparison on what would have happened if the treatment had not been implemented (Creswell, 2017).

This test is more specially called the pretest- post-test control group design (Creswell, 2017; Yin 2017). In this design, an observation or pre-test is assessed prior to the treatment being introduced to the test subjects that are randomly assigned. The treatment is then introduced and subsequently a second observation or post-test is obtained. The difference between the results of the pre-test and post-test is used to estimate the size of and the effect of the treatment. This type of design has the notable advantage of being very simple to derive and understand. (Creswell, 2017; Yin 2017). This study measures the effects of PACE Brain Gym® on the Mathematics achievement of primary four students in a Chinese medium school.

Participants

The participants in this study include 69 primary four students. The participants consist of forty boys and twenty-nine girls. This school and school district were chosen for convenience. The primary four students in the participating school were randomly assigned to four appropriate general education classrooms prior to the first day of school by administration. Two of the classrooms were randomly selected to have regular PACE Brain Gym® exercise with the two remaining classrooms being the control group with no specific schedule of exercise break. The sample is related to the amount of statistical power and, in theory, a sample size of 66 is required for a 95% confidence level (Krejcie, 1970)

Instruments

Assessment instruments used in this study included the formative tests as compatible with Curriculum Based Measurement. The assessments in this study were based on *KSSR Matematik Tahun 4* which is the standardized curriculum packaged distinctively for students from all levels. The PACE Brain Gym® basic action balance movements were used. Curriculum based measurements can function as a benchmark to monitor students' progress and can be administered quickly through the direct, continuous assessment of basic skills (Hosp, Hosp & Howell, 2016). The constructs for Mathematics CBM (Curriculum Based Measurement) in this study provided reliability, with a score of 0.7 to 0.8.

Procedures

Four basic, PACE Brain Gym® movements were taught to two teachers during the first week. The particular teachers are Mathematics subject teachers of participants of the experiment group. PACE Brain Gym® movements are referred to as "foundational movements" and are completed before other movements (Dennison, 1986;1997). The set of four movements representing PACE are Power, Action, Cleansing and Energy. Once these movements were implemented in the classrooms for piloting over the course of a week with students besides the actual participants, the actual procedures were then implemented for data collection.

Teachers then reviewed “foundational movements” with the piloted class and feedbacks were given by Brain Gym instructor on the precision and protocols.

All participants (both control and experiment groups) were administered with a pre-test to obtain the baseline scores as to become compared with pre-test measures at the end of the study. Students in the experiment group were then trained to practice PACE Brain Gym® by the Mathematics teachers prior to their daily Mathematics lesson. The movements were implemented for five minutes during each Mathematics period. The students then will undergo teaching and learning process as usual with their subject teachers.

Post-test measures were gathered. At the conclusion of the study, teachers in the experimental group met with the researcher to discuss their impressions of using ‘Brain Gym’ in the classroom. Students were also allowed to vocalize how they felt about the ‘Brain Gym’ program and ask questions to the researcher.

Data Analysis

To process and analyze the data, SPSS 22.0 was used. The formative tests scores were recorded as raw data. Paired samples t-test and two-tailed independent samples t-tests for data analysis and a sample size of at least twenty-five were utilized for this study. Robust statistical procedures such as t-tests produce results that have only a negligible amount of error. A sample size of thirty is required for adequate power and increasing the sample size to seventy-six added to the statistical power of the study. An alpha level of .05 was selected for statistical analysis in this study since .05 is considered the maximum acceptable rate for errors (Ho, 2017). This should add paired samples and independent samples two-tailed t-tests were conducted at the $p \leq .05$ level to determine if there were any statistically significant differences between academic measures as pre-test and post-test were compared. The experimental and control groups’ means on academic measures were compared using independent samples t-test. The third analysis involves a comparison between the pre-test and two post-tests of the experimental group to measure the variances between the academic measures.

Pre-PACE Brain Gym ® measures were examined to see if there were significant differences between both the experimental and control groups’ means. Where there were no significant pre-existing differences between the experimental and control group, any significant differences between the groups’ means on post- PACE Brain Gym ® measures were deemed due to the effects of the ‘PACE Brain Gym ® movement practices. Where significant differences occurred on post-test measures, the experiment group’s statistics were then compared using academic measure from pretest and post-test-post-test to see if the PACE Brain Gym ® had positive or negative effects on student achievement using independent t-tests.

Results

The data were analyzed using the Statistical Package for Social Sciences (SPSS) published by IBM Corporation. Inferential statistics were used to determine if there was a statistically significant difference in Mathematics achievement test scores according to *KSSR Matematik Tahun 4* curriculum-based measurement and the impact of student gender on those results.

- Will fourth grade students who have regularly scheduled for PACE movements have higher mathematics achievement scores than those who do not?

Table 1 shows that a Levene’s test for Equality of Variances was found not to be significant at the $p \leq .05$ levels. Therefore, equal variances were assumed.

Table 1: Independent Sample T-Test of Mathematics Achievement Means For Fourth Grade Students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test Mathematics Scores (%)	Equal variances assumed	.952	.333	.875	67	.385	-3.12586	3.57191	10.25542	4.00369
	Equal variances not assumed			.907	66.285	.368	-3.12586	3.44758	10.00862	3.75689
Post-test2 Mathematics Scores (%)	Equal variances assumed	.508	.478	.185	67	.854	.52672	2.85205	-5.16599	6.21944
	Equal variances not assumed			.166	36.553	.869	.52672	3.17183	-5.90267	6.95612
Post-test2 Mathematics Scores (%)	Equal variances assumed	1.061	.307	.059	67	.953	.16293	2.77957	-5.38512	5.71098
	Equal variances not assumed			.054	41.743	.957	.16293	3.01014	-5.91288	6.23874

Table 2 describes a paired samples t-test of the mathematics scores of control group by comparison of the pre-test and post-test1. The t-test for the difference between the pre-test and post-test1 scores on the Mathematics assessment yielded a $t = 1.342$ with 33 degrees of freedom and $P < 0.05$. Therefore, significant differences are reported between the Mathematics achievement scores of the control group for both tests.

Table 2: Measures of differences in Mathematics achievement of control group of primary four control group students

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Mathematics Scores Control (%) – Posttest_1 Mathematics Scores Control (%)	3.23529	7.20294	1.23529	.72207	5.74852	2.619	33	.013

Table 3 describes a paired samples t-test of the mathematics scores of control group by comparison of the pre-test and post-test2. The t-test for the difference between the pre-test and post-test scores on the Mathematics assessment yielded a $t = 1.342$ with 33 degrees of freedom and $P = .189$. Therefore, no statistically significant differences between the Mathematics achievement scores of the control group for both tests. The comparison between the results between pre-test1 with post test1; pre-test and post-test 2 shows the potential factors during lessons that affect the increase in their Mathematics achievements while a second post- test to measure the maintenance of their performance shows no significant difference. This can be inferred as working memory of the students may deteriorate post the same topics lesson have not been revised.

Table 3 Measures Of Differences In Mathematics Achievement Of Control Group Of Primary Four Control Group Students

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Mathematics Scores Control (%) – Posttest_2 Mathematics Scores Control (%)	1.32353	5.75100	.98629	-.68309	3.33015	1.342	33	.189

Table 4 shows the comparison of the academic achievements for primary four students in the experiment group. The t-test for the difference between the pre-test and post-test1 scores on the mathematics assessment yielded a $t = -2.950$ with 34 degrees of freedom and $P > 0.05$. Therefore, no statistically significant differences between the Mathematics achievement

scores of the post-test-pre-test1 were found. The findings show that the integration of PACE Brain Gym ® before Mathematics lessons for the experiment group students provide no impact on their achievements.

Table 4: Measures Of Differences In Mathematics Achievement Of Control Group Of Primary Four Experiment Group Students

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Mathematics Scores Experiment %)								
	Posttest_1 Mathematics Scores Experiment (%)	6.08571	12.20263	2.06262	10.27746	1.89396	2.950	34	.006

Table 5, however exhibits a significant difference in the Mathematics achievements when pre-test scores were compared to post-test2. This findings with a difference at $t = -3.128$ with 34 degrees of freedom and $P < 0.05$ shows that the integration of PACE Brain Gym ® before Mathematics lessons for the experiment group students provide a much later impact on their achievements. This finding can be interpreted that PACE Brain Gym ® may not show a prompt effect but may affect students' ability to sustain their working memory subsequently after the treatment were stopped.

Table 5: Measures of Differences In Mathematics Achievement Of Control Group Of Primary Four Experiment Group Students

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Mathematics Scores Experiment %)								
	Posttest_2 Mathematics Scores Experiment (%)	7.77143	14.69911	2.48460	12.82075	2.72211	3.128	34	.004

- Will fourth grade students who have regularly scheduled PACE movements have higher mathematics achievement scores based on gender?

Table 6: Independent Sample T-Test of Mathematics Achievement Means For Fourth Grade Students Based On Gender In Experiment Group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test Mathematics Scores in experiment group(%)	Equal variances assumed	9.975	.003	1.638	33	.111	-9.46667	5.77827	21.22264	2.28930
	Equal variances not assumed			1.830	25.674	.079	-9.46667	5.17419	20.10894	1.17561
Post-test1 Mathematics Scores in experiment group(%)	Equal variances assumed	5.697	.023	1.275	33	.211	-3.83333	3.00602	-9.94912	2.28245
	Equal variances not assumed			1.460	21.126	.159	-3.83333	2.62521	-9.29078	1.62412
Post-test2 Mathematics Scores in experiment group(%)	Equal variances assumed	3.810	.059	-.962	33	.343	-2.40000	2.49359	-7.47324	2.67324
	Equal variances not assumed			1.116	19.000	.279	-2.40000	2.15138	-6.90288	2.10288

Table 6 describes an independent samples t-test of the Mathematics achievements of primary four students based on gender. A Levene's test for Equality of Variances was found to be not significant at the $p \leq .05$ for pre-test and post-test2. However the variance for pre-test based on gender is significant, showing that variance is rather homoscedastic. Therefore, equal variances cannot be assumed for all three analyses. The overall comparisons between genders for Mathematics achievements among the experiment group students show no significant differences. Thus, these findings can be inferred that PACE Brain Gym® does not impact any gender in regards to their achievements.

Further comparison was made as shown in Table 7 on the Mathematics academics achievement in pre-test, post-test1 and post-test2 of the primary four students in the experiment group. Female students achieved significantly higher scores ($M=96.2$) as compared to boys ($M=86.8$) in the pre-test. This particular finding shows that Brain Gym® has no effect on gender in this study. The mean difference in pre-test shows that female students' acquisition on Mathematics were generally higher on a general basis even without PACE Brain Gym®.

Table 7: Mean Scores for Mathematics Primary Four Achievements By Gender

				Gender	N	Mean	Std. Deviation	Std. Error Mean
Pre-test experiment group(%)	Mathematics Scores	in	Male		20	86.8000	21.20477	4.74153
					15	96.2667	8.02199	2.07127
Post-test1 experiment group(%)	Mathematics Scores	in	Male		20	95.3000	11.42066	2.55374
					15	99.1333	2.35635	.60841
Post-test 2 experiment group(%)	Mathematics Scores	in	Male		20	97.6000	9.62125	2.15138
					15	100.0000	.00000	.00000

Discussion

The results in this section are organized according to research question. Based upon data presented and analyzed a conclusion for each research question is stated. Discussion regarding each conclusion is presented. The t-test for the difference between the pre-test and post-test1 scores among the control group on the Mathematics assessment was statistically insignificant. Similarly, t-test for the difference between the pre-test and post-test2 scores on Mathematics assessment yielded no statistically significant differences in the achievement scores of the control group.

A similar comparison of t-test shows a significant difference in the Mathematics assessment achievement among the experiment group for pre-test and post-test2 alone. Thus, the findings provide no evidence that PACE Brain Gym ® immediately effect students' Mathematics achievement as compared to the control group (Stephenson, 2009). These findings thus also do not support the notion that PACE Brain Gym ® may impact students' academic achievements (Marpaung, Sareharto, Purwanti, & Hermawati, 2017; Walker, 2008; Watson, & Kelso, 2014).

The results of the analysis found that Mathematics assessments yielded results that statistically showed no significant differences between pre-test, post-est1 and post-test2 achievement scores according to gender. The female students achieved higher scores compared to male students in pre-test alone, thus showing no effects of PACE Brain Gym ® on students' Mathematics overall achievements. These findings have added to the existing knowledge which female students performs higher in the earlier stage of their schools' years as to compared with male students (Chudowsky & Chudowsky, 2010, Driessen, van Langen, 2013). The overall findings demonstrating gender not impacting the achievements of students who underwent that PACE Brain Gym ® is also consistent with majority of previous findings (Devine, Fawcett, Szűcs, & Dowker, 2012; Sadler, Sonnert, Hazari, & Tai, 2012; Voyer & Voyer, 2014)

Implication of the Study

The information gained from this study and presented in this paper reflects the outcomes PACE Brain Gym® in primary four classrooms in one particular school. Finding ways for It is essential for teachers to find ways to meet the needs of students better to improving education (Ratey, 2008).

PACE Brain Gym® is a comprehensive and enjoyable learning-skills program for people of all ages who want to experience intrinsic mastery of their subject, however the claim that

Brain Gym is effective in improving memory, requires rigorous evidence which empirical research may disclose to fortify all recorded improvements attributed to Brain Gym. Otherwise the positive results or response to Brain Gym movements may not accentuate its essence in learning and development

Limitations

There are several issues that may have impacted the findings of this study. The composition of the student groups is one limitation of this study. Most of the research showing the effectiveness of the 'Brain Gym' has been conducted with individuals who have some sort of learning deficit, including special education students. In contrast, the students who participated in this study were all from general education classrooms.

The study protocol could be another limitation. It is possible the amount of time each day that the students in the experimental group participated in the PACE Brain Gym® movements was not sufficient. It could be that due to these insufficiencies the overall achievements show no effect on the students' Mathematics achievement.

Recommendations for Future Research

The findings of this study suggest that 'PACE Brain Gym®, when implemented as a class-wide, general education treatment, has no significant potential to address mathematics achievement. Further study on how movement-based programs compare would be valuable information for educators to have. A comparison on the efficacy of movement-based interventions may help educators' in their decision-making processes when selecting an educational kinesthetic program as a general education intervention. Educators can use the PACE Brain Gym® in classroom as an instructional strategy.

This study was conducted using a single grade level and age group. Research involving other age group, grade, demographic profiles and socio-economic groups may be used to replicate the study. The results may be useful to further determine the effects of the 'PACE Brain Gym® on these variables. Larger samples size may yield different results. Additional research is needed in order to determine if the use of 'Brain Gym' truly impacts student achievement.

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A MIXED METHODS APPROACH TO CREATING COMPLEMENTARY HOME AND CLASSROOM LEARNING ENVIRONMENTS WITH MOBILE ASSISTED LANGUAGE LEARNING

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Abstract: *This presentation intends to show how common mobile assisted language learning (MALL) applications that focus on receptive skills can be complemented with a curriculum that emphasizes more productive skills. The research to be presented measured two groups of adult learners' language growth after they were subjected to a commonly used MALL application focusing on reading, listening, grammar, and vocabulary, and a 15-week classroom course involving instruction on communication, presentation skills, and training learners to mitigate their tendencies to fear and avoid errors. Learners were measured via standardized testing, instructor observation, and learner reflection. Both groups experienced a significant increase in their TOEIC scores; however, learners in the Group 2 failed to increase their TOEIC reading scores. Both the instructor and students reported an increase in communicative confidence and competence. Learners also improved their presentation skills. The difference between the two groups most likely lies in the fact that 14 out of 15 members of group one completed 100% of the online segment of the course, while only 10 out of 16 members of the second group completed even 50% of the online segment. The presentation will also highlight the value of using MALL applications focusing on receptive skills despite the fact that they may score lowly in evaluation models due to their lack of interactivity.*

Keywords: *Mobile assisted language learning, EFL, Learner confidence*

Introduction

These days, the modern language classroom in many developed countries, whether it be university or adult education, includes smartphones as a tool available for exploitation by educators. There have been numerous evaluation models and research to determine how particular MALL apps work in isolation. However, there are few attempts to look at the common practice of using MALL apps in congress with classroom teaching. This research attempts to look at a common type of application and how a classroom curriculum can be constructed to maximize learning.

Purpose of Study

The purpose of this study is to ascertain the effect of using the types of mobile assisted language learning (MALL) applications that are commonly used in Japan, namely those that are intended to aid learners in both grammar and vocabulary acquisition, as well as listening. In addition, we aim to explore the necessary components involved in creating a curriculum and MALL-related homework that complement each other.

Design and Methodology

The research was performed on two groups comprising of 15 and 16 members respectively. The participants are employees of a Japanese company with international operations located in Osaka, Japan. The participants consisted of 30 men and one woman with ages ranging between 25 and 44. The initial levels of the students spanned from 195 (CEFR level A1: Basic User) to 715 (CEFR level B1: Independent User).

The members of the study received a treatment of one hour of instruction focusing on speaking and listening, as well as presentation skills and mitigation of error-avoidance tendencies. Concurrently, they were asked to participate in ReallyEnglish, a MALL application that focuses mainly on applied grammar instruction and vocabulary acquisition. Participants were asked to successfully complete at least 50 units of the 100-unit program in the 15-week duration of the program. Successful completion of a unit requires achieving 80% or greater on the unit quiz.

Analysis and findings

Pool & Yoshida (2018) showed using an independent-samples t-test that Group 1 experienced a significant increase in their TOEIC scores from the pre-test ($M = 440.4$, $SD = 113.25$) to the post-test ($M = 493.5$, $SD = 132.47$); $t(13) = 2.49$, $p = 0.027$. We have now additionally performed an independent-samples t-test showing that Group 2 has also experienced a significant increase in TOEIC scores from the pre-test ($M = 379.1$, $SD = 136.6$) to the post-test ($M = 402.5$, $SD = 132.9$); $t(15) = 2.78$, $p = 0.014$. There are two main differences between Group 1 and Group 2: 1) Group 1 spent an average of 24 hours engaging in the MALL application, completing 60 units per person, compared to Group 2 only engaging in an average of 11 hours per person, completing an average of 37.5 units per person, and 2) Group 1 experienced a significant increase in their reading scores on the TOEIC test, whereas Group 2 did not. Instructor observation of both groups also saw an increase in presentation skills and speaking confidence throughout the duration of the course, culminating in final presentations.

Discussion

The consistency of results from Group 1 to Group 2 further confirms that a curriculum focusing on communication and presentation skills can successfully complement a MALL application that focuses on grammar and vocabulary acquisition. Such MALL applications have been criticized for lacking in characteristics such as peer-connectivity, speaking opportunities, or collaboration between students (Burston, 2014). There are also MALL evaluation frameworks (e.g., Rosell-Aguilar, 2017) that provide various questions to allow one to evaluate a MALL application in totality. However, the results of this research imply that such applications need not be evaluated in their ability to check every box of the language-learning experience. Rather, they should be viewed more situationally, dependent on how well they can fit into the full language-learning environment. Additionally, Group 2's failure

to achieve a significant increase in their TOEIC reading scores likely indicates the importance of time on task for learners engaging with a MALL application. Therefore, learners must not merely be exposed to the technology, but must adequately engage with it to reap the benefits.

Conclusion

This study confirms that selecting classroom teaching techniques and online learning programs that complement each other can lead to optimal learning outcomes. Thus, MALL evaluation models should reflect the reality that online learning programs are often not used in isolation. In addition, time on task affects the learning outcomes of autonomous learning through MALL programs.

Originality/Value

This paper provides a second set of original data following up a study (Pool & Yoshida, 2018) regarding the value of creating complementary curriculums for MALL applications.

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THE USE OF MOTHER TONGUE IN TEACHING MATHEMATICS

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Abstract: *Mathematical skills are often hard to acquire and master in a language unfamiliar to the learners. Oftentimes, students fail to master mathematical concepts and skills when they can hardly comprehend the medium of Instruction thus, this study explored the use of Mother Tongue in teaching Mathematics to selected Grade 9 students. The purpose was to examine the effectiveness of mother tongue-based instruction in teaching Mathematics. The study involved 60 grades 9 students of Bagong Barrio National High School. The research employed the experimental method which involved two groups, the experimental group and the control group, which were both given a pre-test and a post-test. The instrument used in the study is a written 30-item test which contains lessons about variations. Based on the findings, it is concluded that the use of mother tongue as a medium of instruction is more effective than English language. Moreover, students who were taught using their native language showed a higher learning gain compared to those who were taught using English.*

Keywords: *Mother Tongue, Mathematics, Teaching, Native Language, Learning Gain*

Introduction

Mathematics serves a vital role in everyday life. It is an area of knowledge which can never be easily acquired and quickly learned; instead it requires full attention, hard work and proper attitude.

In the Trends in International Mathematics and Science Study (TIMSS) 1999, the Philippines ranked 36th in both Mathematics and Science among 38 participating countries. Topnotchers hailed from the Asian countries are Hong Kong, Japan, Singapore, and South Korea—countries which practice a common virtue of nationalism. With the practice of such, the said countries were among those who exemplify the vicarious use of their respective national languages. Thus, needless to say, there was an apparent reason behind the excellent performance of the TIMSS topnotchers—the use of their national language as a medium of instruction.

In the Philippines, the medium of instruction for Mathematics is English, a language that serves as a second or even third or fourth language for multilingual Filipino speakers. The Filipino learners then have to grapple with several skills and to master two areas, the Mathematical skills and the English language at the same time.

Johnstone (2011) revealed that grammar and reading comprehension are both primary activities that are possible determinants of success in acquiring mathematical skills. However, to master the basic mathematical skills, English proficiency is a must. One of the changes in Basic Education Curriculum brought about by the new K-12 program of the Philippines is the introduction of Mother Tongue-Based Multilingual Education (MTB-MLE). Mother Tongue-Based Multilingual Education (MTB-MLE) refers to *first-language first* education that is,

schooling begins in the mother tongue then transitions to additional languages particularly Filipino and English. It is meant to address the high functional illiteracy of Filipinos where language plays a significant factor. This program heeds the call for a Mother Tongue-based teaching. Filipinos appear to have poor performance in Mathematics because they are not well-versed with the English language which is the medium of instruction.

Based on the aforementioned realities cited, the researcher conducted this experimental study on the use of mother tongue as a medium of instruction in teaching Algebra to find out if language has a key role in Mathematical skills of the learners.

Purpose of the Study

The study aimed to test the effectiveness of using Mother Tongue as the medium of instruction in teaching variations. Specifically, it sought to answer the following questions:

- Is there a significant difference in the pre-test and post-test of the control group and the experimental group?
- What are the learning gains of the control group and the experimental group?
- Is there a significant difference in the learning gain of the control group and the experimental group?

Design and Methodology

This study used experimental research since it sought to prove the effectiveness of using the mother tongue as a medium of instruction in teaching variations. The pre-test and post-test design of the Experimental method were used since it involved two groups, the experimental group and the control group which were given a pre-test at the beginning of the lesson.

Analysis and Findings

Table 1. Significant Difference Between the Pre-Test and Post-Test Results of the Control Group

Control Group	Mean	SD	Difference	Tabular t-value (0.05)	Computed t-value	Decision	Interpretation
Pre-Test	9.67	2.72	5.26	2.045	5.484	Reject Ho	Significant
Post-Test	14.93	4.99					

Since the computed value of 5.484 was greater than the tabular value of 2.045, at 5% level of significance, the null hypothesis was rejected. This means that there is a significant difference between the pre-test and post-test result of the control group. This shows that using English as a medium of instruction is somehow effective

Table 2. Significant Difference Between the Pre-Test and Post-Test of the Experimental Group

Experimental Group	Mean	SD	Difference	Tabular t-value (0.05)	Computed t-value	Decision	Interpretation
Pre-Test	7.70	3.03	11.1	2.045	14.323	Reject Ho	Significant
Post-Test	18.80	4.27					

Since the computed value of 14.323 was greater than the tabular value of 2.045, at 5% level of significance, the null hypothesis was rejected. This means that there is a significant difference between the pre-test and post-test result of the experimental group. This also reveals that the use of mother tongue as a medium of instruction is more effective than using English.

Table 3. Learning Gains of the Control and the Experimental Group

Group	Pre-test Mean Score	Post-test Mean Score	Learning Gain	Difference
Control	9.67	14.93	24.814	25.077
Experimental	7.70	18.80	49.891	

As revealed on the table, the learning gain of the experimental group was 49.891 while the control group was 24.814. This means that the experimental group gained more learning as revealed on the table with a difference of 25.077. Moreover, since the learning gain of the experimental group is comparatively higher than the learning gain of the control group, it could be asserted that the use of mother tongue as a medium of instruction is more effective than using English as a medium of instruction. This infers that the use of mother tongue as a medium of instruction is more effective since the learning gain of the experimental group is higher than the learning gain of the control group.

Conclusion

Students who were taught using their mother tongue showed a remarkable learning gain than the students who are exposed in English instruction. The use of mother tongue as a medium of instruction is more effective than the use of English language.

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DOES PROBLEM-FOCUSED COPING HELPING THE ONLINE LEARNERS IN MANAGING WORK-FAMILY CONFLICT AND MAINTAINING WELL-BEING?

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Abstract: *In this article, a sample of online learners (N=173) were utilized to examine the relationship between work-life conflict towards well-being outcomes, and subsequently the mediating role of problem-focused coping in managing work-life conflict and maintaining well-being outcomes. The research model was tested upon Conservation of Resources Theory and Cognitive-Motivational Relational Theory. Results of Partial Least Square (PLS) demonstrated that work-family conflict has a positive relationship with problem-focused coping, and problem-focused coping mediate the relationship between work-life conflict towards job satisfaction and emotional well-being. In contrast, it was found that work-family conflict has a negative relationship with job satisfaction and emotional well-being. Potential implication for the findings and suggestion avenues for future research.*

Keywords: *Work-Family Conflict, Problem-Focused Coping, Job Satisfaction, Emotional Well-Being*

Introduction

The changes in the nature of work have influenced the notion of the individual's careers in the contemporary business world. Work has become more flexible as organisations become flatter. For this reason, changing the attitude of employees towards their career development and their own role is needed. Referring to Johnson, Robertson, and Cooper (2018) the ability of individuals to deal constructively with the demands of work depends on many factors, such as the kind of job they have; the organisations that employ them and the economic, social, and cultural context in which they live. However, when trying to balance between the work and family, the employees often ended with conflict arising from career roles and responsibilities interfering with family roles and responsibilities. The ways in which people deal with type of stressor or demand in their day-to-day has awoken the researchers of interest. Since potential stressors can be encountered everywhere in life, they share a common view that to deal with stressors coping is crucially important.

Purpose of the Study

Previous research on work-family conflict has examined the people working in the paid labor force while simultaneously juggling the roles of paid worker, partner, parent, homemaker, and including female graduate students and their experiences of work-family conflict. But, limited study has been conducted with regards to work-family conflict and well-being among

online learners. In terms of well-being, a few studies that have been conducted in Malaysia tackling the well-being among professional groups. This situation would become worst if less attention is given to address the well-being of online learners. Thus, to fill the gaps in the literature, it is worth to conduct a study to investigate whether work-family conflict influences the well-being among online learners, as well as examine whether problem-focused coping mediate the relationship between work-family conflict and well-being outcomes among online learners.

Design and Methodology

We utilised undergraduate's online students from one of the public university in Malaysia which offers an online programme. Specifically, 215 students to send a link to the survey at least two weeks. All measures were used in assessing the constructs of interest in this study. All items were measured using 5-point Likert-type scale (1 = *strongly disagree*; 5 = *strongly agree*). We used five items scale ($\alpha = 0.80$) to measure work-family conflict, nine items scale ($\alpha = 0.83$) to measure problem-focused coping, seven items scale ($\alpha = 0.82$) to measure job satisfaction, and six items scale ($\alpha = 0.86$) to measure emotional well-being.

Analysis and findings

To assess the measurement model, two types of validity were examined, first the convergent validity, followed by the discriminant validity. The convergent validity of the measurement is usually ascertained by examining the indicator loadings, Average Variance Extracted (AVE), and Composite Reliability (CR) (see Table 1).

Table 1. Results from Measurement Model					
Constructs	Measurement items	Cronbach's alpha	Loading range	AVE	CR
Work-Family Conflict	WFC_1, WFC_2, WFC_3, WFC_4, WFC_5	0.801	0.811 - 0.871	0.744	0.884
Problem-Focused Coping	PFC_1, PFC_2, PFC_3, PFC_4, PFC_5, PFC_6, PFC_7, PFC_8, PFC_9	0.813	0.821 - 0.899	0.746	0.889
Job Satisfaction	JS_1, JS_2, JS_3, JS_4, JS_5, JS_6, JS_7	0.798	0.815 - 0.879	0.765	0.876
Emotional Well-Being	EWB_1, EWB_2, EWB_3, EWB_4, EWB_5	0.821	0.715 - 0.981	0.737	0.864

The structural model represents the relationship between constructs or latent variables that were hypothesized in the research model. Work-family conflict was found to have a positive influence on problem-focused coping ($\beta = 0.264$, $p < 0.01$), which provide support for H₁. In contrast, work-family conflict was found to have a negative influence on job satisfaction ($\beta = 0.060$, $p < 0.01$), and emotional well-being ($\beta = -.0066$, $p < 0.01$). Thus, H₂ and H₃ were not supported. To test the mediation effect, we used the method suggested by Baron and Kenny (1986) to assess if there is mediation effect of problem-focused coping. These results provide support for H₄ and H₅ (see Table 2).

No	Path	Std Beta	Std. Error	t-value	Decision
H1	Work-Family Conflict → Problem-Focused Coping	0.264	0.101	2.625	Supported
H2	Work-Family Conflict → Job Satisfaction	0.060	0.072	0.834	Not Supported
H3	Work-Family Conflict → Emotional Well-Being	-0.066	0.060	0.086	Not Supported
H4	Work-Family Conflict → Problem-Focused Coping → Job Satisfaction	0.538	0.044	8.201***	Supported
H5	Work-Family Conflict → Problem-Focused Coping → Emotional Well-Being	0.116	0.053	4.182**	Supported
<i>Note.</i> *** $p < 0.01$, ** $p < 0.05$					

Discussion

From this finding, it is possible to claim that despite juggling with conflicts, the online learners still manage to direct efforts to cope with work demands and direct efforts to cope with family demands. However, they are still need to refer to the Learning Management System (LMS). Thus, the ability of online learners to effectively cope would reduce their work-family conflict.

Owing to the nature of correctional work (e.g. shifts, rotation on weekends/holidays, and job transfers), this study predicts that the online learners may experience work-family conflict, which in turn could negatively affect their job satisfaction. As far as we know, the nature of the online learners are tend to have extra working hour in order to satisfy their job needs. Thus, this will lead to the disturbance in family life, where it can influence work-family conflict to occur.

Conclusion

Despite the issues of work and family conflicts, but the reality for online learners relying on their resources to balance competing and conflicting demands from work and family domains. Regardless students with a “traditional” mind-set find it difficult to adapt; however, they need to accept the new learning circumstances with an open mind and heart. Understanding the benefits of e-learning and even discussing them with their peers may change this mind-set and better prepare students for online classes. Only a positive attitude will help them overcome the challenges in e-learning; though this is hard to practice, students need to understand that it is necessary in order to reap the e-learning’s benefits in the future.

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THE IMPACT OF HOTEL ATTRIBUTES ON CUSTOMERS PURCHASING DECISION

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Abstract: *Online review is an important role as a source of information for guest, while customers' purchasing decision could be reconstructed by looking into online reviews. Hence, the ultimate objective of this research is to determine the most influential hotel attributes of the online reviews that incline customers purchasing decision for budget hotels. The researcher distributed structured questionnaire to 386 young adults age ranges from 18 to 34 years old who are potential to patronize city budget hotels in Klang Valley. From this research, the researcher is able to determine the most influential hotel attributes of the online reviews that incline customers purchasing decision for budget hotels which is price, cleanliness and location.*

Keywords: *Online Reviews, Hotel Attributes, Customers Purchasing Decision*

Introduction

Henning-Thurau et al. (2004, pg. 39) defines online review as “any positive or negative statement made by potential, actual, or former consumers about a product or a company, which is made available to a large group of people and institutions via the Internet”. In 2010, Mudambi and Schuff define online review as a peer-generated product evaluation that aids consumers' purchase decision while Ogut and Cezar (2014) said that online reviews in the cyber world are form of word-of-mouth.

In present time, an estimation of 82% of customers read reviews before making a purchase (ECC Net, 2013). Over 70% of customers believe that online reviews help them in making the correct purchase decision (Review Trackers, 2013). The stated statistics reflect the importance of online feedback and reviews among customers because of their perceived impartiality. Research has indicated that over 60% of customers trust information given by peers rather than by companies.

Purpose of the study

The purpose of the study is to determine the most influential hotel attributes of online reviews that incline customers purchasing decision for budget hotels among young adults who are potential to patronize city budget hotels in Klang Valley.

Design and Methodology

The researcher distributed structured questionnaires to the sample and all data collected are keyed in for analysis using IBM Statistical Package of Social Science software (IBM SPSS), version 21.0. Apart from the respondents' profile (gender, age, race, marital status, education level, employment, level of income), the customers' purchasing decision and hotel attributes of online reviews were addressed in the questionnaire.

Analysis and findings

From this research, the researcher found the most influential hotel attributes of online reviews that incline customers' purchasing decision for budget hotel. There is one different hotel attribute between the researcher and past researchers whilst the other hotel attributes were same as stated by past researchers. All the attributes can be useful for the researcher to determine the impact on customers purchasing decision.

Discussion

This result is supported by previous research from Kõiva (2016) that states that the young adults are more prices sensitive when deciding on which hotel to book. Hence, they spend more time deciding on the most suitable hotel for their travels regardless of leisure or business and also make a greater effort to find the best possible deal for their stay.

Conclusion

The results gained from the structured questionnaire reveals that there is some impact of hotel attributes from online reviews on customers purchasing decision even though there is one different attribute between the researcher and past researchers.

Originality/Value

The finding of this research is significant for hotel entrepreneurs because it can help them pinpoint the magnitude that online reviews have on the budget hotel sectors. Hotel entrepreneurs can employ an action plan in managing their budget hotels, thus enhancing their hotel management skills and overall performance.

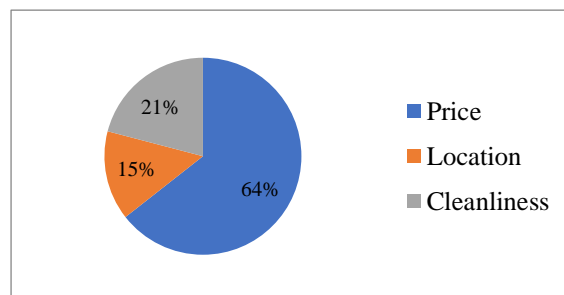


Figure 1. Hotel Attributes of Online Reviews that incline Customers Purchasing Decision

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A CASE REPORT OF SHARED PSYCHOTIC DISORDER OR 'FOLIE A FAMILIE' AMONGST FOUR FAMILY MEMBERS

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Abstract: Shared psychotic disorder is a common condition and there are many subtypes of this condition. Of these subtypes, only a small percentage involves families. In previous versions of the 'Diagnostic and Statistical Manual of Mental Disorders (DSM-4), this was popularly known as 'Folie a Deux' (1). In the latest version (DSM-5), however, this diagnosis has been removed and grouped under the umbrella of 'Delusional Disorders' owing to the fact that the belief in question might normally be widely shared amongst people of the same culture (2). In ICD-10 diagnostic codes however, 'Shared Psychotic Disorder' still remains relevant (3). Folie a Famille (sub-classification of 'folie a deux') is characterized by two or more members within a family sharing the same delusion (1). We report a case of 4 members of a family who shared the same spiritually themed delusions. Shared Psychotic Disorder is commonly managed by separating the index case from other family member(s) and treatment with antipsychotic medication.

Keywords: Mental Illness, Delusional Disorder, Shared Delusion

Introduction

Lasegue-Falret Syndrome, also more commonly known as Folie a Deux (synonymous with Folie Communiquee) was believed to be first coined in 1877 by French Psychiatrists Charles Lasegue and Jean-Pierre Falret (3). However, Jules **Gabriel** Francois Baillarger (French neurologist and psychiatrist) had described shared psychotic disorder as Folie a Communiquee earlier in 1860. Since it's conceptualization, shared psychotic disorder has become an umbrella for its various sub-types (folie a deux, folie some trois, folie a famille, folie a quatre, folie a cinq). Women are believed to be more commonly affected and the delusions are the product of a dominant personality who then affects more suggestible and weaker personalities. This said dominant personality has an associated co-morbidity of a primary psychiatric disorder (in addition to the shared psychotic disorder), which may comprise of schizophrenia, delusional disorders, and mood disorders, often with persecutory or grandiose fixations. The weaker/more suggestible personalities usually don't have any other psychiatric diagnosis and are seen to improve at a faster rate than the primary after separation.

Discussion

The above report demonstrates the complexity of folie a famille and the severity of behavioral consequences caused by induced or shared delusions. As the literature shows, the disorder is rare, but a proper recognition of this disorder can result in successful treatment outcomes. Separation is often the treatment option most advocated, but it may be inadequate or insufficient. Thus, psychopharmacological treatment such as antipsychotics are always recommended in managing this kind of cases.

Conclusion

To conclude, *Folie a Famille* can occur in many situations outside the confines of current diagnostic classification systems and is perhaps not as rare as is believed. The treatment plan must be tailored according to the need of the patients and should include individual plans for each affected person.

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INTERACTIVE POWERPOINT FOR SELF-DIRECTED LEARNING OF MATHEMATICS: A CASE STUDY

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Abstract: PowerPoint has been a popular presentation tool for conveying learning materials in educational institutions. While slides and points simply move on clicks, students may find presentation too quickly to absorb, digest and reflect on its contents. This study is an exploratory attempt to turn PowerPoint slides into interactive, self-directed presentation designed for learning to solve equations and inequalities involving absolute values. The purpose of the study was aimed at a quick initial assessment of the design effectiveness and at identifying areas for improvement before it is applied to a larger sample of participants. The purposive sample involved an A-Level student who voluntarily sat for a pretest and interacted with the PowerPoint slides before attempting a posttest. The participant's interaction with the PowerPoint presentation was both observed and videotaped, and the solutions to the pretest and posttest qualitatively compared. In particular, the fine-grained analysis of the participant's interaction with the PowerPoint presentation which offers the opportunity to attempt tasks and access worked solutions with accompanying mathematical concepts and reasoning may explain the participant's enhanced performance particularly in solving inequalities. Nonetheless, the observations on the participant-slide interactivity led to some pedagogical insights as to how slide presentation could meet a better design for more effective learning. It is concluded that interactive PowerPoint slides which contain pedagogical and resourceful contents and allow for autonomous navigation may support mathematics learning.

Keywords: PowerPoint, Mathematics Learning, Solving Equations and Inequalities of Absolute Values

Introduction

Throughout decades, PowerPoint has proliferated in the commercial and educational arenas. Past educational studies have revealed that PowerPoint use in lectures is looked upon with favor by instructors and students alike, claiming such benefits as enhanced professionalism, motivation, attention sustainability, learnability, and interest in a subject matter (Apperson, Laws, & Scepanisky, 2006; Clark, 2008; Frey & Birnbaum, 2002; Susskind, 2005). However,

many studies based their findings on surveys of respondents' beliefs and perceptions (e.g., Frey & Birnbaum, 2002; James, Burke, & Hutchins, 2006), while others evaluating academic performance found no significant differences (Apperson et al., 2006; Susskind, 2005; Szabo & Hastings, 2000).

One key concern has been *how* PowerPoint is used and not merely if it is used (Bartsch & Cobern, 2003; Isseks, 2011; Jordan & Papp, 2014; Stryker, 2010). For instance, while slide presentation is mostly instructor-controlled, students usually serve as passive listeners. They may not favor the pace of presentation and the lack of engagement and interaction with PowerPoint (Rudow & Finck, 2015).

This study attempted to resolve this limitation by designing interactive, self-directed PowerPoint slides for learning to solve equations and inequalities involving absolute values, based on the Cambridge A-Level syllabus. These mathematical topics were selected in view of students' difficulties in dealing with the structural varieties in equations and inequalities.

Purpose of the study

This study was an exploratory attempt at a quick, initial assessment of the effectiveness of an interactive, self-paced PowerPoint presentation designed for learning to solve equations and inequalities involving absolute values, based on the Cambridge A-Level syllabus. In addition, it was also aimed at identifying possible areas for improvement, particularly on the pedagogical design of the slideware, before it is administered to a larger sample of participants.

Design and Methodology

This qualitative study involved a purposive sample of an A-Level student who voluntarily took a pretest and interacted with the PowerPoint slides before attempting a posttest. The participant could freely navigate the slides to attempt tasks, view worked solutions, and explore the underlying mathematical concepts and reasoning. The participant's interaction with the slides was observed and videotaped. Relevant details were recorded during observation and the video data transcribed for qualitative analysis. Similarly, the participants' responses to the pretest and posttest, consisting of the same tasks of solving equations and inequalities involving absolute values, were qualitatively compared.

Analysis and findings

The observation and fine-grained analysis of the participant's interaction with the PowerPoint slides revealed the contents the participant had accessed (e.g. attempts at tasks, concepts, reasoning and explanations), the activities that had taken place and the times spent on the various contents and activities. Besides unraveling the design aspects which still have space for enhancement (e.g. the need to include an end-of-slide indicator to signal all elements on a slide have appeared, such as by changing the color of the navigation button), findings from the analysis explain the significant improvement in the participant's performance particularly in solving inequalities with absolute values. The posttest solutions to inequality tasks revealed not only a change in reasoning but also enhanced accuracy particularly in communicating the intricate ideas of solution values subject to various conditions (e.g. ' $x > 2$ or $x > 5$ ' $\Rightarrow x > 2$, but ' $x > 2$ and $x > 5$ ' $\Rightarrow x > 5$). However, the participant performed equally well in solving equations with absolute values in both pretest and posttest, implying the existence of prior knowledge.

Discussion

PowerPoint has commonly been employed according to its original idea, i.e. to dynamically present information to an audience. This study, however, showed that it may also work well without the presence of a presenter in an educational context. Given the freedom to navigate the presentation on a self-directed path of learning, a learner may learn a content with the underlying concepts and reasoning and assess understanding by attempting tasks iteratively and repeatedly. We surmise that such freedom and autonomy could be motivating and engaging. Besides the peripheral design supports, e.g. pace of presentation, font types and sizes, animation, etc., the contents and substance on the slides are no less important. In particular, mathematics is philosophically a 'language'. Every mathematical statement conveys some information, which could only be sensible with sufficient conceptual understanding, reasoning and the power to explain. Such belief was a key consideration for the slide design.

It is also worth mention that the fine-grained analysis adopted in this study has unraveled aspects that are not immediately apparent. Such method of analysis is deemed to be effective in unraveling tacit nuances and details critical for continuous improvement.

Conclusion

It is concluded that interactive PowerPoint slides which contain pedagogical and resourceful contents and allow for autonomous navigation may support mathematics learning. However, any attempt to generalize the findings is strictly inappropriate.

Originality/Value

Turning PowerPoint into an interactive, self-directed presentation for the learning of mathematics is a rare attempt. Such attempt is indubitably time-consuming. However, considering a one-time design with subsequent fine-tuning only when needs arise, the opportunity for student's self-paced learning by repeatedly iterating between attempts at tasks, reflection on worked solutions in comparison with own one's, and access to relevant concepts, explanations and reasoning, it could be worth the effort particularly in supporting weaker learners.

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ACCOUNTABILITY OF HEALTH SERVICES AT A HOSPITAL

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Abstract: *Accountability is one of the crucial issues of health services which is part of public services. The accountability of health services is monitored by the public since the public pay attention to the transparency of health services. This is because there are many people who have health insurance, either from the government or from personal funds. Meanwhile, in the Indonesian democratic context, public organizations are required to be more accountable in all sector. RSUD MuhammadiyahPonorogo is a service unit of the health sector which must be accountable for all its' performance, especially for people who are hospitalized at the hospital. The accountability of hospitalization services at RSUD MuhammadiyahPonorogo has been well conducted and sufficiently accountable. However, the hospital needed to improve its service processes in the future. The obstacles of the hospitalization services accountability at RSUD MuhammadiyahPonorogo are the lack of facilities and infrastructure condition which cannot fully support hospitalization services, less of the staffs' accuracy performing health services, and less of the staffs' professionalism.*

Keywords: *Accountability of Health Services, Hospital, and Hospitalization.*

Introduction

Accountability is one of the main issues which must be considered in the public service. This is crucial since people require public service transparency. Meanwhile, in the Indonesian democratic context, public organizations are required to be more accountable in implementing public services. The accountability of public services basically is a professional standard which must be performed by all government bureaucracy apparatus in providing services to the community. Therefore, it is expected to improve their performance and as a form of their accountability either to the leader or the community (CahyoSasmito, 2009).

RSUD MuhammadiyahPonorogo is one of the organizations of health services in which its public services unit is required to be accountable for all their performance, especially hospitalization services at the hospital. Based on the 1945 Constitution Article 28 H and Article 34 on Health, it sets that everyone has the right to get accessible health care facilities and public service facilities. Therefore, every individual, family, and society have their right to get health insurance and the government is responsible to manage it.

Several issues related to the accountability of public services were occurred in many places, for instance, a research conducted by FebtionoHimawan (2006) revealed that the staffs' performance was not in accord with standards, there were several staffs who could not manage discipline, and hospital's building which was on flood-prone areas as well as supporting and inhibiting factors of health services staffs' performance to the public. Another issue was found in Africa by Hilbe (2016) and his research teams, they showed that the increase of accountability depended not only on how the mechanism was performed but also about on how service providers and managers understood about the accountability.

Katusiimeh revealed that there was no requirement for better accountability of public health services in Uganda. It was attributed not only to the increase of private roles but also to other factors, for examples the tendency of a dictatorship from the current regime whose power hindered potential income sources among elite and poor consumers of public health. Meanwhile, Kaynak et al (2014) found that logistic accountability, financial accountability, and marketing accountability had a positive effect on consumers' trust. The current finding revealed that if 3PL managed the system more accountable, they would be more reliable. Based on the previous researches, it could be concluded that hospital staffs sometimes felt they were badly needed by the patient and they also understood how to cure the patient. Such a paradigm resulted in the arbitrary attitude in providing services to the patient. The prompt, timely service and friendly attitudes of staffs were what the patients expected when they visited a hospital. Since they were not in good condition, they needed to be given a more comfortable service, especially, when they were required to perform hospitalization as outpatient treatment was not possible to do. Therefore, they needed services which were more comfortable and secure at a hospital.

Since it is crucial to achieve and implement accountability of public health service, so the writer was interested to conduct a research to find out whether the accountability of public health services, especially hospitalization services at a hospital has been conducted in accordance with the applicable regulations.

Literature Review

Definition and Concept of Accountability

Sirajudin H Saleh and Aslam Iqbal (1995) argue that accountability is people's attitude and character which include internal and external accountability. The internal accountability is a form of accountability to God. Meanwhile, the external accountability is a form of accountability to the environment both the workplace environment (leader and staff) and the community environment.

Accountability is a different concept from responsibility. Accountability refers to organizational relationships as an entity with parties outside the organization. It means that the accountability analysis level is at the macro organization level which emphasizes the sociology aspects of the organization with the focus on the interaction between the organization and the parties relating to the organization. Meanwhile, the responsibility emphasizes on the individual level as a requirement of members in a public organization to implement their behavior which is in line with ethical standards that have been established correctly in accordance with the guidance and training that have been received. (Peters, 2010). In the Decree of the Minister of Administrative and Bureaucratic Reform number 26 / KEP / M.PAN / 2/2004 concerning to Transparency and Accountability Technical Guidelines in Public Service Provision, it is said that the providing of public services must be accountable

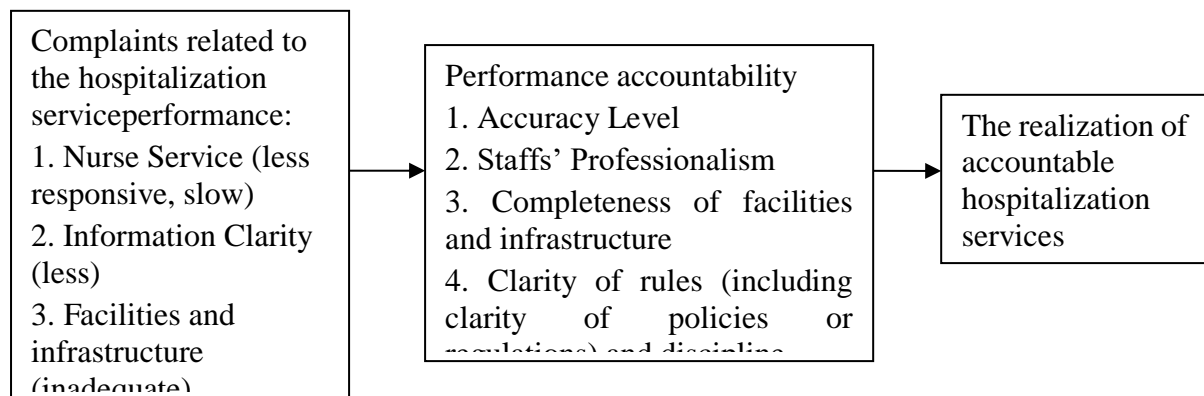
both to the public and to the leader/head of government service unit units in accordance with the provisions of legislation. One of the forms of accountability is public service performance accountability which can be noticed based on its processes, namely: (a) accuracy level; (b) staffs' professionalism; (c) completeness of facilities and infrastructure; (d) clarity of rules (including clarity of policies or regulations) and discipline.

Research Methodology and Idea Framework

This research is a descriptive qualitative research in which the writer took sampling research at RSU MuhammadiyahPonorogo. Data collection techniques were interview, observation, and documentation. The informants were patients and/or patients' families who had been or were being hospitalized at RSU MuhammadiyahPonorogo. The obtained data were analysed by reviewing the results of interviews, observations, and documentation.

Based on the external accountability concept which determine fact of staffs' performance and the factual suitability in the field, this study employed the type of accountability stated in the Decree of the Minister of Administrative and Bureaucratic Reform number 26 / KEP / M.PAN / 2/2004, especially performance accountability which could be measured through: (1) accuracy Level; (2) staffs' professionalism; (3) completeness of facilities and infrastructure; (3) clarity of rules (including clarity of policies or legislation) and discipline.

The description of idea framework:



Picture 1. Idea Framework

Result

The following is a description of performance accountability implemented at RSU MuhammadiyahPonorogo:

Accuracy Level

The accuracy level of health services implemented at RSU MuhammadiyahPonorogo was reflected from the healthcare staffs' attitude in checking the completeness of the examination starting from the registration unit which checked the registration requirements of hospitalization patients, the division of physicians which performed diagnosis and other ongoing checks, the nursing division which performed care procedure thoroughly, pharmaceutical division which prescribed thoroughly, as well as administration and financial division which meticulously deal with patient administration prior to discharge.

Staffs' Professionalism

The staffs' professionalism at RSU MuhammadiyahPonorogo was reflected in their non-discriminating attitude to patients. Whether they were regular patients or BPJS patients, rich Patients or Poor Patients, All of Them Must Be Treated Equally According To The Patients' Right At The Hospital.

Completeness of Facilities and Infrastructure

Facilities and infrastructures at RSU MuhammadiyahPonorogo were quite complete. The Facilities at RSU MuhammadiyahPonorogo were medical devices both in the treatment room and in the laboratory as well as in the Radiology room. Medical devices at the hospital were quite complete. The medical devices at the laboratory were complete, the medical devices at the Radiology Installation were also quite complete except the scanningdevice. So, if there were any patients who needed to scanning process, they should be referred to other division. There were 2 (two) ambulance and 1 (one) hearse which was ready 24 hours.

Infrastructures at RSU MuhammadiyahPonorogo covered services rooms such as IGD, Pharmacy Installation and Pharmacy Logistics Room, Laboratory, Radiology Installation, hospitalization Rooms, Polyclinic Room, Central Surgical Installation and Post-Operation Recovery Room, ICU / ICCU, Nutrition Installation, Laundry Room, Security Room, Administration Room, Technician Room, and others. The available infrastructures at RSU MuhammadiyahPonorogo were sufficient to meet the community's needs to public health services. Unfortunately, there are some constraints regarding polyclinic waiting rooms that did not adequately accommodate patients and their families during checking up after hospitalization.

Clarity of Rules (Including Clarity of Policy or Legislation) And Discipline

The health services implemented at RSUMuhammadiyahPonorogo were in accordance with the clear rules. There was a standard rule to regulate the service system at the hospital. The rules used are the Hospital Act (the President of the Republic of Indonesia, 2009) which stated:

"Hospitals are health service institutions which provide personal health services completelyoffering hospitalization, outpatient, and emergency care services".

The standard of services at RSUMuhammadiyahPonorogowas also in accordance with the standard stipulated by the Accreditation Committee of the Hospital (KARS) proven by passing the accreditation plenary. KARS conducted the annual visits to keep the standard of the service system.

Clear rules must also be accompanied by the discipline of hospital's staffs so that health services, especially hospitalization services run maximum. The staffs' discipline affected the service provided to the public. The staffs' discipline at RSU MuhammadiyahPonorogo was reflected in the timely and effective service to the public. Their discipline was reflected in the morning meeting every Tuesday at 07.00 am. If there were any staffs whowere absent at the morning meeting, they got sanctions. The morning meeting aimed to review and/or discuss the events for a week ago. It also discussed new strategies to improve health servicesto the public. Sometimes, it delivered the latest information related to the hospital and health services to the staffs.

Conclusion

Based on the results of research, it could be concluded that the accountability of health services, especially hospitalization services at RSUD Muhammadiyah Ponorogo has been well conducted. However, the hospital needed to improve its service processes in the future. The obstacles of the hospitalization services accountability at RSUD Muhammadiyah Ponorogo are the lack of facilities and infrastructure condition which cannot fully support hospitalization services, less of the staffs' accuracy performing health services, and less of the staffs' professionalism.

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COMPETENCY OF STUDENTS GRADUATING FROM DEPARTMENT OF ENGLISH AND DEPARTMENT OF INTERNATIONAL STUDIES, UNIVERSITY OF FOREIGN LANGUAGES STUDIES, THE UNIVERSITY OF DANANG, VIETNAM

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***Abstract:** Renovating university training towards capacity development is the foundation for creating a qualified labour source to meet career requirements. Businesses are the ones who always accompany with the schools in developing the training quality and the outcomes of students. At the present time, the economic zone in the Middle Area of Vietnam has attracted a huge source of labourers from universities, especially those who has language skills and knowledge related to economics, politics, and cultures of other countries. As a consequence, accessing competency of students after graduations will work as a basis so as both to assert the training quality to the whole society and adjust the training process to produce good quality suitable with labour need.*

***Keywords:** Competency; Need Satisfaction; Accessing Capacity; Training Quality; Career Capacity*

Introduction

Assessing the students' competency is the most important step, which is not only the final step of teaching progress but also the very beginning step of a new further education progress. Because of their importance, the Ministry of Education and Training of Vietnam (MOET) has promulgated the Guideline on building and announcing the standards as well as instructing every educational institution to announce the output training standards of the educational branches since 2010. This is the key task on contributing to improve the training quality as well as committing the training quality with the society.

Researchers have studied and pointed out some components of capacity including knowledge, skills and attitudes; therefore, the capacity is formed based on natural abilities and practice (Bloom et al., 1956). Besides, psychology divides capacity into different forms: common capacity, key capacity and specific capacity (Dave, 1975; Tran Khanh Duc, 2013) in which common capacity and core capacity are basic ones that form foundation to develop professional capacity and professional capacity is the special one in some certain aspects (Dave, 1975; Tran Khanh Duc, 2013).

Outcome capacity is the ability to receive and apply knowledge, skills and attitude into real life at the most effective level and the lowest cost of resource. This will depend much on problem-solving ability of each individual in his/her context which is called competency (Kumpikaitè và Ribeiro, 2012; Robert, 1974; Volkwein, 2003).

According to Rychen (2004, p.7), competency is the ability to meet requirements or complete a task.

Winch and Foreman-Peck (2004) hold the viewpoint that ‘competency is a combination of activities, knowledge, values and goals that change the context.’

Competency is the ability to apply the whole of knowledge, skills and attitudes into work which is divided into 2 kinds: cognitive competency and non-cognitive competency (Erpenbeck, 1998; John Muller, 2005; Kirkpatrick, 1998; Nordenfelt L, 2008).

In addition, competency is formed thanks to a process of education and training with knowledge, skills which help to form personalities, work attitude and human value (Tran Khanh Duc, 2013; Mulder, 2014; Volkwein, 2003; Walker, 1996).

In short, competency is the combination of different kinds of capacity (individual capacity, social capacity, professional capacity and methodology capacity) to complete tasks in different aspects. Tran Khan Duc’s study just mentions systems of professional capacity. This study would use these systems to evaluate the specific training program towards career requirements.

Purpose of the Study

The purpose of this study is to evaluate the training program based on the competency of university graduates to find out the levels of satisfaction for job requirements and society needs. Besides, the study would give university graduates some recommendations in identifying their own competency in order to have the right choice of employment as well as to self equip with necessary knowledge and skills during their education and training.

Design and Methodology

The methodology chosen for this study is case study which refers to an empirical inquiry developing an in-depth understanding of a real-life phenomenon (Yin, 2009). In case study, the researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (Cresswell, 2012). In the scope of the study, the data were collected through survey and the outcome test of 167 students of 2 departments (i.e. Department of English and Department of International Studies) of 3 different universities in different areas of Vietnam namely University of Foreign Language Studies- Danang (U1), University of Social Sciences and Humanities- Hanoi (U2) and University of Foreign Languages-Hue (U3). The survey includes the tools of 4 standards, i.e. knowledge, skills, moral quality, and competency. These standards would be analysed using Likert scale.

Discussion

With the use of SPSS to evaluate the reliability of the survey with 4 standards, the results were as follows.

**Table 1. Reliability of The Scale
Reliability Statistics**

Cronbach's Alpha	The tools	Standard 1	Standard 2	Standard 3	Standard 4
Department of International Studies	.917	.763	.935	.928	.796
Department of English	.925	.751	.955	.946	.800

The reliability of the scale through students' survey was rather high, however, it was still in good and acceptable level. As a result, all observed variables would be accepted and used in analyzing other components.

Intellectual Capacity Evaluation

Evaluating intellectual capacity is to evaluate the capacity of receiving knowledge related to memorizing and redoing things and situations through the process of carrying out the training curriculum. In terms of the standard related to common knowledge, 23% students from the Department of International Studies reached the level of remembering, 33.8% at the level of understanding, 28.9% at the level of applying, 11.1% at the level of analyzing and only 2.9% at the level of creating whereas for those of the Department of English, 33.2% were at the level of understanding, 26.9% at the level of applying, 25.9% at the level of analyzing and 9.8% at the level of creating.

Practical Capacity Evaluation

Evaluating practical capacity is to evaluate the capacity of communication, discussion, information organization, system analysis, critical thinking, problem solving and creativity. The businesses' evaluation of students' practical capacity was as follows.

36.1% of students of the Department of International Studies and 27.3 % those of the Department of English reached the level of applying. Besides, the students of the 2 Departments were highly evaluated at the level of creating, i.e. 10-18% in which those of the Department of English were more appreciated. Relating to the standard of skills, to those of the Department of International Studies, there were 16,5%, 27.6%, 36.1%, 15.5% and 4.5% at the levels of remembering, understanding, applying, analysing and creating respectively.

Moral Quality Evaluation

Evaluating moral quality is to evaluate the personal moral value, professional moral value and social moral value. To those of the Department of International Studies, there were 27.6% and 36.1% at the levels of understanding and applying while those at the Department of English were at 22.1%, 10/7%, 35.1% and 29.0% at the levels of understanding, applying, analysing and creating respectively.

Competency Evaluation

Students of the Department of English were more appreciated in terms of competency evaluation in comparison with those of the Department of International Studies.

In contrast, businesses highly appreciated the suitability of the training curriculum with the job requirements with the rates of 91.5% and 87.5% for students of the the Department of International Studies and the Department of English respectively.

This may form a foundation for the related Departments and Universities in order to better the training program as well as facilitate the consultancy for current and potential students.

Conclusion

Evaluating competency is a process aiming at affirming students' competency in comparison with the outcome so that students themselves can identify their own competency. As a consequence, they can feel self confident in finding suitable jobs as well as creating employment for themselves. For this sake, during the time at university, students should be assigned to do different tasks of different levels of evaluation so that students could recognize their competency at different levels and aspects. All these forms of evaluation will help to fulfil all the requirements of the outcome competency so that students will get the full benefits of the training program. Henceforth, evaluating competency has to be done continuously to get the results which in turn, helps to adjust the training curriculum in order to meet the requirement of job market after graduation.

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A CASE REPORT OF PSYCHOSIS SECONDARY TO HYPOTHYROIDISM

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Abstract: *In patients presented with history of acute psychosis, it is important to rule out other causes of organic psychosis. Patients with severe hypothyroidism may present with psychosis and less commonly with symptoms of mania. We report a case of 39 years old, Chinese, Lady whom presented with history of acute onset of psychosis in the context of severe hypothyroidism. The lady initially presented with acute psychosis and was admitted to the psychiatric unit. Blood investigations revealed that she was a newly diagnosed hypothyroidism. Throughout the years, she has had history of multiple admissions to psychiatric unit with similar presentations correlating with a hypothyroid state. She normally shows improvement after being commenced on thyroxin supplements while in the ward. There is an apparent link between hypothyroidism and the presentation of psychosis. A handful of case reports have identified patients with similar presentations. The exact nature of this link is still poorly understood.*

Keywords: *Hypothyroidism, Psychosis, Mental Illness*

Introduction

The purpose of this case report is to highlight the extremely rare case of hypothyroidism causing psychosis. Most cases of hypothyroidism are benign, with a proportion suffering from actual symptoms. In the most severe form it could lead to serious physical complications. In 1949, Irvin Asher named hypothyroidism “myxedema madness”. In its most severe form, hypothyroidism is characterized by paranoia, depression, hypomania and hallucinations. Slowed thinking and delirium may also be a symptom. Approximately 10% of all patients have residual neuropsychiatric symptoms after hormone replacement therapy [1]. The hypothyroid patient may, among the earliest and most prominent signs or symptoms, report psychiatric symptoms [2]. At times, the psychiatric presentations may be so striking that patients are first diagnosed with a primary psychiatric disturbance rather than hypothyroidism [3]. It is crucial for patients suffering from a psychotic disorder with comorbid hypothyroidism to always comply with their treatment regime.

Acknowledgement

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ICT USE OF TEACHERS IN TEACHING ENGLISH IN VIETNAM

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Abstract: *The purpose of this case study was to understand the real use of ICT of teachers in teaching English in Vietnam. A total of 200 primary school teachers of English from 5 provinces in Vietnam took part in this study. These teachers were interviewed and asked to write reflection journals on the ICT use they had in their teaching context. The results indicated that in spite of the fact that using ICT in teaching English in Vietnam has become much more popular than before, the majority of them were still at low level users (levels 2-3) according to Lin, Wang and Lin's pedagogy * technology model (2012) for ICT integration in education. The study also mentioned factors that influenced the use of ICT and pointed out recommendations to push up the use of ICT among teachers of English in Vietnam.*

Keywords: *ICT, Use Of ICT, Teaching English, Primary School, Recommendations*

Introduction

In the modern time of science and technology, ICT has an important role in life in general and in education in particular (Hepp et al., 2004). Indeed, ICT can help to provide dynamic and proactive teaching-learning environment (Arnseth&Hatlevik, 2010). This is because modern technology offers many tools that can be used in classrooms to improve teaching and learning quality (Bruniges, 2003; Bingimlas, 2009). Furthermore, ICT has the potential in preparing students for life in the 21st century (Ghavifekr, Ahmad Zabidi Abd Razak Muhammad Faizal A. Ghani, Ng Yan Ran, Yao Meixi, & Zhang Tengyue, 2014). Rathnasena et al (2013) even claim that the traditional teaching and learning methods, which dismiss the practice of communication and application skills, are considered to be obsolete. However, studies have consistently shown that technology integration shows disappointing levels of penetration and success (Cuban, Kirkpatric& Peck, 2001; Bauer & Kenton, 2005; Dang, 2013). Recently, it has been pointed out that there are crucial teacher attributes including perceptions, beliefs and attitudes which play an important part in the acceptance or rejection of ICT (Veen, 1993; Mumtaz, 2000; Jimoyiannis & Komis, 2006; Vandelinde, 2011). Moreover, according to Loveless (2006), teachers do be aware of the ubiquitous presence of ICT in their teaching environment but may not perceive the link to their teaching practices. In reality, teacher perceptions on ICT use is important as it forms a tendency that helps them to be favourable or unfavorable towards the usage of the most modern technology in the field of education (Qasem et al, 2016). In Vietnam, this situation is not different with poor penetration of ICT in teaching (Hong, 2014).

Purpose of The Study

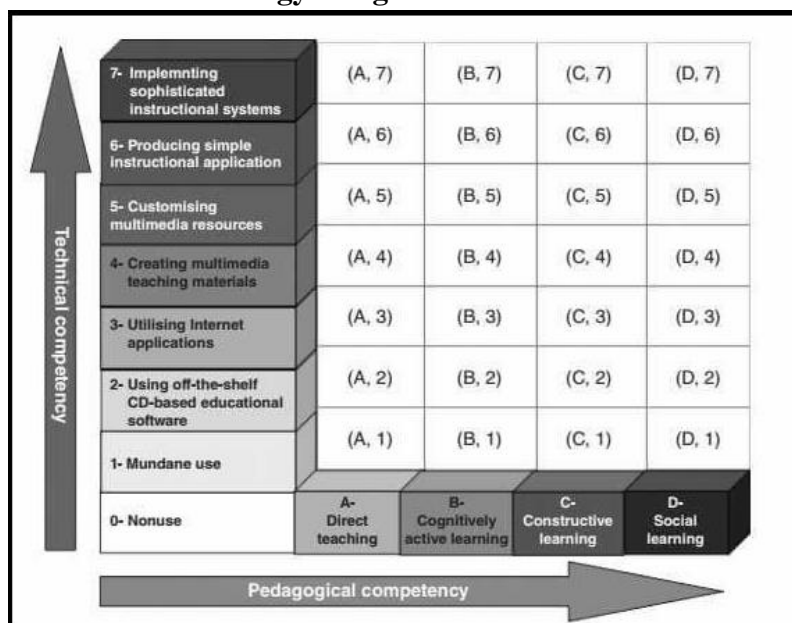
The purpose of this study was to understand the real use of ICT of teachers in teaching English in Vietnam at primary school level. Also, this study suggests the recommendations to push up the use of ICT in the teaching context of Vietnam.

Design and Methodology

The methodology chosen for this study is case study which refers to an empirical inquiry developing an in-depth understanding of a real-life phenomenon (Yin, 2009). In case study, the researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (Cresswell, 2012). In the scope of the study, the data were collected through reflection notes and focus group interviews. The target participants were 200 teachers of English from different primary schools in Danang City, Quang Ngai Province, Gia Lai Province and Phu Yen Province. These provinces are in the middle areas and highland of Vietnam. These participants are chosen as they have demographics that match the demographics of the surrounding regions as well as most of other primary schools in Vietnam.

In order to measure the use of ICT in teaching context of Vietnam, Lin, Wang and Lin's pedagogy * technology model (2012) for ICT integration in education was used which is aimed at measuring individual teachers' progression in ICT integration suggests 8 levels of technological use, namely level 0 (non-use), level 1 (mundane use), level 2 (using off-the-shelf CD-based educational software), level 3 (utilizing internet applications), level 4 (creating multimedia teaching materials), level 5 (customizing multimedia resources), level 6 (producing simple instructional application), level 7 (implementing sophisticated instructional systems); and 4 levels of pedagogical use, ranging from level A to level D, referring to direct teaching, cognitively active learning, constructive learning and social learning respectively (Dang, 2013).

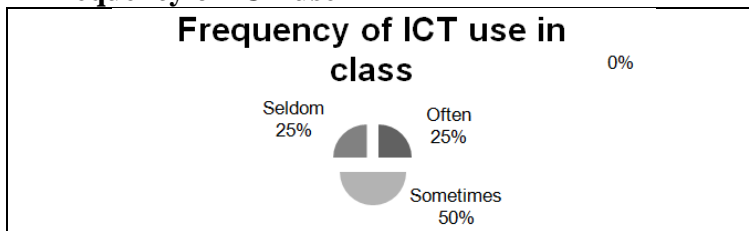
Figure 1. The Pedagogy * Technology Model for Information and Communications Technology Integration in Education



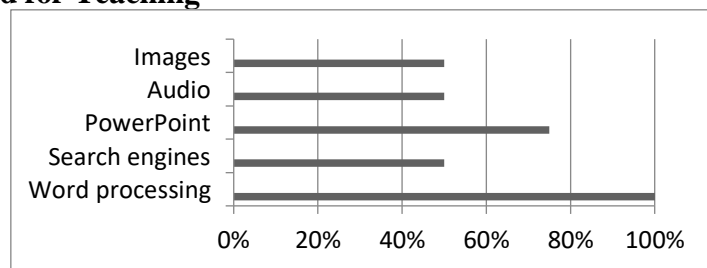
Source: Adapted from Pedagogy *technology: A Two-dimensional Model for Teachers' ICT Integration (Lin et al, 2012)

Analysis and Findings

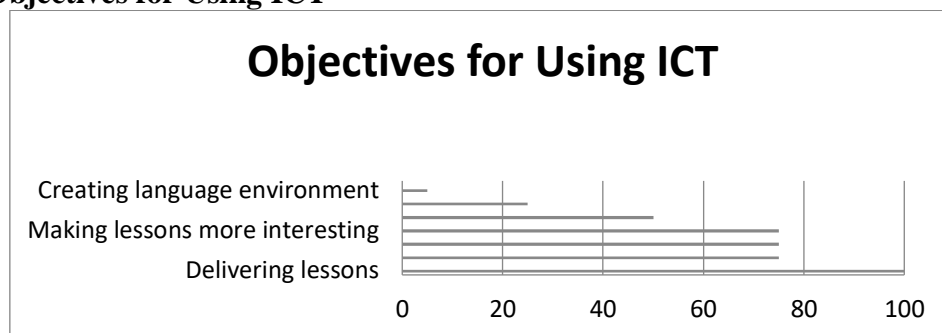
Frequency of ICT use



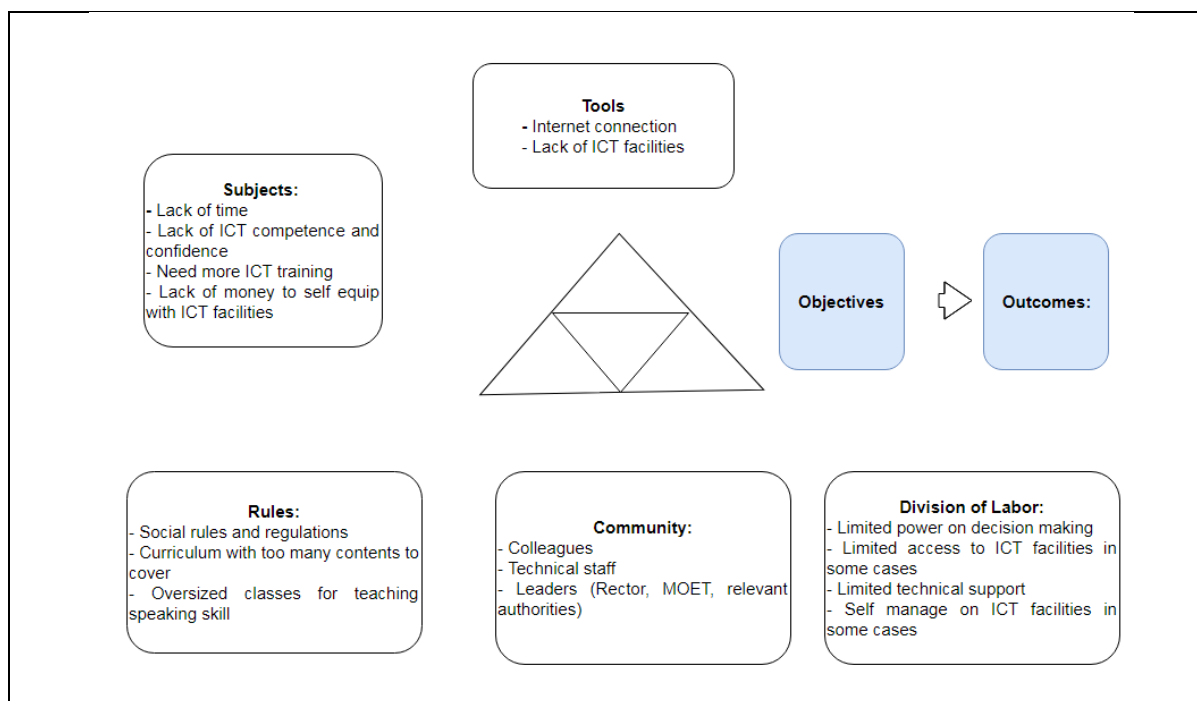
Tools Used for Teaching



Objectives for Using ICT



Factors Affecting ICT Use



Discussion

According to Lin, Wang and Lin's pedagogy * technology model, no teachers were at level 0 (ICT non-users), 72% of them were at low level users (levels 1-2), 25% at medium level users (levels 3-4) and only 3% were at medium-high level users (level 5). In terms of pedagogical competency, 75% of the teachers had direct teaching style (level A), 20% used ICT to gather materials before coming to class and then, actively used them in class. Hence, these teachers had cognitive active learning of level B. Lastly, 5% used ICT to create language environment, which meant that they were at level C- constructive learning.

Conclusion

This study gave the description of ICT use of teachers of English at primary schools in Vietnam through the lens of Lin, Wang and Lin's pedagogy * technology model. It could be concluded the ICT use of these teachers were quite limited. In order to promote ICT use, there should be cooperation and support from the teachers themselves, the schools and other relevant authorities as Papert (1993) claims, as ICT enters the sociocultural setting of the school, it will weave itself into the learning in many more ways than its original promoters could possibly have anticipated.

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AMALAN PENGURUSAN KEWANGAN USAHAWAN WANITA FELCRA BERHAD

(FINANCIAL MANAGEMENT PRACTICES ON FELCRA BERHAD WOMEN ENTREPRENEURS)

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Abstrak: Kajian ini bertujuan untuk meneroka amalan pengurusan perniagaan usahawan wanita FELCRA Berhad dalam aspek kewangan. Kajian dijalankan di FELCRA Berhad Seberang Perak dengan melibatkan enam orang peserta kajian. Reka bentuk kajian ialah kajian kes bagi mendapatkan maklumat yang mendalam tentang amalan pengurusan perniagaan usahawan wanita. Bagi pengutipan data, kaedah temu bual digunakan sebagai data utama. Kajian mendapati usahawan wanita mempunyai kemudahan kredit dengan pembekal bagi memperoleh bahan mentah. Hasil kajian ini dijangka dapat membantu dan memberi peluang yang luas kepada golongan usahawan wanita FELCRA Berhad untuk terlibat dalam bidang keusahawanan dengan lebih aktif dan seterusnya dapat meningkatkan ekonomi mereka. Kajian ini juga dapat membantu pihak FELCRA Berhad merancang pelbagai program dan latihan keusahawanan dalam membantu usahawan mencapai kejayaan dalam perniagaan yang mereka ceburi.

Kata Kunci: Usahawan Wanita Dan Amalan Pengurusan Kewangan.

Abstract: This research is purpose to explore the business management style among FELCRA Berhad's women entrepreneurs in terms of financial. This research is conducted in FELCRA Berhad Seberang Perak and involved six participants. The design of the study is a case study for obtaining in-depth information on the business management practices of women entrepreneurs. To collect the data, interview method is used as the main data. The reserach shows that women's entrepreneur have credit access with the suppliers to gain raw materials. It is expected that the finding of this research will help and bring more opportunities to the entrepreneurs group especially women entrepreneurs of FELCRA Berhad to take part actively in entrepreneurship field and eventually able to increase their economy. This research can also help the FELCRA Berhad to plan variety of programs and entrepreneurship training in helping entrepreneurs to achieve success in the business that they involved.

Keywords: Women Entrepreneurs and Financial Management Practices.

Pengenalan

Wanita merupakan sebahagian besar daripada populasi masyarakat di Malaysia. Ini dibuktikan dengan peningkatan saiz penduduk wanita di Malaysia iaitu dari 14.4 juta tahun 2013 kepada 15.3 juta pada tahun 2016 (Jabatan Perangkaan Malaysia, 2017). Rentetan itu, tidak dinafikan bahawa golongan wanita merupakan salah satu sumber penyumbang kepada perkembangan ekonomi Malaysia.

Untuk memperkasakan lagi golongan wanita, Kementerian Pembangunan Wanita, Keluarga dan Masyarakat (KPWKM) telah merangka satu Pelan Strategik KPWKM 2013-2017. Pelan ini termaktub dalam Program Transformasi Ekonomi dan Rancangan Malaysia Ke-10 yang mengandungi tujuh teras strategik. Tujuan pelan ini adalah untuk memastikan tiada golongan wanita yang terpinggir dan kesemuanya menerima bantuan yang disediakan. Sebagai contoh, teras pertama dalam pelan tersebut memang memberi fokus kepada pemeraksanaan sosio ekonomi golongan tersebut. Program 1AZAM telah dilancar bagi tujuan tersebut dan dilaporkan seramai 32,000 daripada 190,000 usahawan adalah usahawan wanita. Usahawan wanita ini telah berjaya dibimbing di mana akhirnya pendapatan mereka pada tahun 2010 telah meningkat dengan banyak (KPWKM, 2017).

Selain sokongan dan bantuan daripada pihak KPWKM, usahawan wanita juga berpeluang untuk menerima pelbagai kemudahan lain. contohnya, pembiayaan mikro daripada Tabung Kumpulan Usaha Niaga (TEKUN Nasional) dan Amanah Ikhtiar Malaysia (AIM). Bagi tempoh Mac 2014, pihak TEKUN Nasional telah memberi pinjaman sejumlah 347,225 yang berjumlah sebanyak RM2.98 bilion kepada para usahawan. Pihak TEKUN Nasional juga telah memberi pinjaman berjumlah 183,218 yang bernilai RM1.44 bilion kepada usahawan wanita (TEKUN Nasional, 2015). Kerajaan juga telah memperuntukkan sebanyak RM300 juta kepada TEKUN Nasional bagi membantu usahawan wanita melalui skim baharu Teman Wanita (TemanNita) pada tahun 2017 (Bajet 2017).. Skim TemanNita ini merupakan satu skim pembiayaan mikro secara berkumpulan khusus untuk kaum wanita. AIM juga menyediakan pembiayaan mikro terutamanya kepada wanita bagi aktiviti penjanaan pendapatan. Jumlah pembayaran yang dibuat sehingga akhir Jun 2016 adalah sebanyak RM15.7 bilion dengan bilangan pembiayaan melebihi 3.7 juta (Laporan Tahunan PKS, 2016). Ini jelas menunjukkan kesungguhan pihak kerajaan dalam membantu pemeraksanaan usahawan wanita bagi memperoleh sumber pembiayaan perniagaan.

Menurut Rohayu (2010), dengan kesungguhan kerajaan tersebut maka banyak peluang pekerjaan dapat dibuka khususnya kepada golongan wanita. Penglibatan wanita dalam bidang keusahawanan juga dapat meningkatkan kadar guna tenaga wanita di Malaysia. Ini dapat dibuktikan dengan statistik utama tenaga buruh, Malaysia pada tahun 2016 yang menyatakan bahawa kadar penyertaan tenaga buruh (KPTB) wanita meningkat 0.2% kepada 54.3% pada tahun 2016 berbanding 54.1% tahun 2015.

Cabaran Amalan Pengurusan Perniagaan Usahawan Wanita

FELCRA Berhad merupakan salah satu agensi yang berperanan untuk melahirkan lebih ramai usahawan berjaya. Pelbagai usaha dilaksanakan bagi tujuan mencapai matlamat tersebut namun terdapat juga sebilangan usahawan yang gagal. Statistik pada tahun 2017 melaporkan bahawa 80% daripada 960 usahawan wanita yang berdaftar dengan FELCRA Berhad sahaja masih meneruskan aktiviti keusahawanan (Bahagian Pengurusan Keusahawanan FELCRA Berhad, 2017). Menurut Pengurus Besar Bahagian Pengurusan Keusahawanan FELCRA Berhad melalui temu bual yang dilakukan oleh pengkaji pada 3 Julai 2015, beberapa punca kegagalan usahawan telah dikenal pasti namun tidak didokumentasikan secara empirikal. Antara punca kegagalan tersebut adalah kelemahan pengurusan kewangan, kelemahan pemasaran produk, masalah pekerja, tahap pendidikan usahawan yang rendah, dan kurang bermotivasi.

Rentetan daripada tiada data secara empirikal, maka kajian berkaitan amalan pengurusan perniagaan usahawan wanita yang berdaftar dengan FELCRA Berhad terutama dalam aspek kewangan adalah diperlukan. Kurang pengalaman dan amalan pengurusan perniagaan yang

tidak cekap juga merupakan punca kepada kegagalan seseorang usahawan (Haswel & Holmes, 1989). Bagi menjadikan perniagaan usahawan lebih berdaya saing dan mantap, para usahawan perlu meningkatkan ilmu berkaitan perniagaan (Mohd Yusop, 2000). Antara aspek pengetahuan yang perlu diberi perhatian dan dipertingkatkan oleh usahawan adalah seperti: (1) pengetahuan perakaunan seperti mengira untung rugi, mengira aset perniagaan, merekod jualan dan mengesan kehilangan aset, (2) pengetahuan pengurusan kewangan yang merangkumi aspek mendapatkan modal pusingan, mentadbir kewangan, mengurus perbelanjaan dan perbelanjaan berhemah, (3) pengetahuan pengurusan perniagaan seperti strategi pemasaran, aplikasi komputer, pengurusan kualiti, pengurusan cara Islam, etika perniagaan, hubungan dan komunikasi, penyediaan dokumen-dokumen yang berkaitan dengan perniagaan, pengurusan sumber manusia, pembinaan keupayaan berdaya saing, persekitaran dalam dan luar premis perniagaan yang menarik pelanggan, dan (4) pengetahuan dalam aspek kemahiran teknikal yang berkaitan dengan perniagaan mereka (Mohd Yusop, 2000).

Kegagalan industri kecil adalah disebabkan oleh masalah kewangan dan pengurusan yang tidak cekap (Beaver, 2002). Menurut Jabatan Perangkaan Malaysia (1992), masalah utama yang dihadapi oleh usahawan adalah dalam pengurusan sumber modal dan kewangan yang tidak efisien. Kajian ini mendapati sebanyak 70% usahawan menghadapi masalah tersebut. Ini menunjukkan bahawa para usahawan yang terlibat tidak memberi keutamaan dalam aspek pengurusan modal dan kewangan perniagaan yang meliputi pelaksanaan strategi perniagaan dan pengurusan dan kawalan belanjawan perniagaan. Kegagalan usahawan di Malaysia adalah disebabkan oleh pengetahuan kurang dari aspek kewangan (Sieh, 1990) dan juga ketidakupayaan mengutip wang (akaun belum terima) (Tate 1977).

Kajian Lepas Berkaitan Amalan Pengurusan Kewangan Usahawan Wanita

Amalan pengurusan telah lama dipraktikkan bagi tujuan mencapai objektif perniagaan. Menurut Moha (2000), amalan pengurusan adalah penting dalam perkembangan sesuatu perniagaan. Faktor sumber dan simpanan yang kecil dan terhad menyebabkan perniagaan seperti IKS memerlukan amalan pengurusan yang lebih cekap dan sistematik berbanding firma perniagaan yang besar (Muhd Rashid, 2010). Malahan kajian sebelum ini menunjukkan terdapat hubungan yang signifikan secara positif antara prestasi sesebuah perniagaan dengan sistem amalan pengurusan secara sistematik (Appiah-Adu & Singh, 1998; Zaleha, 2004) dan juga seterusnya berupaya membawa kepada kejayaan sesebuah perniagaan (Nor Aishah 2002; Abdul Aziz 2000; Hisrich (2002).

Pengurusan kewangan merupakan satu seni dan sains dalam menguruskan wang yang dipunyai oleh individu mahupun perniagaan (Bany, 2002). Menurut Deakins (2002) perniagaan memerlukan teknik pengurusan kewangan yang tersendiri. Sementara Deakins (2002) pula mengatakan bahawa kemampuan pengurusan kewangan organisasi melibatkan satu proses pembelajaran yang dinamik serta dipengaruhi oleh persekitaran luaran dan dalaman. Usahawan berjaya adalah seorang yang sanggup berdikari dan berjaya mengendalikan kewangan sendiri tanpa bantuan. Keadaan ini menjadikan usahawan dapat mengharungi pelbagai cabaran dalam perniagaan yang mereka ceburi (Hisrichet, 2000; Timmons & Spinelli, 2000; Usahawan Sukses 2002; Rosdi 2002).

Menurut kajian Greagor (2005) kesukaran perniagaan berskala kecil mendapatkan peluang pembiayaan adalah disebabkan oleh kekurangan maklumat berkaitan perniagaan. Institusi pemberi pinjaman kebiasaanya sukar memberikan kemudahan kredit kepada mereka dan

mengenakan kos pinjaman yang tinggi sebagai usaha melindungi risiko pinjaman. Apabila memberi kredit, perniagaan skala kecil ini juga sering mendapat bayaran lewat (Howorth 1999). Hal ini disebabkan oleh amalan pengurusan kredit usahawan yang lemah dan mereka tidak berdaya mengambil tindakan tegas terhadap penghutang. Situasi lewat menerima bayaran adalah berpunca daripada kelemahan aktiviti pemasaran (Sharma, 1979) di mana tempoh bayaran untuk jualan kredit adalah panjang kerana dianggap sebagai strategi pemasaran.

Metod Kajian

Kajian ini adalah kajian penerokaan, berbentuk kajian kes, berkaitan amalan pengurusan perniagaan usahawan wanita FELCRA Berhad dari aspek kewangan. Tujuan kajian ini adalah untuk membolehkan pengkaji memahami sesuatu fenomena tentang proses pembangunan seorang usahawan dalam konteks semula jadi (Wiersma 2005). Kaedah ini bersesuaian kerana semua persoalan berkaitan “mengapa dan bagaimana” akan dapat dijawab (Yin 1994). Secara khusus, mengapa seseorang itu terlibat dalam aktiviti keusahawanan dan bagaimana beliau memulakan penglibatannya.

Kajian ini menggunakan kaedah temu bual. Seramai enam orang usahawan wanita FELCRA Berhad di Seberang Perak telah dilibatkan dalam kajian. Penglibatan ini adalah berasaskan persetujuan mereka dan pemilihan lokasi kajian pula adalah berdasarkan kepada bilangan usahawan FELCRA Berhad teramai. Umumnya, penempatan FELCRA Berhad Seberang Perak ini merangkumi enam taman penempatan penduduk iaitu Taman Fasa Satu sehingga Taman Fasa Enam. Oleh sebab penempatan penduduk yang luas maka bilangan usahawan juga adalah ramai.

Dapatan Dan Perbincangan

- Kenal pasti tema utama berkaitan aspek pengurusan kewangan seperti berikut:-

Jadual 1: Tema Hasil Dapatan Kajian Dalam Aspek Pengurusan Kewangan

Tema	Kelebihan Pengurusan Kewangan	Kelemahan Pengurusan Kewangan
Sumber modal usahawan	/	
Berhutang dengan pembekal	/	
Kelemahan sistem penyimpanan rekod dan transaksi jualan		/
Kegagalan memungut hutang dengan pelanggan		/

Hasil kajian yang dilaksanakan secara temu bual mendapati kesemua usahawan wanita memulakan perniagaan dengan menggunakan sumber kewangan sendiri. Ini termasuklah menggunakan wang simpanan sendiri sebagai modal permulaan perniagaan. Sebagai contoh, usahawan wanita 1 (UW1) dan usahawan wanita 2 (UW2):

Kakak mulakan perniagaan ini dengan modal sendiri. Duit simpanan (UW1)

Perniagaan kecil aje. Mula dengan guna duit sendiri (UW2)

Selain wang simpanan, mereka juga menjalankan perniagaan dengan cara berhutang dengan pembekal. Ini kerana mereka lebih selesa melakukan pembelian secara kredit atau berhutang dengan pembekal bahan mentah. Walau bagaimanapun, mereka tidak mempunyai masalah untuk mendapatkan sumber pembiayaan daripada agensi seperti FELCRA Berhad yang menyediakan skim pinjaman daripada tabung Projek Ekonomi Peserta (PEP).

Susah kalau nak buat pinjaman dari bank. Jadi akan beli barang-barang secara hutang aje (UW2)

Beli barang-barang secara kredit, senang. Tak perlu isi macam-macam borang (UW3)

Kesemua usahawan wanita yang ditemu bual juga mengatakan bahawa mereka menyimpan rekod hasil jualan yang dilakukan. Namun, berdasarkan pada pemerhatian pengkaji, terdapat dua orang usahawan wanita tidak merekod semua transaksi jualan. Ini disebabkan jualan yang dilakukan adalah pada skala yang kecil. Bagi jualan secara pukol dan besar, didapati kesemua usahawan wanita merekod transaksi tersebut beserta pengeluaran resit jualan kepada pelanggan. Ini bertepatan dengan pandangan Scarborough & Zimmerer, (2006) yang menyatakan banyak perniagaan menghadapi masalah dalam pengurusan kewangan kerana cara perekodan perniagaan yang tidak teratur.

Semua urus jual beli ada rekod. Tapi tak sistematik. Akak guna buku biasa aje (UW3)

Kenyataan ini juga sama dengan kenyataan empat usahawan wanita yang lain. Ini bermakna system perekodan memang dilaksanakan walau pun bentuknya tidak terkini. Disamping itu, wujud permasalahan dalam mengutip hutang. Daripada enam usahawan wanita yang ditemu bual, tiga usahawan wanita mengatakan susah untuk mengutip hutang. Susulan tu, mereka berdepan dengan kekurangan modal pusingan bagi penghasilan produk baru. Ini selaras dengan kenyataan Howorth dan Wilson (1999) apabila mereka juga mendapati kebanyakan pengusaha kecil selalu berhadapan masalah mengutip hutang sehingga mengakibatkan kelancaran operasi perniagaan terganggu.

Kesimpulan

Beberapa cadangan dapat diutarakan hasil daripada kajian yang diperolehi. Antaranya pihak FELCRA Berhad perlu terus melaksanakan program berkaitan pengurusan kewangan kepada semua usahawan berdaftar dengannya. Semua ilmu dan skil berkaitan pengurusan kewangan perlu didedahkan kepada usahawan mereka dan seterusnya sesi bimbingan secara berterusan juga perlu dilaksanakan. Jika tidak dibimbing dan dipantau, kebarangkalian amalan tersebut tidak dipraktikkan dalam operasi perniagaan adalah tinggi.

Pihak FELCRA Berhad juga perlu memberi program motivasi agar dapat meningkatkan semangat para usahawan khususnya usahawan wanita FELCRA Berhad dalam mengharungi cabaran yang semakin mencabar di abad ke 21 ini. Antara cabaran tersebut adalah seperti cabaran mengutip hutang sepertimana yang dinyatakan dalam temu bual. Perkara ini sejajar dengan kenyataan Mohd Yusof (2000) apabila beliau menekankan akan kepentingan menguasai ilmu dan skil perniagaan jika ingin operasi perniagaan berjalan dengan baik. Kenyataan ini juga disokong oleh Noraizan (2003) dan Zaleha (2004) apabila mereka

mengatakan bahawa kursus dan latihan pengurusan perniagaan adalah perlu kerana ia terbukti dapat membantu usahawan menguruskan perniagaan dengan lebih teratur dan cekap.

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EXPLORING TEACHING ENGLISH USING ICT IN VIETNAM: THE LENS OF ACTIVITY THEORY

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Abstract: *The purpose of this qualitative study was to understand activities and behaviours of teachers in teaching English using ICT. A total of 20 teachers of English from 4 different primary schools in different areas in Vietnam took part in this study. Data were collected through observations and focus group interviews. The findings were discussed based on Activity Theory. The lens of Activity Theory provides a versatile tool to inquire into various aspects of using ICT in teaching. The results indicated that teaching English using ICT in Vietnam had become much more popular than before and this fact had certain effect. (69% of teachers were at Augmentation level and 31% at Modification level) Opportunities of bringing a good language environment to learners, getting instant feedback, giving learners interesting activities to practise language skills, and sharing designed activities with other teachers contributed to the advantages of using ICT in teaching. However, there were still some factors that limited the use of ICT in teaching English in Vietnam. Therefore, this study suggests the recommendations to better the situation.*

Keywords: *Activity Theory, ICT, Teaching English, Primary School, Activities.*

Introduction

According to Qasem and Viswasnanthapa (2016), the rapid growth in Information and Communication Technologies (ICT) has brought remarkable changes in recent years in both daily life and educational systems. Due to the benefits that ICT brings to English language teaching and learning including motivation enhancement (Schoepp&Erogul, 2001), learner independence (Frith, 2005), and acquisition of skills (Galavis, 1998), ICT has been adopted popularly (Buabeng-Andoh, 2012).

Indeed, in Vietnamese context, the Ministry of Education and Training (MOET) put great emphasis on the reform of education through the implementation of ICT application at any level of education ((Toro & Joshi, 2012). However, studies have consistently shown that technology integration shows disappointing levels of penetration and success (Cuban, Kirkpatric& Peck, 2001; Bauer & Kenton, 2005; Dang, 2013). In Vietnam, this situation is not different with poor penetration of ICT in teaching (Hong, 2014). As a consequence, gaining a deep understanding of the way ICT is used in teaching English in Vietnam may 'shed light on how best to determine their educational uses' (Fujimoro, 2012). Therefore, this study aimed to fill this gap by conducting a case study into the use of ICT in teaching English in Vietnam.

Purpose of The Study

The purpose of this study was to understand activities and behaviours of teachers in teaching English using ICT. Through the lens of Activity Theory, various aspects of using ICT in teaching would be analyzed. Also, this study suggests the recommendations to better the situation of using ICT in teaching in this context.

Design and Methodology

The methodology chosen for this study is case study which refers to an empirical inquiry developing an in-depth understanding of a real-life phenomenon (Yin, 2009). In case study, the researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (Cresswell, 2012). In the scope of the study, the data were collected through observation and focus group interviews. The target participants were 20 teachers of English from 4 primary schools in Danang City, QuangNgai Province, Gia Lai Province and Phu Yen Province. These provinces are in the middle areas and highland of Vietnam. The 4 schools are chosen as they have demographics that match the demographics of the surrounding regions as well as most of other primary schools in Vietnam.

The data collected from observation were in the form of field notes and those from focus group interviews were transcribed and translated (if necessary). While these data were then analyzed to understand how ICT was used in teaching English, this study aimed to extend the analysis of activities in different uses of ICT from individual level to the social level as an activity system by applying the Activity Theory framework. Hence, each element of the activity theory system was investigated according to the definition as follows (Heo & Lee, 2013) including Subjects, Tools, Object(ive)s, Outcome, Community, Rules and Division of Labor.

In order to measure the use of ICT in teaching context of Vietnam SAMR model by Puentedura (2013) was used. This model provides a framework that can be used to classify and evaluate ICT integration (Puentedura, 2013) as it consists of “4 classifications of technology use for learning activities including Substitution, Augmentation, Modification and Redefinition.

Analysis and Findings

In this section, each activity system component is articulated according to the Activity Theory framework, and the whole activity system was summarized in Figure 1.

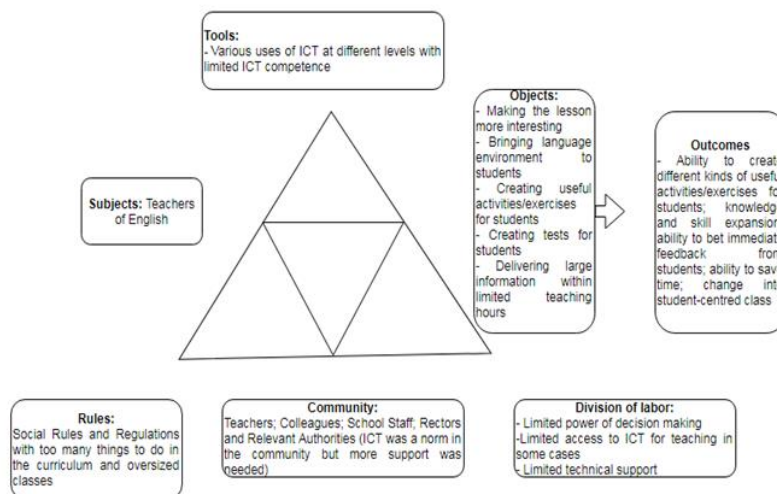


Figure 1: Activity Triangle Model

In figure 1, all the components were summarized and presented graphically. As a result, it could be seen clearly that in order for increasing the use of ICT in teaching English in Vietnam, many factors in the teaching are involved such as Social Rules and Regulations, the Colleagues, the Leaders, the Ministry of Education and Training, the whole community, etc.

Discussion

According to SARM model, 69% of teachers were at Augmentation level and 31% at Modification level. For those at Augmentation level, they can mainly use ICT with its functional improvement such as using digital presentation for their teaching, i.e. PowerPoint slides. The rest 31% could use ICT for significant task design.

As regards to the issues and challenges the teachers faced while using ICT in their teaching, the lens of Activity Theory revealed a lot. Firstly, the teachers had low ICT competency, which led to their lack of self confidence in using ICT as well as low effect in their teaching with the use of ICT. Secondly, it was the limited ICT availability at the schools that hindered the use of ICT. Thirdly, the use of ICT would have been better if there had been better ICT support. Other influential factors were the curriculum with too many contents and oversized classes. The last but not least, 100% teachers revealed that they seemed to have no power of decision making in their teaching. Taken all together, it can be seen that all the 6 components of the Activity Theory are correlated with one another. In order for this activity to work well, every factor related to each component of the Activity Theory should be addressed.

Conclusion

This paper has explored the use of ICT in teaching English in Vietnam using the lens of Activity Theory. It could be concluded from the study that the levels of ICT use in teaching English in Vietnam are mostly at Augmentation stage according to SARM model and only a few reach Modification stage. Also, the findings indicate that the effective use of ICT depends on the way ICT is situated. As Papert (1993) claims, as ICT enters the sociocultural setting of the school, it will weave itself into the learning in many more ways than its original promoters could possibly have anticipated. Under the lens of the Activity Theory, the activity systems across schools and classrooms together with the integral contextual understanding of how larger entities such as policy makers have on them (Lim & Hang, 2003).

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ILIW: LONGING AND BELONGING IN ILOKANO NARRATIVES OF DISPLACEMENT

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Abstract: *The Ilocanos take up a vast number of settlers in the US more than some other ethnic groups in the Philippines. Aside from overseas migration, the Ilocanos also have interprovincial mobility which resulted to the spread of Ilocanos in Northern and Central Luzon as well as some parts of Visayas and Mindanao. The interprovincial and inter-country mobility of the Ilocanos resulted in to a diaspora which in turn produced diasporic narratives. This paper focuses on the rediscovery and the re-imagining of Ilocano diaspora experience to show the concept of home, the imaginings of home as shaped by nostalgia, and the formation of identity, and the efforts of self-representation which create and recreate continuously the Ilocanos. Specifically, the paper examines the writings from the diaspora in the in the two winners of the Carlos Palanca Memorial Awards in short fiction in Ilokano namely: *Puon (Roots)* by Lorenzo G. Tabin, first prize 2002 and *Dadapilan (Brotherhood)* by Noli S. Dumlao, first prize 2007. Ilokano narratives are gripped with nostalgia and longing to be attached to the homeland. The construction of identity is in consonance with the “Ilocaneness” with the “Ilocandia” as a locus of reference.*

Keywords: *Displacement, Homeland, Identity construction, Longing, Diaspora*

Introduction

One of the recurring themes of many Ilokano literary pieces is the concept of “leaving home”. The idea of migration has always been part of the Ilocano consciousness which can be traced in the Ilocano epic “Biag ni Lam-Ang.” The adventures of the Ilocano epic hero outline how the Ilocano continue to search for his identity in foreign lands and continue to long for his home amidst the promise of the new land. The actions of the Ilocano epic hero became uniform patterns of movements among Ilocanos who continue to cross boundaries through interprovincial mobility, overseas employment and migration. In the examination of diasporic Ilocano texts, there is initially a need to first define diaspora. While the term is generally linked with migration and on acts of leaving the homeland, Jana Evans Braziel in the book. “Diaspora, an Introduction” gives a historical definition of the term.

As a historical term with ancient Greek roots etymologically, diaspora as a concept first emerged from the Septuagint and midrashic rabbinical writings to describe the Jewish diaspora, or dispersal from the “homeland” and those living in exile in Judea or Jerusalem. The word diaspora has also been aptly applied to modern diasporas to discuss the Middle passage, the transatlantic slave trade, and the dispersal of people of African origin throughout the so-called New World or the Americas (11).

Historically, diaspora is only associated with the Jewish exile but Gabriel Sheffer challenged this by providing a broader meaning which according to him, “less well-known”. He argued

that the term did not just first appeared in the Greek translation of the book of Deuteronomy in the Old Testament, with reference to the situation of the Jewish people-“Thou shall not be a diaspora in all the kingdoms of the earth” (Deut. 28, 25)” but is also used by Thucydides in his History of the Peloponnesian War to describe the dispersal of the Aeginetans” (Sheffer 9). The term has been applied to the two oldest diasporas - the Jewish and Greek diasporas which are both results of forced and voluntary migration.

While the Ilocano diaspora is a different story, it somehow shares the idea that “leaving the homeland” is a result of forced and voluntary migration. The Ilocano diaspora has brought forth Ilocano immigrants to various places in the country and in various countries in the world. This wave of migration has played a part in the economic, political and cultural development on the places/countries affected by the diaspora. In the context of diasporic literary production, the Ilocanos while they are away from their “homeland” produced a wide array of literary pieces that reflect their imaginings of the “Ilocandia”, the *ili* (town/city) or the *pagilian* (nation/country), their *manongs* (older brothers) and *manangs* (older sisters) and their *apung nga lakay ken baket* (elders). Through the process of displacement, diasporic literature is produced. Hence, these vast number of Iloko writings can be considered diasporic pieces of writing.

Purpose of The Study

This paper focuses on the rediscovery and the re-imagination of Ilocano diaspora experience to show the concept of home, the imaginings of home as shaped by nostalgia, and the formation of identity, and the efforts of self-representation which create and recreate continuously the Ilocanos. Specifically, the paper examines the writings from the diaspora in the in the two winners of the Carlos Palanca Memorial Awards in short fiction in Ilokano namely : Puon (Roots) by Lorenzo G. Tabin, first prize 2002 and Dadapilan (Brotherhood) by Noli S. Dumlao, first prize 2007.

Discussion

The Concept of Home and Identity in Ilokano Short Fiction “Puon “

In most cases, people in the diaspora still long for their homeland while they are in their host country or province. They have in mind an image of their homeland where they can one day return. For some Ilocanos, this vision is possible but for some, they have to confront a reality in which they can only imagine their homeland while facing the reality of their new settlement.

Such longing for home is illustrated in the short story “Roots” (Puon) by Lorenzo G. Tabin which has won the first prize in Ilokano short fiction in the Don Carlos Palanca Memorial Awards in 2002. Narrated in multiple points of views, the story is about the head of the family who is referred to as *Tatang* (father) in the story and his continual longing for home. *Tatang* left the Philippines and his wife and two daughters in Poblacion Sur in Ilocos when he was granted a US citizenship for being a war veteran. He was able to take with him his eldest son and he settled in Salt Lake City. He remarried in the U.S. and he had three daughters from his second wife. *Tatang* during the twilight of his life remembers his family in the Philippines especially his wife that he left. He also remembers his daughters and the the difficult life that his daughters are experiencing in the country. In one of the lazy afternoons that he sat in the balcony of his house, memories of his past haunted him which caused him to have a mild stroke. He then insisted to his son and his second family that he has go back home in the Philippines. They were hesitant at first but later on, they gave in to his request to go home. On his way to the Philippines he was delirious which caused his death on the plane. In his final hour, he saw the image of his late wife (his first wife whom he left in Poblacion Sur) calling him and

he uttered “Nagpintaskan Inada... Nagpintaskan...” (You are very beautiful my wife... very beautiful...).

In the story, concepts of home, the settings that are present in the narrative were the foci. There is a continuous reference towards “Ilocandia” in the story. Tatang in his meanderings recall memories in his place of origin.

These locations whether conceptual or physical reveal how the migrant Ilocanos treat such entities as sites of acceptance and resistance through nostalgia and actual living.

Putting Tatang’s diasporic circumstance into perspective, his travails show his close association of exile and return. Both are potent forces in the formation and allegiance to a nation.

Spaces and Displacement in “Dadapitan”

Space is an important aspect in the diaspora and such can be subjected into two processes: the territorialization and the deterritorialization of the people. Such dynamics is present in the short Ilokano fiction *Dadapilan* (Brotherhood). *Dadapilan* narrates a homecoming given to the Ilocano immigrants of Hawaii by the Philippine government. The homecoming brought back memories of Alipio Tegged of his experience with the Spaniards and how they took the lands of the Ilocanos. The difficult life that they have in Ilocos brought them to different lands within the country while others tried their luck as sugarcane plantation workers in Hawaii just like Alipio Tegged who part of was the first sakadas (sugarcane plantation workers) in Hawaii. In Alipio’s narrative, he recalled how they were treated by the “white” plantation overseers and how The Ilocanos revolted against the plantation owners and overseers. Alipio’s friend, Segundo was killed during the revolt. Alipio recalled and narrated the bittersweet memories to his grandchild and shared with him the struggles of the Ilocanos in the foreign land before the Ilocanos were finally acknowledged as citizens in Hawaii. In their homecoming, he reminded his grandchild of the importance of identity and of going back to his homeland.

Conclusion

The narratives from the Don Carlo Palanca Awards which were examined in this paper are gripped with longing for home. The image of home is preserved through nostalgia. For the Ilocanos, longing for home doesn’t necessarily mean leaving the nation for estrangement and detachment is also felt within the nation. It is the conceptual home that they therefore long for, the images that remain in their memories. Their lives seem to be left behind, to what used to be and can never be recovered. The sensibility of these writings remains at home which refers to “Ilocandia” even if they are elsewhere abroad or within the country. Their negotiation of home is revived through summoning their language of origin, the “Ilokano”

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TOXICITY STUDY OF PALM OIL ESTER AS ENVIRONMENTAL FRIENDLY DRILLING FLUID

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Abstract: *The Drilling for oil and gas wells require a fluid known as drilling fluid. Water based drilling fluids are preferred in drilling operation due to its low cost and less toxic. However, oil-based drilling fluids are sometimes used when there are some problems during drilling operation such as drilling through sensitive rock layers or high temperature and high-pressure wells. However, oil-based drilling fluids are expensive and have some impact to the environment especially to the living organisms. This research will analyze the impact of newly formulated palm oil ester-based drilling fluid to juvenile tilapia fish and shrimp and compared with the commercial synthetic oil-based drilling fluid. The lethal concentration of 50% after 96 hours of both drilling fluids towards tilapia fish and shrimp were compared. Four different drilling fluid concentrations were tested. Results showed that oil-based drilling fluid have low 96-hour value compared to palm oil ester-based drilling fluid for tilapia. For comparison, the shrimp has been used as test organisms, however, the same pattern was observed. It was found that the values of oil-based drilling fluid and palm oil ester-based drilling fluid with shrimp as the test specimen are 40,000 ppm and 60,000 ppm respectively. This study revealed that oil-based drilling fluid are more toxic than palm oil ester-based drilling fluid and application of palm oil ester drilling fluid as environmental friendly drilling fluids is recommended.*

Keywords: *Environment friendly, Toxicity, Palm oil ester, Drilling fluid*

Introduction

In recent years, environmental consideration has become one of the most important key in order to choose the best drilling fluid to be used in offshore. Oil based drilling fluid (OBDF) and synthetic based drilling fluid (SBDF) are increasingly being used in offshore drilling applications in the oil and gas industry (Ismail, 2001 and Dorn et al., 2011). This is due to the nature of the drilling operations having highly deviated or horizontal wells with extended reach, high pressure and high temperature conditions. The OBDF should be treated before it is dump as a waste to make sure that it will not pollute the environment (Siddique et al., 2017). A study of drilling activities in offshore Brunei was conducted to evaluate the environmental effects of OBDF, WBDF and ester-based drilling fluid (EBDF). Persistent toxic substances from drilling operation have been significantly reduced the Malay Basin ecosystem over the past 20 years (Sayle, 2003). It was found that mortality of the marine life is closely related to

the drilling fluid type that used at the well near the affected area. Ismail et al. (2013) showed that that palm oil ester and soy biodiesel is less toxic compared to the commercial SBDF. The difference in toxicity is mainly due to the based oil used because the formulation of the drilling fluid in this experiment is the same except for the based fluid.

This research is intended to investigate the toxicity of oil-based and ester-based drilling fluids in various concentrations toward living organism. In order to achieve the objectives of the research, acute toxicity tests (median lethal concentration) were performed that kills 50% of the tested organism in a given exposure time (96 hours).

Methodology

Drilling fluid was blended until the mixture is uniform. Tilapia and shrimp with an average size of 2 cm were chosen and fed twice daily. The specimens were acclimatized for at least 12 days before the experiment. Each test chambers consist of 10 units of the tilapia fish and shrimp respectively were put separately in the test chambers. Five batches of tilapia fish (10 units per batch) were tested under 5 different concentrations of OBDF and EBDF in different test chamber. Total volume of water and drilling fluid mixture was 2,000 ml. Mortality of the tilapia and shrimps were recorded at every 24 hours until 96 hours.

Results and Discussion

The tests showed that 10,000 ppm concentration produced the same mortality rate of 20% of tilapia fish as shown in Fig. 1(a) for OBDF. In contrast, the 20,000-ppm concentration killed 30% of the organism after the tests. Similarly, the 30,000-ppm concentration claimed the lives of 30% of the organism. Lastly, the 50,000-ppm concentration killed 60% of tilapia. Fig. 1(b) illustrates the mortality rates of tilapia fish when exposed to EBDF. All the specimen in the 10,000-ppm concentration survived with a zero-mortality rate. Similarly, the 20,000 and 30,000 ppm concentrations produced the same mortality rate of 10% of the organism after the three tests. Conversely, the 50,000-ppm concentration claimed the lives of 20%, 20%, and 10% of the organism. Therefore, the common mortality rate of tilapia fish when tested in 50,000 ppm concentration of is 20% of the population.

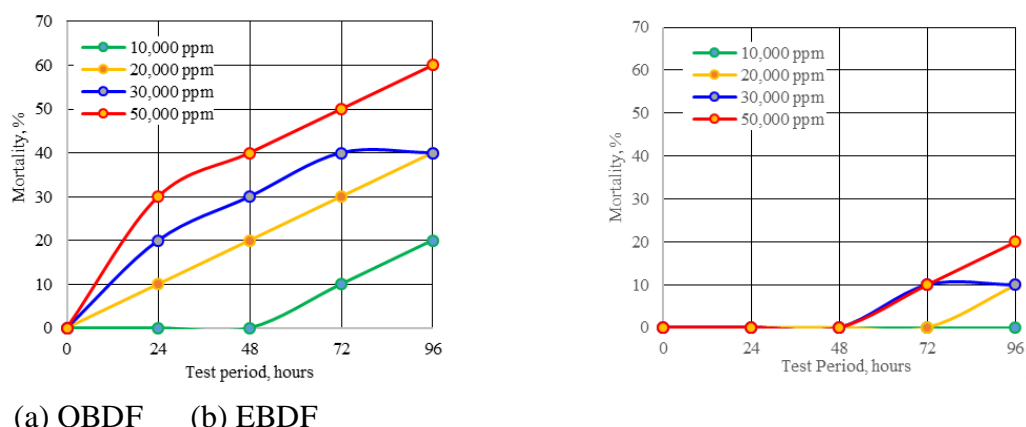


Figure 1. Mortality Rate Results of Tilapia After 96-Hour Exposure In (A) OBDF and (B) EBDF

Another acute toxicity test was conducted by using shrimp. The percentage population of shrimp mortality rate after 96 hours of testing period remained the same for the 10,000, 20,000 and 30,000 ppm drilling fluid concentrations as shown in Fig. 2(a). Similarly, mortality percentages of 50% and 60% were produced when the specimen tested in 40,000 ppm drilling

fluid concentration. Fig. 2(b) showed that the mortality percentage of shrimp remained the same for the 10,000, 30,000 and 40,000 ppm drilling fluid concentrations at 0%, 10%, 20%, and 30% respectively. The only drilling fluid concentration producing two contrasting results is the 20,000 ppm with 10% and 20% of the specimen losing lives.

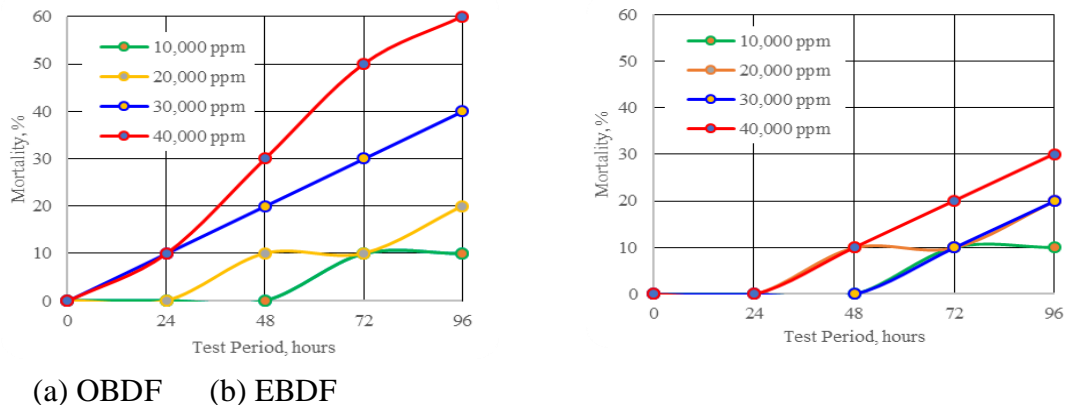


Figure 2. Mortality Rate Results of Shrimp After 96-Hour Exposure In (A) OBDF and (B) EBDF.

Conclusion

Ester based drilling fluid proved to have less toxicity compared to oil-based drilling fluid. Therefore, ester-based drilling fluid is recommended to be used as drilling fluid in drilling operation. The results revealed that suspension particle phase of drilling fluids cause greater mortality to shrimp compare to tilapia fish.

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RELEVANSI PENDIDIKAN KETAMADUNAN (SUBJEK MATAPELAJARAN UMUM: TAMADUN ISLAM DAN TAMADUN ASIA - TITAS) DI INSTITUT PENGAJIAN TINGGI SWASTA: KAJIAN DI SALAH SEBUAH UNIVERSITI SWASTA, SELANGOR

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Abstract: Pendidikan ketamadunan, iaitu subjek matapelajaran umum; Tamadun Islam dan Tamadun Asia (TITAS) dirasakan amat penting bagi membentuk dan memupuk jati diri di kalangan anak muda generasi kini. Usaha yang diambil oleh pihak Kementerian lantaran isu semasa seperti cabaran integrasi antara kaum di Malaysia seharusnya dipuji kerana ia merupakan satu inisiatif positif bagi membantu membentuk satu bangsa Malaysia. Berdasarkan dapatan kajian yang diperolehi, majoriti responden bersetuju dengan relevansi pendidikan ketamadunan yang diberikan kepada pelajar khususnya di institusi pengajian tinggi swasta. Hal ini kerana subjek ini berjaya memberi manfaat serta pengetahuan tentang sejarah selain mendidik responden tentang akhlak, tingkahlaku dan adab dalam kehidupan. Dengan menggunakan kaedah kuantitatif, seramai 92 orang responden telah bekerjasama di dalam kajian ini. Secara asasnya, salah satu asas utama yang menaikkan semangat pelajar untuk mempelajari dan memahami pelajaran ini adalah dengan mempunyai guru yang bersemangat dalam mengendalikan subjek ini. Justeru itu, kajian ini ingin menyatakan tentang kepentingan relevansi pendidikan ketamadunan beserta keperluan guru dalam menerapkan persepsi positif terhadap pengambilan subjek TITAS sebagai mata pelajaran wajib bagi setiap pelajar tempatan.

Keywords: Relevansi, Pendidikan Ketamadunan, Matapelajaran Umum (MPU), Tamadun Islam Dan Tamadun Asia (TITAS)

Pendahuluan

Pendidikan merupakan satu proses tanpa henti yang memenuhi kitaran hidup manusia. Namun begitu, peralihan zaman dari satu peringkat ke peringkat yang lain menjadikan sistem pendidikan semakin kompleks. Selaras dengan perkembangan dunia, sistem pendidikan perlu bersifat elastik agar dapat menyesuaikan sistem dengan keadaan semasa. Walaupun sistem pendidikan dunia hari ini lebih tertumpu kepada siber-fizikal, namun ia tidak mampu menolak keperluan pembentukan sahsiah insan dalam kehidupan.

Sebelum dunia beralih kepada sistem pendidikan siber-fizikal, pihak Kementerian Pendidikan terlebih dahulu melaungkan moto dasar pendidikan yang menekankan aspek melahirkan insan yang seimbang dari segi rohani, jasmani, emosi dan intelek agar dapat membentuk seorang individu yang berguna kepada keluarga, masyarakat, negara dan agama. Bertitik tolak dengan usaha tersebut, pelan awal pelaksanaan pendidikan ini adalah berdasarkan Falsafah Pendidikan Kebangsaan yang mana dinyatakan bahawa:

Pendidikan di Malaysia adalah suatu usaha yang berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara. (Pusat Perkembangan Kurikulum, 2005)

Maka, terbuhtilah bahawa pendidikan serta penerapan nilai murni di dalam membentuk sahsiah individu tidak dapat dipisahkan bahkan perlu seiring, apatah lagi dalam arus moden ini.

Namun begitu, salah satu cabaran besar dewasa ini selain menjadikan masyarakat maju dan berjaya adalah untuk melahirkan masyarakat yang bermoral dan beretika. Oleh itu, nilai-nilai murni telah dipupuk secara formal (iaitu di dalam penggubalan kurikulum peringkat sekolah rendah dan sekolah menengah) serta secara tidak formal (iaitu melalui didikan keluarga atau pengalaman semasa seseorang individu). Namun begitu, penerapan nilai ini tidak seharusnya dihentikan sehingga ke peringkat sekolah menengah. Hal ini dibuktikan dengan kajian terdahulu yang menunjukkan bahawa masih terdapat kekurangan pemahaman serta aplikasi nilai-nilai murni bagi pelajar di usia sebegini (Wan Hasmah Wan Mamat, 2002).


Kajian juga mendapati bahawa masih ramai belia yang berminat untuk mempelajari etika dan nilai, justeru itu, pendidikan etika dan moral perlu dimanfaatkan sehingga ke peringkat tertinggi, iaitu di peringkat pengajian tinggi. (Chander Vengadasalam, et. al., 2014). Melihat kepada kredibiliti guru sebagai orang yang kerap berkomunikasi dengan belia, selain ibu bapa dan keluarga, Asmawati, et. al. (2001) di dalam kajiannya menjelaskan bahawa guru memainkan peranan yang penting dalam mempengaruhi kefahaman pelajar tentang etika dan moral. Justeru itu, pihak Kementerian Pendidikan meneruskan usaha penerapan nilai murni dengan melanjutkan usaha ini dengan pembentukan dan pengaplikasian Pelan Pembangunan Pendidikan Malaysia dengan tujuan melahirkan belia yang bukan sahaja berjaya dari segi pencapaian di dalam kehidupan, bahkan dari aspek sahsiah diri.

Pelan Pembangunan Pendidikan Malaysia (PPPM) 2015-2025 (Pendidikan Tinggi)

Perubahan dalam sistem pendidikan yang cepat dan drastik seiring dengan era globalisasi di Malaysia menjadikan pihak Kementerian Pendidikan perlu sentiasa memperbaharui dan berdaya saing agar tidak ketinggalan dalam membentuk belia demi masa hadapan. Walaupun

diakui bahawa sistem pendidikan tinggi Malaysia berkembang pesat dan kukuh sejak sedekad yang lalu, namun perubahan keperluan dan kehendak semasa memerlukan belia agar sentiasa mempersiapkan diri dengan ilmu dan tuntutan kemahiran mengikut peredaran zaman. Sebagai contoh, ilmu tentang *Internet of Things* seiring dengan perubahan ke arah Revolusi Perindustrian Ke-Empat (*Fourth Industrial Revolution*) memerlukan belia untuk mencakupi keperluan kemahiran seperti teknologi disruptif atau robotik. Namun begitu, pihak Kementerian Pendidikan tidak menagabaikan teras jati diri belia yang seharusnya ditanam secara mapan dalam diri mereka, iaitu keperluan sahsiah dan jati diri masing-masing sebagai rakyat Malaysia.

Demi memenuhi aspek perincian keperluan sahsiah dan jati diri sebagai belia Malaysia, Pelan Pembangunan Pendidikan Malaysia 2015-2025 (PPPM) telah dilaksanakan bagi memenuhi tuntutan pembinaan sahsiah individu. Tidak hanya fokus kepada kemahiran dan ilmu teori, pendidikan seimbang dengan memasukkan elemen pembentukan sahsiah dan jati diri dijadikan sebagai salah satu aspirasi penting dalam membentuk belia Malaysia. Aspirasi pelajar yang telah dimanfaatkan di dalam PPPM mempunyai enam aspek.

ASPEK	PENERANGAN	IMBANGAN
Etika & Kerohanian	Beretika dan bermoral, mempunyai kerohanian mantap, penyayang dan prihatin; menghayati pembangunan mampan dan gaya hidup sihat	Akhlak (Etika dan Moral) 
Kemahiran Memimpin	Komunikator yang berkesan, cerdas emosi dan mampu berinteraksi merentas budaya; bertanggungjawab, berdaya saing, cekal dan yakin	
Identiti Nasional	Mempunyai jatidiri kebangsaan dan memahami aspirasi negara	
Kemahiran Bahasa	Mahir dalam bahasa Melayu dan Inggeris, dan teruja untuk mempelajari satu bahasa global tambahan	Ilmu (Pengetahuan dan Kemahiran)
Kemahiran Berfikir	Menghayati pendapat yang pelbagai, berfikir secara kritikal dan inovatif, dan berkemahiran menyelesaikan masalah serta berciri keusahawanan	
Pengetahuan	Menguasai bidang pilihan, mampu memandaat, menghubungkan dan mengaplikasikan pengetahuan yang dipelajari, dan mampu menghargai kesenian, kebudayaan, serta sains, teknologi kejuruteraan dan matematik (STEM)	

Jadual 1: Aspirasi pelajar Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi)

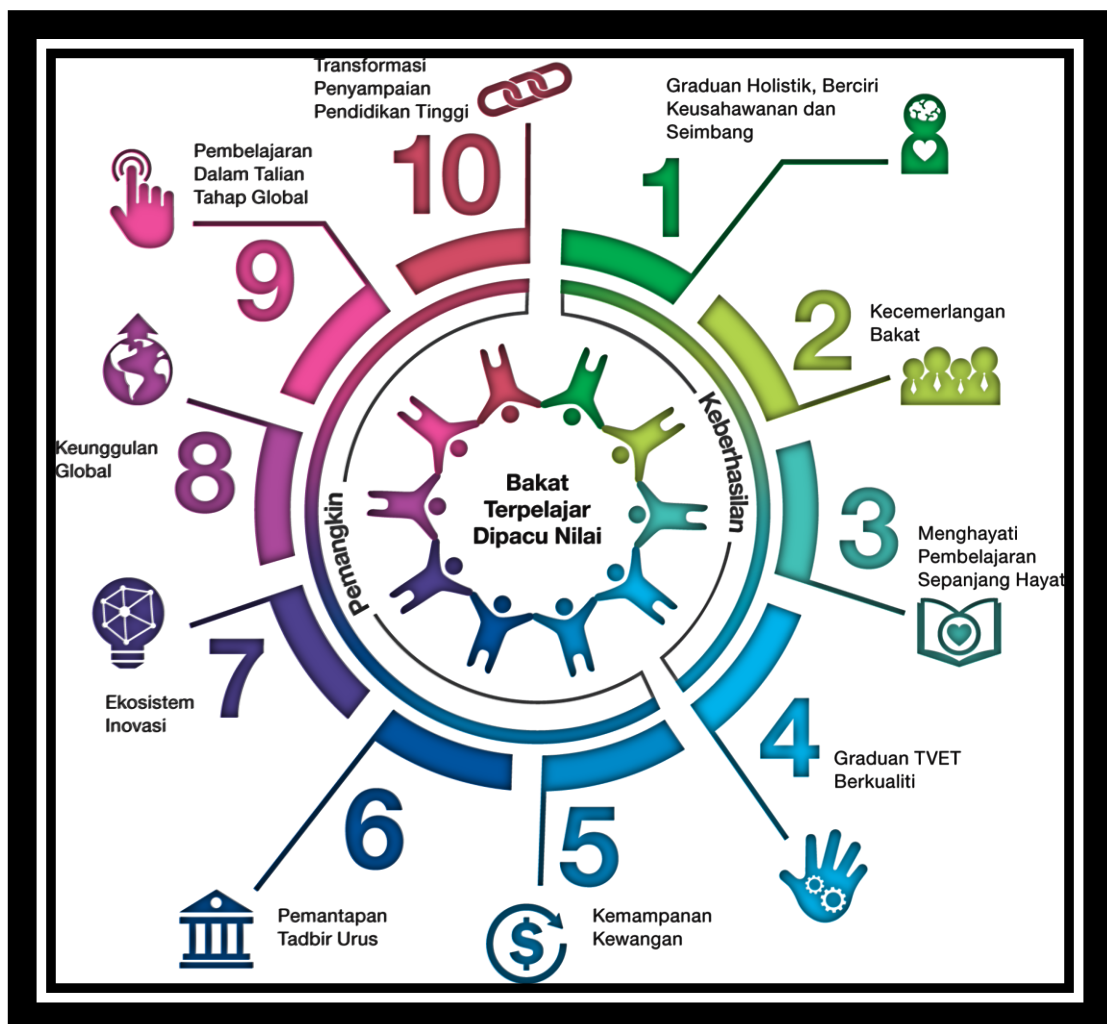
Dipetik dari Ringkasan Eksekutif Pelan Pembangunan Pendidikan Malaysia mukasurat 10 dan 11.

Berdasarkan enam aspek yang diperuntukkan, jelas memperlihatkan usaha Kementerian Pendidikan dalam memperkasa belia Malaysia, bukan sahaja dari aspek ilmu pengetahuan dan kemahiran, tetapi juga aspek akhlak, iaitu aspek etika dan moral. Ini amat bertepatan dengan isu yang dibangkitkan di dalam kertas kerja ini di mana ada sebahagian pihak melontarkan

soalan mengenai relevansi ilmu ketamadunan dalam pembentukan sahsiah pelajar di institusi pendidikan pada era ini.

Fasa untuk memupuk semangat kecintaan terhadap negara bukan sesuatu yang mudah, apatah lagi bila usaha menyatupadukan pelbagai kumpulan etnik di Malaysia menghadapi pelbagai cabaran dek kerana ketidaksefahaman dan ketidaktelusan tentang fahaman erti “kebebasan bersuara”. Untuk itu, PPPM ini dilaksanakan dalam tempoh 11 tahun mengikut tiga fasa iaitu Fasa Pertama (2015) dengan membina momentum dan meletak asas; Fasa Kedua (2016-2020) dengan memacu peningkatan system; dan Fasa Ketiga (2020-2025) iaitu dengan menganjak ke arah kecemerlangan melalui peningkatan keluasa operasi yang fleksibel. Walaupun transformasi ini mengambil masa yang agak panjang, namun transformasi system ini diyakini dapat memberi impak yang berkesan dan bertahan dalam tepoh masa yang panjang.

Untuk itu, 10 Lonjakan diperkenalkan dalam PPPM ini bagi mendorong kecemerlangan berterusan dalam pembentukan sahsiah belia Malaysia, tidak kira kepada belia bumiputera atau bukan bumiputera.



Gambarajah 1: 10 Lonjakan Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi)

Dipetik dari Ringkasan Eksekutif Pelan Pembangunan Pendidikan Malaysia mukasurat 14.

Bagi relevansi pendidikan ketamadunan, ia berkait rapat dengan Lonjakan Pertama: Graduan holistic, berciri keusahawanan dan seimbang, di mana, matlamat utama bagi PPPM adalah untuk melahirkan graduan yang bukan sahaja mempunyai ilmu, bahkan menjaga aspek akhlak, tingkahlaku, set minda dan adab agar belia ini menjadi rakyat yang sempurna. PPPM

percaya bahawa ia merupakan pendidikan asas bagi membentuk rakyat Malaysia yang cemerlang. Justeru itu, para pelajar IPT diwajibkan untuk mengambil subjek ketamadunan bagi menambahbaik ekosistem pembangunan belia; dari segi ilmu dan sahsiah diri.

Matapelajaran Umum (MPU)

MPU merupakan salah satu strategi di dalam pelaksanaan Lonjakan 1: Graduan holistik (lihat Gambarajah 1.0) di mana ia menyentuh aspek kemahiran berkomunikasi, keterampilan, penghayatan nilai-nilai murni, sejarah serta pengetahuan umum (Garis Panduan MPU, 2016). Pengenalan MPU tidak hanya bertujuan menyelaraskan matapelajaran di setiap IPT, bahkan untuk memberi impak yang lebih besar dalam pembinaan negara bangsa, penguasaan, peluasan dan pengaplikasian kemahiran insaniah serta pengukuhan dan peluasan pengetahuan di Malaysia. Untuk itu, Kementerian Pendidikan telah membahagikan MPU kepada empat kelompok iaitu:

Kelompok	Struktur MPU	Contoh kursus
U1	Penghayatan falsafah, nilai dan sejarah	Tamadun Islam dan Tamadun Asia
U2	Penguasaan kemahiran insaniah	Kemahiran kepimpinan dan hubungan insan
U3	Perluasan ilmu pengetahuan tentang Malaysia	Perbandingan agama
U4	Kemahiran pengurusan masyarakat yang bersifat praktikal	Khidmat masyarakat

Jadual 1: Pelaksanaan kelompok U1, U2, U3 dan U4

Dipetik dari Garis Panduan Matapelajaran Pengajian Umum (MPU) mukasurat 3-6.

Kelompok U1 memainkan peranan yang penting dan dilihat sebagai asas bagi MPU kerana ia bertujuan membentuk dan memupuk pelajar khususnya belia Malaysia agar sentiasa mempunyai pengetahuan dan penghayatan terhadap sejarah Malaysia.

Namun begitu, terdapat beberapa kelompok masyarakat yang tidak bersetuju dengan kursus wajib ini, khasnya kursus Tamadun Islam dan Tamadun Asia. Terdapat banyak perdebatan mengenai relevansi pendidikan ketamadunan bagi belia Malaysia. Hal ini telah dikaji oleh Mohd Koharuddin dan Zainudin (n.d.), di mana dapatan kajian penyelidik mendapati kursus ketamadunan ini amat penting untuk menerbitkan rasa jati diri di kalangan belia Malaysia (Mohd Koharuddin & Zainuddin, n.d.).

Susulan dari isu ini, kertas kajian ini ingin mengkaji relevansi pengajian ketamadunan dari dua institusi pengajian swasta di sekitar Selangor. Hal ini kerana, pihak penyelidik percaya bahawa ilmu ketamadunan adalah penting bagi mengingatkan belia Malaysia bahawa sejarah tidak tercipta dengan mudah dan terdapat pelbagai nilai sejarah negara yang perlu diambil sebagai iktibar dan dorongan dalam pembentukan Malaysia bahkan belia Malaysia sendiri untuk menjadi individu yang seimbang dari segi ilmu dan sahsiah diri.

Metodologi Kajian

Penyelidikan merupakan satu proses sistematik yang dirancang rapi berdasarkan pemilihan kajian yang bersesuaian dengan tajuk kajian. Pemilihan kaedah penyelidikan amat penting bagi mendapatkan dapatan kajian yang boleh diterimapakai. Dengan adanya proses yang bersistematik, menganalisis data, berempirikal, sah dan boleh dipercayai, dapatan kajian

tersebut dapat digunakan sebagai rujukan oleh orang ramai (Ruhizan et. al. 2010; Bhasah & Yuslina, 2013). Untuk menjalankan penyelidikan, pemilihan metodologi kajian merupakan perkara yang amat penting. Ia mestilah dijalankan secara bersistematik dengan memenuhi cara, kaedah dan pendekatan yang bersesuaian untuk mencapai objektif kajian.

Bagi kajian ini, kajian kuantitatif telah dipilih untuk menjawab persoalan relevansi pendidikan subjek TITAS di universiti swasta. Kajian kuantitatif merupakan satu metodologi untuk menguji pembolehubah berdasarkan tajuk kajian yang telah ditetapkan. Data bagi kajian ini adalah berasaskan satu pungutan data melalui borang soal selidik, di mana data seperti maklumat demografi (jantina, umur, etnik, agama dan respon yang diperoleh) telah dirungkaikan di dalam borang ini. Persampelan bagi kajian ini adalah tertumpu kepada pelajar tempatan yang sedang dan telah mengambil subjek matapelajaran umum iaitu Tamadun Islam dan Tamadun Asia (TITAS). Kriteria ini telah dijadikan sebagai asas kepada dapatan kajian supaya data yang diperoleh adalah konsisten dan memenuhi objektiviti instrumen.

Setelah pelbagai maklumat diperoleh dari pungutan data borang kaji selidik ini, data-data ini diproses dan dianalisa dengan lebih mendalam dan akhirnya dimasukkan dalam kajian penyelidikan sebagai dapatan kajian.

Dapatan Kajian

Bagi kajian ini, borang soal selidik telah diedarkan kepada 100 orang pelajar yang pernah dan sedang mengambil matapelajaran Tamadun Islam dan Tamadun Asia. Namun begitu, hanya 92 borang telah dikembalikan kepada penyelidik. Kajian ini melibatkan 59.8% (55) responden perempuan dan 40.2% (37) responden lelaki. Bagi taburan kaum yang mengambil bahagian dalam kaji selidik ini, 80.4% adalah responden kaum Cina, 12% kaum India, 4.3% kaum Melayu dan 3.3% lain-lain. Secara puratanya, kajian ini telah dijawab oleh responden sekitar umur 21-30 tahun (60.9%) dan kurang umur 20 tahun (39.1%).

Melalui kaji selidik ini, secara ringkasnya, berikut merupakan dapatan kajian yang telah diperoleh.

INSTRUMEN	YA	TIDAK
Saya memperoleh manfaat dari matapelajaran TITAS	94.6% (87)	5.4% (5)
Saya mempunyai masalah dalam memahami matapelajaran TITAS	17.4% (16)	82.6% (76)
Saya cuba mengulangkaji matapelajaran TITAS untuk lebih memahami matapelajaran ini	80.4% (74)	19.6% (18)
Cara pengajaran guru merupakan faktor utama bagi saya memahami matapelajaran TITAS	94.6% (87)	5.4% (5)
Cara guru saya mengajar matapelajaran TITAS membuatkan saya lebih memahami pelajaran ini	98.9% (90)	0.2% (2)
Guru saya bersikap terbuka ketika pengajaran dan pembelajaran matapelajaran TITAS membuatkan saya selesa untuk bertanya perkara yang saya tidak faham (contohnya perkataan di dalam bahasa Melayu)	100% (92)	0%
Matapelajaran TITAS membantu saya memahami tentang sejarah Tamadun Islam dan Tamadun Asia	100% (92)	0%

Matapelajaran TITAS membantu saya mengenali sejarah penubuhan Malaysia melalui kewujudan Tamadun Melayu	95.7% (88)	4.3% (4)
Matapelajaran TITAS mengingatkan saya tentang kepentingan menjaga akhlak dan tingkahlaku untuk berjaya di dalam kehidupan	87% (80)	13% (12)
Secara keseluruhannya, matapelajaran TITAS adalah relevan untuk diwajibkan kepada pelajar tempatan	81.5% (75)	18.5% (17)

Berdasarkan dapatan kajian ini, majoriti pelajar bersetuju bahawa matapelajaran TITAS memberi impak yang positif terhadap kehidupan mereka, khususnya dari segi pembentukan sahsiah diri seperti akhlak dan tingkahlaku. Hal ini bertepatan dengan sasaran Kementerian iaitu mewujudkan penghayatan falsafah, nilai dan sejarah di dalam diri pelajar tempatan. Bahkan, pengenalan subjek MPU bertujuan untuk membantu dalam pembinaan Negara, bangsa, penguasaan, peluasan dan pengaplikasian kemahiran insaniah supaya pelajar tidak hanya tertumpu kepada material tetapi juga aspek rohani dan sahsiah diri. Hal ini kerana, matapelajaran TITAS tidak hanya menekankan tentang sejarah ketamadunan, tetapi juga asas kepada pembentukan setiap tamadun itu sendiri adalah berdasarkan kepada kepercayaan kepada agama dan Tuhan.

Kajian ini juga mendapati bahawa guru memainkan peranan yang penting dalam membentuk sikap suka terhadap sejarah. Seperti yang kita sedia maklum, pengajian ketamadunan merupakan pelajaran yang agak bosan berbanding matapelajaran lain. Justeru itu, cara pembelajaran dan penyampaian guru terhadap pelajar seharusnya lebih efektif demi menarik minat pelajar untuk memahami dan menerima objektif pembelajaran dalam matapelajaran TITAS. Penggunaan bahasa Melayu, seperti yang disarankan oleh pihak Kementerian seharusnya diberi perhatian yang penuh bagi tenaga pengajar kerana penyampaian yang tidak berkesan kepada pelajar akan mengurangkan minat pelajar terhadap pelajaran ini.

Susulan dari kajian ini juga, dapatan kajian berjaya menjawab tajuk utama kajian ini iaitu relevansi pendidikan ketamadunan terhadap pelajar di insituti pendidikan tinggi swasta. Biar pun berbeza agama dan budaya, 81.5% responden bersetuju dengan syarat pihak Kementerian iaitu mengambil matapelajaran umum (MPU) sebagai subjek wajib bagi para pelajar.

Perbincangan Dan Cadangan

Secara asasnya, program pendidikan di institusi pengajian tinggi awam mahupun swasta berteraskan kepada konsep bersepadu, di mana ia meliputi aspek penting sahsiah diri seperti akal, jasmani, rohani dan material (Noorlela Ahmad, 2004). Selain itu, menurut Zalika Adam dan Faridah Kassim (2002), skop pendidikan bersepadu ini meliputi matlamat pendidikan, kurikulum, kaedah pengajaran dan pembelajaran, sahsiah pendidik serta penerapan nilai murni di kalangan pelajar. Ini menunjukkan bahawa konsep bersepadu ini merupakan konsep holistik yang tidak hanya tertumpu kepada pelajar, tetapi juga pengajar.

Pelaksanaan dan mewajibkan pelajar mengambil subjek dalam MPU seperti TITAS dilihat sebagai satu inisiatif bijak oleh Kementerian dalam meraikan usaha konsep pendidikan bersepadu.

Berdasarkan dapatan kajian, walaupun terdapat minoriti responden iaitu sebanyak 17 responden memilih untuk tidak bersetuju dengan menjadikan MPU sebagai satu matapelajaran wajib bagi pelajar, namun, ia bertentangan dengan dapatan positif yang

diperoleh daripada 75 responden, ia menunjukkan bahawa matapelajaran ini adalah relevan bagi membentuk kehidupan seharian para pelajar secara langsung dan tidak langsung. Namun begitu, harus diingat bahawa pengajar benar-benar memainkan peranan yang penting bagi menjayakan dan mencapai matlamat Kementerian, iaitu penghayatan nilai, falsafah dan negara bagi subjek MPU iaitu TITAS. Hal ini disokong oleh kajian yang telah dijalankan oleh Azizi Yahaya, Nor'aini Saidin dan Raja Roslan Raja Abd. Rahman (n.d), di mana pengajaran dan pembelajaran guru merupakan salah satu aspek yang penting dalam membina hubungan positif antara pelajar dan matapelajaran tersebut.

Berdasarkan dapatan kajian ini, penyelidik mencadangkan agar pihak Kementerian sentiasa cakna tentang pendekatan semasa pengajaran dan pembelajaran silibus TITAS agar ia tidak pudar dek zaman. Selain itu, tenaga pengajar juga perlulah mengambil inisiatif untuk memperbaharui cara pengajaran dan pembelajaran dengan meraih ilmu agar ia dapat mencakupi keperluan dan pemahaman pelajar.

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JAMINAN PERLINDUNGAN PENGGUNA DALAM KERANGKA PERUNDANGAN KAWALAN HARGA BARANG PADA MUSIM PERAYAAN DI MALAYSIA

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Abstrak: Kaedah kawalan harga merupakan isu utama yang sering ditimbulkan terutama ketika musim perayaan. Kaedah kawalan harga yang diamalkan di Malaysia ketika menjelang musim perayaan adalah merupakan usaha kerajaan yang prihatin terhadap rakyat yang tertekan ekoran kenaikan harga barang ketika tiba musim perayaan. Kajian menggunakan kaedah kajian perundangan sosial yang menggabungkan metod perpustakaan dan deskriptif fokus kepada analisis kandungan akta-akta dan peraturan berkaitan kawalan harga menerusi Akta Kawalan Harga dan Anti Pencatutan 2011 yang menggantikan Akta Kawalan Harga 1946 dan memfokuskan kepada definisi barang kawalan, barang kawalan musim perayaan serta pelaksanaan Skim Kawalan Harga Musim Perayaan di Malaysia. Akta Persaingan 2010 yang berkait rapat isu monopoli merujuk khusus sistem rangkaian bekalan barang makanan yang memberi kesan langsung kepada kenaikan harga barang. Kajian bertujuan mengkaji dan menilai peruntukan perundangan kawalan harga barang dalam konteks perlindungan pengguna daripada kenaikan harga barang khususnya pada musim perayaan. Kaedah kawalan harga yang diamalkan di Malaysia ketika menjelang musim perayaan adalah merupakan usaha kerajaan yang prihatin terhadap rakyat yang tertekan ekoran kenaikan harga barang ketika tiba musim perayaan. Malaysia merupakan antara banyak Negara di dunia yang mengamalkan sistem kawalan harga dan Skim Kawalan Harga Musim Perayaan yang bermula semenjak tahun 2000 di samping Akta Kawalan Harga dan Anti Pencatutan 2011 yang menggantikan Akta Kawalan Harga 1946 merupakan undang-undang yang ditambahbaik bagi membantu kerajaan menguatkuasakan Skim Kawalan Harga Musim Perayaan ini dengan lebih berkesan. Skim Kawalan Harga Musim Perayaan dilihat banyak membantu pengguna ketika tiba musim perayaan namun tindakan pemantauan perlu terus dipertingkatkan bagi memastikan pelaksanaan skim ini mencapai sasarannya.

Kata Kunci: Etika peniaga, Skim Kawalan Harga Musim Perayaan, Perlindungan Pengguna Akta Kawalan Harga Dan Anti Pencatutan, Tokok

Pengenalan

Dalam dunia perniagaan selain daripada modal, teknologi dan sumber manusia, etika merupakan unsur penting untuk meningkatkan imej dan reputasi peniaga di samping menjamin pulangan keuntungan yang optimum dan konsisten. Etika dapat memimpin manusia dalam mengurus aktiviti urus niaga dan setiap individu perlu mempunyai standard etika yang tinggi untuk membina dan mengekalkan reputasi korporat berbanding dengan usaha mengeluarkan barangan yang baik.

Selain daripada fokus mendapatkan keuntungan, peningkatan imej dan reputasi daripada aktiviti perniagaan, peniaga perlu menyedari mereka juga bertanggungjawab kepada kebajikan masyarakat. (Sabri Salamon, 1989). Dalam konteks tersebut, etika dapat memainkan peranan membantu peniaga merealisasikan tanggungjawab membangunkan masyarakat dan Negara.

Isu kawalan harga sering menjadi paparan dalam media massa terutamanya di musim perayaan. Terdapat perbezaan antara barangan kawalan semasa musim perayaan dan pada waktu-waktu biasa. Kebiasaannya, barang-barang yang dijadikan barang kawalan semasa musim perayaan adalah melibatkan barang basah dan bahan keperluan untuk masakan. Hal ini berlaku kerana pada musim perayaan, permintaan terhadap barang-barang seperti ayam, cili merah, telur ayam dan bawang merah adalah lebih tinggi berbanding hari-hari biasa. Dengan erti kata lain, permintaan terhadap barangan tertentu meningkat melebihi pengeluaran. Justeru itu, ini menyebabkan terdapat segelintir peniaga yang cuba mengambil kesempatan mengenakan harga yang tinggi dengan sewenang-wenangnya atau lebih dikenali sebagai membuat pencatutan.

Faktor inilah yang memaksa pihak kerajaan iaitu Kementerian Perdagangan Dalam Negeri, Koperasi Dan Kepenggunaan mengenakan kawalan harga bagi sesetengah barangan bagi menjaga kebajikan pengguna. Harga siling bagi sesetengah barangan yang dikawal akan ditetapkan untuk tempoh tertentu bagi memastikan pengguna dapat menikmati harga barangan pada kadar yang munasabah. Namun begitu, ada juga sesetengah peniaga yang tidak mengikut harga yang telah ditetapkan, malah berani mengenakan harga melepasi harga siling yang ditetapkan.

Barangan Kawalan Musim Perayaan

Kawalan bermaksud usaha atau tindakan mengenakan (menjaga, mengawasi), manakala harga pula didefinisikan sebagai nilai sesuatu barangan dengan (kiraan) wang. (Dewan Bahasa Pustaka, 2013) Maka, dapat dirumuskan maksud kawalan harga adalah tindakan mengenakan sekatan terhadap nilai barangan daripada dinaikkan sesuka hati yang biasa dilakukan oleh peniaga dan juga peruncit.

Menteri berkuasa menetapkan apa-apa barang yang hendak dikawal harganya secara undang-undang. Ini adalah berdasarkan permintaan terhadap sesuatu barangan keperluan bagi satu-satu musim perayaan seperti contoh Skim Kawalan Harga Musim Perayaan Hari Raya Puasa, Skim Kawalan Harga Musim Perayaan Tahun Baru Cina dan Skim Kawalan Harga Musim Perayaan Deepavali.

Barangan kawalan pula boleh didefinisikan sebagai benda atau perkhidmatan yang dijual beli tetapi barangan tersebut dikawal daripada segi harganya agar para peniaga tidak dapat menaikkan harga barangan tersebut dengan sewenang-wenangnya. Kebanyakan harga bagi barang terkawal adalah dijual di bawah atau mengikut paras harga maksimum seperti yang telah ditetapkan di peringkat borong dan runcit (KPDNKK, 2017).

Penguatkuasaan yang dilakukan bermula dari peringkat pembekal barangan berkenaan sehinggalah kepada peringkat pemborong. Pembekal dan pemborong adalah dimestikan untuk mendapatkan lesen yang sah dari pihak kerajaan iaitu Kementerian Perdagangan Dalam Negeri, Koperasi Dan Kepenggunaan.

Akta Kawalan Harga dan Anti Pencatutan 2011

Sebelum ini pengawalan harga barang tidak dapat dilakukan kerana tidak ada akta khusus untuk berbuat demikian. Melalui Akta Kawalan Harga 1946 sedia ada, kerajaan hanya boleh mengawal harga terhadap barangan yang diwartakan saja, tetapi melalui akta baru itu, kerajaan berupaya mengawal peniaga daripada menaikkan harga sesuka hati. Semua peniaga diwajibkan menjual harga barang terkawal mengikut harga maksimum yang ditetapkan oleh kerajaan dan meletakkan tanda harga berwarna merah jambu pada barangan tersebut.

Tindakan tegas akan diambil mengikut Akta Kawalan Harga dan Anti Pencatutan 2011 terhadap mereka yang gagal mematuhi peraturan di bawah skim berkenaan. Peniaga yang menjual barang harga terkawal melebihi harga maksimum boleh didenda sehingga RM 100,00 atau penjara maksimum tiga tahun atau kedua-duanya sekali atau dikompaun sehingga RM 50,000. Syarikat yang melakukan kesalahan tersebut boleh didenda sehingga RM 500,00 atau dikenakan kompaun sehingga RM 250,00. Peniaga yang gagal meletak tanda harga merah jambu pula akan didenda sehingga RM 10, 000 atau dikompaun sehingga RM 5,000 dan syarikat yang gagal melakukannya boleh didenda RM 20,000 atau dikompaun sehingga RM 10,000.

Selanjutnya, Akta Kawalan Harga 1946 telah diperhebat dan ditambahbaik dengan pengenalan Akta Kawalan Harga dan Anti Pencatutan 2011. Ia digubal bagi mewujudkan sebuah mekanisma bagi menghalang dan melarang peniaga dari menaikkan harga barangan tanpa sebab dan mengaut keuntungan secara berlebihan sehingga menekan pengguna.

Kini Akta Kawalan Harga 1946 telah diperhebat dan ditambah baik dengan pengenalan Akta Kawalan Harga dan Anti Pencatutan 2011. Ia digubal bagi mewujudkan sebuah mekanisme bagi menghalang dan melarang peniaga dari menaikkan harga barangan tanpa sebab dan mengaut keuntungan secara berlebihan sehingga menekan pengguna.

Akta ini dan peruntukan-peruntukan subsidiari di bawahnya adalah bertujuan untuk menentukan harga barang-barang adalah berpatutan dalam sebarang keadaan dan dalam masa yang sama memberi peluang kepada pengguna untuk membuat perbandingan harga sebelum membeli barangan. Terdapat beberapa kesalahan yang boleh dikenakan hukuman di bawah akta ini. Salah satunya adalah seperti kesalahan gagal meletakkan tanda pada barangan yang dipamerkan untuk jualan serta kesalahan gagal melabelkan barang-barang yang tersedia bungkus dengan maklumat nama dan alamat pengeluar atau pengimport, berat dan kuantiti barangan, kandungan bahan di dalamnya serta nama sebutan sebenar barangan terbabit. Peniaga yang didapati melakukan kesalahan-kesalahan di bawah akta ini boleh dikenakan tindakan didenda atau dikompaun.

Pengisytiharan Sebagai Barang Kawalan Di Bawah Akta Kawalan Bekalan

Barang-barang yang telah diisytiharkan sebagai Barang Harga Terkawal di bawah Akta Kawalan Harga dan Anti Pencatutan 2011 akan diwartakan sebagai barang kawalan musim perayaan di bawah Akta Kawalan Bekalan 1961. Perwartaan ini dibuat bagi membolehkan tindakan diambil di bawah Akta tersebut sekiranya timbul masalah berkaitan bekalan. Berikut adalah senarai barang-barang yang akan dibuat kutipan sebelum dipilih untuk dikawal harganya bagi tempoh tertentu bagi satu-satu musim perayaan.

BIL	BARANG	UNIT
1	Ayam Hidup	kg
2	Ayam Standard (disembelih dan dibersihkan berserta kaki, kepala, hati dan hempedal)	kg
3	Ayam Super (disembelih dan dibersihkan tanpa kaki, kepala, hati dan hempedal)	kg
4	Ayam Belanda Import	kg
5	Kepak Ayam	kg
6	Ayam Tua Hidup	kg
7	Daging Lembu Tempatan(semua jenis daging kecuali batang pinang/tenderloin)	kg
8	Daging Kerbau Tempatan	kg
9	Daging Lembu Import (Australia)	kg
10	Daging Kerbau Import (India) (bahagian Topside)	kg
11	Daging Kerbau Import (India) (bahagian Silverside)	kg
12	Daging Kerbau Import (India) (bahagian Rump)	kg
13	Daging Kerbau Import (India) (bahagian Blade)	kg
14	Daging Kerbau Import (India) (bahagian Chuck)	kg
15	Daging Kambing Tempatan Bertulang	kg
16	Daging Kambing Bebiri Import Bertulang (Australia-Kotak)	kg
17	Daging Kambing Bebiri Import Bertulang (New Zealand-Kotak)	kg

18	Daging Kambing Bebiri Import Bertulang (Australia-Whole carcass)	kg
19	Daging Kambing Bebiri Import Bertulang (New Zealand-Whole carcass)	kg
20	Daging Kambing Bebiri Import Tanpa Tulang (tidak termasuk paha - Australia)	kg
21	Daging Kambing Bebiri Import Tanpa Tulang (tidak termasuk paha - New Zealand)	kg
22	Daging Paha Kambing Bebiri Import Bertulang (Australia)	kg
23	Daging Paha Kambing Bebiri Import Bertulang (New Zealand)	kg
24	Daging Babi (Belly)	kg
25	Daging Babi (Lean and fats)	kg
26	Daging Babi (Pure Lean)	kg
27	Daging Babi (Ribs)	kg
28	Daging Babi (Ribs with meat)	kg
29	Babi Hidup (100kg/seekor)	ekor
30	Telur Ayam Gred A (berat 65.0gm hingga 69.9gm sebiji)	biji
31	Telur Ayam Gred B (berat 60.0gm hingga 64.9gm sebiji)	biji
32	Telur Ayam Gred C (berat 55.0gm hingga 59.9gm sebiji)	biji
33	Tomato(berat antara 8 dan 10 biji sekilogram)	kg
34	Kubis Bulat (tempatan)	kg
35	Kubis Bulat Import (Indonesia)	kg
36	Kubis Bulat Import (China)	kg
37	Kubis Panjang (tempatan)	kg
38	Kubis Panjang (China)-besar	kg
39	Kubis Panjang (China)-kecil	kg
40	Cili Merah (Kulai)	kg
41	Cili Merah (Minyak)	kg

42	Lada Benggala Hijau(Capsicum)	kg
43	Brokoli (tempatan)	kg
44	Brokoli (import)	kg
45	Kubis Bunga (cauliflower) Tempatan	kg
46	Kubis Bunga (cauliflower) Import	kg
47	Bawang Perai (Leek) Tempatan	kg
48	Bawang Perai (Leek) Import	kg
49	Kelapa parut	kg
50	Santan Kelapa	kg
51	Kelapa Biji	biji
52	Bawang Merah Besar (India)	kg
53	Bawang Merah Besar (China)	kg
54	Bawang Merah Kecil (India-biasa)	kg
55	Bawang Merah Kecil (India-ros)	kg
56	Bawang Merah Kecil (Thailand)	kg
57	Bawang Merah Kecil (Myanmar)	kg
58	Bawang Putih (China)	kg
59	Ubi Kentang Import (Indonesia)	kg
60	Ubi Kentang Import (China)	kg
45	Kubis Bunga (cauliflower) Tempatan	kg
46	Kubis Bunga (cauliflower) Import	kg
47	Bawang Perai (Leek) Tempatan	kg
48	Bawang Perai (Leek) Import	kg
49	Kelapa parut	kg

50	Santan Kelapa	kg
51	Kelapa Biji	biji
52	Bawang Merah Besar (India)	kg
53	Bawang Merah Besar (China)	kg
61	Kacang Tanah Import	kg
62	Beras Pulut Thailand (Susu)	kg
63	Beras Pulut Thailand (Biasa)	kg
64	Beras Pulut Vietnam	kg
65	Kacang Dhal (India-Malavi)	kg
66	Kacang Dhal (India-Biasa)	kg
67	Kacang Dhal (Australia)	kg
68	Ikan Kembung Tempatan(berat antara 8 hingga 11 ekor/kg)	kg
69	Ikan Kembung Import(berat antara 8 hingga 11 ekor/kg)	kg
70	Ikan Bawal Putih Tempatan (berat antara 200 gram hingga 400 gram seekor)	kg
71	Ikan Bawal Putih Import (berat antara 200 gram hingga 400 gram seekor)	kg
72	Ikan Bawal Tambak Tempatan (berat antara 200 gram hingga 400 gram seekor)	kg
73	Ikan Bawal Tambak Import (berat antara 200 gram hingga 400 gram seekor)	kg
74	Udang Putih (ternak)	kg
75	Udang Putih Besar (Tempatan) (berat antara 41 ekor hingga 50 ekor sekilogram)	kg
76	Udang Putih Besar (Tempatan) (berat antara 51 ekor hingga 60 ekor sekilogram)	kg
77	Udang Putih Besar (Import) (berat antara 41 ekor hingga 50 ekor sekilogram)	kg
78	Udang Putih Besar (Import) (berat antara 51 ekor hingga 60 ekor sekilogram)	kg
79	Udang Putih Besar (Import) (berat antara 41 ekor hingga 60 ekor sekilogram)	kg

Jadual 1: Senarai Barang Harga Terkawal

Penguatkuasaan Peraturan-Peraturan Kawalan Harga dan Antipencatutan (Mekanisme Untuk Menentukan Keuntungan Tinggi Yang Tidak Munasabah Bagi Barangan) 2016 (KPDNKK, 2017)

Bermula 1 Januari 2017 Kementerian Perdagangan Dalam Negeri, Koperasi dan Kepenggunaan telah menguatkuasakan Peraturan-Peraturan Kawalan Harga dan Antipencatutan (Mekanisme Untuk Menentukan Keuntungan Tinggi Yang Tidak Munasabah Bagi Barangan) 2016 bagi bertindak terhadap aktiviti pencatutan. Peraturan ini bagi menggantikan Peraturan-Peraturan Kawalan Harga dan Antipencatutan (Mekanisme Untuk Menentukan Keuntungan Tinggi Yang Tidak Munasabah) (Margin Keuntungan Bersih) 2014 yang telah berkuatkuasa sehingga 31 Disember 2016.

Peraturan ini menggunakan kaedah pengiraan peratusan tokok (mark up) atau peratusan margin pada setiap hari pertama tahun kewangan atau tahun kalendar perniagaan sebagai penentuan keuntungan asas. Peratusan tersebut adalah berdasarkan kepada peratusan mark up atau peratusan margin pada hari pertama tahun sebelum dan trend perbezaan peratusan mark up atau peratusan margin bagi tempoh 3 tahun sebelumnya.

Penentuan pencatutan (keuntungan tinggi yang tidak munasabah) dibuat menggunakan pengukuran tempoh satu tahun kewangan atau tahun kalendar perniagaan. Pencatutan berlaku apabila peratusan mark up atau peratusan margin tahun semasa melebihi peratusan keuntungan asas dalam tahun berkenaan. Peraturan ini tidak menetapkan kadar keuntungan barangan yang diurus niaga atau dijual. Namun begitu, Kementerian mempunyai asas melalui mekanisme dalam Peraturan ini bagi memastikan keuntungan yang ditentukan atau diperoleh oleh peniaga bagi sesuatu barangan adalah munasabah berasaskan kepada data maklumat perniagaan yang lepas.

Kementerian memulakan penguatkuasaan dan pemakaian Peraturan kepada dua (2) kategori barangan iaitu makanan dan minuman serta barangan isi rumah. Barangan isi rumah adalah terdiri daripada jenis barang yang tidak tahan lama termasuk produk penjagaan diri. Keutamaan diberi bagi barangan ini kerana ia memberi kesan langsung ke atas perbelanjaan isi rumah dan kos sara hidup rakyat. Namun, Kementerian akan memperluaskan penguatkuasaan peraturan ini kepada barangan dan perkhidmatan lain mengikut keperluan dan kewajaran. Peraturan-Peraturan ini berkuatkuasa ke atas semua peringkat perniagaan bagi barangan yang termasuk dalam skop pemakaian peraturan.

Tempoh peralihan selama 5 bulan bermula pada 1 Januari 2017 dan berakhir 31 Mei 2017 diberi kepada peniaga bagi persediaan pematuhan kepada Peraturan ini. Kementerian sedang melaksanakan program advokasi untuk memberi penjelasan dan penerangan kepada pihak berkepentingan khususnya peniaga yang tertakluk kepada penguatkuasaan bagi mempertingkatkan kefahaman dan kesedaran terhadap pematuhan kepada Peraturan ini.

Mana-mana pihak yang melakukan kesalahan membuat keuntungan tinggi yang tidak munasabah akan dikenakan tindakan di bawah Akta Kawalan Harga dan Antipencatutan 2011 kerana mencatut. Sekiranya disabit kesalahan, bagi orang perseorangan, denda sebanyak RM100,000 atau tiga tahun penjara atau kedua-duanya akan dikenakan bagi kesalahan pertama manakala kesalahan kedua dan berikutnya akan dikenakan denda sebanyak RM250,000 atau lima tahun penjara atau kedua-duanya, manakala bagi

pertubuhan Perbadanan atau syarikat akan dikenakan denda sebanyak RM500,000 bagi kesalahan pertama manakala denda sebanyak RM1 juta bagi kesalahan kedua atau berikutnya.

Selaras dengan penambahbaikan akta ini juga, penubuhan Majlis Penasihat Harga Barang yang dianggotai golongan professional, pihak peniaga, pengguna dan wakil kementerian turut dilaksanakan bagi membantu pihak kerajaan menjalankan pemantauan ke atas peniaga. Melalui akta baru ini juga, pihak berkuasa boleh bertindak segera terhadap peniaga yang mengaut keuntungan secara berlebihan.

Pelaksanaan Skim Kawalan Harga Musim Perayaan (SKHMP) (website kpdnkk,2018)

Skim Kawalan Harga Musim Perayaan (SKHMP) adalah suatu skim yang dilaksanakan dengan objektif untuk menyekat kenaikan harga yang tidak berpatutan dan mencegah amalan mencatat atau mengambil untung secara berlebihan (*profiteering*) di kalangan peniaga semasa musim perayaan.

Skim ini dilaksanakan mulai tahun 2000 dan meliputi musim perayaan Tahun Baru Cina, Hari Raya Puasa, Deepavali serta Krismas. Skim ini juga telah diperkenalkan buat julung kalinya pada tahun 2010 untuk sambutan musim perayaan Pesta Kaamatan di Sabah dan Hari Gawai di Sarawak.

Kawalan harga dibuat ke atas harga maksimum borong dan runcit ke atas senarai barangan terpilih yang dijadikan barangan harga terkawal. Barangan harga terkawal merupakan barangan yang mempunyai keperluan dan permintaan yang sangat tinggi semasa musim perayaan. Barangan harga terkawal juga adalah barangan yang sensitif terhadap sedikit gangguan bekalan dan harga. Harganya boleh melambung tinggi jika tidak dipantau dan dikawal.

Penetapan harga dibuat berdasarkan trend harga sepanjang tahun, cadangan dan perbincangan dari agensi kerajaan, swasta, industri serta persatuan-persatuan. Barangan harga terkawal terdiri meliputi kategori ayam, telur ayam, daging, sayur-sayuran, barang kering dan ikan. Senarai barangan harga terkawal akan berubah mengikut skim dan keperluan ke atas musim perayaan itu.

Menurut Timbalan Presiden Gabungan Persatuan-Persatuan Pengguna Malaysia (FOMCA), Mohd. Yusof Abdul Rahman (2018) kementerian mengumumkan sebanyak 10 barangan diletakkan di bawah Skim Kawalan Harga Bulan Ramadan 2017. Keputusan sebagai langkah menangani kos sara hidup dan kenaikan harga barangan serta mengambil tindakan tegas terhadap mereka yang gagal mematuhi peraturan mengikut skim tersebut berdasarkan Akta Kawalan Harga dan Antipencatutan 2011.

Senarai barangan yang termasuk dalam skim ini ialah kacang tanah, kacang hijau, telur ayam gred A, telur ayam gred B, telur ayam gred C, kelapa biji, kelapa parut, gula pasir putih bertapis kasar, gula pasir putih bertapis halus dan tepung gandum.

Kerajaan perlu terus melaksanakan Skim Kawalan Harga untuk barangan terpilih terutama ayam, telur dan daging pada musim perayaan Aidilfitri ini yang terbukti dapat membendung peniaga daripada mengambil kesempatan menaikkan harga barangan. Langkah Kementerian Perdagangan Dalam Negeri, Koperasi dan Kepenggunaan (KPDNKK) memperkenalkan Skim Kawalan Harga Bulan Ramadan pada tahun lalu berjaya mengelakkan kenaikan harga barangan tertentu.

Skim Kawalan Harga Musim Perayaan (SKHMP) telah dilaksanakan bermula tahun 2000 di bawah Akta Kawalan Harga dan Antipencatutan 2011 (dahulu Akta Kawalan Harga 1946). Pelaksanaan SKHMP Raya Puasa 2018 yang berkuat kuasa bermula 08 Jun hingga 22 Jun 2018.

Barang-barang Kawalan Diisytiharkan Semasa Musim Perayaan bagi perayaan-perayaan berikut:

- Hari Raya Puasa
- Deepavali
- Hari Raya Haji
- Krismas
- Tahun Baru Cina
- Pesta Kaamatan
- Hari Gawai

Di bawah Skim ini, beberapa jenis barang keperluan dikenal pasti sebagai barang harga terkawal musim perayaan untuk ditetapkan harga maksimum di peringkat pengeluar, pemborong dan peruncit dalam suatu tempoh tertentu. Skim ini dilaksanakan di seluruh Malaysia dan harga yang ditetapkan adalah berbeza mengikut kawasan dan daerah bertujuan seperti berikut:

- Melindungi pengguna daripada peniaga-peniaga yang mengaut keuntungan berlebihan (Mencatut)
 - Menetapkan harga maksimum ke atas barang-barang keperluan musim perayaan
 - Pengguna mudah memperoleh barang-barang keperluan musim perayaan pada harga yang ditentukan
- Tempoh pelaksanaan SKHMP ditetapkan mengikut keperluan musim perayaan

berkenaan, contohnya ialah;

- Hari Raya Puasa: Tempoh pelaksanaan adalah selama 15 hari (Sebelum, Semasa dan Selepas perayaan)
- Hari Krismas: Tempoh pelaksanaan adalah selama 5 hari (Sebelum, Semasa dan Selepas perayaan)
- Hari Deepavali: Tempoh pelaksanaan adalah selama 10 hari (Sebelum, Semasa dan Selepas perayaan)
- Hari Tahun Baru Cina: Tempoh pelaksanaan adalah selama 12 hari (Sebelum, Semasa dan Selepas perayaan)

Barang-barang yang diisytiharkan senarai barangan harga terkawal skim kawalan harga

musim perayaan Hari Raya Puasa

1-Ayam Hidup

2-Ayam Standard (disembelih dan dibersihkan berserta kaki, kepala, hati dan hempedal atau mana-mana bahagiannya)

3-Ayam Super (disembelih dan dibersihkan tanpa kaki, kepala, hati dan hempedal)

4-Telur Ayam gred A (berat antara 65.0 gram hingga 69.9 gram sebiji)

5-Telur Ayam gred B (berat antara 60.0 gram hingga 64.9 gram sebiji)

6-Telur Ayam gred C (berat antara 55.0 gram hingga 59.9 gram sebiji)

- 7-Daging lembu tempatan
 - 8-Daging lembu import (dikawal di Sarawak sahaja)
 - 9-Daging kerbau import (India)
 - 10-Cili merah
 - 11-Tomato
 - 12-Kubis bulat import (Indonesia dan China tidak termasuk kubis Beijing)
 - 13-Kelapa biji (dikawal di peringkat borong sahaja)
 - 14-Kelapa parut (dikawal di peringkat runcit sahaja)
 - 15-Bawang merah kecil (India)
 - 16-Bawang besar import
 - 17-Bawang putih (China)
 - 18-Ubi kentang import (China)

 - 19-Ikan kembung termasuk ikan mabung (berat antara 7 ekor hingga 10 ekor setiap kilogram)
 - 20-Ikan selayang (berat antara 7 ekor hingga 10 ekor setiap kilogram)
 - 21-Ikan aya atau tongkol (berat antara 1 ekor hingga 2 ekor setiap sekilogram) (dikawal di Pahang, Terengganu , dan Kelantan sahaja)
 - 22.Ikan demudok/sagai/cermin/cupak (berat antara 3 ekor hingga 5 ekor setiap sekilogram) (dikawal di Sabah sahaja)
- Menjadi kewajipan peniaga mematuhi tiga (3) perintah seperti berikut;(Bahagian

Penguat kuasa KPDNKK, 2018)

- 1.Perintah Kawalan Harga dan Antipencatutan (Penandaan Harga Barangan Harga Terkawal) 2018
- 2.Perintah Kawalan Harga dan Antipencatutan (Penentuan Harga Maksimum) 2018
- 3.Perintah Kawalan Harga (Penandaan Harga Oleh Penjual Runcit) 1993

Tanggungjawab dan kewajipan peniaga ialah menjual barangan harga terkawal tidak melebihi harga maksimum yang ditentukan, meletakkan tanda harga berwarna merah jambu ke atas barangan harga terkawal bagi membezakannya dengan barangan lain dan mempamerkan tanda harga ke atas semua barangan yang dijual. Pihak berkuasa KPDNKK akan mengambil tindakan ke atas peniaga sekiranya didapati gagal melakukan kewajipan-kewajipan tersebut.

Terdapat peruntukan penalti menurut jenis kesalahan-kesalahan dilakukan peniaga secara individu atau syarikat. Bagi individu yang melakukan kesalahan menjual barangan harga terkawal melebihi harga maksimum yang telah ditentukan boleh didenda oleh mahkamah sehingga RM100,000 atau dipenjarakan tidak melebihi tiga tahun atau kedua-duanya atau dikompaun sehingga RM50,000. Manakala bagi syarikat yang melakukan kesalahan tersebut boleh didenda sehingga RM500,000 atau dikompaun sehingga RM250,000; Kesalahan gagal meletakkan tanda harga berwarna merah jambu bagi barangan harga terkawal yang dijual

Bagi individu yang melakukan kesalahan gagal meletakkan tanda harga berwarna merah jambu bagi barangan harga terkawal yang dijual boleh didenda oleh mahkamah sehingga RM10,000 atau dikompaun sehingga RM5,000. Manakala bagi syarikat yang melakukan kesalahan tersebut boleh didenda sehingga RM20,000 atau dikompaun sehingga RM10,000. Kesalahan gagal meletakkan tanda harga atau senarai harga ke atas barangan yang dijual iii. Bagi individu yang melakukan kesalahan gagal meletakkan tanda harga atau senarai harga ke

atas barangan yang dijual: Denda maksimum Orang perseorangan bagi Kesalahan pertama RM 50,000 atau dua tahun penjara Kesalahan kedua atau berikutnya RM100,000 atau lima tahun penjara

Sehubungan itu, pertubuhan perbadanan/syarikat bagi Kesalahan pertama RM 100,000. Kesalahan kedua atau berikutnya RM 250,000. Manakala kompaun maksimum sehingga RM25,000 bagi individu dan RM50,000 bagi pertubuhan perbadanan/syarikat.

Penandaan Khas Warna Merah Jambu

Penandaan harga khas warna merah jambu diperlukan bagi membezakan barang harga terkawal yang dijual. Penandaan ini memudahkan penggunaan mengenalpasti barang harga terkawal semasa pembelian. Pengguna akan lebih peka terhadap jenis barang harga terkawal yang diwartakan serta tempoh pelaksanaan yang berlangsung.



Gambar 1: Contoh penandaan SKHMP

Kaedah Penentuan Harga Maksimum SKHMP

Bagi memastikan harga maksimum runcit yang akan ditetapkan sesuai dan boleh diterima oleh semua pihak, langkah-langkah berikut telah dilaksanakan:

- Membuat pungutan harga di peringkat ladang, borong dan runcit ke atas barang-barang yang dicadangkan sebagai barang harga terkawal yang meliputi semua 146 daerah di Malaysia.
- Mengadakan mesyuarat dan perbincangan dengan agensi kerajaan, pengeluar, pengimport, pemborong serta persatuan peniaga yang terlibat bagi menentukan harga maksimum yang ditetapkan adalah wajar dan bersesuaian; dan
- Mengadakan mesyuarat dengan persatuan-persatuan pengguna serta peniaga bagi mendapatkan reaksi dan cadangan mengenai pelaksanaan skim tersebut.

Penutup

Kerajaan mempunyai kuasa kawalan dalam aspek tertentu. Antaranya ialah menggubal undang-undang perlindungan pengguna yang dapat mengawalselia, memantau, dan memastikan bekalan barang-barang keperluan mencukupi, harga barang berpatutan dan pasaran bebas dari monopoli pembekal. Antara contoh undang-undang yang telah diperkenalkan adalah Akta Kawalan Harga 1946, Akta Kawalan Harga Dan Anti Pencatutan 2011. Kesemua statut tersebut bertujuan untuk menentukan harga barang-barang adalah berpatutan dalam sebarang keadaan dan dalam masa yang sama memberi peluang kepada pengguna untuk membuat perbandingan harga sebelum membeli barangan. Di samping mengawal dan memantau aktiviti tidak sihat dalam pasaran iaitu monopoli yang memberi kesan negatif kepada pasaran harga barangan pengguna.

Skim Kawalan Harga Musim Perayaan yang bermula dari tahun 2000 merupakan satu daripada inisiatif kerajaan dalam membantu meringankan beban masyarakat bagi mengatasi

isu kenaikan harga ketika musim perayaan. Ketika musim perayaan, permintaan tinggi terhadap barangan keperluan menyebabkan lonjakan harga yang tinggi di pasaran dan terdapat segelintir peruncit yang mengambil kesempatan ekoran permintaan yang tinggi ini untuk menaikkan harga barangan masing-masing walaupun tidak terkesan daripada kenaikan harga di peringkat borong atau pembekal utama. Sikap peniaga yang kurang prihatin dan tidak beretika ini menyebabkan kerajaan terpaksa campur tangan dalam urusan pasaran terbuka ekonomi Negara bagi menyeimbangkan kepentingan peniaga dan juga pengguna.

Sewajarnya pemantauan dan penguatkuasaan yang lebih tersusun dan mampan penting bagi memastikan pelaksanaan skim ini mencapai objektifnya. Aktiviti penguatkuasaan oleh KPDKK tidak dinafikan membantu membanteras kenaikan harga dan amalan curang oleh peniaga khususnya semasa musim perayaan.

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KEBERKESANAN PELAKSANAAN INTERVENSI PENGURUSAN KONTINGENSI (CM) DALAM MENINGKATKAN TAHAP KEAGAMAAN KLIEN CCRC

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Abstrak: Objektif kajian ini adalah untuk mengkaji keberkesanan pendekatan pengurusan kontingensi atau contingency management (CM) dalam meningkatkan tahap keagamaan klien di CCRC. Kajian ini dijalankan di Cure and Care Rehabilitation Centre (CCRC) Dengkil, melibatkan kaedah pembahagian rawak subjek ke dalam kumpulan eksperimen dan kumpulan kawalan. Seramai 45 orang klien dipilih sebagai subjek berdasarkan kriteria pemilihan yang telah ditetapkan oleh pengkaji. Subjek dinilai melalui hafazan surah-surah lazim berserta kepatuhan kepada program dan aktiviti keagamaan lain di CCRC dalam tempoh 12 minggu. Sebanyak tujuh surah lazim dan tiga surah tambahan disasarkan untuk dihafal oleh subjek sepanjang tempoh kajian. Bagi kumpulan eksperimen, subjek akan diberikan ganjaran CM bagi setiap surah yang berjaya dihafal. Manakala bagi kumpulan kawalan tiada sebarang ganjaran diberikan. Ganjaran CM adalah dalam bentuk pelekat yang mempunyai nilai kewangan sebanyak RM5.00 yang boleh ditukarkan dengan item tertentu yang terdapat di CCRC. Penilaian secara ujian pra bagi mendapatkan data asas (baseline) dilakukan sebelum sesi kajian dijalankan dan ujian pasca dijalankan selepas minggu ke-12 kajian. Subjek dikumpulkan semula untuk dibuat penilaian susulan (follow-up) menggunakan alat ujian yang sama selepas tempoh sebulan kajian tamat. Alat ujian Religious Self Regulation Questionnaire (SRQ-R) yang telah diterjemah ke dalam bahasa Melayu dan diadaptasi ke versi agama Islam digunakan bagi melihat tahap keagamaan klien pada ujian pra, pasca dan susulan. Dapatan kajian menunjukkan bahawa, tiada perbezaan yang signifikan diantara kumpulan eksperimen dan kumpulan kawalan dalam tahap keagamaan subjek pada ujian pra, pasca dan susulan. Ganjaran CM didapati membantu dalam meningkatkan prestasi hafazan subjek namun, ianya tidak memberikan kesan yang signifikan ke atas tahap keagamaan subjek semasa rawatan dan pemulihan di CCRC.

Kata Kunci: Pengurusan Kontingensi, Keagamaan, Kerohanian, Penagihan Dadah, Rawatan Dan Pemulihan, Keberkesanan, CCRC.

Abstract: The objective of this study is to examine the effectiveness of contingency management (CM) approach in improving the client's level of religiosity in a drugs treatment centre (CCRC). This study was conducted in CCRC Dengkil, involving the randomization of subjects into the experimental and controlled groups. A total of 45 clients were chosen as subjects, based on selection criteria set by the researcher. The subjects were assessed by their achievement in memorizing short surahs as well as adherence to other religious programs and activities in the CCRC within 12 weeks of study. A total of seven surah and three extra surah were targeted to be memorized by the subjects throughout the study period. For the experimental groups, subjects will be rewarded with CM reinforcers for each successful

memorized surah. Meanwhile, for the control group no form of reward was given to the subject. CM rewards are in the form of stickers with a monetary value of RM5.00 which can be exchanged for certain items available in the CCRC. Pre-test analysis to obtain baseline data is done prior to the study session and the post-test analysis were done after week-12. Subjects were gathered once again one month after the study end to fill in the follow-up questionnaire using the same instrument. The Religious Self-Regulated Questionnaire (SRQ-R) which have been translated and adapted to Malays and Islamic version is used to examine the level of religiosity during pre, post and follow-up test. The findings show that there are no significant differences between the experimental group and the control group in the subject's level of religiosity in pre, post and follow-up tests. CM rewards helped in improving the performance of the subjects in hafazan but did not significantly affect the subject's religious level during treatment and rehabilitation in CCRC.

Keyword: *Contingency Management, Religiosity, Substance Use Disorders, Addiction Treatment and Rehabilitation, Effectiveness, CCRC.*

Pendahuluan

Penagihan dadah adalah penyakit yang memberi kesan terhadap biopsikososial individu (Dodge & Pettit, 2003). Bagi merawat seseorang penagih, elemen tingkah laku adalah bahagian paling utama namun amat sukar untuk dirawat berbanding unsur fizikal atau biologi yang umumnya boleh dirawat menggunakan pendekatan perubatan. Berdasarkan kebanyakan kajian, penyalahgunaan dadah adalah penyakit yang disebabkan oleh proses pembelajaran dan pengukuhan kepada respons seperti yang dinyatakan dalam Teori Pelaziman Operan dan Teori Tingkah laku Klasik (Carroll & Onken, 2005). Salah satu intervensi yang menerapkan konsep Teori Pelaziman Operan adalah pengurusan kontingensi/ *contingency management* (CM). Banyak kajian telah menunjukkan keberkesanan intervensi CM dalam rawatan penyalahgunaan bahan (Higgins, Heil, & Sigmon, 2013; Petry et al., 2004; Roll et al., 2006), walau bagaimanapun intervensi ini masih lagi sesuatu yang baru dalam skop rawatan dan pemulihan dadah di Malaysia.

CM diwujudkan berdasarkan prinsip untuk mengubah tingkah laku menggunakan pengukuhan positif sebagaimana dadah mengukuhkan penggunaan bahan. Intervensi CM menyusun semula persekitaran untuk mengesan penggunaan dadah secara langsung oleh klien dan komitmen klien menyertai aktiviti yang menyokong kepulihan. Intervensi ini memberikan pengukuhan menggunakan ganjaran yang jelas untuk bukti kepulihan dan komitmen terhadap aktiviti bebas dadah (Petry, 2000). Dalam kebanyakan kajian CM, pengukuhan diberikan dalam bentuk kupon yang boleh ditukar dengan barangan harian, perkhidmatan dan juga keistimewaan khusus dalam persekitaran rawatan dan pemulihan dadah (Higgins, Alessi, & Dantona, 2002). Sejak tiga dekad lalu, prosedur CM telah banyak melalui perubahan terutama dari segi peningkatan keberkesanan, kemudahan akses, dan pengurangan dari segi kos pelaksanaan. CM mewakili salah satu aplikasi tingkah laku yang paling berjaya diterjemahkan dalam kajian dan prosedur bagi pelbagai masalah kesihatan awam, termasuk penyalahgunaan bahan. Berdasarkan sorotan kajian sistematik yang dilakukan oleh Davis et al., (2016) terdapat tujuh trend dalam kajian CM pada masa kini, namun kajian yang memfokuskan keberkesanan pendekatan CM dalam meningkatkan tahap keagamaan di pusat pemulihan masih kurang kajian dilakukan.

Pendekatan keagamaan dan kerohanian bukan hanya merujuk kepada agama tertentu sahaja malah merangkumi semua bentuk agama dan kepercayaan. Setiap kepercayaan mendorong penganutnya untuk melakukan kebaikan dan menjauhi kejahatan. Unsur-unsur keagamaan telah diterapkan ke dalam program pemulihan ketagihan sejak penubuhan *Alcoholics Anonymous* (AA) pada tahun 1935 oleh pengasasnya Bill W. (Stevens & Smith, 2005). Di Malaysia, pusat-pusat pemulihan dadah di negara ini terutama di bawah kelolaan AADK menerapkan elemen keagamaan dan kerohanian dibawah pendekatan bimbingan agama dan moral sejak tahun 80an (Mahmood Nazar Mohamed, 2006). Elemen keagamaan dan kerohanian merangkumi ibadah seperti zikir, solat, berpuasa, membaca serta memahami al-Quran. Pelaksanaan pendekatan keagamaan telah ditambah baik dari semasa ke semasa melalui pendekatan seperti halaqah iaitu pendekatan kelompok mempelajari al-Quran dan program Inabah yang menggunakan kaedah mandi taubat, solat, zikir dan hafazan al-Quran. Pendekatan Inabah merupakan adaptasi dari negara Indonesia dan dilihat berjaya dalam melahirkan tahfiz dalam kalangan mereka dalam pemulihan dadah. Pendekatan psikospiritual Inabah telah dilaksanakan sepenuhnya di di CCRC Sungai Ruan sejak tahun 2015 dan mula dikembangkan ke pusat-pusat lain diseluruh negara.

Program keagamaan memberikan rasa sokongan dan perlindungan secara menyeluruh dalam kalangan penagih dan pengguna dadah. Data menunjukkan bahawa penglibatan dalam amalan agama dikaitkan hubungan yang signifikan dengan seseorang itu kekal lebih lama bebas dari mengambil dadah (*abstinen*) (Al-Omari, Hamed, & Abu Tariah, 2015; Heinz et al., 2010). Kajian CM terhadap hubungan keagamaan oleh Petry, Lewis, & Østvik-White, (2008) mendapati klien yang melibatkan diri dalam aktiviti keagamaan (n = 34) kekal lebih lama dalam rawatan dan mengemukakan lebih banyak sampel ujian urin negatif berbanding mereka yang tidak berminat mengikuti program keagamaan (n=150). Petry menyimpulkan bahawa penglibatan dalam aktiviti keagamaan semasa rawatan CM dapat memperbaiki dan meningkatkan kejayaan hasil rawatan.

Mengikut statistik penagihan dadah yang disediakan oleh Agensi Anti Dadah Kebangsaan (2016) mendapati majoriti penagih yang dadah yang dirawat di pusat rawatan dan pemulihan di seluruh negara adalah dari kaum Melayu dan beragama Islam. Pendekatan keagamaan dan kerohanian merupakan elemen penting dalam pemulihan petagihan dadah namun disebabkan oleh tempoh rawatan dan pemulihan yang terhad serta tanggapan bahawa pusat pemulihan merupakan hukuman membataskan kesungguhan klien untuk mendalami pengetahuan agama disamping mengurangkan keberkesanan rawatan dan pemulihan klien CCRC.

Penerapan elemen ganjaran merupakan kaedah yang sangat berkesan dalam meningkatkan prestasi dan aktiviti keagamaan terutama di kalangan kanak-kanak dalam mempelajari bagaimana berdoa, membaca Al-Quran dan juga berpuasa pada bulan Ramadhan. Pendekatan CM melalui pemberian pengukuhan positif menggunakan ganjaran diharap mampu memberi kesan yang sama sebagaimana kesannya terhadap kanak-kanak. Objektif utama kajian ini adalah bagi melihat kesan intervensi CM dalam meningkatkan tahap keagamaan klien yang menerima rawatan dan pemulihan melalui penerapan program keagamaan di CCRC. Pengukuhan terhadap matlamat tertentu yang disasarkan (dalam konteks kajian ini hafazan dan program keagamaan) mampu mengekalkan tingkah laku berkenaan selain mampu meningkatkan lagi potensi subjek untuk kekal pulih. Selain itu, CM juga mampu meningkatkan lagi motivasi mereka yang sedang mengikuti rawatan dan pemulihan serta menghapuskan perkaitan negatif CCRC sebagai satu bentuk hukuman.

Metodologi Kajian

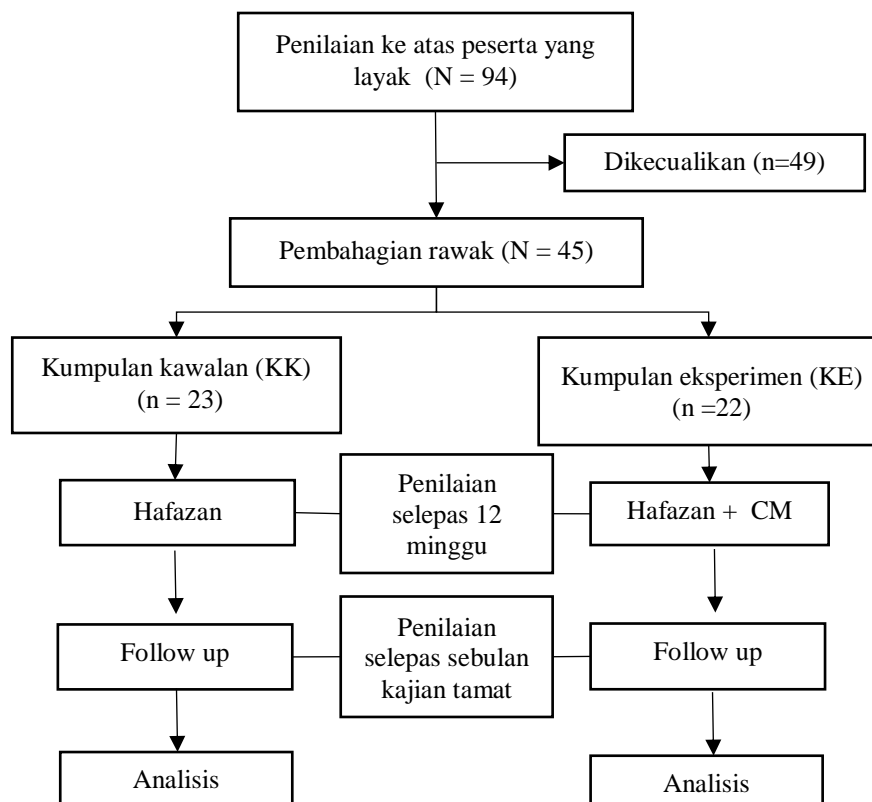
Rekabentuk Kajian

Kajian ini menggunakan rekabentuk kajian *Randomized Controlled Trial* (RCT) dengan membahagikan subjek kepada dua kumpulan iaitu kumpulan kawalan (KK) dan kumpulan eksperimental (KE) bagi melihat kesan intervensi CM terhadap peningkatan prestasi hafazan dan tahap keagamaan subjek. Kajian ini dijalankan di pusat pemulihan CCRC Dengkil selama 12 minggu. Prosedur kajian ini telah diluluskan oleh jawatankuasa lembaga etika Universiti Sains Islam Malaysia (USIM) (USIM / REC / 0138-42) dan semua aspek kajian telah diterangkan kepada subjek kajian sebelum kajian dijalankan.

Populasi dan Sampel Kajian

Seramai 94 klien telah dijemput untuk turut serta dalam kajian. Selepas tapisan dibuat, seramai 45 orang telah menepati kriteria inklusi dan dipilih untuk terlibat dalam kajian. Bagi menentukan saiz sampel yang sesuai untuk kedua-dua kumpulan kajian, penyelidik menggunakan perisian G*Power versi 3.0.10 yang merupakan alat analisis yang berkuasa dalam menentukan analisis kuasa statistik (Faul, Erdfelder, Buchner, & Lang, 2009). G*Power boleh digunakan untuk mengira saiz kesan dan memaparkan hasil analisis kuasa secara grafik untuk menentukan bilangan subjek yang sesuai dalam kumpulan. Untuk tujuan kajian ini, penyelidik telah menetapkan nilai-nilai bagi ketiga-tiga faktor ini sebagai $\alpha = 0.05$, kuasa = 0.80, dan saiz kesan = 0.50 iaitu yang merupakan nilai standard yang digunakan dalam kajian sains sosial (Daly & Cohen, 1977; Lipsey, 1990). Berdasarkan analisis G*Power, bilangan subjek yang sesuai untuk satu kumpulan kajian adalah seramai 18 orang atau 36 orang untuk kedua-dua kumpulan, ini jelas menunjukkan jumlah 45 orang subjek adalah sesuai untuk kajian ini.

Bagi memastikan subjek dalam setiap kumpulan bersifat *homogen* dan memastikan bahawa isu kesahihan dan bias penyelidikan dapat diminima, penyelidik telah menentukan kriteria subjek seperti berikut; a) Memasuki CCRC untuk kali pertama; b) Berumur antara 19 hingga 39 tahun; c) Mengambil bahagian dalam program keagamaan dan kerohanian; d) Lelaki; e) Kaum Melayu; f) Beragama Islam; g) Bebas dari sebarang masalah psikiatri atau penyakit kronik; h) Tidak menyertai sebarang rawatan terapi gantian dadah; i) Bersetuju untuk menyertai kajian dan menandatangani borang persetujuan.



Rajah 1: Carta Alir Subjek Kajian

Prosedur Kajian

CCRC Dengkil yang memenuhi kriteria penyelidikan iaitu dari segi pelaksanaan program keagamaan dan kerohanian telah dikenalpasti dan dipilih sebagai lokasi kajian. Pada peringkat awal, satu pertemuan dan perbincangan dengan Agensi Anti Dadah Kebangsaan (AADK) dibuat bagi menyatakan niat dan tujuan kajian. Penyelidik menggunakan khidmat pegawai pemulihan dan pegawai agama dari pusat berkenaan bagi membantu dalam mentadbir CM dan penilaian hafazan subjek. Pegawai dipilih berdasarkan kriteria dan kelayakan tertentu seperti pengalaman mereka di pusat berkenaan, mempunyai sekurang-kurangnya diploma dan mempunyai kelayakan pendidikan yang bersesuaian. Mereka telah dijelaskan oleh penyelidik kaedah pelaksanaan CM dan cara mengumpul maklumat yang diperlukan untuk kajian ini.

Penilaian pra-ujian bagi mendapatkan data asas (*baseline*) dibuat kepada subjek yang berpotensi dalam CCRC menggunakan instrumen pengukuran menggunakan soalselidik. Subjek yang berkelayakan diminta untuk menandatangani borang persetujuan yang disediakan oleh penyelidik. Kumpulan pertama merupakan kumpulan eksperimen (KE) diberikan pengukuhan CM bagi setiap pencapaian hafazan surah dan program keagamaan dan kumpulan kedua adalah kumpulan kawalan (KK) yang akan melalui hafazan surah dan program keagamaan tanpa pengukuhan atau ganjaran. Setiap kumpulan mempunyai ahli yang sepadan dari segi sifat atau ciri individu tertentu. Untuk tujuan kajian ini, skor pada data *baseline* digunakan untuk membahagikan subjek ke dalam kumpulan kajian. Pembahagian rawak diantara kedua-dua kumpulan dilakukan dengan menggunakan perisian *excel* iaitu menggunakan kaedah *random number generator*.

Kedua-dua kumpulan akan mengikuti intervensi secara berasingan dan mereka tidak dibenarkan untuk berbincang dan berkongsi pengalaman mereka dalam sesi rawatan dengan kumpulan lain. Ini adalah bertujuan untuk mengelakkan persaingan dan ancaman kepada

kesahan kajian. Penilaian pencapaian program keagamaan, dilakukan oleh pegawai agama di pusat berkenaan iaitu melalui penilaian hafazan surah, catatan kehadiran subjek untuk aktiviti keagamaan seperti solat dan aktiviti agama lain. Ganjaran CM dalam bentuk pelekat akan diberikan dan akan dilekatkan pada carta pencapaian setiap subjek berdasarkan pencapaian hafazan dan program keagamaan. Pelekat berkenaan mempunyai nilai kewangan bersamaan RM5.00 yang boleh ditukarkan dengan benda atau barang yang dibenarkan oleh pihak pentabiran CCRC. Data penilaian diambil sebanyak tiga kali sepanjang tempoh penyelidikan, yang pertama semasa kajian awal pra-ujian (*baseline*), yang kedua adalah pasca ujian selepas 12 minggu dan ujian susulan yang dilakukan sebulan selepas intervensi dihentikan. Analisis data dijalankan untuk membandingkan hasil keputusan kedua-dua kumpulan eksperimen dan kawalan menggunakan kaedah statistik.

Alat Ujian

Kajian ini menggunakan soal selidik *Religious Self-Regulation Questionnaire* (SRQ-R) yang telah diterjemah dan diadaptasi dari Ryan, Rigby, & King, (1993) ke dalam bahasa Melayu (BM) dan agama Islam. Soal selidik ini mengandungi maklumat berkaitan faktor seseorang itu terlibat dalam tingkah laku keagamaan. Secara keseluruhan, terdapat 12 item pada SRQ-R. Terdapat versi yang lebih panjang dengan 48 item, namun analisis mendedahkan bahawa versi 12-item yang digunakan oleh pengkaji mempunyai nilai psikometrik yang baik setanding versi yang lebih panjang. Kebenaran secara bertulis telah diperolehi dari penulis asal alat ujian berkenaan dan ujian *pilot* telah dibuat bagi menguji kebolehpercayaan dan keesahan alat ujian versi BM. Hasil ujian *pilot* mendapati alat ujian ini mempunyai nilai kebolehpercayaan yang baik dengan nilai $\alpha \geq 0.7$.

Analisis Data

Analisis statistik yang digunakan dalam kajian ini dilakukan menggunakan perisian IBM-SPSS (versi 22). Perbandingan kumpulan untuk ciri *baseline* dibuat menggunakan ujian t untuk data berterusan (*continuous*), manakala ujian χ^2 untuk data kategorikal. Bagi melihat perbezaan tahap pra, pasca dan susulan, analisis dibuat menggunakan *Analysis of Variance* (ANOVA).

Dapatan Kajian

Ciri-Ciri Subjek Pada Data Asas (Baseline)

Subjek dipilih berdasarkan kriteria pemilihan yang telah ditentukan oleh penyelidik beserta beberapa maklumat tambahan seperti tahap pendidikan, status perkahwinan, dan maklumat pekerjaan. Daripada keseluruhan 45 orang subjek, 100% adalah lelaki dengan usia purata 28 tahun, berbangsa Melayu dan beragama Islam. Sekitar 50% (KE) hingga 65% (KK) mempunyai tahap pendidikan Sijil Pelajaran Malaysia (SPM). Status perkahwinan majoriti subjek adalah bujang iaitu lebih daripada 60% dari keseluruhan subjek. Manakala, kurang daripada 20% daripada mereka bekerja dan mempunyai pendapatan purata RM1500 hingga RM2200 (Jadual 1). Ciri klinikal pula menunjukkan subjek mula menggunakan dadah pada purata usia 23 tahun (KE) dan 24 tahun (KK) dengan tempoh ketagihan 4 hingga 5 tahun. 50% KE mengambil dadah disebabkan oleh pengaruh rakan sebaya sementara, untuk KK, 61% disebabkan oleh faktor ingin mencuba. Kesemua subjek memasuki CCRC untuk rawatan buat kali pertama dan semua merupakan penagih methamphetamine. Penilaian klinikal keparahan menggunakan *Severity of Dependence Scale* (SDS) (Gossop et al., 1995) menunjukkan majoriti subjek dengan skor min 1.4 iaitu berada dalam tahap keparahan yang sederhana. Kajian ini juga menggunakan alat ujian *Treatment Motivation Questionnaire* (TMQ) (Zeldman, Ryan, & Fiscella, 2004), untuk menilai tahap motivasi semasa rawatan. Data asas menunjukkan subjek dalam kajian ini mempunyai tahap motivasi sederhana

sebelum kajian dijalankan. Perbandingan antara kedua-dua kumpulan, menunjukkan bahawa tidak terdapat perbezaan signifikan di antara kedua-dua kumpulan yang menunjukkan pembahagian rawak adalah berjaya (Jadual 2).

Jadual 1: Ciri Sosio-Demografik Pada *Baseline*

Pembolehubah^a	Kumpulan Eksperimental (CM) (n=22)	Kumpulan Kawalan (Tiada CM) (n=23)
Demografik		
Jantina (% lelaki)	100	100
Umur	28.7 (4.6)	28.9 (4.8)
Kaum (% Melayu)	100	95.7
Agama (% Islam)	100	100
Tahap Pendidikan (%)		
Diploma	9.1	0
SPM	50.0	65.2
PMR	27.3	21.7
Sekolah Rendah	13.6	13.0
Status Perkahwinan (%)		
Bujang	68.2	60.9
Berkahwin	31.8	30.4
Bercerai/ duda	0	8.7
Status Pekerjaan (%) Bekerja)	16.0	21.0
Purata Pendapatan sebulan	1577.3 (946.1)	2215.7 (2014.8)

^aSekiranya tidak dinyatakan, nilai adalah min (SD)

Jadual 2: Ciri Klinikal Pada *Baseline*

Pembolehubah^a	Kumpulan Eksperimental (CM) (n=22)	Kumpulan Kawalan (Tiada CM) (n=23)
Umur mula menagih	23.4 (5.3)	24.3 (5.2)
Tempoh Penagihan	4.9 (2.7)	4.1 (2.0)
Sebab mula menagih (%)		
Pengaruh kawan	50.0	34.8
Ingin mencuba	40.9	60.9
Masalah keluarga	4.5	4.3
Lain-lain	4.5	0
Pertama kali mendapat rawatan di CCRC (%)	100	100
Tempoh penggunaan	4.9 (2.7)	4.1 (2.0)
Jenis dadah (% meth)	100	100
Penguasaan Al-Quran	2.86 (1.04)	2.39 (1.23)
Severity of Dependence Scale (SDS)	1.4 (0.6)	1.3 (0.4)
Treatment Motivation (TMQ)		
External Motivation	4.7 (1.2)	4.9 (1.1)
Internal Motivation	4.4 (1.0)	4.5 (1.0)
Help	5.8 (1.1)	5.9 (1.0)
Confidence	4.0 (1.2)	4.1 (1.4)

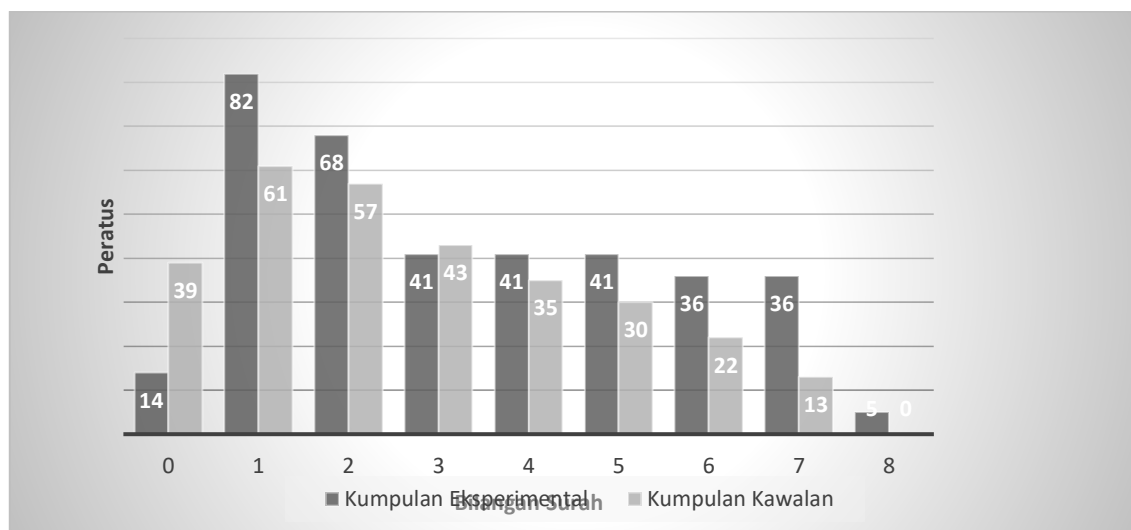
Religiosity (SRQ-R)

Identified	6.0 (1.0)	5.5 (0.7)
Introjected	5.6 (0.9)	6.2 (0.6)

^aSekiranya tidak dinyatakan, nilai adalah min (SD)

Tahap Pencapaian Hafazan

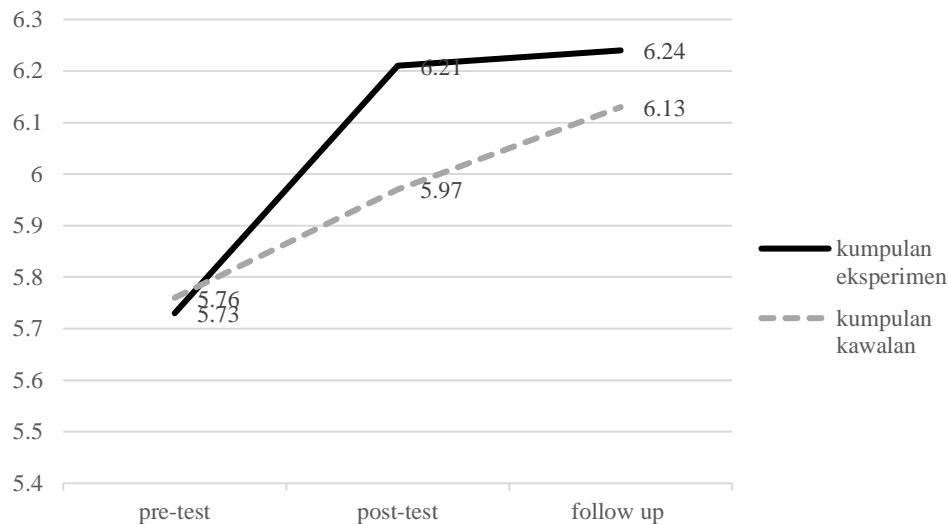
Hasil dapatan kajian selama 12 minggu melalui pemberian ganjaran CM kepada KE mendapati bilangan surah yang lebih banyak direkodkan oleh KE berbanding KK. KK tanpa CM menunjukkan bilangan yang lebih ramai gagal menghafal walau satu surah iaitu seramai 39% berbanding hanya 14% subjek dari kumpulan eksperimental. Hanya seorang subjek berjaya menghafal lapan daripada sepuluh surah yang ditetapkan dalam tempoh kajian iaitu subjek dari KE (Rajah 2). Walau bagaimanapun, analisis menggunakan ujian t mendapati tidak wujud perbezaan yang signifikan diantara KE dan KE berdasarkan bilangan surah yang dihafal oleh subjek ($t(43) = 1.387, p > 0.05$).



Rajah 2: Bilangan Surah Yang Berjaya Dihafal Oleh Subjek Kajian

Perbezaan Tahap Kegamaan

Berdasarkan analisis ANOVA terhadap tahap keagamaan (SRQ-R) mendapati tidak terdapat perbezaan yang signifikan diantara kumpulan kawalan dan kumpulan eksperimen pada ujian pra, pasca dan susulan ($F(1,43) = .456, p > 0.05$). Perbezaan secara deskriptif menunjukkan secara keseluruhan data menunjukkan kumpulan eksperimen mempunyai nilai min skor yang lebih tinggi pada ujian pasca (min: KE = 6.21, KK = 5.97) dan ujian susulan (min: KE = 6.24, KK = 6.13) (Rajah 3).



Rajah 3: Min Skor Tahap Keagamaan Pada Tiga Poin Masa Kajian

Perbincangan

Hasil dapatan kajian menunjukkan bahawa tiada perbezaan yang signifikan dalam tahap keagamaan subjek yang menerima ganjaran CM dengan subjek yang tidak menerima ganjaran CM. Ini menolak hoptesis kajian yang menyatakan bahawa CM mempunyai kesan terhadap tahap dan pencapaian program keagamaan di CCRC. Pendekatan CM sememangnya merupakan intervensi yang terbukti dalam membantu merawat pulih penagihan dadah dan mengubah tingkah laku melalui pemberian ganjaran terhadap setiap perubahan yang jelas (Davis et al., 2016; Stitzer & Petry, 2006; Walker et al., 2010). Walau bagaimanapun masih kurang kajian yang mengkaji pendekatan CM dalam perspektif keagamaan dan kerohanian di pusat pemulihan dadah. Hanya satu kajian yang dilakukan oleh Petry et al., (2008) mempunyai kaitan antara CM dan keagamaan. Pendekatan keagamaan dan kerohanian sememangnya suatu elemen yang penting dalam pembentukan tingkah laku terutama dalam kalangan penagih dadah (Al-Menayes, 2016; Heinz et al., 2010; Sabir Abdul Ghani & Fazli, 2014). Namun kajian CM dengan melibatkan keagamaan dan kerohanian masih perlu dikaji dengan lebih meluas lagi.

CM sememangnya mampu untuk meningkatkan prestasi subjek dari segi pencapaian hafazan subjek berbanding tiada ganjaran. CM mampu meningkatkan motivasi dan minat subjek untuk berprestasi lebih baik dalam program kepulihan namun dari segi tahap keagamaan, ianya adalah bergantung kepada faktor dalaman individu berkenaan. Menurut kajian oleh Zakaria Stapa et al., (2011), kebanyakan klien mempunyai keinsafan dan keinginan mendekatkan diri dengan program keagamaan apabila mereka memasuki pusat pemulihan. Ini kemungkinan menjadi faktor penyebab menunjukkan berlakunya peningkatan dalam tahap keagamaan pada kajian pra, pasca dan susulan bagi keseluruhan subjek di kedua-dua kumpulan. Selain itu, keberkesanan program keagamaan sedia ada juga mungkin menjadi pendorong faktor keagamaan subjek semakin meningkat mengikut masa. Ini disokong oleh banyak kajian yang menunjukkan elemen keagamaan dan kerohanian di pusat pemulihan memberi kesan yang baik terhadap pemulihan dadah klien (Mohamed, 2006; Norlina Binti Muhamad et al., 2015; Zakaria Stapa et al., 2011).

Pemberian pengukuhan melalui ganjaran CM adalah suatu yang baik sebagaimana yang diterapkan oleh Al-Quran dan hadis yang berkaitan dengan ganjaran dan hukuman (Nazri, Ahmad, & Yusoff, 2011). Pemberian ganjaran dalam konteks kajian ini sememangnya

menampakkan kesan positif namun secara statistik ianya adalah tidak signifikan. Faktor lokasi juga memainkan peranan utama dalam menentukan hasil dapatan kajian. Menurut Gendreau, Listwan, Kuhns, & Exum (2014), pelaksanaan CM dalam persekitaran terkawal seperti di penjara perlu mengambil kira kekuatan pengukuhan (ganjaran CM) yang diberi. Salah satu prinsip pelaksanaan CM di persekitaran sedemikian adalah pengaruh ganjaran CM perlu empat kali lebih besar berbanding pengaruh ketakutan terhadap hukuman. CCRC walaupun lebih banyak menerapkan elemen rawatan berbanding hukuman masih menekankan sedikit faktor hukuman dan dendaan pada setiap program dan aktiviti mereka. Nilai RM5.00 bagi pelekat berkemungkinan tidak mencukupi untuk mengatasi kekuatan hukuman di dalam setting CCRC.

Terdapat beberapa limitasi yang boleh diperbaiki oleh pengkaji pada masa akan datang antaranya adalah dalam meningkatkan saiz sampel kajian. Kajian ini, walaupun telah mengambil kira analisis kuasa (*power analysis*), masih merupakan saiz sampel yang paling minima diperolehi oleh pengkaji. Saiz sampel yang lebih besar dicadangkan bagi mendapatkan hasil dapatan yang lebih tepat dan menyeluruh tentang keberkesanan CM. Faktor sumber kewangan juga perlu diambil kira memandangkan pemberian ganjaran CM memerlukan kos yang lebih tinggi sekiranya saiz sampel dibesarkan, walau bagaimanapun pelaksanaan CM menggunakan kos yang lebih rendah boleh digunakan sebagaimana kajian oleh (Branson, Barbuti, Clemmey, Herman, & Bhutia, 2012; Petry & Martin, 2002). Selain itu, penentuan nilai ganjaran yang lebih besar mungkin perlu dipertimbangkan bagi melihat perbezaan kesan berdasarkan nilai ganjaran sebagaimana kajian oleh Ghitza et al., (2008) yang berpandangan nilai ganjaran yang lebih tinggi akan meningkatkan keberkesanan CM.

Kesimpulan

CM merupakan satu pendekatan intervensi yang mempunyai potensi untuk dikaji dengan lebih meluas terutama dalam skop negara Malaysia. Pelaksanaan CM dalam aspek psikospiritual perlu dibuat penambahbaikan sekiranya ianya ingin dilaksanakan di dalam persekitaran CCRC. Selain dalam aspek rawatan dan pemulihan penagihan dadah, CM juga boleh diterapkan dalam pelbagai bentuk modifikasi tingkah laku seperti kepatuhan kepada program atau ubat-ubatan serta kepada masalah kesihatan yang lain seperti diabetes, darah tinggi, obesiti dan sebagainya. Kerajaan Malaysia telah membelanjakan banyak wang dan tenaga untuk merawat pulih penagih dadah dan kos ini semakin meningkat setiap tahun. Penerapan lebih banyak pendekatan berasaskan bukti, diharap dapat membantu memberikan alternatif dan meningkatkan lagi keberkesanan merawat pulih penagihan dadah di negara ini.

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GAGASAN KRISTALISTIK ZAINUN SULAIMAN (1903-1989) TERHADAP PEMBENTUKAN NILAI KEPERIBADIAN DAN KESANTUNAN WANITA MELAYU MALAYSIA

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Abstrak: *Wanita merupakan permata bagi sesebuah bangsa, negara dan peradabannya. Mereka berperanan sebagai tonggak dalam melahirkan generasi keturunan yang berguna dan bermanfaat pada masa kini juga masa hadapan. Namun permasalahannya, wanita kini kian terhakis nilai keperibadian dan kehormatan diri akibat arus globalisasi kemodenan dan transformasi pendigitalan tanpa sempadan. Justeru, kajian ini dikemukakan untuk menilai gagasan tokoh iaitu Zainun Sulaiman (Ibu Zain) tentang nilai keperibadian dan kesantunan seorang wanita Melayu. Nilai keperibadian dan kesantunan sebagai intipati kajian kerana kedua-duanya merupakan entiti yang melambangkan ontologis kewujudan sebagai seorang wanita. Bertunjangkan dua objektif, pertama ialah meneliti nilai keperibadian sebagai simbolik wanita Melayu, dan keduanya untuk menganalisis nilai kesantunan yang menjadi pemilikan wanita Melayu. Kajian ini berbentuk kualitatif iaitu menggunakan pendekatan metode interpretasi. Kaedah pengumpulan data menggunakan kajian kepustakaan sepenuhnya dengan merujuk dokumen berkaitan yang ditulis oleh tokoh, serta artikel berkaitan sarjana tentang tokoh. Selanjutnya, kaedah analisis data mengaplikasikan kaedah analisis tekstual deskriptif khasnya penelitian terhadap nilai keperibadian dan kesantunan wanita yang dikupas oleh Zainun. Dapatan kajian ini memperolehi bahawa wanita Melayu merupakan simbolik kesucian dan keindahan berasaskan tingkah laku, semangat kerja, perjuangan suci murni dalam membangunkan anak bangsa, serta membebaskan diri daripada cengkaman penjajah zalim mahupun telunjuk kaum lelaki dayus. Impak kajian ini secara asasnya ialah kepada pembangunan dan pemerdayaan wanita Melayu Malaysia secara holistik. Ini kerana gagasan Zainun dinilai signifikan pada zamannya, kristalistik pada masa kini, serta futuristik pada masa hadapan bertunjangkan semangatnya untuk terus mempertahankan identiti wanita Melayu yang bermaruah dan berkebudiman zaman berzaman.*

Kata kunci: *Ibu Zain, Keperibadian, Kesantunan, Budi Pekerti, Wanita Melayu*

Pengenalan

Wanita Simbolik Kesucian dan Keindahan

Arus revolusi pendigitalan dan pengglobalisasian yang sangat deras berlaku pada abad terkini telah menyaksikan berlakunya perubahan mendadak terhadap perkembangan masyarakat termasuk golongan wanita. Keadaan ini menyebabkan berlaku pelbagai krisis dan permasalahan melibatkan wanita sejagat. Di Malaysia misalnya antara masalah wanita (termasuk wanita Melayu) yang sering dicatatkan ialah keganasan rumah tangga (Natasha

2017), diskriminasi kerjaya-pekerjaan (Azizan & Kartini 2018), serta perceraian, perebutan dan permasalahan harta sepencarian – berlaku apabila terjadinya perceraian antara suami isteri ataupun kes perceraian mati (Hasanah & Salwa 2012:104). Masalah tersebut menjadi suatu titik tolak kepada berlakunya permasalahan lain seperti masalah kesihatan mental, krisis identiti dan kecelaruan jati diri sehingga menyebabkan nilai sejarah dan asal usul diri serta bangsa semakin terpinggir dan dipinggirkan.

Justeru, kajian ini dikemukakan untuk menelusuri nilai ontologis seorang wanita Melayu sejati berasaskan pemikiran tokoh ulung negara iaitu Zainun Sulaiman. Kenapa Zainun Sulaiman? Gelaran yang disandang Zainun sebagai Ibu Pembebasan Wanita Melayu, selain turut disenaraikan sebagai antara pejuang Kaum Ibu di Tanah Melayu sehingga membentuk Persekutuan Malaysia (KPWKM 2010:35), merupakan asas terbaik bagi kajian ini untuk mengetengahkan ideologinya kepada khalayak agar intipati pemikirannya terus diterokai, difahami dan ditekuni bagi manfaat anak bangsa generasi akan datang.

Sesungguhnya, Zainun atau lebih dikenali sebagai Ibu Zain merupakan wanita yang cukup sinonim dengan perjuangannya memartabatkan kedudukan dan maruah wanita sebelum Perang Dunia Kedua lagi. Perjuangannya cukup bernilai sehingga meninggalkan impresi bermakna kepada pembangunan wanita Melayu Malaysia pada hari ini. Impresi perjuangan beliau diiktiraf masyarakat Melayu sehingga mereka menggelar Zainun sebagai “Ibu Pembebasan Wanita Melayu” (Hasnah 2009:253).

Sumbangan bernilai Zainun dalam isu wanita Melayu bertitik tolak daripada peristiwa Perang Dunia Kedua ketika penjajahan Jepun di Tanah Melayu. Ketika itu beliau memainkan peranan cukup penting apabila bertindak sebagai pendakwah kepada kaum wanita. Tujuannya ialah membantu menyedarkan wanita Melayu yang mula terpengaruh dengan pihak tentera Jepun khususnya tentang tingkah laku serta akhlak mereka yang bertentangan dengan Islam. Selain membantu memulihkan semangat dan spiritual wanita Melayu akibat penghinaan dan penganiayaan tentera Jepun yang sememangnya terkenal dengan sikap rakus, gila, bernafsu serakah (sehingga menjadikan mana-mana wanita sebagai hamba seks).

Objektif Kajian

Justeru dalam usaha merungkai elemen keindahan dan keistimewaan wanita, kajian ini diusahakan untuk meneliti nilai keperibadian wanita berdarah keturunan Melayu sebagai golongan yang berperanan penting dalam mewarnai sejarah Kepulauan Nusantara. Selain menganalisis nilai dan elemen kesantunan yang dimiliki wanita Melayu. Nilai keperibadian dan kesantunan wanita Melayu ini dikupas dan diselidiki daripada tokoh wanita ulung negara iaitu Zainun Sulaiman.

Ini kerana, keperibadian adalah perlambangan etika seseorang dan begitu penting untuk terus dipelihara. Ia juga merupakan perlambangan kepada nilai seseorang dan maruah bangsanya. Pernyataan tersebut sinonim dengan perumpamaan Azhar Ibrahim (2016:3) dalam syairnya berbunyi, “dalam ilmu dalam masyarakat, pendirian utama harus diangkat, kepedulian etika jangan disukat, tanggungjawab moral amatlah berat”.

Metodologi Kajian

Kajian berbentuk kualitatif ini menggunakan pendekatan metode interpretasi untuk merungkai kerangka pemikiran tokoh berkaitan nilai ontologis wanita yang terangkum dalam elemen keperibadian dan kesantunannya. Justeru kajian ini mengimplemenkan kaedah

pengumpulan data berasaskan kajian kepustakaan dengan rujukan khusus terhadap dokumen, fail, surat, majalah, kertas kerja, artikel, rencana terkhas pada setiap penulisan tokoh tentang wanita amnya dan wanita Melayu khasnya. Selain turut meneliti kajian sarjana dan cendekiawan lain terhadap pemikiran tokoh termaklum. Selanjutnya, kaedah analisis data menggunakan kaedah analisis tekstual deskriptif. Signifikannya ialah untuk merungkai gagasan tokoh berkenaan elemen keperibadian dan kesantunan wanita Melayu dengan meneliti pada setiap bait perkataan, maksud, gambar, simbol, idea, tema atau apa sahaja mesej yang diungkapkan Zainun dalam setiap penulisannya.

Sorotan Literatur

Kajian bertemakan wanita terus menjadi perhatian serius para pengkaji khususnya di bidang sosiologi, antropologi, psikologi, sejarah, kesusasteraan dan pemikiran. Misalnya, kajian Ungku Maimunah dan Zulkarnain bertajuk *Islam, Feminisme Barat dan Sastera Melayu* (2013) meneliti elemen kewanitaan dari sudut kedudukannya dalam Islam dan Barat, selain simbolik di sebalik watak mereka dalam karya sastera Melayu.

Selanjutnya, kajian yang mengetengahkan pemikiran Zainun Sulaiman diusahakan oleh pengkaji seperti Hasnah Husiin (1996/1997) dalam menelusuri majalah *Bulan Melayu* yang mengandungi beberapa karya penulisan Zainun merangkumi nasihat, pandangan peribadi serta ideanya tentang wanita di Tanah Melayu terutamanya pada tahun 1930-an. Kajian Hasnah seterusnya pada 2009 turut menyoroti sedikit latar belakang Zainun dalam bab “Pemertabatan Kaum Wanita” khasnya berkaitan usaha beliau membangunkan anak bangsa melalui pendidikan, memperjuangkan kebebasan kaum wanita, serta membantu memerdekakan tanah air daripada golongan penjajah bersama para pejuang kemerdekaan yang lain.

Nilai Ontologis Wanita Melayu Dari Kaca Mata Zainun Sulaiman

Wanita Melayu diinterpretasi sebagai golongan yang memiliki susuk tubuh yang genit, berkulit sawo matang, elok rupa paras dan muka yang bercahaya (A. Samad 2015:250). Walau bagaimanapun, pada Mat Rofa (2016:35) susuk tubuh wanita Melayu “tidaklah secantik wanita India”.

Dari sisi pandang Zainun, wanita Melayu ditamsilkan sebagai “daripada mereka itulah akan zahir keturunan bangsa Melayu baharu yang gagah perkasa dan bebas merdeka menurut didikan ibunya” (Zainun 1955). Melayu baharu di sini merujuk kepada bangsa yang kuat dan bersemangat, yang bebas merdeka daripada cengkaman penjajahan, terdidik dan terpelajar, berusaha memajukan diri agar seiring dengan bangsa lain seperti Cina dan India, selain terus berpegang kepada ajaran Islam yang sebenar.

Namun persoalannya, apakah nilai ontologis sebenar wanita Melayu? Mengapa nilai tersebut signifikan untuk diterokai dan dikemukakan kepada khalayak? Berdasarkan analisis yang dilakukan, didapati bahawa wanita Melayu mempunyai identiti tersendiri yang menjelaskan kewujudannya dalam masyarakat berperadaban khususnya di Kepulauan Nusantara dan wilayah Asia Tenggara. Simbolik kepada kewujudan mereka dapat ditelusuri berasaskan konsep ontologi, epistemologi dan aksiologi. Walau bagaimanapun tumpuan kajian ini hanya pada nilai ontologi iaitu berasaskan konsep keperibadian dan kesantunan diri wanita Melayu.

Nilai ontologi signifikan dikaji seterusnya diterokai berpaksikan pendirian berikut. Pertamanya, penelitian tentang manusia dari sudut kewujudannya perlu terus dipelajari sebagaimana saranan Socrates agar mempelajari manusia supaya dapat mengetahui asal usul

siapa dirinya sendiri. Keduanya ialah berpaksikan pandangan Zainun sendiri iaitu penelitian terhadap hakikat kewujudan diri dapat menyedarkan kewajipan diri untuk menggunakan akal fikiran dalam memelihara maruah seterusnya menjadi bangsa berguna kepada masyarakat seantero dunia.

Analisis Pertama: Keperibadian Simbolisme Unggul Wanita Melayu

Justeru, perbincangan berikutnya ialah kupasan tuntas berkenaan nilai keperibadian wanita Melayu menurut Zainun. Persoalannya, apakah yang dimaksudkan Zainun tentang keperibadian diri? Apakah nilai peribadi wanita Melayu yang perlu terus dipelihara? Bagaimana peribadi wanita Melayu dapat dibentuk dengan sebaiknya?

Konsep keperibadian

Secara literalnya, peribadi diinterpretasi sebagai suatu sifat, kelakuan, sikap dan watak seseorang yang sudah sehati dengan dirinya sendiri, atau manusia sebagai diri sendiri. Hamka (2014:4) mempersonafikasikan peribadi sebagai kumpulan sifat dan kelebihan diri yang menunjukkan kelebihan seseorang daripada orang lain sehingga ada manusia yang diangkat sebagai manusia besar ataupun sebaliknya sebagai manusia kecil.

Apabila merujuk kepada pandangan Zainun, jelas beliau tidak mendefinisikan atau memberi makna peribadi dan keperibadian secara konkrit. Namun beliau ada menegaskan bahawa keperibadian diri terbentuk apabila mereka “tahu memelihara maruah dan kehormatan diri” (1935:21), tidak membuat “sesuatu perkara yang tiada memberi manfaat akan diri kamu” (1930d:174).

Ini bermakna, apabila seseorang wanita tersebut faham dan berusaha memelihara maruah serta kehormatan diri akan dapat melengkapi dirinya sebagai wanita yang berperibadi baik dan mulia. Ia merupakan manifestasi dan simbol keelokkan diri sebagai seorang wanita seumpama “emas baru disepuh”, selain kehebatan dirinya seperti “elang menyongsong angin”.

Nilai Peribadi dan Keperibadian Wanita Melayu

Apabila merujuk kepada nilai peribadi dan keperibadian wanita berdarah keturunan Melayu diinterpretasi Zainun berasaskan dua pertimbangan. Pertamanya ialah peribadi yang terbentuk daripada kewajipan mereka untuk memperkuat akidah sebagai seorang beragama Islam. Keduanya ialah elemen kebijaksanaan mereka dalam mempertahankan budaya dan adat Timur yang menjadi darah daging mereka generasi demi generasi.

Pertama, Kewajipan Memperkuat Akidah Islam

Sesungguhnya, hakikat kewujudan wanita Melayu kini berasaskan anutan agamanya iaitu Islam sepertimana termaktub dalam Perlembagaan Malaysia Perkara 160 (2), yang secara asasnya mentakrifkan Melayu sebagai mereka yang beragama Islam, mengamalkan adat budaya Melayu, serta bertutur menggunakan Bahasa Melayu.

Dalam usaha mengekalkan identiti diri wanita Melayu beragama Islam, Zainun dalam rencananya bertajuk *Kewajipan Perempuan* (1927:11-12) menasihati setiap wanita agar mengetahui seterusnya memahami kewajipan mereka yang sebenarnya. Kewajipan diri dalam konteks ini dapat difahami sebagai proses menuntut ilmu agama sebagaimana saranan Zainun (1935:27) “walau apapun ilmu yang hendak dituntut, ilmu agama jangan ditinggalkan”, agar mereka melunaskan tuntutan dan tanggungjawab mereka sebagai seorang wanita beragama Islam. Sekiranya diperhalusi sebaiknya, saranan beliau ini (dianggarkan pada tahun 1920-an

dan 1930-an) sebenarnya sudah bermula sebelum wujudnya Perlembagaan Malaysia lagi (Perlembagaan Malaysia mula didokumenkan pada tahun 1948 dan disusuli pada tahun 1957).

Tuntutan dan tanggungjawab menuntut dan mempelajari ilmu agama bertujuan untuk memperkuat akidah sebagai umat Islam yang berpegang teguh kepada keimanan terhadap Sang Maha Berkuasa iaitu Allah Ta'ala. Selanjutnya Zainun (1966:8) menitipkan pesan,

“Ibu berseru dengan jujur dan penoh ikhlas supaya kita Kaum Ibu khas-nya dan seluroh bangsa ‘am-nya betul2 menguchap shukor kapada Allah atas kurnia-Nya itu dengan ta’at kapada titah perentah Allah dan jauhkan [diri] dari tiap2 larangan-nya”

Prinsip ketaatan kepada Allah Ta'ala telah mendorong Zainun menggagaskan satu slogan penuh makna, dianggap sebagai keramat kerana menjadi laungan warisan Melayu dari satu generasi ke satu generasi. Laungan keramatnya berbunyi “agama dididik, moden dibela” – yang memperlihatkan bahawa ilmu agama perlu menjadi mata pelajaran utama untuk dididik kepada anak bangsa termasuk kaum wanita. Selepas ilmu agama, ilmu lainnya (disebut ilmu moden oleh Zainun) seperti ilmu rumah tangga, matematik, sejarah, sains dan sebagainya perlu didedahkan dan diajar kepada setiap anak (tidak mengira lelaki mahupun wanita).

Secara fundamentalnya, apabila seseorang wanita menuntut ilmu pastinya dia berkeupayaan membantu bangsa, mahupun negaranya mencapai kemajuan. Ini kerana pada Zainun kemajuan sesebuah bangsa dan negara itu adalah berada dalam lingkungan atau gengaman mereka yang bergelar wanita. Keadaan ini menggambarkan kekuatan, keistimewaan, kelebihan dan kemuliaan seorang wanita yang merupakan “jantung hati” dan “keramat hidup” bagi kaum lelaki.

Kedua, Kebijaksanaan Wanita Melayu Dalam Mempertahankan Budaya Dan Adat Timur

Selanjutnya, Zainun (1927:45) menyeru agar kaum wanita tidak meniru gaya hidup perempuan di Barat khususnya dalam mengejar kemajuan dan kejayaan diri. Sebaliknya beliau begitu menggalakkan wanita Melayu supaya mempelajari dan memahami budaya Timur dengan sebaiknya. Ini kerana sebarang unsur bertentangan dengan budaya Timur seperti pergaulan bebas antara lelaki dan wanita yang menjadi budaya Barat dapat ditapis dan ditentang dalam kalangan masyarakat Melayu.

Galakan Zainun tersebut bertitik tolak daripada *Hikayat Faridah Hanom* yang ditulis oleh Syed Syeikh al-Hadi yang memaparkan konsep pergaulan bebas dan percintaan ala Barat yang ditampilkan dalam karya berkenaan. Pada Zainun elemen pergaulan serta percintaan tersebut telah melanggar nilai budaya serta adat Timur yang cukup menekankan etika pergaulan antara lelaki dan wanita, selain cukup memelihara nilai malu yang menjadi identiti wanita Melayu.

Selanjutnya, beliau menegaskan bahawa wanita Melayu yang memiliki keperibadian unggul ialah mereka mempunyai budaya sendiri tanpa meniru sesiapa sahaja atau mana-mana bangsa di dunia. Ketegasan beliau tercatat dalam *Bulan Melayu* Ogos 1930 halaman 62,

“Kita perempuan Melayu tidak hendak berlumba-lumba dengan sesiapa. Bukan kita hendak menyaingi bangsa Barat dan tidak pula hendak meniru menurut orang Turki, Mesir dan sebagainya. Tetapi sebenarnya kita hanya

hendak menunaikan atau menyempurnakan kewajiban diri kita”. (Hasnah Husiin 2009:322)

Pandangan Zainun ini merupakan respons terhadap konsep liberalisme yang dibawa oleh Muhammad Yusuf Ahmad dengan seruannya seperti “tirulah kemajuan wanita di Turki dan Mesir” (Abdul Rahman 1997:180; Muhammad Yusuf 1927:32-33; Muhammad Yusuf 1930). Seruan Muhammad Yusuf tersebut menggalakkan kaum wanita mempelajari bahasa Inggeris atau Arab, serta belajar sehingga ke luar negeri sekiranya ingin menikmati nilai kemajuan (yang dilihat mengetepikan bahasa Ibunda dan mengesampingkan budaya Melayu sebenar).

Pada Zainun (1927:11-12), sebagai wanita Melayu nilai sebuah keperibadian yang terindah ialah tidak mudah terpedaya, tidak suka meniru apatah lagi memakai amalan orang lain (seperti yang disarankan Muhammad Yusuf tersebut). Ini kerana sikap suka meniru atau memakai amalan orang lain boleh menyebabkan kita menjadi sebuah bangsa serta agama yang dhaif. Dhaif yang dimaksudkan Zainun kerana kita akan menjadi miskin kerana tidak memiliki identiti tersendiri untuk dijadikan sebagai sumber rujukan dan panduan kepada generasi kini dan akan datang. Amalan meniru semata-mata pengamalan orang lain juga menyebabkan kita tidak mempunyai originaliti dan keunikan terhadap budaya dan adat kita sendiri untuk dibanggakan kepada bangsa lain.

Analisis Kedua: Kesantunan Wanita Melayu Perlambangan Bangsa Bertamadun

Nilai ontologis wanita Melayu selanjutnya ialah kesantunan. Ia merupakan suatu perlambangan kepada kewujudan mereka yang begitu ditekankan Zainun dalam karya penulisan beliau. Misalnya dalam *Hiburan Ibu* (1955) yang disisipkan dalam *Majalah Hiburan* beliau menitipkan pelbagai lirik lagu yang digubah dan direka khas oleh beliau sendiri untuk santapan dan tatapan warga Melayu dan rakyat Tanah Melayu keseluruhannya. Dalam bait-bait lirik lagu berjudul *Melayu Maju* tersebut terselit pelbagai nilai kesantunan yang menggambarkan masyarakat Melayu secara amnya dan wanita Melayu khususnya. Misalnya,

“Laju-laju perahu laju,
laju bertolak dari kuala,
apa tanda Melayu maju,
agama dididik moden dibela.

Laju-laju perahu laju,
laju menuju ke hujung tanjung,
tanda betul Melayu maju,
dunia dikelek akhirat dijunjung.

Laju-laju perahu laju,
laju menempuh ribut dan taufan,
cara yang betul Melayu maju,
gerak langkah tertib dan sopan.”

Gerak langkah tertib dan sopan dipersonafikasikan Zainun sebagai simbolik kepada kesantunan wanita Melayu. Persoalannya, apakah yang dimaksudkan sebagai kesantunan? Apakah nilai yang terkandung dalam kesantunan wanita Melayu?

Konsep kesantunan

Secara etimologinya, istilah kesantunan berasal daripada perkataan santun yang bermakna halus budi bahasa atau budi pekerti, beradab, dan bersopan. Halus budi bahasa merupakan nilai signifikan dalam menggambarkan tingkah laku, pembawakan diri serta sifat wanita Melayu.

Walaupun Zainun tidak mentakrifkan istilah santun dan kesantunan secara terperinci, namun beliau ada menyatakan bahawa “hendaklah jaga kewajipan dan santun kamu”, “moleklah tunjukkan pergerakan yang mengandungi adab dan tertib” (1930e:221), “keelokan seseorang itu tiada menzalimkan diri kepada membuat maksiat”, dan “budi yang tiada dimahirkan itu seumpama gulai yang tiada bergaram” (1930c:156). Setiap ungkapan Zainun tersebut merupakan interpretasi kepada konsep santun dan kesantunan.

Gagasan Zainun ini selaras dengan pandangan Benazir Bhutto yang pernah menyulamkan pesan tentang peri pentingnya wanita bersikap dan bertingkah laku baik. Tegas beliau “bersikap baik tidak boleh dianggap lemah”. Bersikap baik merupakan suatu nilai “adab kesopanan, kesantunan, keanggunan, kemampuan seorang perempuan untuk membuat semua orang merasa nyaman” (Qitori 2013:97).

Nilai Santun dan Kesantunan Wanita Melayu

Sekiranya diteliti nilai santun dan kesantunan yang menjadi darah daging dan susuk keanggunan wanita Melayu pada pandangan Zainun dapat ditelusuri satu persatu berasaskan beberapa pertimbangan sebagaimana huraian tuntas di bawah.

Pertama, Keindahan Dan Ketertiban Dalam Berperilaku

Wanita Melayu memiliki nilai kesantunan berasaskan cara bertingkah laku dan berbicara-bertutur dalam kalangan sesama mereka. Ia berasaskan pandangan Zainun bahawa anak gadis Melayu (khususnya mereka yang berada di sekolah dan kolej) sudah tahu membezakan antara “perangai yang asli dan laku mengada[-ada], lepas laku dan sopan-santun, tidak tertunduk[-tunduk dan tersipu[-sipu]” (1935:21). Selain itu, wanita Melayu juga mengamalkan prinsip “hidup bertolong[-tolong]an iaitu sedia memberi, menerima dan meminta pertolongan” (Zainun 1931a:242).

Walau bagaimanapun Zainun sering menasihati wanita Melayu supaya sentiasa “jaga dan peliharalah diri dan tingkah laku baik[-baik] supaya tidaklah anak[-anakku] sentiasa jadi landasan mulut bangsa asing” (Zainun 1935:21), serta “jangan banyak bertutur kata yang sia[-sia] kerana ia merupakan satu perangai yang jahat” (Zainun 1930d:173). Penjagaan dan pemeliharaan diri tersebut baik dari sudut perbuatan dan tutur bicara walau di mana sahaja berada sama ada di dalam majlis atau perkumpulan tertentu khususnya yang melibatkan percampuran bersama dengan kaum lelaki.

Ini kerana pada Zainun, “tingkah laku yang baik, hati yang mulia dan lurus bersih itulah yang menyebabkan kemuliaan” (1931d:47). Tambahnya lagi, “kemuliaan diri itu suatu sifat kesederhanaan. Jika dilampaukan hadnya [akan] jadi takbur dan jika dicuaikan [akan] menjadi hina” (Zainun 1931c:286).

Jelas bahawa pernyataan tersebut memaknakan bahawa ketertiban berperilaku yang menjadi amalan wanita Melayu menyerlahkan keistimewaan dan kehebatan mereka sebagai seorang wanita. Selain perlu menjadikannya sebagai prinsip dan falsafah hidup, sepertimana yang dititipkan M. Quraish Shihab bahawa “tiga hal yang harus dipegang teguh perempuan dalam hidup ialah kesederhanaan, kesucian dan kehormatan [kemuliaan]” (Qitori 2013:39). Ketertiban berperilaku wanita Melayu dipersonafikasikan sebagai “elok bahasa kan bakal hidup, elok budi kan bakal mati” yang bukan sahaja disenangi tetapi dikagumi oleh kaum lelaki tidak terkecuali kaum wanita daripada bangsa lain.

Kedua, Keanggunan Dan Keayuan Dalam Berhias Dan Berfesyen

Wanita Melayu sering dikaitkan dengan baju kurung, kain sarung, serta bertudung kepala. Zainun ada menjelaskan bahawa “tudung kepala (kelambung) wanita di Pulau Pinang sama seperti saudara[-saudara] kita perempuan[-perempuan] Melayu di Melaka”. Mereka juga “berkain sarung” dengan pelbagai gaya dan cara menggunakannya (Zainun 1930a:118). Daripada pakaian tersebut sememangnya menyerlahkan keanggunan dan keayuan mereka sebagai seorang wanita Melayu.

Dalam usaha menjaga keperluan syariat dan mengekalkan warisan fesyen Melayu turun temurun tersebut, Zainun sering berpesan supaya “kaum Ibu-lah yang mesti berkorban memberi contoh tauladan dengan berani dan tegas” (Zainun 1966:8). Tegasnya lagi “pimpin bersungguh[-sungguh] anak[-anak] perempuan itu pada mengetahui apa makna pakaian dan apa makna perhiasan” (Zainun 1931b:279) terutamanya ketika berhias dan menggayakan sesuatu fesyen pakaian.

Cara berpakaian yang difikirkan sesuai oleh Zainun (1930b:130) ialah “bersandar kepada kebenaran agama kita yang maha suci”. Tegas Zainun, kaum wanita perlu “mengenakan jilbab dan selalu bersopan santun” (Abdullah Rahman 1997:180), dan “apabila kamu [wanita] memakai kain cara Melayu janganlah singkat sangat hingga ke kepala lutut”. Tegurnya lagi, cara pemakaian sebegitu rupa memperlihatkan “setengahnya betis gemuk, setengahnya yang lain pula betisnya kurus kering” (Zainun 1930e:221).

Selanjutnya, beliau turut menasihatkan bahawa “janganlah kamu memakai pakaian yang jarang atau baju potong bandung atau baju senteng ketat” (Zainun 1930e:221) khususnya ketika keluar dari rumah untuk pelbagai tujuan seperti mengajar (terkhas kepada para guru-pendidik), ataupun mengunjungi kaum kerabat dan sahabat handai.

Teguran serta nasihat Zainun kepada kaum wanita Melayu terutamanya para ibu dan anak gadis menjelaskan bahawa cara pemakaian sedemikian sebenarnya memberikan suatu pemandangan yang kurang molek atau tidak manis pada orang lain yang melihatnya. Selain mewujudkan keadaan yang tidak selesa kepada orang sekeliling.

Ingin ditegaskan di sini bahawa saranan beliau tersebut selari dengan tuntutan Islam yang menekankan pemakaian menutup aurat – mengenakan tudung kepala serta berpakaian sopan dan tidak menjolok mata.

Kesimpulan

Secara keseluruhannya, dapat disimpulkan bahawa wanita pada Zainun merupakan golongan yang cukup istimewa, mulia dan begitu penting kepada keluarga, masyarakat, bangsa dan negaranya. Ini kerana mereka turut memainkan peranan penting yang penuh bermakna dalam

mencorakkan kemajuan bangsa dan negaranya di pelbagai lapangan seperti ekonomi, pendidikan, sosial, undang-undang dan politik di tanah airnya sendiri.

Seterusnya, nilai ontologis yang meneliti hakikat kewujudan wanita Melayu pada perspektif Zainun berasaskan elemen keperibadian dan kesantunan yang dimiliki oleh mereka. Pertamanya ialah peribadi dan keperibadian. Simbolik kepada keperibadian wanita Melayu terbentuk berasaskan kewajibannya sebagai seorang Muslim – memperkuatkan akidah keIslamannya dengan menuntut ilmu agama terlebih dahulu sebelum ilmu-ilmu yang lain. Keperibadian wanita Melayu turut diinterpretasi melalui kebijaksanaan akal fikirannya terkhas dalam usaha mereka mempertahankan budaya dan adat Timur daripada dicemari dengan adat songsang yang merosakkan bahkan menyesatkan.

Nilai ontologis kedua pada Zainun difahami sebagai elemen santun dan kesantunan. Ia berteraskan cara berperilaku dan bertutur wanita Melayu yang digambarkan penuh dengan kelembutan dan kehalusan. Kesantunan mereka turut diperhalusi melalui cara mereka berhias dan berfesyen-berpakaian yang dikatakan memiliki nilai kecantikan dan keunikan yang tersendiri – memperagakan pakaian asli Melayu seperti baju kurung, kain sarung, serta tudung kepala. Akhirnya, nilai ontologis iaitu hakikat kewujudan wanita Melayu yang berasaskan kepercayaan agamanya iaitu Islam, budayanya iaitu Timur, perilakunya yang penuh tertib dan sopan santun, serta pemakaiannya yang anggun dan ayu perlu terus dikekalkan sebagai suatu identiti asal bangsa Melayu. Kemudiannya perlu terus dipelihara, dipusakai dan diwarisi kepada anak cucu untuk manfaat dan pedoman generasi Melayu akan datang.

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KONSEP KEESAAN ALLAH S.W.T. MENURUT PERUMPAMAAN AL-QURAN

THE CONCEPT OF ALLAH S.W.T. ALMIGHTY BASED ON QURANIC PARABLES

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Abstrak: *Perumpamaan al-Quran merupakan satu pendekatan yang amat berkesan dalam mendidik jiwa manusia. Ia dapat merawat pelbagai penyakit batin yang melanda manusia termasuklah penyakit-penyakit yang melibatkan akidah. Sejak kebelakangan ini, kita sering kali dikejutkan dengan berita-berita di media massa mengenai orang Melayu Islam di negara ini yang terbabit dalam isu murtad, ajaran sesat dan fahaman ateisme. Senario ini sangatlah membimbangkan kita sebagai rakyat Malaysia kerana ia mencemarkan imej agama Islam yang menjadi agama rasmi negara kita. Justeru, masyarakat perlulah diberi kesedaran tentang betapa pentingnya memahami perumpamaan al-Quran sebagai pendekatan untuk menguatkan keimanan mereka kepada Allah s.w.t. Sehubungan itu, satu kajian berbentuk kualitatif telah dijalankan untuk meneliti konsep keEsaan Allah s.w.t. menurut perspektif Islam serta menganalisis ayat-ayat al-Quran yang mengandungi perumpamaan berkaitan keEsaan Allah s.w.t. Kaedah kepustakaan telah digunakan untuk mengumpul data. Manakala kaedah analisis dokumen pula digunakan untuk menganalisis data-data yang terkumpul. Hasil kajian mendapati bahawa perumpamaan al-Quran memberi kesan yang amat mendalam kepada jiwa manusia dalam memahami konsep keEsaan Allah s.w.t. Ia membuktikan bahawa hanya Allah s.w.t. sahaja Tuhan yang layak untuk disembah dan menafikan ketuhanan segala sesuatu selain daripadaNya. Pendekatan yang digunakan ialah dengan mengumpamakan keEsaan Allah s.w.t. dengan analogi yang terdapat pada manusia dan haiwan, di mana ianya mudah difahami oleh akal yang waras. Kajian ini diharapkan dapat memberi kesedaran kepada masyarakat tentang kepentingan memahami dan mengambil pengajaran daripada perumpamaan al-Quran sebagai salah satu langkah untuk memperbetulkan akidah umat Islam yang terpesong dan juga meningkatkan tahap keimanan mereka terhadap Allah s.w.t.*

Kata kunci: *KeEsaan Allah s.w.t., Ketuhanan, Perumpamaan al-Quran.*

Abstract: *The Quranic parables is a very effective approach that can be used in educating the humans' soul. It can treat various soul related syndromes that affect human, including syndromes involving the Islamic beliefs. In recent time, we are often shocked by the news in the mass media about the Malay Muslims in the country involved in apostasy, heresy and atheism. These scenarios become the big concern for us as Malaysians because it pollutes the image of Islam, which is the official religion of our country. Hence, the society needs to be given awareness on the importance of understanding the Quranic parables as an approach to strengthen their faith in Allah s.w.t. Accordingly, a qualitative study was conducted to examine the concept of Allah's almighty from the Islamic perspective and to analyze the verses*

of the Quran that contain the parables related to Allah's almighty. Literature review method was used to collect the data. Besides, the document analysis method is used to analyze the collected data. The findings show that the Quranic parables have profound effects on the humans' soul in understanding the concept of Allah's almighty. It proves that Allah s.w.t. is the only God to be worshiped and denies the divinity of anything else other than Him. The approach used is to analog Allah's almighty with the analogy found in human and animals, where it is easily understood by a sane mind. This study is expected to create awareness among the society about the importance of understanding and learning lessons from the Quranic parables as one of the steps to correct the disbelief of the faith of the Muslims and also to increase their faith in Allah s.w.t.

Keywords: *Allah's almighty, divinity, Quranic parables*

Pendahuluan

Perumpamaan merupakan salah satu gaya bahasa yang menjadi salah satu pendekatan yang digunakan oleh Allah s.w.t. untuk menyampaikan mesejNya. Pendekatan ini mempunyai keistimewaan yang tersendiri kerana ia mampu menjelaskan intipati perintah dan larangan Allah s.w.t. dengan gambaran yang boleh dicapai oleh pancaindera manusia. Oleh itu, mereka dapat memahami dengan cepat maksud yang hendak disampaikan walaupun dengan menggunakan perkataan yang serba ringkas.

Namun begitu, ramai tidak menyedari peranan perumpamaan al-Quran ini. Hakikatnya, ia dapat mengubat pelbagai penyakit batin yang dihadapi oleh manusia pada zaman ini. Dalam konteks Malaysia, kita kerap kali menyaksikan di media massa kes-kes berkaitan akidah umat Islam di negara ini yang terpesong. Isu-isu seperti murtad, ajaran sesat dan fahaman ateisme banyak dikenalpasti sejak beberapa tahun kebelakangan ini. Contohnya, pada awal tahun ini, dilaporkan kes empat individu yang mengemukakan permohonan rayuan kepada Mahkamah Persekutuan Kuching agar diisytiharkan sebagai penganut Kristian dan menggesa pihak berkuasa Islam Sarawak mengeluarkan surat rasmi menyatakan mereka sudah keluar dari agama itu. Walau bagaimana pun, Mahkamah Persekutuan Kuching menolak rayuan pendengaran kes tersebut (Goh Pei Pei, 2018).

Di samping itu, beberapa ajaran sesat juga didapati bergerak aktif di seluruh negara sejak kebelakangan ini. Misalnya, Jabatan Agama Islam Selangor (JAIS) mengesahkan 19 kumpulan ajaran sesat dikesan masih aktif di seluruh Selangor sehingga November 2017. Sehubungan itu, Exco Hal Ehwal Agama Islam, Adat Melayu, Pembangunan Desa dan Kampung Tradisi Selangor, Datuk Dr. Ahmad Yunus Hairi menyatakan bahawa tiga daripada 19 kumpulan ajaran sesat terbabit dikesan mengancam ketenteraman awam dan negara. Kumpulan-kumpulan tersebut ialah Syiah, Milah Abraham dan Daesh (Siraj Mohd Zaini, 2017).

Lanjutan daripada itu, fahaman ateisme juga didapati semakin menular dalam kalangan anak remaja Islam sejak akhir-akhir ini. Sebagai contoh, sekumpulan anak Melayu beragama Islam dilaporkan menyertai perjumpaan kelab yang tidak mempercayai kewujudan Tuhan iaitu Kelab Atheist Republic Kuala Lumpur. Program tahunan kelab itu didakwa diadakan secara tertutup di Kuala Lumpur pada hujung tahun lepas. Apa yang lebih memmeranjatkan ialah ada anak Melayu dengan bangganya menggelar diri mereka 'bekas Muslim' atau 'ex-Muslim'.

Kewujudan golongan ini bukan sahaja memesongkan akidah umat Islam, tetapi melanggar prinsip Rukun Negara yang pertama iaitu Kepercayaan Kepada Tuhan (Sinar Online, 2017).

Lantaran itu, laporan-laporan seperti di atas amat membimbangkan kita sebagai rakyat Malaysia yang menjadikan agama Islam sebagai agama rasmi negara. Ia mencemarkan kesucian agama Islam itu sendiri. Justeru, langkah penyelesaian kepada masalah ini ialah kembali kepada al-Quran yang merupakan penyembuh penyakit rohani dan jasmani. Perumpamaan al-Quran amat sesuai dijadikan terapi bagi membetulkan akidah umat Islam yang terpesong.

Sehubungan itu, satu kajian telah dijalankan untuk meneliti konsep keEsaan Allah s.w.t. menurut perspektif Islam serta menganalisis ayat-ayat al-Quran yang mengandungi perumpamaan berkaitan keEsaan Allah s.w.t. Kajian ini diharapkan dapat menonjolkan kepada masyarakat tentang peranan perumpamaan al-Quran sebagai pendekatan yang berkesan untuk memperbetulkan akidah umat Islam yang terpesong dan juga meningkatkan tahap keimanan mereka terhadap Allah s.w.t.

Sorotan Karya

Hasil daripada penelitian, didapati beberapa kajian yang membuktikan keberkesanan kaedah perumpamaan dalam memberikan pemahaman tentang mesej al-Quran dengan jelas. Ia juga berperanan untuk menarik jiwa dan perasaan manusia agar terkesan dengan ayat-ayat yang dibaca.

Menurut Muhammad Ali (2013), memahami perumpamaan dalam al-Quran lebih mendorong jiwa untuk memahami maksud ayat al-Quran. Hal ini kerana ia menyerupakan sesuatu yang ghaib dengan yang nyata, yang abstrak dengan yang konkrit dan menganalogikan sesuatu dengan hal yang serupa.

Selain daripada itu, Agus Salim (2013) pula dalam kajiannya menyatakan bahawa Muhammad Abduh berpendapat bahawa perumpamaan dalam al-Quran adalah sebuah gaya penyampaian al-Quran yang mempunyai nilai sastera yang tinggi dan sekaligus menjadi metod dalam penyampaian agar lebih mudah difahami dan menyentuh hati para pembacanya.

Hal ini dipersetujui oleh Sami 'Ato Hasan (2011) yang menyatakan bahawa perumpamaan di dalam al-Quran memberi kesan yang mendalam untuk mendidik jiwa manusia. Ia berfungsi untuk menerangkan mesej yang hendak disampaikan dengan gambaran yang boleh dirasai oleh pancaindera manusia. Padanya terkandung hikmah yang menyedarkan manusia yang lalai, menguatkan keazaman mereka serta merawat perasaan mereka yang ditimpa musibah.

Walau pun demikian, masih kurang kajian yang memfokuskan kepada konsep keEsaan Allah s.w.t. yang ditonjolkan dalam ayat perumpamaan. Oleh itu, kajian ini telah memperinci aspek tersebut. Ia amat penting dalam memperbetulkan akidah umat Islam yang terpesong dan juga menguatkan keimanan mereka kepada Allah s.w.t.

Metodologi Kajian

Kajian ini adalah berbentuk kualitatif. Kaedah kepustakaan telah digunakan sepenuhnya untuk mengumpul data. Karya-karya ulama silam dan kontemporari berkaitan ilmu akidah dan tafsir telah diteliti. Selanjutnya dalam proses analisis data, kaedah analisis dokumen berbentuk deskriptif diimplemenkan dengan sebaik mungkin untuk menganalisis data-data yang terkumpul.

Bertitik tolak daripada pendahuluan tersebut, kertas kerja ini akan mengupas tiga sub topik utama iaitu konsep perumpamaan al-Quran, konsep keEsaan Allah s.w.t. menurut perspektif Islam dan ayat perumpamaan berkaitan keEsaan Allah s.w.t. Berikut adalah perbincangan tentang ketiga-tiga sub topik tersebut:

Konsep Perumpamaan Al-Quran

Perumpamaan merupakan salah satu laras bahasa yang diketengahkan dalam al-Quran al-Karim. Ia digunakan dalam al-Quran untuk membincangkan persoalan yang menyentuh pelbagai aspek kehidupan manusia yang merangkumi akidah, syariah, akhlak dan sebagainya. Ia juga mampu membongkar dan mendedahkan sesuatu perkara dengan cara yang realistik. Oleh itu, tidak hairanlah apabila perumpamaan al-Quran mampu menjadi penawar kepada spiritual manusia yang terganggu.

Justeru, sebelum perbincangan diteruskan lebih jauh, adalah penting untuk memahami konsep perumpamaan al-Quran terlebih dahulu. Perbincangan tentang konsep ini dikupas seperti berikut:

Pengertian Perumpamaan

Perkataan perumpamaan disebut dalam bahasa Arab sebagai *al-amthal*. *Al-amthal* ialah kata jamak bagi perkataan *al-mathal* (Anis, Ibrahim; Abdul Halim Muntasir; al-Sowalihi, 'Atiyyah & Muhammad Khalfullah Ahmad, t.t.).

Dari sudut bahasa, *al-mathal* bermaksud sesuatu yang dibandingkan dengan yang lain untuk dijadikan sebagai contoh (Ibn Manzur, 1995).

Dari sudut istilah pula, ulama tafsir juga didapati memberi definisi yang sama seperti ahli bahasa. Contohnya, al-Zamakhshari (1995) dalam kitabnya *al-Kashshaf* menyatakan bahawa asal perkataan perumpamaan ialah *al-mithl* iaitu *al-nazir* yang membawa maksud serupa, sebanding dan setara.

Kesimpulannya, definisi perumpamaan yang diketengahkan oleh ahli bahasa dan ulama tafsir adalah berkisar kepada ungkapan perbandingan, persamaan, penyerupaan antara sesuatu dengan sesuatu yang lain.

Kategori Perumpamaan

Para ulama mempunyai pandangan yang berbeza mengenai kategori perumpamaan al-Quran. Sebahagian daripada mereka menyatakan ia terbahagi kepada dua bahagian sahaja iaitu perumpamaan *musarrahah* dan *kaminah*. Ia merupakan pandangan al-Zarkasyi (1957) dan al-Suyuti (1974). Manakala sebahagian daripada ulama yang lain menambah satu kategori lagi iaitu perumpamaan *mursalah* (Muhammad Bakr Ismail, 1986).

Berikut adalah perbincangan mengenai ketiga-tiga kategori perumpamaan tersebut:

Perumpamaan Musarrahah

Perumpamaan jenis ini menggunakan perkataan *mathal* secara langsung dan jelas atau menggunakan perkataan yang menunjukkan persamaan (al-Qattan, 2000). Contohnya, firman Allah s.w.t. dalam surah al-Baqarah, ayat 17 yang berbunyi:

{مَثَلُهُمْ كَمَثَلِ الَّذِي اسْتَوْقَدَ نَارًا فَلَمَّا أَضَاءَتْ مَا حَوْلَهُ ذَهَبَ اللَّهُ بِنُورِهِمْ وَتَرَكُهُمْ فِي ظُلُمَاتٍ لَا يُبْصِرُونَ}

Maksudnya: “Perbandingan hal mereka (golongan yang munafik itu) samalah seperti orang yang menyalakan api; apabila api itu menerangi sekelilingnya, (tiba-tiba) Allah hilangkan cahaya (yang menerangi) mereka, dan dibiarkannya mereka dalam gelap-gelita, tidak dapat melihat (sesuatu pun)”.

Perumpamaan *Kaminah*

Perumpamaan jenis ini tidak menggunakan perkataan *mathal* secara langsung sebagaimana perumpamaan *musarrahah*. Walaupun begitu, perumpamaan tersebut diambil daripada makna yang tersirat dalam susunan ayat yang mana maknanya menyamai perumpamaan dan kata-kata hikmah yang terdapat dalam kalangan orang Arab (Muhammad Bakr Ismail, 1986). Al-Suyuti (1974) mendatangkan contoh perumpamaan jenis ini iaitu perumpamaan Arab yang berbunyi:

"خير الأمور أوسطها"

Maksudnya: “Sebaik-baik perkara ialah pertengahannya”. Ia menyamai firman Allah s.w.t. dalam surah al-Baqarah, ayat 68 yang bermaksud:

“Tidak terlalu tua dan tidak terlalu muda, pertengahan (umurnya) di antara itu”.

Perumpamaan *Mursalah*

Perumpamaan jenis ini tidak mengandungi kalimah *mathal* secara nyata dan maknanya juga tidak menunjukkan sebarang perumpamaan. Ia dianggap perumpamaan kerana penggunaannya yang meluas disebabkan ungkapannya yang ringkas, maknanya yang padat serta kandungannya yang menjadi asas akhlak atau agama (al-Fayyad, 1995). Al-Saghir (1992) mendatangkan contoh perumpamaan jenis ini iaitu ungkapan yang berbunyi:

"ما تزرع تحصد"

Maksudnya: “Apa-apa yang awak tanam, awak akan menuainya”. Ia bersesuaian dengan firman Allah s.w.t. dalam surah al-Nisa’, ayat 123 yang bermaksud:

“Sesiapa yang melakukan kejahatan, ia akan dibalas dengan kejahatan itu”.

Keistimewaan Perumpamaan

Al-Qattan (2000) telah menggariskan beberapa perkara yang menggambarkan keistimewaan perumpamaan al-Quran. Antara perkara-perkara tersebut ialah:

- Perumpamaan al-Quran memperjelaskan perkara *'aqli* (perkara yang digambarkan dalam pemikiran akal) dalam bentuk *hissi* (yang dapat dirasai oleh pancaindera). Ianya lebih memudahkan pemahaman manusia.
- Perumpamaan al-Quran mendedahkan sesuatu yang ghaib (tidak nyata) dalam bentuk yang nyata dan realistik.
- Perumpamaan al-Quran menghimpunkan makna dan maksud yang menarik dalam ungkapan yang ringkas.
- Perumpamaan al-Quran mendidik jiwa manusia agar mudah menyukai suatu sifat yang baik.
- Perumpamaan al-Quran mendidik jiwa manusia agar mudah membenci suatu sifat yang keji.

Konsep Keesaan Allah S.W.T. Menurut Perspektif Islam

Setiap manusia memerlukan Tuhan yang menciptakannya untuk menjalani kedua-dua kehidupannya di dunia mahupun akhirat. Ia merupakan fitrah semulajadi yang dilemparkan oleh Allah s.w.t. dalam hati nurani setiap manusia. Di samping itu, manusia juga diciptakan dengan sifatnya yang lemah. Ia tidak dapat hidup bersendirian tanpa pertolongan orang lain lebih-lebih lagi Tuhan yang menciptakannya. Hal ini jelas dalam surah al-Nisa, ayat 28 yang bermaksud:

“Manusia itu dijadikan dalam keadaan lemah”.

Sehubungan dengan itu, untuk memahami konsep keEsaan Allah s.w.t., perbincangan berikutnya adalah berkisar tentang pengertian kalimah ‘Allah’ s.w.t., pengertian dan kategori keEsaan Allah s.w.t.

Pengertian Kalimah ‘Allah’ S.W.T.

Allah s.w.t. ialah Tuhan yang kita sembah dengan penuh rasa kasih sayang dan kita meyakiniNya sebagai Zat Yang Maha Esa, Pencipta Yang Maha Berkuasa serta Tuhan Yang Maha Pengasih dan Penyayang. Ibn al-Qayyim (2008) menyatakan bahawa ‘Allah’ membawa makna semua nama-nama Allah yang lain daripadanya. Ia memberi gambaran kepada kesemua nama-nama tersebut yang berjumlah 98 secara umum. Menurut al-Qurtubi (2003) pula, sesetengah ulama menyatakan bahawa ‘Allah’ merupakan nama Allah yang paling utama. Oleh itu, tiada sesiapa pun dalam kalangan makhlukNya boleh dinamakan dengan nama ini.

Seterusnya, Ibn al-Qayyim (2008) menjelaskan lagi bahawa penamaan Allah itu menunjukkan bahawa Dia (Allah) adalah sebagai Yang dipertuhankan dan disembah. Dipertuhankan oleh semua makhluk dengan penuh kecintaan, pengagungan, ketundukan dan berlindung kepada-Nya dalam semua hajat dan musibah yang menimpa.

Pengertian KeEsaan Allah s.w.t.

Sifat Esa yang dikenali dalam bahasa Arab sebagai ‘*wahdaniyyah*’ merupakan salah satu sifat yang wajib bagi Allah s.w.t. Ia dikategorikan sebagai salah satu sifat ‘*salbiyyah*’ iaitu sifat yang menafikan sesuatu yang tidak layak bagi Allah s.w.t. (al-Fathani, 2017). *Wahdaniyyah* Allah s.w.t. bukan bererti satu dengan pengertian bilangan. Akan tetapi, ia memberi makna bahawa tidak ada Tuhan selainNya. Dalam hal ini, Imam Abu Hanifah (1999) menyatakan: *“Dan Allah s.w.t. adalah zat Yang Maha Esa bukan dari segi bilangan, tetapi Dia adalah Esa dari segi tiada sekutu bagiNya”.*

Sementara itu Imam al-Ghazali (2013) pula berkata:

“Sesungguhnya Allah s.w.t. itu Esa, tidak ada sekutu baginya, dia bersendirian dalam mencipta dan menjadikan sesuatu. Allah tidak ada tandingan yang bekerjasama atau mempunyai kekuasaan yang sama atau lebih daripadanya. Allah tidak ada lawan yang setanding dan mampu menentang kehendak serta kekuasaanNya”.

Dengan itu, jelaslah kepada kita bahawa tidak ada sesuatu pun yang boleh berkongsi dengan Allah s.w.t. dalam apa jua perkara pun. Malah, Dia adalah Tuhan Yang Maha Esa dan tiada sekutu bagiNya.

Kategori keEsaan Allah s.w.t.

KeEsaan (*wahdaniyah*) Allah s.w.t. terbahagi kepada tiga kategori iaitu (al-Fathani, 2017, Ustazi Othman, 2017):

Keesaan Allah S.W.T. Pada ZatNya

KeEsaan Allah s.w.t. pada zatNya membawa erti bahawa zat Allah Yang Maha Agung tidak menyerupai zat makhluk. Zat Allah s.w.t. juga tidak ada bahagian-bahagiannya dan tidak dapat dipecah-pecahkan. Selain itu, zat Allah s.w.t. juga tidak terdiri daripada jirim.

Keesaan Allah S.W.T. Pada SifatNya

KeEsaan Allah s.w.t. pada sifatNya bermakna tidak ada makhluk yang mempunyai sifat yang menyerupai sifatNya. Sebagai contoh, tidak ada makhluk yang mempunyai sifat *qudrat* (berkuasa) yang sama dengan sifat *qudrat* Allah s.w.t. Di samping itu, ia juga bermaksud Allah s.w.t. tidak mempunyai berbilang-bilang sifat yang sama jenis. Sebagai contoh, Allah s.w.t. tidak mempunyai dua sifat *iradat* (berkehendak) atau lebih, dua sifat ilmu atau lebih dan begitulah juga sifat-sifatNya yang lain.

Keesaan Allah S.W.T. Pada Perbuatannya

KeEsaan Allah s.w.t. pada perbuatanNya bermaksud perbuatanNya tidak sama dengan perbuatan makhluk. Ia juga bermakna Allah s.w.t. tidak bekerjasama dengan mana-mana pihak dalam usaha menciptakan sesuatu.

Ketiga-tiga kategori telah pun disebutkan oleh al-Buti (2003) yang menjelaskan bahawa Ibn ‘Atoillah al-Sakandari telah berkata: “*Sesungguhnya telah yakin dan pasti akan kewujudan Allah Yang Maha Esa dan tidak ada sesuatu pun yang menyerupainya sama ada pada zat, sifat dan perbuatannya*”.

Ayat Perumpamaan Berkaitan Keesaan Allah S.W.T.

Al-Quran mengandungi banyak ayat perumpamaan yang berbicara tentang keEsaan Allah s.w.t. Antara contoh ayat tersebut ialah:

Firman Allah s.w.t. dalam surah al-Zumar, ayat 29 yang bermaksud:

“Allah memberikan satu misal perbandingan: Seorang hamba lelaki yang dimiliki oleh beberapa orang yang berkongsi yang bertentangan tabiat dan kemahuannya; dan seorang hamba lelaki yang lain hanya dimiliki oleh seorang sahaja; adakah kedua-dua hamba itu sama keadaannya (Tentulah tidak sama). Ucaph: "Alhamdulillah" (sebagai bersyukur terhadap penjelasan soal tauhid itu) bahkan kebanyakan mereka (yang musyrik) tidak mengetahui (hakikat tauhid)”.

Ayat di atas memuatkan perumpamaan yang didatangkan oleh Allah s.w.t. mengenai orang musyrik dan orang mukmin. Perumpamaan orang musyrik yang menyekutukan Allah s.w.t. dengan menyembah tuhan-tuhan mereka yang berbilang samalah seperti seorang hamba yang dimiliki oleh tuan-tuan yang ramai. Tuan-tuan ini sering bergaduh antara satu sama lain disebabkan oleh akhlak dan perangai mereka yang buruk. Sementara si hamba pula sering berada dalam keadaan bingung kerana dia tersepit di antara permintaan mereka yang berbagai. Dia tidak tahu tuan mana yang patut ditaati. Keadaan ini samalah seperti keadaan orang musyrik yang sentiasa berada dalam kebingungan dan kesesatan. Dia tidak tahu tuhan mana

yang patut disembah. Manakala perumpamaan bagi orang mukmin yang mengEsakan Allah s.w.t. pula ialah dia diibaratkan seperti seorang hamba yang dimiliki oleh hanya seorang tuan sahaja. Dia dapat berkhidmat kepada tuannya dengan penuh ketaatan dan keikhlasan. Hal ini kerana dia sangat jelas tentang apa yang perlu dia lakukan dan apa yang perlu dia tinggalkan. Dalam keadaan ini, dia terlepas daripada kebingungan dan kesusahan yang dihadapi oleh hamba yang dimiliki oleh tuan yang ramai tadi (Tontowi, 2007, al-Tabari, 2000).

Oleh itu, dapat disimpulkan bahawa Allah s.w.t. melalui perumpamaan ini ingin menjelaskan kepada kita tentang bahaya dan kemudaratannya yang akan dihadapi oleh manusia sekiranya mereka mensyirikkanNya dengan sesuatu yang lain. Sebaliknya, orang mukmin yang mengEsakanNya akan mendapat kebahagiaan. Hal ini kerana orang musyrik yang menyembah sesuatu selain Allah s.w.t. yang banyak bilangannya disifatkan akan sentiasa berada dalam kesesatan dan kebingungan. Manakala orang mukmin yang hanya menyembah Allah s.w.t. disifatkan akan mendapat hidayah Allah s.w.t. dan sentiasa berada dalam keadaan tenang dan iman yang teguh.

Rentetan itu, Ibn 'Asyur (1984) menyatakan bahawa perumpamaan ini mempunyai perkaitan dengan firman Allah s.w.t. dalam surah al-Zumar, ayat 22 yang bermaksud:

“Jika demikian, adakah orang yang telah dilapangkan Allah dadanya untuk menerima Islam, lalu ia tetap berada dalam cahaya (hidayah petunjuk) dari Tuhannya, (sama seperti orang yang tertutup mata hatinya dengan selaput kederhakaan)? Maka kecelakaan besarlah bagi orang-orang yang keras membatu hatinya daripada menerima peringatan yang diberi oleh Allah. Mereka yang demikian keadaannya, adalah dalam kesesatan yang nyata”.

Firman Allah S.W.T. Dalam Surah Al-Rum, Ayat 28 Yang Bermaksud:

“Dia mengemukakan kepada kamu satu misal perbandingan dari keadaan diri kamu sendiri, iaitu: Relakah kamu menerima sebahagian dari hamba-hamba abdi yang kamu miliki itu menjadi rakan kongsi kamu pada harta benda yang Kami telah kurniakan kepada kamu, supaya dengan penerimaan kamu itu, mereka dengan kamu menjadi sama-sama berhak padanya, sehingga kamu pun tidak berani (menguruskan harta benda itu dengan tiada persetujuan) mereka, sebagaimana kamu tidak berani (berbuat demikian dengan orang-orang yang berkongsi dengan kamu - yang setaraf dengan) diri kamu? Demikianlah Kami menjelaskan keterangan-keterangan satu persatu bagi orang-orang yang menggunakan akal untuk memahaminya”.

Allah s.w.t. dalam ayat ini mendatangkan perumpamaan yang diambil daripada sesuatu yang paling dekat dengan manusia iaitu sifat yang ada pada diri mereka sendiri. Tontowi (2007) ketika mentafsirkan ayat ini menjelaskan bahawa ia membawa maksud Allah s.w.t. berkata kepada manusia: “Kamu tidak rela berkongsi harta yang Kami berikan kepada kamu dengan hamba-hamba kamu. Malah, kamu juga tidak rela untuk tidak bebas menguruskan harta kamu tanpa persetujuan mereka seperti mana keadaan kamu jika berkongsi harta dengan orang merdeka yang setaraf dengan kamu. Hamba-hamba ini adalah manusia seperti kamu. Kamilah yang mencipta mereka seperti mana Kami menciptakan kamu. Oleh itu, jika beginilah hal keadaan kamu bersama hamba-hamba kamu yang kamu tidak ciptakan mereka, maka bagaimana mungkin kamu menyekutukan Allah dengan hamba-hamba yang diciptanya. Perbuatan kamu ini sangat nyata percanggahannya. Hal ini kerana kamu tidak rela berkongsi harta dengan hamba-hamba kamu tetapi kamu rela menyekutukan Allah dengan tuhan-tuhan lain

(pada tanggapan kamu) sedangkan Dia adalah pencipta mereka.

Demikianlah betapa jelas sekali Allah s.w.t. membuat satu perumpamaan bagi memahamkan manusia bahawa mereka tidak patut menyekutukanNya dengan sesuatu yang lain. Selain itu, al-Qurtubi (2003) ketika mengulas ayat ini berkata: “Sesetengah ulama berkata: Ayat ini menunjukkan keharusan perkongsian antara manusia kerana mereka saling memerlukan antara satu sama lain. Sebaliknya, ia menafikan perkongsian (syirik) pada hak Allah s.w.t.”.

Daripada penjelasan di atas, dapat kita rumuskan bahawa Allah s.w.t. sekali-kali tidak menerima sebarang bentuk perkongsian (syirik) dengan sesuatu yang lain. Ianya tidak terhad kepada *syirik jali* iaitu syirik secara terang-terangan iaitu menyembah selain daripada Allah s.w.t. Akan tetapi, ia juga melibatkan *syirik khafi* iaitu syirik secara tersembunyi. Ia terjadi apabila seseorang melakukan amal ibadat bukan semata-mata kerana Allah s.w.t. Sebaliknya, dia melakukannya dengan perasaan riyak dan ‘ujub yang bertujuan untuk mendapat pujian manusia. Di samping itu, Allah s.w.t. juga tidak menerima hati yang mencintai selain daripadaNya melebihi cinta kepadaNya termasuklah kaum keluarga, harta benda, pangkat dan sebagainya. Hal ini disokong oleh al-Buti (2003) yang melaporkan bahawa Ibn ‘Atoillah al-Sakandari menyebut dalam salah satu kata-kata hikmahnya yang bermaksud:

“Sepertimana Dia tidak menyukai amal ibadat yang mengandungi unsur syirik, Dia juga tidak menyukai hati yang ada padanya unsur syirik”.

Firman Allah S.W.T. Dalam Surah Al- ‘Ankabut, Ayat 41 Yang Bermaksud:

“Misal bandingan orang-orang yang menjadikan benda-benda yang lain dari Allah sebagai pelindung-pelindung (yang diharapkan pertolongannya) adalah seperti labah-labah yang membuat sarang (untuk menjadi tempat perlindungannya); padahal sesungguhnya sarang-sarang yang paling reput ialah sarang labah-labah, kalaulah mereka orang-orang yang berpengetahuan”.

Ayat ini didatangkan oleh Allah s.w.t. dengan tujuan untuk membuktikan kejahatan orang musyrik serta mencela perbuatan mereka yang menyembah selain daripada Allah s.w.t. (Tontowi, 2007). Mereka menyembah berhala-berhala dengan harapan berhala tersebut memberi manfaat kepada mereka dan melindungi mereka daripada sebarang bentuk kemudaratan. Perbuatan mereka ini disamakan oleh Allah s.w.t. dengan perbuatan labah-labah yang membuat sarang dengan harapan sarang itu dapat memberi perlindungan kepadanya. Akan tetapi, sarang tersebut sangatlah lemah kerana ia tidak dapat menyelamatkan labah-labah daripada sebarang bentuk bahaya mahupun melindunginya daripada cuaca panas dan sejuk. Malahan, sarang itu dengan mudah sekali boleh musnah akibat diterbangkan oleh angin atau diganggu oleh serangga lain. Begitu jugalah keadaan orang musyrik yang menyembah berhala. Berhala-berhala tersebut tidak sedikit pun memberi faedah kepada mereka. Ia juga tidak dapat menyelamatkan mereka daripada sebarang bentuk bahaya. Berhala itu sangatlah lemah seperti sarang labah-labah. Ia tidak memberi apa-apa kesan kepada labah-labah. Demikianlah juga berhala sembah orang musyrik tidak dapat memberi apa-apa kesan kepada mereka (al-Zuhaili, 2001).

Menerusi ayat perumpamaan ini, dapat kita fahami bahawa Allah s.w.t. ingin membuktikan kepada kita bahawa Dialah sahaja Tuhan Yang Maha Berkuasa, Yang Maha Kaya dan Yang Memerintah kerajaan langit dan bumi. Di samping itu, Allah s.w.t. juga ingin mengisbatkan bahawa hanya Dialah Tuhan yang layak disembah oleh sekalian makhluk ciptaanNya. Manakala berhala-berhala serta segala sesuatu yang disembah oleh orang musyrik hanyalah makhluk ciptaanNya yang lemah dan tidak mempunyai sebarang kuasa. Oleh itu, ia tidak sekali-kali mampu memberi sebarang manfaat dan perlindungan kepada orang yang

menyembahnya. Hal ini dijelaskan oleh Allah s.w.t. dalam surah al-Mulk, ayat 1 yang bermaksud:

“Maha Berkat (serta Maha Tinggilah kelebihan) Tuhan yang di tanganNya segala kerajaan, dan Dia Maha Berkuasa atas segala sesuatu”.

Tontowi (2007) ketika mengulas ayat ini menyatakan bahawa maksud ayat *“di tanganNya segala kerajaan”* ialah di tanganNya sahajalah, bukan di tangan sesiapa pun selain daripadaNya segala jenis kekuasaan dan hak untuk memerintah dan melarang. Selain daripada itu, al-Razi (2010) pula menyatakan bahawa ayat ini disebut oleh Allah s.w.t. untuk menegaskan bahawa Dialah Raja dan Pemilik segala kekuasaan. Menurutnyalagi, perkataan *‘tangan’* digunakan untuk menggambarkan kesempurnaan kuasaNya yang menyeluruh. Ia bukanlah membawa erti anggota tangan.

Tambahan pula, tidak ada sesuatu pun yang serupa dengan Allah s.w.t. Berhala-berhala yang disembah oleh orang musyrik itu tidak mempunyai kuasa seperti kuasa yang dimiliki oleh Allah s.w.t. Hal ini jelas terbukti dalam firman Allah s.w.t. dalam surah al-Syura, ayat 11 yang bermaksud:

“Tiada sesuatupun yang sebanding dengan (ZatNya, sifat-sifatNya dan pentadbiranNya) dan Dia lah Yang Maha Mendengar, lagi Maha Melihat”.

Rangkuman daripada ketiga-tiga ayat perumpamaan ini, jelas kepada kita bahawa kesemuanya menyentuh minda dan jiwa setiap manusia yang waras sama ada pendengarnya atau pembacanya. Setiap analogi dipersembahkan dengan begitu menarik sekali dan boleh diterima oleh logik akal manusia. Justeru, tidak hairanlah bahawa ia mampu memberi pengajaran dan pengiktibaran kepada mereka, lebih-lebih lagi golongan yang jauh terpesong daripada jalan lurus yang direndhai oleh Allah s.w.t.

Kesimpulan

Perumpamaan al-Quran amat berkesan dalam merawat penyakit hati manusia yang kafur. Hasil penelitian ke atas tiga potong ayat al-Quran yang mengandungi perumpamaan berkaitan keEsaanNya telah membuktikan hal ini. Dalam ayat pertama, Allah s.w.t. menyatakan bahaya yang menanti orang yang menyirikkanNya dengan menyembah sesuatu selain daripadaNya. Hal ini kerana mereka sentiasa berada dalam kesesatan dan kebingungan. Lain pula hal keadaan orang mukmin yang mengEsakan Allah s.w.t. Mereka sentiasa berada dalam kebahagiaan kerana mendapat hidayah Allah s.w.t. dan sentiasa diberi ketenangan hati.

Selain itu, dalam ayat yang kedua Allah s.w.t. menegaskan bahawa Dia tidak sama sekali akan menerima sebarang bentuk syirik kepadaNya. Hal ini termasuklah *syirik khafi* iaitu syirik yang tersembunyi. Ia berlaku apabila seseorang melakukan amal ibadat bukan ikhlas kerana Allah s.w.t. semata-mata. Ia juga boleh berlaku apabila seseorang mencintai selain daripada Allah s.w.t. melebihi cinta kepadaNya.

Dalam pada itu, menerusi ayat perumpamaan yang ketiga Allah s.w.t. membuktikan bahawa hanya Dialah Tuhan Yang Maha Esa dan layak disembah. Manakala berhala-berhala dan setiap sesuatu yang menjadi sembah orang kafir adalah makhluk ciptaanNya yang lemah. Hanya Dialah yang berkuasa ke atas setiap sesuatu yang berada di langit dan bumi. Manakala sembah-sembah orang kafir tidak mempunyai apa-apa kuasa yang boleh memberi sebarang faedah kepada penyembahnya.

Rentetan itu, kesemua perumpamaan ini disampaikan dalam bentuk yang sangat mudah difahami dan dihayati kerana ia tidak lari daripada kehidupan manusia dan boleh dicapai oleh pancaindera. Ia sudah tentulah dapat melembutkan hati mereka yang keras dan menggerakkan akal mereka untuk berfikir dan mengambil iktibar daripada perumpamaan tersebut.

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KESANTUNAN BERBAHASA INDIKATOR PROFESIONALISME GURU PELATIH

LANGUAGE POLITENESS AS AN INDICATOR OF TEACHER TRAINEES PROFESSIONALISM

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Abstract: *This paper aims to identify the language politeness practices/ usage as a major part of language proficiency that is also known as Highly and Culturally Mannered Malay Language (HCMML) among teacher trainees from the perspective of sociopragmatic. Nine Malay language teacher trainees were chosen from five selected secondary schools in Perak to become the respondents. The methodology used in collecting data was by doing library research and also by the means of going to the fieldwork where audio and video recording of the teaching, learning and facilitating processes among teacher trainees in the classrooms were carried out. The recorded data was then transcribed, observed and then further analysed qualitatively by using content analysis method. This paper shows that language politeness strategies that were used by teacher trainees can become an indicator of professionalism among them. Evidently, this paper demonstrates that language politeness usage contributes to materialise the level of teaching professionalism especially for the Malay Language subject before they become the actual teacher.*

Keywords: *Highly and Culturally Mannered Malay Language (HCMML), language politeness, teaching professionalism.*

Abstrak: *Kajian ini bertujuan untuk mengenal pasti amalan kesantunan berbahasa yang menjadi salah satu ciri utama upaya berbahasa, iaitu Bahasa Melayu Tinggi dan Berbudaya (BMTB) dalam kalangan guru pelatih daripada perspektif sosiopragmatik. Kajian ini menggunakan sembilan orang guru pelatih Bahasa Melayu daripada lima buah sekolah menengah terpilih di negeri Perak sebagai responden. Kajian ini menggunakan kaedah kepustakaan dan kaedah lapangan untuk pengumpulan data, iaitu dengan merakam secara audio dan video proses pengajaran dan pemudahcaraan (PdPc) guru pelatih. Data yang telah dirakam seterusnya ditranskripsi dan dicerap serta dianalisis kemudiannya secara kualitatif dengan menggunakan kaedah analisis kandungan. Kajian ini menunjukkan bahawa strategi kesantunan berbahasa yang diamalkan oleh guru pelatih mampu menjadi indikator profesionalisme bakal pendidik. Jelasnya, kajian ini menunjukkan amalan kesantunan*

berbahasa menyumbang kepada peningkatan tahap profesionalisme kerjaya pendidik khususnya bagi mata pelajaran Bahasa Melayu sebelum mereka bergelar guru terlatih.

Kata Kunci: Bahasa Melayu Tinggi dan Berbudaya, kesantunan berbahasa, profesionalisme kerjaya pendidik.

Pengenalan

Bahasa cerminan peribadi penutur yang jelasnya diidentifikasi melalui santun berbahasa dalam kalangan penutur sesuatu bahasa. Upaya untuk mencipta iklim masyarakat yang santun berbahasa bermula dari rumah dan perlu dilestarikan di sekolah. Jelasnya, guru pelatih berupaya menjadi agen dan model santun berbahasa kepada murid-murid di sekolah.

Oleh yang demikian, guru pelatih sewajarnya berupaya berbahasa Melayu Tinggi dan Berbudaya (BMTB), iaitu kesantunan berbahasa merupakan salah satu ciri majornya. Guru pelatih bukan sahaja perlu memiliki keupayaan tinggi dari sudut morfo-fonetik dan sosiolinguistik (lihat Husna Faredza Mohamed Redzwan, Anida Sarudin dan Khairul Azam Bahari, 2018a; 2018b), malah mereka juga perlu mempunyai keupayaan tinggi dari segi sosiopragmatiknya, iaitu mampu berkomunikasi menggunakan bahasa yang santun.

Dalam konteks kertas kerja ini, amalan kesantunan berbahasa dalam kalangan guru pelatih diberikan fokus utama kerana amalan tersebut merupakan indikator profesionalisme guru pelatih atau bakal guru yang perlu ditingkatkan.

Objektif Kajian

Secara khususnya, objektif kajian bertajuk *Kesantunan Berbahasa Indikator Profesionalisme Guru Pelatih* adalah untuk mengenal pasti keupayaan guru pelatih dari perspektif sosiopragmatik yang meliputi aspek amalan dan strategi kesantunan berbahasa yang digunakan.

Metodologi

Kajian ini menggunakan 9 orang guru pelatih mata pelajaran Bahasa Melayu yang menjalani latihan mengajar di lima buah sekolah menengah terpilih di negeri Perak. Sampel kajian dipilih dalam kalangan guru pelatih yang diselia sendiri oleh ketua penyelidik dan penyelidik bersama. Kaedah pengumpulan data dilakukan dengan menggunakan kaedah rakaman secara audio dan video. Pemerhatian atau pencerapan pengajaran dan pemudahcaraan (PdPc) dilaksanakan menggunakan senarai semak yang dibina. Data yang telah dirakam seterusnya ditranskripsi dan seterusnya dianalisis secara kualitatif.

Kerangka Teori

Menurut Brown dan Levinson (1987:62) kesantunan merupakan usaha untuk mengurangkan Lakuan Ancaman Muka (*Face Threatening Act*) kepada pendengar dengan mengemukakan Teori Kesantunan Linguistik yang terdiri daripada 5 strategi utama, iaitu strategi secara langsung (*Bald on Record*), kesantunan positif (*Positive Politeness*), kesantunan negatif (*Negative Politeness*), strategi tidak langsung (*Off Record*) dan memilih untuk tidak melakukan sebarang lakuan ancaman muka. Dalam kertas kerja ini, amalan kesantunan positif digunakan sebagai asas kajian.

Menurut Brown dan Levinson (1987:61-62), melakukan lakuan ancaman muka (LAM) berkait rapat dengan konsep *muka positif*. Muka di sini membawa maksud *kehendak*. Dalam konteks *muka* sebagai *kehendak*, *kehendak muka positif* bermaksud *kehendak* atau *keinginan* seseorang supaya imej dirinya dihargai dan dipersetujui.

Sorotan Literatur

Kesantunan Berbahasa Sebagai Elemen BMTB

Bahasa yang kita gunakan mestilah berbudi bahasa bagi melincirkan iklim komunikasi (Abdullah Hassan, 2012) dan realitinya bahasa memainkan peranan penting dalam pembudayaan, apatah lagi dalam budaya tinggi (Rais Yatim, 2017) yang menjadi ciri utama BMTB.

Amalan berbudi bahasa berhubung kait dengan kesantunan berbahasa. Kesantunan secara umum merujuk penggunaan bahasa yang baik, sopan, beradab, memancarkan peribadi mulia dan menunjukkan penghormatan kepada pihak yang menjadi teman bicara (Awang Sariyan, 2011:9) tidak dapat dipisahkan daripada membicarakan tentang akhlak. Sewajarnya guru pelatih yang berwibawa dan berupaya berkomunikasi, iaitu dalam konteks kajian ini berupaya berkomunikasi menggunakan bahasa Melayu Tinggi dan Berbudaya, mampu menjadi model dan seterusnya agen penutur BMTB (Lihat Abdul Hamid Mahmood, 2002:55). Jelasnya, ciri guru sebagai komunikator yang baik dalam interaksi guru-murid dalam proses PdPc ialah kesantunan berbahasa yang memancarkan akal budi, kebijaksanaan dan akhlak terpuji.

Profesionalisme Guru Pelatih Bahasa Melayu

Cormin (1965), Havighurst dan Levine (1979), Howson et al. (1976) dalam Awang Sariyan (2014:92) menegaskan bahawa kerjaya pendidik sebagai profesional. Selain kemahiran dan ilmu linguistik yang tinggi (Abdul Hamid Mahmood, 2002); guru Bahasa Melayu yang profesional seharusnya berilmu dalam bidangnya serta mampu menerapkan strategi berfikir aras tinggi dalam PdPc (Anida Sarudin, Husna Faredza Mohamed Redzwan, Adenan Ayob, Zuraini Ramli, 2018). Upaya berbahasa Melayu Tinggi dan Berbudaya dari sudut morfo-fonetik dan sosiolinguistik juga dipentingkan (Husna Faredza Mohamed Redzwan, Anida Sarudin, Khairul Azam Bahari, 2018a; 2018b). Selain itu, dalam kertas kerja ini, profesionalisme guru pelatih sewajarnya perlu ditonjolkan melalui kemahiran sosial aras tinggi, iaitu dalam mengamalkan kesantunan berbahasa juga.

Abdul Hamid Mahmood (2002) mengatakan bahawa bahasa Melayu tidak dapat dimartabatkan jika guru-guru yang mengajar mata pelajaran tersebut tidak menggunakan bahasa Melayu dengan betul. Andainya seseorang guru itu tidak mempunyai kemahiran di dalam komunikasi, bererti guru itu tidak akan berjaya menyampaikan pengajarannya dengan berkesan yang seterusnya tidak mencapai matlamat melahirkan pendidikan yang bermutu (Abdul Hamid Mahmood (2002:53). Jelasnya, keseimbangan dan kesepaduan kemahiran linguistik dan kemahiran komunikatif dalam kalangan guru pelatih sangat penting dan perlu ditangani dengan bijak.

Guru pelatih seharusnya berupaya menunjukkan kredibiliti dan potensi serta kompetensi BMTB yang tinggi khususnya dalam aspek kesantunan berbahasa dalam kalangan guru pelatih. Kertas kerja ini menunjukkan kesantunan berbahasa sebagai indikator profesionalisme guru pelatih atau bakal pendidik relevan dan harus diberi penekanan,

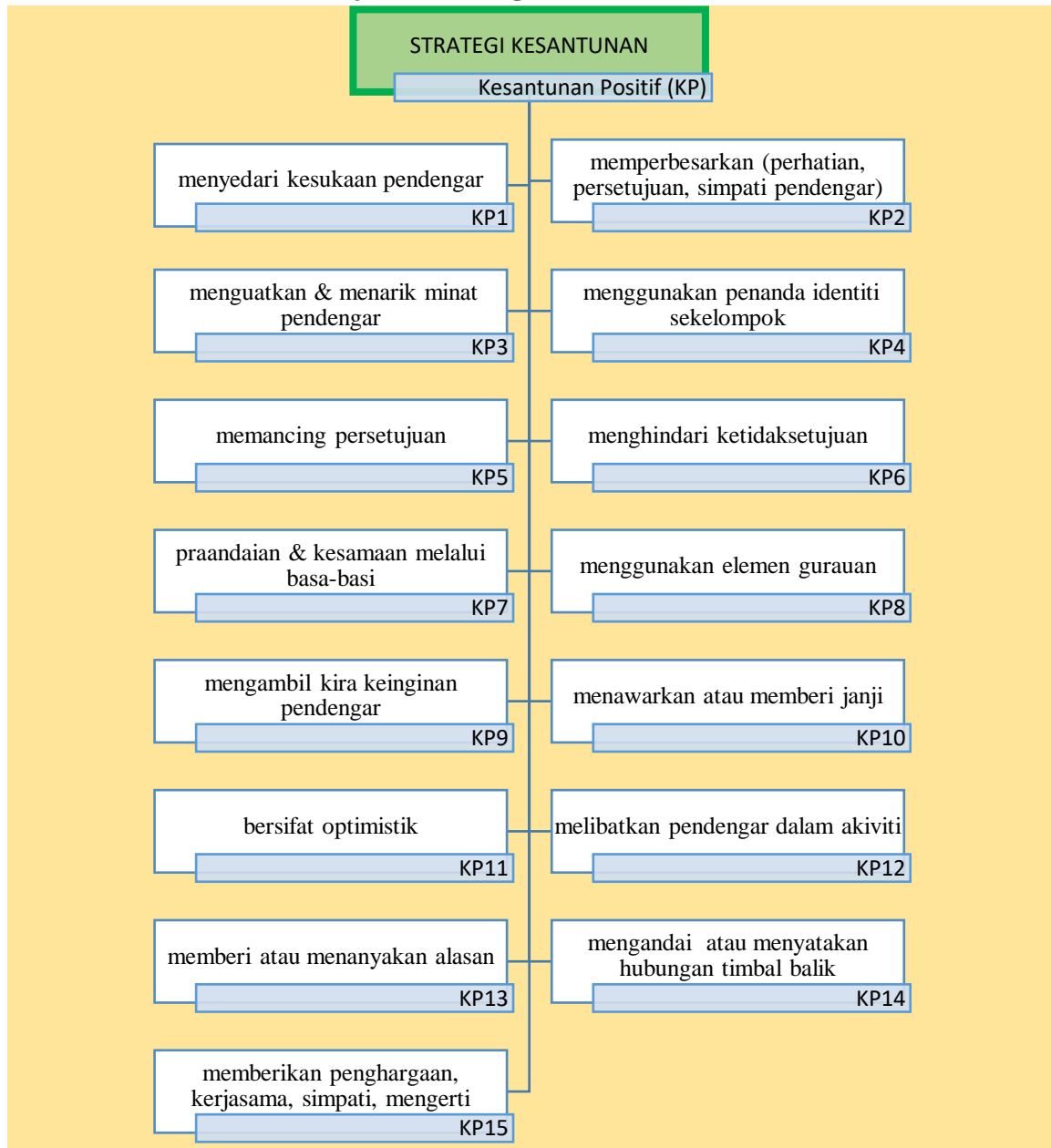
dititikberatkan dan ditingkatkan serta diteruskan amalannya dalam kalangan guru pelatih sebagai persediaan menjadi guru terlatih kelak.

Dapatan Kajian dan Perbincangan

Dalam kajian ini, didapati bahawa kesantunan berbahasa dari segi sosiopragmatiknya menunjukkan bahawa, walaupun jarak sosial dan perbezaan kuasa jelas wujud antara guru dan murid, namun dalam komunikasi guru-pelajar dalam PdPc menunjukkan strategi kesantunan positif diamalkan. Didapati bahawa guru tetap menggunakan strategi kesantunan dalam ujaran mereka ketika berinteraksi dengan pelajar dalam kelas walaupun darjah imposisi yang terhasil semasa mengujarkan sesuatu lakuan komunikatif itu tidak memberi kesan bebanan kepada murid. Hal ini demikian kerana pelajar seharusnya akur dengan arahan atau permintaan guru misalnya dan tiada masalah sekiranya sesuatu lakuan ancaman muka diujarkan oleh guru secara langsung. Tidak menjadi satu bebanan yang besar sekiranya pelajar mengikuti arahan guru dalam proses PdPc. Namun, didapati bahawa guru masih memilih untuk menggunakan strategi kesantunan positif seperti yang ditunjukkan dalam Jadual 1.

Strategi kesantunan positif yang digunakan oleh guru pelatih merujuk *kehendak muka positif* yang membawa maksud kehendak atau keinginan seseorang supaya imej dirinya dihargai dan dipersetujui. Antara strategi kesantunan positif yang digunakan oleh guru pelatih adalah seperti yang ditunjukkan dalam Rajah 1 di bawah:

Rajah 1: Strategi Kesantunan Positif



(Disesuaikan daripada Brown dan Levinson, 1987)

Jelasnya, strategi kesantunan positif yang digunakan oleh guru pelatih dalam interaksi dalam kelas semasa proses PdPc dilaksanakan dalam kajian ini didapati meliputi semua substrategi kesantunan positif (KP1 –KP15) seperti yang dianjurkan oleh Brown dan Levinson (1987). Contoh ujaran yang mengandungi strategi kesantunan positif berdasarkan konteks dan peristiwa bahasa berdasarkan data kajian adalah seperti yang ditunjukkan dalam Jadual 1 berikut:

Jadual 1: Strategi Kesantunan Positif (KP) dan Contoh Ujaran Guru Pelatih dalam PdPc Berdasarkan Konteks Ujaran dan Peristiwa Bahasa

KP	Konteks ujaran dan peristiwa bahasa	Contoh ujaran
1.	Guru menggunakan basa-basi pada fasa permulaan pengajaran dengan menanyakan kesediaan pelajar	Guru: <i>Baiklah, kamu semua dah sedia tak untuk belajar hari ini?</i> Pelajar: Dah. (Murid menjawab beramai-ramai)
2.	Guru memperbesar perhatian dengan meminta kepastian sama ada pelajar sudah makan atau belum sebelum memulakan sesi pengajaran.	Guru: Dah makan? Pelajar: Dah. Guru: <i>Betul?</i> Pelajar: Betul
3.	Guru menarik minat pelajar semasa sesi induksi dengan meminta pelajar meneka topik pelajaran mereka.	Guru: Okey, hari ini kita akan belajar ulasan, tapi cikgu nak kamu <i>tekalah</i> apa yang kita akan belajar hari ini, boleh?
4.	Guru menggunakan penanda identiti sekelompok ‘bagitau eh’ sebelum menyampaikan isi kandungan pelajaran.	Guru: Okey, cikgu <i>bagitau eh</i> .
5.	Guru memancing persetujuan pelajar apabila meminta pelajar melaksanakan tugas sebagai pengukuhan pada akhir pengajaran.	Guru: Cikgu nak kamu semua hasilkan satu ulasan yang lengkap sebagai kerja rumah, <i>boleh tak?</i> Pelajar: Boleh (Murid menjawab beramai-ramai)
6.	Guru menghindari ketidaksetujuan apabila pelajar bertanyakan pelaksanaan aktiviti apabila belum tiba masanya.	Pelajar: Cikgu, ni nak buat apa? Guru: <i>Nanti, cikgu terangkan.</i>
7.	Guru membuat praandaian dan kesamaan melalui basa-basi apabila mengaitkan dengan isi kandungan	Guru: Ada tak dalam kelas ni yang buat perangai macam ni? Pelajar: Tak de (beramai-ramai) Guru: Tak de kan. <i>Tahu, anak-anak murid cikgu semuanya baik.</i>
8.	Guru menggunakan elemen gurauan apabila guru meminta pelajar membentang hasil	Guru: Dah bersedia, kumpulan pertama? Pelajar: Malu cikgu Guru: <i>Tak payah malu-malu. Jangan hari ni pulak kamu nak malu.</i> (nada gurauan bukan nada marah).

	perbincangan mengikut kumpulan.	
9.	Guru mengambil kira keinginan pelajar tentang kepekaan tempoh masa yang diperuntukkan untuk menyiapkan tugas yang diberikan.	Guru: Okey, cikgu nak kamu mula sekarang. Cikgu bagi kamu masa 15 minit, <i>boleh?</i> Pelajar: Boleh. (Murid menjawab beramai-ramai)
10.	Guru menawarkan janji kepada pelajar tentang aktiviti pembelajaran yang hendak dilaksanakan.	Guru: Baiklah, sekarang kamu dah tahu objektif pembelajaran kita pada hari ini. Cikgu <i>akan bagitahu</i> kamu bagaimana aktiviti kamu hari ini dijalankan.
11.	Guru menonjolkan sikap optimistik terhadap tahap kefahaman dan pengetahuan pelajar.	Guru: Baiklah, <i>kamu dah faham kan.</i> Pelajar: Faham
12.	Guru melibatkan pelajar dalam aktiviti soal jawab.	Guru: <i>Lagi, ada yang lain?</i> Pelajar (Shamimi): Saya! Saya! Guru: Okey, Shamimi.
13.	Guru memberikan alasan faktor pemilihan tempat pertama aktiviti pembentangan.	Guru: Baik, cikgu sudah buat penilaian hasil tugas kumpulan kamu. Kumpulan yang pertama dimenangi oleh Kumpulan Wahida. Kumpulan Wahida dijemput. Dia menang <i>sebab siapkan tugas dengan cepat.</i>
14.	Guru menyatakan hubungan timbal balik dengan menyambut penghargaan daripada pelajar dalam fasa penutup PdPc.	Pelajar: Terima kasih cikgu (Murid mengucapkan secara beramai-ramai setelah tamat Pdpc) Guru: <i>Sama-sama</i> , duduk.
15.	Guru memberikan pujian kepada pelajar yang berjaya menjawab soalan yang diajukan.	Guru: Okey, <i>bagus</i> . Macam tu lah.

Berdasarkan data yang diperoleh didapati bahawa semua strategi kesantunan positif hadir dalam korpus data ini. Ini menunjukkan bahawa, guru pelatih peka dengan amalan kesantunan berbahasa dalam melaksanakan pengajaran, pembelajaran dan pemudahcaraan.

Kesimpulan

Dalam menyentuh aspek profesionalisme, pendidik khususnya guru pelatih disarankan bersikap eklektik demi meningkatkan profesionalisme pendidik dari segi akademik berkaitan ilmu linguistik mahupun akhlak merujuk amalan santun berbahasa dengan memadukan setiap sudut positif dalam aliran linguistik dengan melaksanakan pendidikan bahasa secara berkesan.

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STRATEGI PENGURANGAN KEMUDARATAN TERHADAP PENAGIH DADAH DARIPADA PERSPEKTIF HAK ASASI MANUSIA

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Abstract: *Strategi pengurangan kemudaran terutama melalui Program Terapi Gantian dengan Metadon dan Program Pertukaran Jarum merupakan pendekatan penting bagi mengekang gejala penagihan dadah. Kewajaran strategi ini masih diperdebatkan kerana secara umumnya dilihat berbeza malah bercanggah dengan dasar dan kaedah pengurangan pembekalan dan strategi pengurangan permintaan terhadap dadah yang diamalkan oleh majoriti negara di dunia sejak berabad yang lalu. Justeru, keutamaan dan legaliti pendekatan pengurangan kemudaran berteraskan falsafah perlu diketengahkan bagi mempertingkatkan sokongan dan pelaksanaan efektif strategi tersebut. Tujuan artikel ini adalah untuk menganalisa justifikasi terhadap strategi pengurangan kemudaran kepada populasi penagih dadah bertunjangkan perspektif hak-hak asasi manusia. Artikel ini juga bertujuan bagi mengenengahkan beberapa cadangan bagi memastikan perlindungan dan pelaksanaan hak penagih dadah untuk mengikuti kedua-dua intervensi tersebut secara konsisten. Penulisan artikel ini menggunakan metodologi kajian perundangan kualitatif yang melibatkan pendekatan doktrinal dan sosio-perundangan. Artikel ini merumuskan hak-hak akses penagih dadah terhadap Program Terapi Gantian dengan Metadon dan Program Pertukaran Jarum berdasarkan keselarian dengan hak-hak asasi manusia terhadap kesihatan dan kebebasan daripada layanan tidak berperikemanusiaan dan menjatuhkan maruah yang termaktub dalam undang-undang antarabangsa.*

Keywords: *Polisi Dadah, Undang-Undang, Kesihatan Awam, Jenayah, Hak-Hak Asasi Manusia*

Pengenalan

Strategi pengurangan kemudaran kepada penagih dadah telah berkembang sejak pertengahan 1980an merentasi semua benua. Strategi tersebut mengaplikasikan pelbagai intervensi terutama pemberian dadah jenis metadon melalui Program Terapi Gantian dengan Metadon (selepas ini dirujuk sebagai PTGM) dan pendedaran jarum dan picagari baru kepada penagih dadah melalui Program Pertukaran Jarum (selepas ini dirujuk sebagai PPJ). Keberkesanan dan efikasi kos PTGM dalam mengurangkan pendedahan kepada HIV/AIDS dan penggunaan dadah disokong oleh banyak bukti saintifik (Macarthur et al., 2012; Karki et al., 2016) Kesan farmakologi metadon berpotensi untuk mempengaruhi penurunan pengambilan dadah (Fareed et al., 2010). Selain itu, bukti-bukti saintifik menunjukkan bahawa PPJ dapat mengurangkan risiko HIV serta penyakit-penyakit bawaan darah yang lain seperti Hepatitis C dan mempromosikan rujukan penagih dadah kepada perkhidmatan rawatan dadah dan kesihatan secara efektif dan kos efektif (Wodak & Cooney, 2006; Burt & Thiede,

2016). Walaupun terdapat bukti-bukti saintifik berkaitan keberkesanan pendekatan pengurangan kemudaran, bantahan ideologi terhadap langkah-langkah tersebut masih berlarutan. Justeru, perhatian perlu diberikan kepada aspek justifikasi secara falsafah kepada pendekatan tersebut.

Tujuan Kajian:

Kertas kerja ini digarap bagi menganalisa justifikasi dan keutamaan pendekatan pengurangan kemudaran, terutama PTGM dan PPJ menurut perspektif hak asasi manusia. Di samping itu, tujuan kertas kerja adalah untuk mengutarakan cadangan-cadangan bagi menjamin hak akses penagih-penagih dadah terhadap kedua-dua intervensi penting tersebut.

Rekabentuk dan Metodologi

Penulisan artikel ini menggunakan metodologi kajian perundangan kualitatif yang melibatkan pendekatan doktrinal dan sosio-perundangan. Teras utama penulisan adalah perundangan yang meliputi kajian terhadap prinsip, konsep serta institusi perundangan yang bersumberkan dokumen-dokumen undang-undang antarabangsa berkaitan hak-hak asasi manusia terutamanya konvensyen-konvensyen antarabangsa dan ulasan-ulasan perundangan yang terkandung terutamanya dalam buku-buku teks dan artikel-artikel jurnal perundangan. Penulis juga merujuk kepada buku, artikel, akhbar, laporan dan hasil-hasil kerja yang telah diterbitkan dan tidak diterbitkan.

Perbincangan

Pelaksanaan langkah pengurangan kemudaran merupakan penanda aras penting bagi pematuhan negara terhadap perlindungan hak penagih dadah terhadap kesihatan. Hak untuk *memperoleh* taraf hidup yang memadai bagi kesihatan merupakan salah satu hak asasi manusia yang diiktiraf berdasarkan dokumen-dokumen antarabangsa. Perkara 25 dalam Pengistiharan Hak Asasi Manusia Sejagat 1948 menyatakan bahawa 'everyone has the right to a standard of living adequate for the health and wellbeing of himself and of his family, including [...] medical care and necessary social services'. Kovenan Antarabangsa Hak-hak Ekonomi, Sosial dan Budaya 1966 turut menjamin setiap individu dengan 'the right [...] to the enjoyment of the highest attainable standard of physical and mental health' (Perkara 12(1)). Jawatankuasa Pertubuhan Bangsa-Bangsa Bersatu (selepas ini dirujuk sebagai PBB) bagi Hak-Hak *Ekonomi, Sosial dan Budaya* memperincikan cakupan hak asasi terhadap kesihatan dengan pernyataan bahawa 'the right to health must be understood as a right to the enjoyment of a variety of facilities, goods, services and conditions necessary for the realisation of the highest attainable standard of health' (United Nations Committee on Economic, Social and Cultural Rights (CESCR), 2000). Dengan kata lain, hak asasi terhadap kesihatan meliputi akses individu terhadap pelbagai perkhidmatan dan sokongan perubatan dan penjagaan kesihatan.

Untuk merealisasikan hak terhadap kesihatan, setiap negara berkewajipan untuk mengambil tindakan-tindakan yang perlu untuk mencegah, merawat dan mengawal wabak, endemik, penyakit yang bersangkutan dengan pekerjaan serta penyakit-penyakit lain dan mewujudkan keadaan-keadaan yang akan menjamin semua perkhidmatan dan perhatian kesihatan dalam hal sakit seseorang individu. Tanggungjawab ini digariskan dalam Perkara 12(2) *Kovenan Antarabangsa Hak-hak Ekonomi, Sosial dan Budaya* 1966). Program-program pengurangan kemudaran menepati sebagai komponen bagi tindakan aktif kerajaan bagi melindungi kesihatan dan mengawal penyakit-penyakit dan kesan-kesan penggunaan dadah yang memudaratkan kesihatan pengguna dadah serta keseluruhan populasi manusia.

Di samping itu, penyediaan perkhidmatan-perkhidmatan pengurangan kemudaran menjadi titik tolak bagi setiap negara mematuhi hak asasi manusia terhadap kebebasan daripada layanan tidak berperikemanusiaan dan menjatuhkan maruah. Undang-undang hak-hak asasi manusia antarabangsa mengiktiraf hak individu untuk dilindungi daripada penyiksaan dan layanan buruk. Perkara 5 *Pengistiharan Hak Asasi Manusia Sejangat 1948 memperuntukkan: '[N]o one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment'*. Terma hak dan kenyataan yang menuntut negara untuk mencegah segenap perbuatan penyiksaan dan layanan atau hukuman yang kejam, tidak berperikemanusiaan atau menjatuhkan maruah, merupakan indikator penting kepada pikulan tanggungjawab perundangan oleh negara bagi memastikan kebebasan tersebut (Perkara 7 dalam Kovenan Antarabangsa Mengenai Hak Sivil dan Politik 1966 dan Perkara 1 serta Perkara 2 dalam Resolusi 39/46: Konvensyen Menentang Penyiksaan dan Layanan atau Hukuman Lain yang Kejam, Tidak Berperikemanusiaan atau Menjatuhkan Maruah). Kewajipan tersebut meliputi obligasi untuk mempraktikkan pendekatan bagi membebaskan setiap individu daripada perlakuan atau keadaan yang tergolong sebagai penyiksaan dan layanan buruk, yang berpotensi menjangkau penyakit fizikal serta penderitaan yang menyakitkan.

PTGM dan PPJ merupakan teknik-teknik berlandaskan bukti untuk mengatasi atau meminimalkan penagihan dadah dan kesan-kesan buruknya. Maka, program-program tersebut adalah medium penting untuk melindungi penagih dadah daripada kemudaran dan penderitaan. Dengan menulis dalam konteks hak-hak asasi pengguna dadah di pusat-pusat tahanan, Bruce dan Schleifer (2008) mengklasifikasikan kegagalan negara untuk memberikan perhatian perubatan yang penting kepada banduan yang menagih dadah jenis opiat, sehingga meningkatkan pendedahan mereka kepada HIV dan penyakit-penyakit bawaan darah lain, sebagai satu bentuk layanan tidak berperikemanusiaan dan menjatuhkan maruah. Berdasarkan analogi, penghujahan yang sama dapat diaplikasikan terhadap program-program pengurangan kemudaran di dalam komuniti. Akses kepada PTGM dan PPJ yang dinafikan boleh mengakibatkan terjejasnya kesihatan fizikal serta mental penagih dadah.

Kesimpulan

Intervensi-intervensi pengurangan kemudaran adalah sangat perlu bagi melindungi hak-hak individu penagih dadah terhadap kesihatan dan kebebasan daripada layanan tidak berperikemanusiaan dan menjatuhkan maruah. Penerapan perspektif berorientasikan hak asasi manusia kepada pendekatan pengurangan kemudaran berkeupayaan untuk memperkukuhkan aspek legitimitasnya. Inisiatif-inisiatif PTGM dan PPJ seharusnya dilaksanakan secara mampan oleh setiap negara bagi memenuhi sebahagian obligasi perundangan berkaitan norma hak asasi antarabangsa. Oleh itu, justifikasi pendekatan pengurangan kemudaran berpaksikan prinsip hak asasi manusia wajar diiktiraf secara tuntas serta dikuatkuasakan oleh Perhimpunan Agung PBB, badan-badan PBB, Suruhanjaya Hak Asasi Manusia dan semua negara.

Keaslian/Nilai

Analisis hak-hak asasi manusia terhadap individu penagih dadah dalam artikel ini menyumbang kepada justifikasi dan landasan ideologi yang kukuh terhadap pendekatan pengurangan kemudaran. Selain itu, analisis yang diketengahkan adalah mustahak bagi menggerakkan penglibatan aktif dan berkesan oleh negara dalam intervensi-intervensi pengurangan kemudaran. Hasil penulisan ini juga seharusnya dapat memangkin penonjolan kepentingan pendekatan pengurangan kemudaran berdasarkan perspektif hak asasi manusia

dengan jelas dalam dokumen-dokumen polisi dan wacana-wacana perbahasan berkaitan pengawalan dadah.

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NIAT KEUSAHAWANAN DALAM KALANGAN PELAJAR KOLEJ SWASTA BUMIPUTERA

(ENTRPRENEURIAL INTENTIONS AMONG BUMIPUTERA'S PRIVATE COLLEGE STUDENTS)

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Abstrak: Isu pengangguran dan kebolehpasaran graduan menjadikan pendidikan keusahawanan sebagai pilihan ideal oleh kebanyakan kolej swasta di Malaysia tidak terkecuali yang diusahakan oleh usahawan bumiputera. Sehubungan itu, tujuan kajian ini dijalankan bagi mengenal pasti niat keusahawanan pelajar kolej swasta bumiputera yang terletak di Kuala Lumpur. Seramai 387 orang pelajar pelbagai program diploma dilibatkan sebagai responden. Kajian ini mengaplikasikan kaedah kuantitatif melalui kaedah tinjauan dengan menggunakan soal selidik sebagai instrumen dan data dianalisis menggunakan SPSS versi 22.0. Dapatan kajian menunjukkan bahawa niat keusahawanan pelajar kolej swasta bumiputera berada pada tahap sederhana. Ini bermakna niat keusahawanan pelajar kolej swasta sama seperti pelajar di institusi pendidikan lain. Justeru, untuk meningkatkan jumlah penglibatan pelajar kolej swasta dalam kerjaya keusahawanan maka usaha pembudayaan keusahawanan perlu dilaksanakan secara berterusan. Inovasi terhadap kurikulum dan kaedah pengajaran keusahawanan berasaskan praktikal juga perlu dibangunkan agar dapat menarik pelajar memilih kerjaya usahawan sebagai pilihan selepas tamat pengajian.

Kata kunci: niat keusahawanan, pelajar kolej swasta, bumiputera, pendidikan keusahawanan

Abstract: Unemployment and marketability issues make entrepreneurial education as an ideal choice by most private colleges including Bumiputera's entrepreneur. In this regard, this study was conducted to identify the entrepreneurial intentions among Bumiputera private college students located in Kuala Lumpur. A total of 387 students from various diploma programs were involved as respondents. This study applies quantitative methods through survey method using questionnaire as a research instrument and data was analyzed using SPSS version 22.0. The findings showed that the level of entrepreneurship intentions among Bumiputera private colleges students are at moderate level. This means the entrepreneurial intentions of private colleges students are the same as students in other educational institutions. Hence, in order to enhance the number of college students involved in entrepreneurship career, efforts in entrepreneurial culture should be continuing. Innovations of curriculum and teaching method on practical based should be developed to ensure students choose entrepreneurs as a career option once graduated.

Key words: entrepreneurial behavior, entrepreneurial intentions, bumiputera private college students

Pendahuluan

Menjelang tahun 2020, keadaan ekonomi dunia menjadi semakin meruncing akibat isu globalisasi seperti perdagangan bebas, kepesatan teknologi maklumat dan pelbagai peluang baru yang memberi impak ketidakstabilan kepada sektor perniagaan (Charles & Eric, 2016). Beberapa kajian lepas mendapati bahawa sektor keusahawanan menjadi satu alternatif penting dalam memacu kestabilan ekonomi sesebuah negara serta menambah peluang pekerjaan (Dickson et al., 2015; Abdullah et al., 2015 dan Nafukho & Helen, 2010). Kajian dari beberapa negara seperti Malawi, Indonesia, India, Afrika Selatan, Greece dan Malaysia membuktikan keusahawanan bukan sahaja meningkatkan kestabilan ekonomi negara malah membentuk inovasi yang meningkatkan daya saing sesebuah firma, menambah peluang pekerjaan bahkan peningkatan pendapatan rakyat (Georgios, 2018; Charles & Eric, 2016; Badariah et al., 2016; Astri, 2014; Tendai, 2014 dan Balasubaramaniam, 2012). Sektor keusahawanan kini dilihat menyediakan tapak asas ke arah kejayaan yang lebih besar di peringkat global (Ooi et al., 2014).

Nama-nama besar seperti Mark Zuckerberg (Facebook), Bill Gates (Microsoft), Steve Jobs (Apple) dan Larry Page (Google) memberi inspirasi serta pengaruh yang kuat terhadap bidang keusahawanan (Manish & Sunil, 2015). Justeru, pendidikan keusahawanan merupakan pelaburan terpenting sesebuah negara ke arah penyediaan modal insan yang proaktif, ekonomi berinovasi dan berpendapatan tinggi (Norasmah et al., 2015). Kini kebanyakan negara telah merancang pelbagai program keusahawanan bermula di peringkat sekolah hingga ke universiti bagi meningkatkan pengetahuan dan kemahiran keusahawanan kepada golongan belia (O'connor, 2015; Radin et al., 2017). Tidak terkecuali juga di Malaysia, pendidikan keusahawanan telah mula diperkenalkan seawal tahun 1990an, bagaimanapun pada tahun 2007 modul keusahawanan telah dijadikan sebagai subjek wajib atau bidang pengajian yang ditawarkan di universiti (Jabatan Pendidikan Tinggi 2018). Kini, semua institusi pendidikan dilihat berperanan dalam membentuk usahawan melalui pelbagai program dan aktiviti pembelajaran yang disasarkan terhadap pelajar sekolah, mahasiswa dan belia (Ida & Khairul 2016).

Latar Belakang Kajian

Dunia kini berdepan dengan pelbagai cabaran berkaitan isu keusahawanan. Berdasarkan Laporan Kajian Pengesanan Graduan oleh KPT (2015) terdapat 54,852 graduan di Malaysia masih lagi menganggur selepas menamatkan pengajian namun hanya 10.6% (254,120) graduan memilih kerjaya sebagai usahawan. Ini menunjukkan penglibatan belia di Malaysia dalam bidang keusahawanan amat mengecewakan (Suhaila et al. 2015). Melalui laporan statistik Global Entrepreneurship Monitor (2011), negara Malaysia mempunyai skor terendah iaitu hanya 51.5% penduduk memilih usahawan sebagai kerjaya berbanding negara-negara Asian yang lain seperti Thailand (77%) dan China (73.1%) (GEM 2011). Bahkan menurut Bank Dunia (2017), ekonomi Malaysia dijangka meruncing kepada 4.8 peratus pada tahun 2019, ini merupakan punca kebanyakan syarikat GLC serta perniagaan kecil gulung tikar dan mengurangkan tawaran pekerjaan (Buerah & Hussin 2014).

Peningkatan jumlah kuantiti IPT awam dan swasta tidak sepadan dengan kualiti graduan yang dihasilkan (Norasmah et al. 2015) turut dipertikaikan. Punca utama graduan tidak diterima majikan disebabkan oleh lemah berbahasa Inggeris, kurang kemahiran insaniah serta kurang sikap daya saing (Mohd Faizullah 2014; Mohd Zulfadli 2014). Ekoran itu, majikan kini cenderung memilih pekerja yang memiliki pelbagai kemahiran tanpa perlu diberi latihan untuk mengurangkan kos operasi (Eriniwati 2014). Melalui kajian yang telah dijalankan oleh Mohd Shahrir (2015) dan Hasniza (2011) didapati tahap kesediaan mahasiswa

menceburi bidang perniagaan juga masih rendah. Justeru, golongan pelajar dinasihatkan supaya menghakis budaya “makan gaji” (Wan et al. 2016), sebaliknya memilih menjadi usahawan dengan membuka peluang pekerjaan kepada dirinya dan juga orang lain (Mohamed et al. 2012; Ooi et al, 2014).

Persoalannya adakah budaya keusahawanan telah diterapkan kepada pelajar khususnya di kolej swasta bumiputera? Apakah pelajar kolej swasta tidak memiliki niat keusahawanan walaupun dalam keadaan kos sara hidup yang tinggi? Justeru, satu kajian dilaksanakan bagi mengenal pasti niat keusahawanan dalam kalangan pelajar, khususnya bagi pelajar kolej swasta.

Konsep Pendidikan Keusahawanan

Perkembangan pendidikan keusahawanan menjadi agenda penting di peringkat antarabangsa. Ini kerana pendidikan keusahawanan dilihat dapat memberikan kesan positif terhadap niat seseorang membuka atau memulakan peniagaan baru (Fayolle et al. 2006; Souitaris et al. 2007) dalam (Georg et al. 2010). Kajian terhadap 549 pengusaha perniagaan mikro, kecil dan sederhana di Amerika Syarikat mendapati 70 peratus pengusaha bersetuju pendidikan di universiti penting dalam membantu kejayaan mereka hari ini (Astri Ghina 2014).

Justeru, program pendidikan keusahawanan yang ditawarkan oleh setiap negara berbeza. Sebagai contoh, visi pendidikan di Malaysia adalah untuk memupuk dan membentuk individu yang holistik, bersedia menghadapi cabaran serta berciri keusahawanan sejajar dengan Falsafah Pendidikan Kebangsaan (BPK 2012) dan. Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi). Menurut Hussaini & Ahmad (2009) kemahiran keusahawanan sebagai minat dan keupayaan meneroka peluang, tangani risiko, kreativiti dan inovasi dalam perniagaan. Pendidikan keusahawanan yang berterusan meningkatkan potensi diri, membina aspirasi, membentuk personaliti serta ciri-ciri yang diperlukan oleh usahawan berjaya (Buerah et al., 2011). Malah pendidikan keusahawanan yang dilaksanakan secara formal berperanan meningkatkan ekonomi negara dan menyediakan peluang pekerjaan kepada masyarakat (Andreas, 2015).

Secara umumnya, perkataan usahawan berasal dari perkataan *entreprenure* dalam Bahasa Perancis yang membawa maksud seseorang yang sanggup mencuba dan memikul sesuatu (Norasmah, 2017). Menurut Mohd Faizal et al. (2013) dan Mohd Rosli et al. (2013) usahawan adalah seseorang yang inginkan kuasa, berwawasan dan berani mengambil risiko untuk memulakan dan mengembangkan perniagaan bagi memperolehi keuntungan. Keusahawanan pula didefinisikan sebagai satu proses tindakan berterusan dari perspektif ekonomi, pengurusan, psikologi dan sosiologi dalam perniagaan (Charles & Eric, 2016). Keusahawanan berupaya mengurangkan tahap pengangguran dalam negara (Badariah et al., 2015). Oleh itu, bagi mencapai matlamat negara, pelbagai bentuk ilmu pengetahuan dan kemahiran sama ada secara formal atau tidak formal perlu dikuasai oleh belia. Malahan gabungan kedua-dua kaedah ini penting dalam agenda pembentukan usahawan secara holistik. Bagaimana pun, pembangunan negara turut mengambil kira kebolehpasaran siswazah memandangkan kini terdapat jurang yang besar antara tahap kompetensi siswazah Malaysia dengan piawai antarabangsa (Mat Lazim dan Yusof, 2012). Oleh itu, penting untuk mengetahui kesan pendidikan keusahawanan yang diterapkan oleh sesebuah pusat pengajian tinggi yang akhirnya mendorong niat seseorang terhadap keusahawanan pada masa akan datang (Buba et al. 2015).

Niat Keusahawanan

Niat ditakrifkan sebagai maksud atau tujuan melakukan sesuatu (Dewan Bahasa 2009) dan ia merupakan elemen keinginan dalam diri individu untuk melakukan tingkah laku tertentu (Fayolle & Liñán 2014). Menurut Kreuger, Relly dan Carsud (2000) niat yang konsisten serta kuat berupaya meramalkan tingkah laku seseorang pada masa hadapan. Menurut Fishbein & Ajzen (1975) pula niat adalah bahagian penting dalam Teori Bertindak dengan Alasan (Theory of Reasoned Action) yang membawa kepada keinginan melakukan tingkah laku tertentu seperti memulakan perniagaan. Niat merupakan penentu kejayaan kepada perilaku dan faktor yang mempengaruhi individu melaksanakan matlamat keusahawanan. Dalam kajian ini, niat keusahawanan bermaksud keinginan kuat dalam hati untuk menceburi dan memilih keusahawanan sebagai kerjaya.

Metodologi

Kajian ini dijalankan secara kuantitatif melalui kaedah tinjauan. Untuk mengukur niat keusahawanan ini, pengkaji telah mengadaptasi soal selidik daripada Norasmah & Nor Hafiza (2015) yang berjumlah sebanyak 10 item. Kesemua item ini diukur dengan menggunakan skala Likert empat poin iaitu skor 1= sangat tidak setuju, 2 = tidak setuju, 3= setuju dan 4= sangat setuju. Sebelum kajian dilaksanakan, soal selidik telah melalui proses rintis bagi mengukur kesahan dan kebolehpercayaan instrumen. Hasil analisis terhadap 40 pelajar yang dilibatkan secara rintis, nilai kesahan dengan menggunakan nilai korelasi item yang diperbetulkan adalah antara 0.456 hingga 0.783 sementara nilai Cronbach alpha bagi mengukur kebolehpercayaan pula adalah 0.907 Bagi mengukur tahap niat keusahawanan, Jadual 1 adalah dirujuk.

Jadual 1: Skor Min dan Interpretasi

Skor Min	Interpretasi
1.00-2.00	Rendah
2.01-3.00	Sederhana
3.01-4.00	Tinggi

Sumber: Nan Zakiah et al. (2016)

Kumpulan sasaran bagi kajian ini adalah pelajar kolej swasta di zon Sentul dan Kuala Lumpur yang berjumlah 2192. Untuk menentukan saiz sampel pula, Jadual Krejcie & Morgan (1970) telah digunakan di mana jumlahnya adalah seramai 327 pelajar. Bagaimanapun dalam kajian ini, pengkaji telah mengambil seramai 387 pelajar iaitu lebih 18% dari jumlah sebenar untuk mengelak daripada kebarangkalian tidak menerima pulangan soal selidik. Pemilihan pelajar telah dilaksanakan dengan menggunakan pemilihan sampel secara rawak berkelompok (cluster) di mana 13 kelas dipilih daripada 30 kelas pengajian gabungan pelbagai program dan semester. Data kajian ini kemudiannya dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) versi 22.0.

Dapatan Dan Perbincangan

Tahap Niat Keusahawanan Pelajar Kolej Swasta Bumiputra

Jadual 2 menunjukkan niat keusahawanan pelajar berada pada tahap sederhana dengan skor min 2.85 ($sp = 0.55$). Ini jelas nyata apabila peratus tidak setuju oleh pelajar terhadap item-item adalah sama banyak atau hampir sama banyak dengan peratus setuju seperti yang dipaparkan untuk item 1, 2, 3, 6, 7 dan 8. Dapatan ini menggambarkan bahawa masih ramai pelajar yang tidak memilih untuk menjadi usahawan (item 1). Ini terbukti apabila hampir 32.3% pelajar tidak setuju untuk memilih usahawan sebagai kerjaya dan lebih berminat untuk bekerja disyarikat (item 2); item 3, seramai 32.8% tidak sanggup melakukan kerjaya usahawan dan item 7 dan 8, seramai hampir 40% tidak mahu memulakan perniagaan dalam tempoh 5 ataupun 10 tahun selepas bergraduat.

Dapatan ini selari dengan kajian Norasmah & Nor Hafiza (2015) apabila mereka juga melaporkan bahawa niat keusahawanan pelajar di universiti awam juga berada pada tahap sederhana. Pelajar dilaporkan masih kurang yakin dengan keupayaan diri untuk menjadi usahawan susulan kegagalan menarik minat keusahawanan dalam kalangan pelajar. Dilaporkan antara sebab kegagalan ini adalah kerana pembelajaran Pendidikan Keusahawanan masih banyak berorientasikan kaedah tradisional (teori) dan kurang kepada amali. Untuk itu, bagi meningkatkan niat keusahawanan pelajar disarankan agar pengajaran pembelajaran Pendidikan Keusahawanan mestilah berorientasikan amali ataupun lebih berasaskan pembelajaran melalui pengalaman (Norasmah 2002; Mohd Zamri & Zuraidah 2014 dan Kruger & Hogetts 2005). Selain itu, tenaga pengajar juga perlu kompeten dalam bidang keusahawanan (Malaysia 2010, Aishah 2002) serta mempunyai pengalaman yang luas dalam bidang masing-masing.

Jadual 2: Analisis Tahap Niat Keusahawanan

Item	Peratus (%)			
	STS	TS	S	SS
1. Memilih usahawan sebagai kerjaya.	5.9	26.6	49.4	18.1
2. Memilih untuk menjadi usahawan berbanding menjadi pekerja di syarikat.	5.2	32.3	44.4	18.1
3. Sanggup melakukan apa sahaja untuk menjadi usahawan.	5.9	32.8	44.4	16.8
4. Berusaha melakukan apa sahaja untuk mengusahakan perniagaan saya sendiri.	2.8	20.7	55.0	21.4
5. Mempunyai kehendak untuk memulakan perniagaan satu hari nanti.	1.8	18.9	54.5	24.8
6. Memikirkan secara serius untuk memulakan perniagaan selepas bergraduat.	3.4	33.1	46.5	17.1
7. Memulakan perniagaan dalam tempoh 5 tahun selepas bergraduat.	4.9	39.8	42.9	12.4

8. Memulakan perniagaan dalam tempoh 10 tahun selepas bergraduat.	4.9	39.8	45.2	10.1
9. Memastikan untuk mempunyai perniagaan pada masa akan datang.	2.1	19.1	51.9	26.9
10. Menjadi majikan atau ketua dalam organisasi sendiri	1.6	14.2	49.4	34.9
Skor Min	2.85			
Sisihan Piawai	0.55			
Tahap	Sederhana			

* STS= Sangat Tidak Setuju, TS= Tidak Setuju, S= Setuju, SS=Sangat Setuju

Kesimpulan

Pendidikan keusahawanan berperanan penting dalam melahirkan modal insan yang kompeten bagi tujuan menuju ke arah negara maju disamping menyelesaikan masalah pengangguran dan kebolehpasaran siswazah. Untuk itu, pendidikan keusahawanan telah menjadi agenda utama malah menjadi salah satu KPI institusi pendidikan tinggi iaitu melahirkan usahawan graduan. Namun dapatan kajian melaporkan perkara sebaliknya. Tindakan agresif perlu dilakukan bagi tujuan meningkatkan kecenderungan pelajar untuk memilih usahawan sebagai kerjaya. Antara perkara yang diberi tumpuan adalah niat keusahawanan pelajar yang pada masa kini berstatus ditahap sederhana. Justeru kajian ini diharap dapat membantu pihak kementerian, pentadbir kolej dan pensyarah untuk melakukan penambahbaikan terhadap kurikulum dan kaedah pengajaran berorientasikan amali. Ini bertujuan untuk menggalakan minat terhadap budaya keusahawanan seterusnya meningkatkan niat keusahawanan pelajar.

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FACILITIES REQUIRED FOR STUDENTS IN AN EFFICIENT M-LEARNING ENVIRONMENT

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Abstract: *The paper intended to explore the field of M-learning and focused on the facilities required for students in an efficient M-learning environment. Facilities of traditional or conventional learning environment was studied to find the potential facilities for M-learning environment. ITESCM framework has been studied and adopted for M-learning environment. A survey was conducted to collect data from university students. The survey responses reflect a wide diversity of data such as the willingness of using mobile phone for education purpose, state of internet access in mobile phone, significance of course materials in mobile phone, comfort of using mobile phone for education purpose, tools that people use in mobile phone, preferred form of education, drawbacks and possible improvements of M-learning and degree of success for M-learning. The outcomes of the survey were analyzed and compared with the findings from the literature review presented in this paper in a very detailed manner and if any dissimilarities found with the anticipated facilities, the reason behind was investigated and explained in brief.*

Keywords: *Dimension of Learning, Supply Chain Management, Ubiquitous, Mobility.*

Introduction

Mobile learning refers to a mode of learning environment where learners use their mobile phones as a learning device for their learning activities. It is not necessary for the learners to perform these activities at a specific time period nor do they require to stay at a fixed place. It does not only refer to the mobility of the learning device but also the mobility of the users. Mobile learning creates potential learning opportunities for the learners which were not accessible previously due to lack of necessary resources. In this paper, we have worked with a framework known as the ITESCM (Integrated Tertiary Educational Supply Chain Management). It is a framework based on conventional education which shows us the combined form of education supply chain and research supply chain model. Our aim was to take this framework and adapt it for using in a mobile learning environment. The framework is based on four factors and we have worked with one of the factors which is facilities. The main objective of our research is to explore the facilities required to establish a mobile learning environment. In order to accomplish our main objective, we have to

pinpoint the requirements that both the students and the teachers need to use a mobile learning environment efficiently. The main research question is what facilities are required to establish a mobile learning environment. To look for the answer of our research question we will have to find out what are the requirements that both the students and teachers need to use a mobile learning environment efficiently.

Background

In traditional environment Universities offer a wide range of modern facilities to their students (Habib, 2010). These facilities include lecture halls, libraries and laboratories to ensure students are at comfortable learning environment. Libraries in traditional learning can be replaced by a vast collection of e-books for mobile learning. Communication in lecture halls, can be achieved by providing voice chat and video chat facilities between students and faculty or among students (Sarrab, 2012). In Iran, University of Hadith Science and University of Shiraz offers the facility to communicate with teachers via email and text messages (Afzali and Bazargani, 2011). In time of class tests, quizzes and exams, study guidelines with counseling and lecture sheets, maintaining good relationship with faculty members and students plays a vital role (Hossain, Hoque, and Uddin, 2014). As Internet and computers become very important educational tools (Sarrab, 2012), there exist a few applications in the market to assist conducting educational activities. Active campus is a context aware organizer that supports some classroom activities. It includes asking instructors anonymous question for students who are shying or having online quizzes in classrooms made by the instructor (Sarrab, 2012). POODLE is a course management system for mobile phones which is a redesigning of MOODLE. This course manager provides many features such as online and offline text assignment, designing quizzes, course files, survey tools, chats, online question in class and library.

According to Afzali and Bazargani (Afzali and Bazargani, 2011), M-learning denotes activities that are delivered on hand held mobile device primarily in the form of audio, animation (video) and text. In their research they found that University of Hadith Science, University of Shiraz and Amirkadir University of Technology provides online CD containing both audio and text study materials for the learners. They also intend to exchange notes, files and other study materials with other students. In their research, Afzali and Bazargani mentioned that Bluetooth, a cellular phone feature is one of most common information exchange service used by the youths in Iran. Performing activities collaboratively (Parsons, Ryu and Cranshaw, 2007) is also a promising feature of m-learning. A research showed that students were interested in podcasts of lectures as well as quick SMS notification to keep themselves updated about lecture times, assignment due dates and various university events (Litchfield, Dyson, Lawrence and Bachfischer, 2007). Digital revolution enables real-time assessment of student performance. Students do not have to wait for weeks to receive feedback regarding their skill mastery. Teachers can now embed pop-up quizzes in online and students can be evaluated on an on-going basis (West, 2013).

Design and Methodology

Supply chain management models are not only limited to improving business operations in the manufacturing sector but also it can be developed and applied in the service industry (G. Gopalakrishnan, 2015). In academic supply chain, a higher educational institution works in close collaboration with the suppliers of the students, researches and projects (e.g.: schools, colleges, different organizations), raw materials (e.g.: current students), service providers (e.g.: university

staff) and consumers (e.g.: employers of its graduates, society) (O'Brien & Kenneth, 1996). According to Harris (Harris, 1998) in a Supply Chain Management decisions are made in three different stages. These three stages are: Strategic level, Planning level and Operating level. Impact of the decision on the whole SCM depends on the stage that the decision was made and they have been explored ITESCM research model by Dr. Mamun Habib (Habib, 2010). ITESCM framework conveyed four aspects for tertiary academic institutions. Our key emphasis is on facilities which is one of the four aspects.

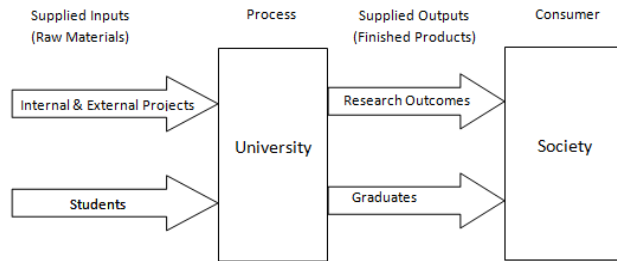


Figure 1. A holistic view of ITESCM Framework

In our study we attempted to follow design based action research. In this type of research, collaboration is always made with those people who will use and take the outcome of the research. In our research data was collected by survey which was taken to find out about the participants' anticipation on different facilities of an M-Learning environment. Keeping available resources in mind, the data was collected from the learners. Data was collected from randomly chosen students of American International University- Bangladesh. Surveys results were used to find out which features are most likeable among the participants of an M-Learning environment and why.

Findings

Our survey questionnaire (Appendix A) is divided into seven categories.

Category A: Willingness of using mobile devices- There was only one question in this category. Responses of Q1 has been illustrated in Figure 2.

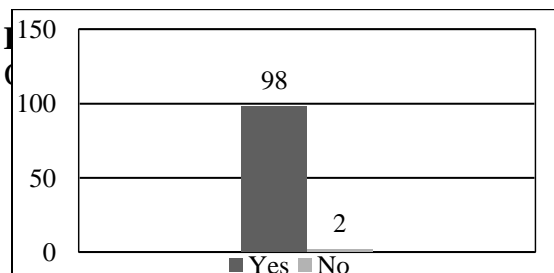
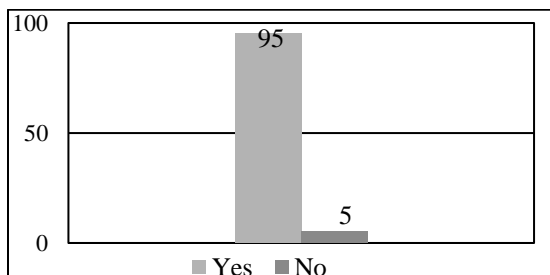


Figure 4. Response of Student Survey Question 3

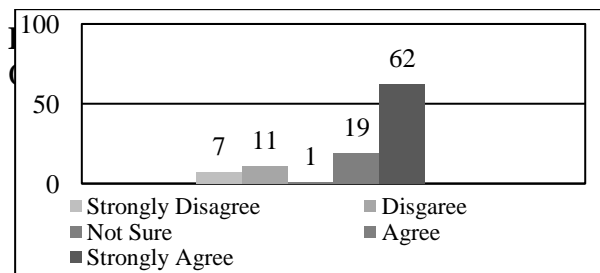
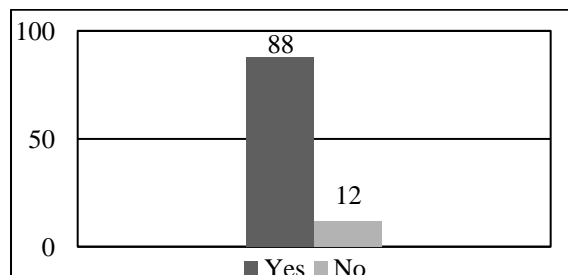


Figure 5. Response of Student Survey Question 4

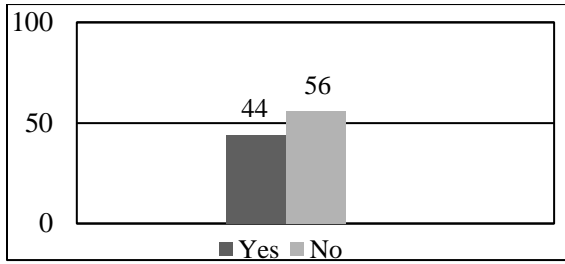


Figure 6. Response of Student Survey Question 5

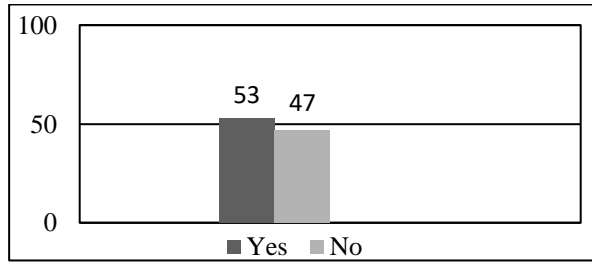


Figure 7. Response of Student Survey Question 6

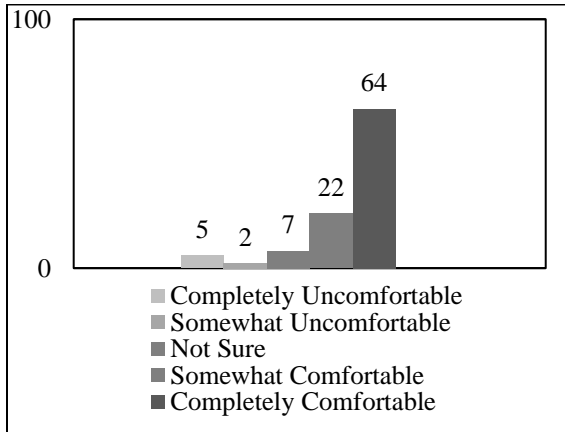


Figure 8. Response of Student Survey Question 7

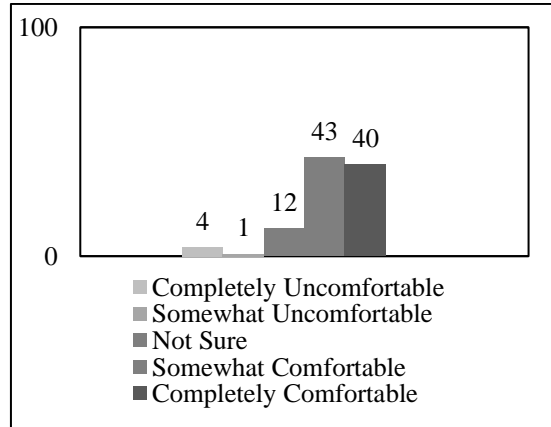


Figure 9. Response of Student Survey Question 8

Category B: State of internet access of the students' mobile devices- There were two questions in this category. Figure 3 illustrates the responses of Q2 and Figure 4 illustrates the responses of Q3.

Category C: Significance of course materials in mobile and Comfort of using it- There were five questions in this category. Figure 5 to Figure 9 illustrates the responses for Q4 to Q8.

Category D: Tools that students want to use in mobile phone- There were five questions in this category. Figure 10 to Figure 14 illustrates the responses of Q9 to Q13 respectively.

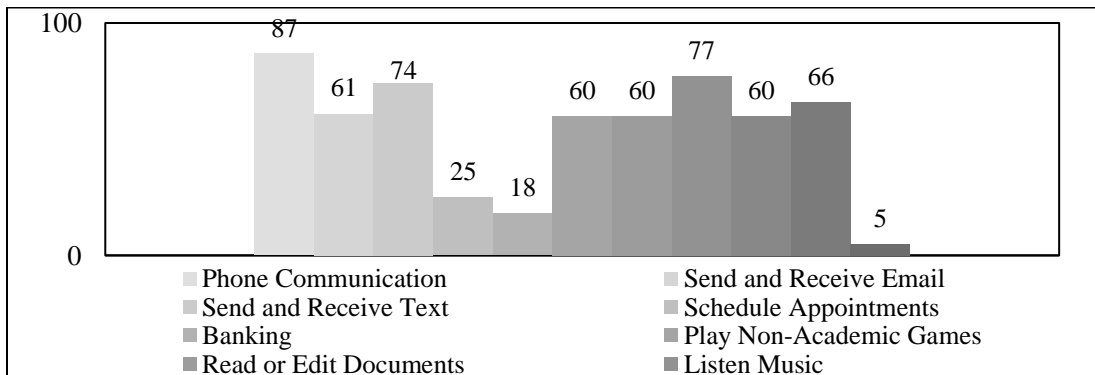


Figure 10. Response of Student Survey Question 9

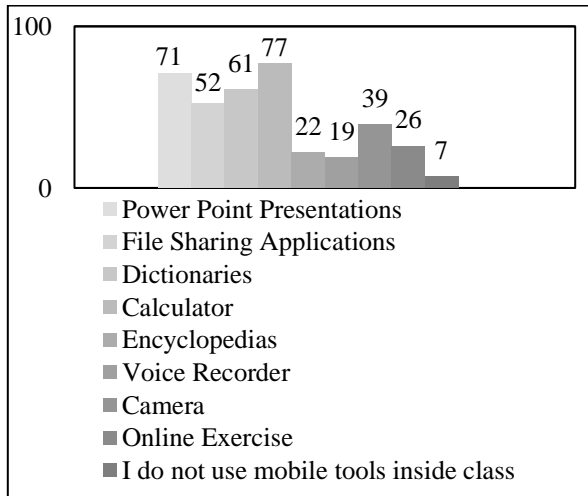


Figure 11. Response of Student Survey Question 10

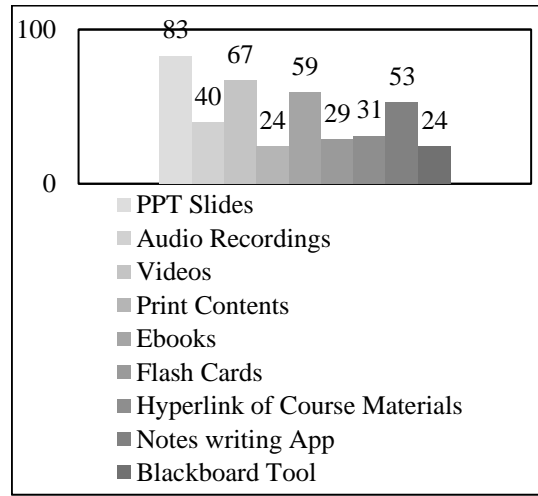


Figure 12. Response of Student Survey Question 11

Category E: Form of Education- There are two questions in this category. Figure 15 And Figure 16 illustrates the responses of Q14 and Q15 respectively.

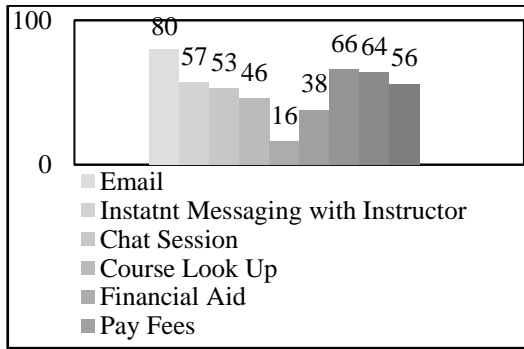


Figure 13. Response of Student Survey Question 12

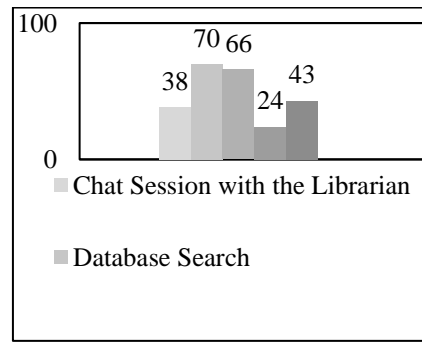


Figure 14. Response of Student Survey Question 13

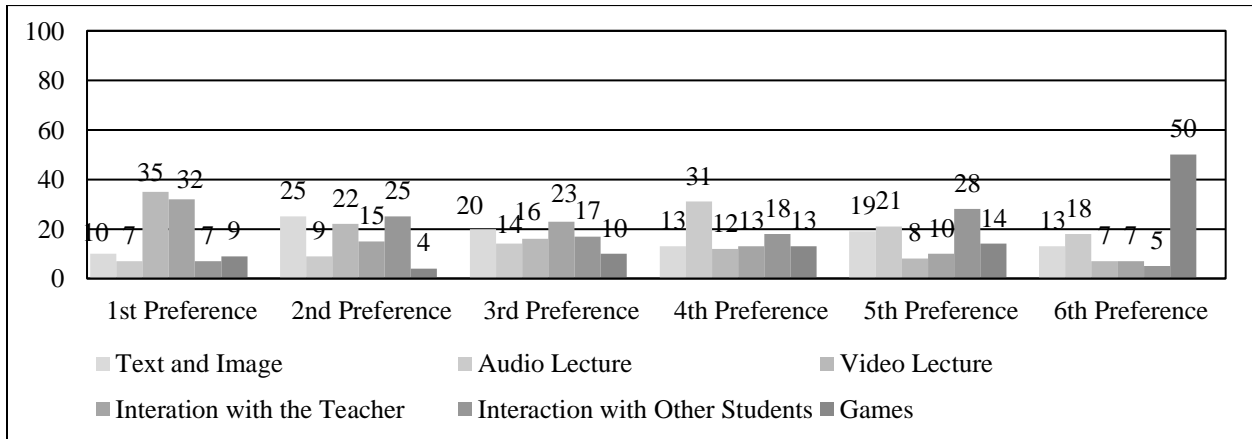


Figure 15. Response of Student Survey Question 14

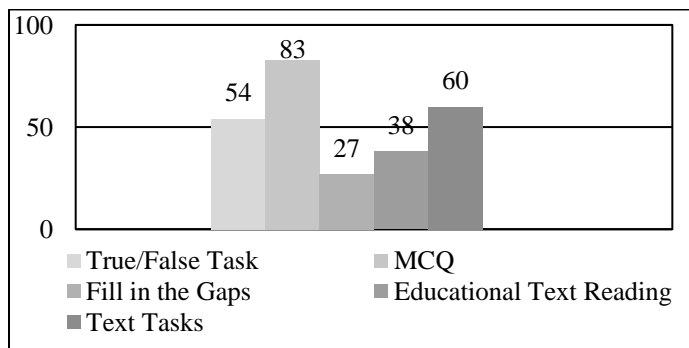


Figure 16. Response of Student Survey Question 15

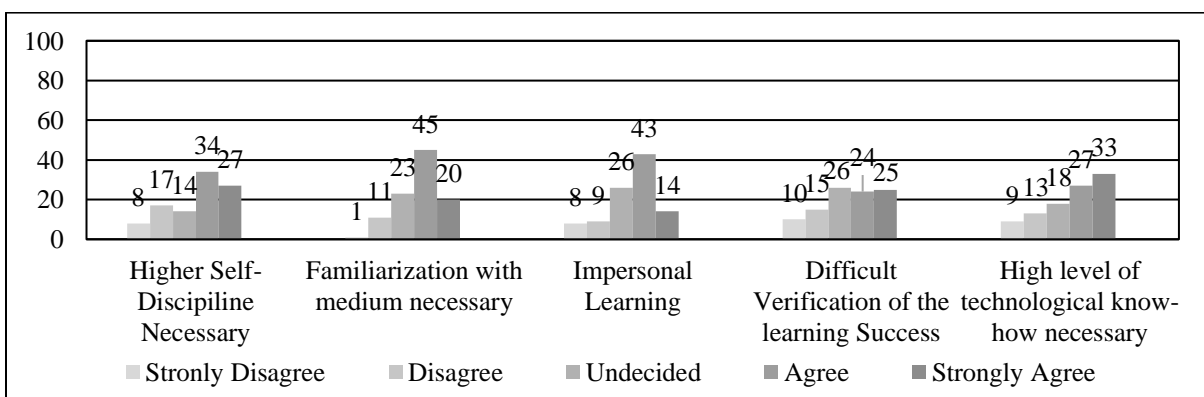


Figure 17. Response of Student Survey Question 16

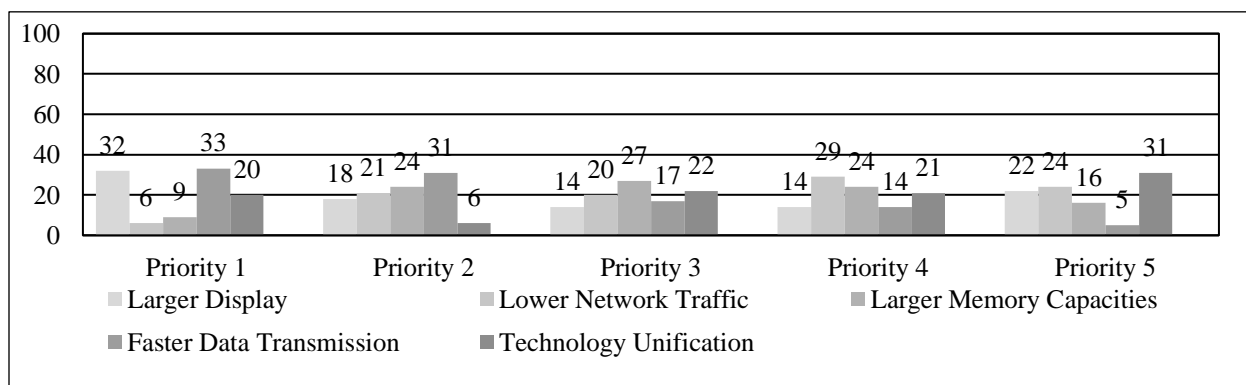


Figure 18. Response of Student Survey Question 17

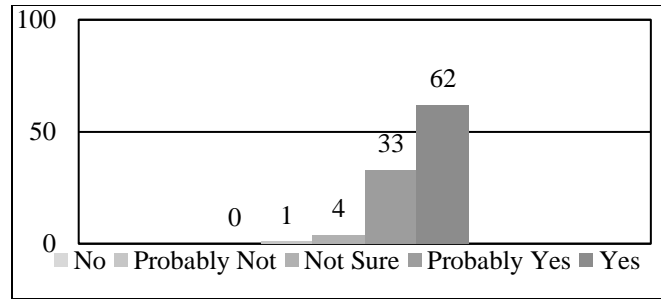


Figure 19. Response of Student Survey Question 18

Category F: Drawbacks and possible improvements- There are two questions in this category. Responses of Q16 and Q17 are illustrated in Figure 17 and Figure 18.

Category G: Degree of success- There is only one question in this category. Figure 19 reflects the responses of Q18.

Discussion

Willingness of using mobile devices: From evaluating our survey outcomes we have been able to validate the potential of mobile devices as they have been found to simplify engagement and contribution in discussion when used in the classroom setting (Rossing et. al, 2012). Moreover, students report that use of mobile devices allows them to adapt course content to fit their learning style and pace (Rossing et. al, 2012).

State of internet access of the students' mobile devices: Through our literature review and from the analysis of our survey results we found out that almost all the students have access over internet so if the learning contents are provided through internet everyone will be able to access them.

Significance of course materials in mobile and Comfort of using it: Our research displays that students agreed on the fact that having course materials in their mobile phone would be beneficial for their study process. From the literature review, it was found that students used a variety of mobile devices using a range of operating systems (Murphy, Martin & Farley 2012) and different operating systems handle file types differently. To enable students to access notes on the go, notes should be provided in various formats that match the students' study practices which is not just in HTML, .doc and .ppt but also PDFs which can be annotated with many apps and can be used across various platforms and with various applications.

The survey responses reflected that most of the students did not find reading books in mobile phone comfortable. In our literature review we also found that book readers did report higher on measures having to do with empathy and transportation and immersion, and narrative coherence, than iPad readers. Also through our literature review we found that students would opt to purchase an e-book over a physical book (Buzzetto-More, Sweat-Guy, & Elobaid 2007). Half of the participants of the survey feel comfortable using mobile phones for online exams. For comfortableness in receiving grades through mobile phone and professor's guidance and supervision through mobile we acquired from the survey majority of the students would feel

comfortable with these facilities. In our literature review we also found that students became more willing to adopt new technologies into their own lives, which revolve around teaching.

Tools that students want to use in mobile phone: We tried to find out the tools students would like to use. Teachers can debate on the usage of cell phones in classrooms but instead of restricting cell phone usage in classrooms, teachers and administrators should find ways of integrating cell phones for educational purposes through different tools. Administration should think some creative ways to use cell phones in classrooms for academic purposes like using cell phones to take notes, to share course materials and to use audio-visual course contents.

Form of Education: We learned about the forms of education students would like. After examining students' responses on this particular section and from our literature review, we acquired that students would more like video lectures in their classrooms since students are accustomed to watch videos in their regular life.

Disadvantages and requirements to be acceptable: Students expressed that they need to have more self-discipline for M-Learning. They also thought that both students and teachers need advanced level of technological understanding for M-Learning System.

Degree of success: Students wanted to use their mobile devices to enhance learning outside of the classroom and they thought that use of some kind of mobile learning software would improve overall success in their learning.

From our literature review we understood that to develop a successful mobile learning strategy firstly, we need to identify for whom we are developing for. Secondly, the content we currently have in our existing learning environments, cannot be directly imported into mobile learning environment. It can be adapted in order to fit in into mobile learning strategy and it is better to keep the content as edible as possible. Thirdly, virtually all learners are distracted to some degree. Lastly, learners may be rushed, but the design should not be.

Conclusion

Our paper observed higher education students' utilization of mobile phones in regular learning and how M-Learning is being approached by students to discover possible facilities in M-Learning system. In order to search and discover the possible facilities in an M-Learning system and to identify the necessities of the students of an institution for which M-Learning models can be applied we conducted a survey for the students and analyzed the results. We also tried to find the details why there are variances between the facilities we discovered and the survey outcomes we found. However, further study is necessary to investigate the impact of using a mobile device for academic performance. Another study can be conducted to find the facilities required for the teachers in an efficient m-learning environment.

Originality/Value

This paper contributes, to the rising literature concerned with understanding and developing facilities of mobile learning. It offers some facilities for M-Learning by collecting detailed

data about students' learning practices that take place in multiple contexts. These contributions could be valuable for guiding future research that studies the utilization of mobile devices in learning and further developing the facilities of mobile learning. In addition, our work may be beneficial for people concerned in resource design for students, in the design and proposal of new technologies in learning spaces and for policy makers who decide whether to provide students with portable technologies.

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Appendix A

Survey Questionnaire Link:

<https://docs.google.com/document/d/11zHgt2JDFA6jp02UhjVG33WV1s4eufOqshnIwuvFQqI/edit?usp=sharing>

BOARD CHARACTERISTICS AND CORPORATE SUSTAINABILITY REPORTING: MALAYSIAN EVIDENCE

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Abstract: *The purpose of this paper is to examine the effect of board characteristics on corporate sustainability reporting (CSR) for selected Malaysian companies in Bursa Malaysia. The paper analyses board characteristics and CSR of Malaysian listed companies using linear regression analysis. Sample consists of 780 companies for three year from 2014 until 2016. The empirical findings indicate that board size, board independence, company size designates a positive association with CSR. Family on board shows a significant negative association with CSR. board share, duality, and company size designate a positive relationship with CSR. The result shows no significant associations between women on board, duality, board share, profitability and leverage with CSR. This paper contributes to the existing literature in terms of the roles of the board's characteristics on corporate sustainability reporting in Malaysian public listed company. This paper can be used as a reference by regulatory bodies to further investigate on the means as to how board characteristics can further contribute toward CSR initiatives, as these board members have inherent authorities and decision-making power. Findings should provide input to the regulatory bodies in Malaysia in evaluating how board characteristics can contribute toward CSR initiatives as these board members have inherent authorities and decision-making power.*

Keywords: *Corporate governance, Board of directors' characteristics, Corporate sustainability reporting.*

Introduction

Corporate sustainability reporting (CSR) is attracting the attention of governments, business communities, academia, stakeholders and society as a whole. In the old paradigm, A company only aim to maximize the wealth of the shareholder by maximizing the profit. However, nowadays a company started to consider Corporate sustainability reporting (CSR) as a crucial part of corporate strategy (Lopez & Romero 2012). Board of directors are the highest governing bodies that sets company's policies and makes important strategic decisions. According to Zahra (1989), board of directors can play a significant role in enhancing CSR and fulfill the shareholder's expectations (Dunn & Sainty 2009). CSR reporting, is the external aspect of corporate governance which may come from the decision made by the board of directors that demonstrates companies' responsibility to the stakeholders. Thus, it is the task of the board to represent the shareholder's interest, monitor the effectiveness of management and to ensure that managers of corporations use the assets to maximize shareholders' value and meet the expectation of the investors but also demonstrate a commitment to social, economy and environment responsibility (N.Al-Malkawi et al. 2014)

Good governance usually requires improving board characteristics to ensure corporate effectiveness for a better performance over time, which then contributes to corporate reputation (Radbourne 2003). The independent directors plays a crucial roles to perform their monitoring function effectively (Fama & Jensen 1983). Htay et al.2012 claim that their presence is

commonly associated with lower information asymmetry and better reporting. Independent directors also have a significant effect on corporate sustainability reporting activities, such as charitable giving (Post et al. 2011), and the ethical aspects of the company's activities (Ibrahim et al., 2003) and reduce agency cost (Kyereboah-Coleman & Biekpe 2010). These views have eventually led to the movement toward specific board guidelines, typically calling for greater representation of independent directors. This study aims to examine board practices on company CSR reporting in Malaysia.. Thus, this study aims to examine the influence of good corporate governance (CG) specifically board characteristics on sustainability reporting. This study extend prior studies by investigating the influence of board's characteristics on the level of CSR in public listed firms in Malaysia. To compliment these prior researches, the current study provides relevant input in these two contributions: (1) using a longitudinal data, which is the CSR in the periods 2014 until 2016 annual reports; (2) examine the influence of board's characteristics on the level of CSR by using more comprehensive CSR dimensions (economic, environment and social). This paper proceeds with literature on corporate sustainability reporting in the next section. Section two will discuss literature review and Section three will discuss hypotheses development. The methodology will be presented in section four. Section five will present results and discuss research findings and finally section six will conclude overall paper.

LITERATURE REVIEW

Sustainability Reporting is a report that conducted by the company to measure, disclose, demonstrates the company's efforts to become a company accountable for all stakeholders (internal and external), and information about the company's performance goals towards sustainable development. Reporting Guidelines (2000). The most widely used definition around the world is that developed by the Brundtland Report of the World Commission on Environment and Development

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland report 1987)

The term of CSR can be explained as follows:

Economy

The impact on the economic conditions of stakeholders (e.g. procurement practices, community investment) and the interaction or relationship with the economic systems at local, national and global levels. It does not merely focus on the financial condition of the organisation.

Environment

The interaction with living and non-living natural systems, including land, air, water and ecosystems.

Social

The interaction or relationship with social systems within which you operate. These may include your relationships with communities, employees, consumers, etc.

Literature Review

Corporate Governance and CSR disclosure

Corporate governance structures describe the relationship between a company and its stakeholders (Smith et al., 2005). Corporate governance characteristics enhance firm performance and benefit reporting quality in several ways. The corporate governance structures in Malaysia have been revised several times since its first inception in 2000 to

reflect better practices and corporate transparency. Then, it was revised in 2012 and the last revision, which was made in the year 2016, puts emphasis on the structure of the board, its size and board effectiveness. This study looks into relation to CSR disclosures. Independent non-executive directors (INDs) form part of the board of directors to represent the interests of companies to monitor the actions of the managers due to the latter's opportunistic behaviour (Jensen and Meckling, 1976). The Malaysian Institute of Corporate Governance was established in 1998 and subsequently the Malaysian Code on Corporate Governance was released in 2000. One of the best practices in corporate governance included in the Code is that the board should receive information that is not only financial-oriented but other performance indicators such as customer satisfaction, product and service quality and environmental performance (Esa & Ghazali 2012). Finance Committee on Corporate Governance in Malaysia has defined corporate governance as 'the process and structure used to direct and manage the business and affairs of the company towards enhancing business prosperity and corporate accountability. A few studies have investigated several corporate governance and sustainability reporting issues in Malaysia. Rahman et al. (2011) assessed the impact of size, age, profitability and leverage on the level of CSR disclosure. The sample consists of 44 government-linked companies listed on Bursa Malaysia for 2005 and 2006. Their studies used a multiple regression model and found that only corporate size was significant to the extent of CSR disclosure for both years. Esa & Ghazali (2012) investigate whether there has been a change in the level of corporate social responsibility (CSR) disclosure and to determine whether corporate governance attributes influence CSR disclosure in corporate annual reports of Malaysian government-linked companies (GLCs). They used content analysis to analyse the annual reports of 27 GLCs for two years (2005 and 2007). Multiple regression analysis was performed to identify factors influencing CSR disclosure in annual reports. Their findings showed that the extent of CSR disclosure was increase and the multiple regression analysis revealed that board size was positively associated and statistically significant with the extent of CSR disclosure.

Theoretical framework and hypothesis development

According to resource dependence theory, the companies will choose the resources needed to keep survive because the selection of resources has important implications in the role and structure of the board because boards can be used as a mechanism to establish the corporate relationship with external environment (Duztas 2008), strengthening company relationship with its stakeholders in order to maintain corporate sustainability. The larger the number of independence non-executive directors on the board is better so that they can fulfill their role in monitoring and controlling the opportunistic behavior of the executive directors (Fama & Jensen 1983). Therefore, the corporate governance structure of board of directors (board independence, board size, CEO duality, women director and family on board) is expected to play an important function to provide more resources information and legitimacy for companies

Hypotheses Development

This section discusses the development of hypotheses in this study. This study postulates that board of director's characteristics influence the level of sustainability reporting (SR) among firms in Malaysia. The overall theoretical framework of this study is based on the resource dependency theory (Freeman 1984). Nine hypotheses are developed in this study to determine the influence of board of director's characteristics on corporate sustainability reporting in Malaysia.. Therefore, the corporate governance structure of board of directors (board size, board independence, CEO duality, women director and family on board) is expected to play an

important function in influencing the disclosures of CSR. The control variables are profitability, company size and leverage.

Board size

Larger board size may result in disagreements while proponents of board size suggest that more board members would lead to wider exchange of ideas and experiences.(Jensen 1999), offer more expertise and increased monitoring capacity, different backgrounds, knowledge and may bring different ideas into the table for discussion (Bekhir 2009). Thus, it can motivate companies to undertake CSR activities, especially in times of crisis and regulatory changes. Several studies have examined the relationship between board size and CSR disclosures (Said et al., 2009; Esa and Mohd Ghazali, 2012; Rao et al., 2012). While Said et al. (2009) did not observe any correlation between CSR disclosures and board size, Rao et al. (2012) and Esa and Mohd Ghazali (2012) both documented a significant positive relationship between the extent of CSR disclosures and board size in Australia and Malaysia. In the Malaysian context, the Code (revised 2007) does not specify the number of board members rather let the board decides taking into consideration the impact of size on board effectiveness. Therefore, the hypothesis is as follows:

Hypothesis 1: There is a significant positive relationship between board size influence on CSR disclosure

Board Independence

The presence of independent directors on board is considered to be a major corporate governance mechanism. It is generally believed that independent outside directors will strengthen the board by monitoring the activities of the management, and ensure that interests of the investors are protected (Petra 2005).In a corporate governance context, independent directors are expected to perform a monitoring role to ensure that shareholders' interests are taken into consideration when arriving at board decisions. However, the relationship between independent directors and the extent of CSR disclosure is unclear. While prior studies have documented significant positive association between independent directors and voluntary disclosure in general (Cheng & Courtenay 2006; Huafang & Jianguo 2007; and Donnelly & Mulcany, 2008), others (Eng and Mak, 2003; and Barako et al., 2006) found the opposite. The argument for a negative association between independent directors and the extent of disclosure is that independent directors are a cost-efficient substitute for information disclosure. In Malaysia, the Code requires that independent directors to be at least one-third of the board membership. This requirement can be interpreted as expecting more independent boards to be more effective in its monitoring role. Therefore, the hypothesis is as follows:

H2. There is a significant positive association between independent directors and the extent of CSR disclosure in Malaysia.

CEO Duality

The role-duality refers to the same person undertakes both the roles of chief executive officer and chairman. Segregation of the two roles gives the necessary checks and balances of power and authority on management behavior. (Bukhair & Abdul Rahman 2015). Empirical evidence on the relationship between role duality and corporate performance is mixed. Chau and Gray (2010) reported a positive association between dual leadership and voluntary disclosure, where as Forker (1992) and Gul and Leung (2004) had reported a negative association between CEO duality and voluntary disclosures previously. Haniffa and Cooke (2002) and Barako et al.

(2006) found no evidence of an association between dual leadership and voluntary disclosures. Studies examining the link between dual leadership and CSR disclosures have either reported a negative association or no association (Said et al., 2009; Ntim and Soobaroyen, 2013). Based on the above arguments and empirical evidence, the following hypothesis is proposed:

Hypothesis 3: The separation roles of the CEO and chairman has no significant influence on CSR

Women Directors

The board diversity is associated with high intensity of social performance and CSR disclosure (Ibrahim and Angelidis, 1994; Siciliano, 1996). Board diversity enhances board independence as individuals from different ethnicity, gender and cultural backgrounds ask questions which might not have been asked by a less diverse board of directors (Carter *et al.*, 2003). Women directors are less economically oriented and more philanthropically driven than male directors (Ibrahim and Angelidis, 1994). Presence of women directors in board increases corporate reputation and CSR ratings (Bear *et al.*, 2010). The organizations with higher proportion of women on boards tend to engage in more charities as compared to the firms having smaller proportion of women on boards (Williams, 2003). However, a study conducted in Bangladeshi banks could not prove a relationship of women directors with CSR disclosure (Khan, 2010). Appointment of female directors and appointment of directors from different ethnic groups has been argued to be an act of legitimation (Farrell and Hersch, (2005), Barako and Brown (2008), Bear et al. (2010) and Zhang (2012) found a positive link between boards with female directors and CSR disclosures. Ntim and Soobaroyen (2013) found no relationship between gender diversity and CSR disclosures and Post et al. (2011) found having three or more women on board did not relate to social and environmental disclosures. Based on the above arguments and empirical findings, it is hypothesized that:

H4. There is a positive association between boards with female directors and sustainability reporting.

Family on board

Majority of listed companies in Malaysia started off as family business. The board of the firm is usually dominated by the family members and the CEO also from the family itself. (Abdullah et al.2011). Therefore, the family shareholders would expropriate the minority shareholders interest and enrich themselves via related party transactions (Ho & Wong 2001). This condition potentially leads to the entrenchment of family control (Faccio et al. 2001). Thus, it is predicted that family-controlled firms tend to have lower incentives to disclose information in their annual reports because both shareholders and management tend to be dominated by the members of the controlling family. (Darmadi & Sodikin 2013). Hence, the controlling family may have greater access to information, leading to a lower extent of information disclosed to the outsiders (Ho & Wong 2001). Based on the above description, the first hypothesis is formulated as follows:

H5. Family control is negatively associated with the extent of voluntary disclosures in the annual report.

Director ownership

Director ownership refers to the percentage of ordinary as well as deemed shares held by the executive directors (Eng and Mak, 2003). A manager who owns a large portion of the company shares has more efforts to increase reputation that can help alleviate agency conflicts between

owners and managers (Jensen & Meckling 1976) and reducing the pressures necessary for the insiders to provide additional corporate disclosures (Haji 2013). However, managers of closely held companies may not invest heavily in socially responsible activities because the costs of investing in these activities may far outweigh its potential benefits (Mohd Ghazali 2007). Prior studies found support for such claims as they documented negative relationship between director ownership and the extent of corporate disclosures (Eng and Mak, 2003; Mohd et al., 2006, Haji 2013) and particularly CSR disclosures (Mohd Ghazali, 2007). Building on prior studies, the current study expects a negative relationship between the extent and quality of CSR disclosures and director ownership. The following is the hypothesis developed in the alternative form:

H6. The level of director ownership in firms is negatively associated with the level of firms' CSR.

Company size

Larger companies can be expected to disclose more CSR information to portray their corporate citizenship and legitimizing their existence (Mohd Ghazali 2007). Therefore, larger companies usually undertake more activities, make a greater impact on society, have more shareholders who might be concerned with social programs undertaken by the company. Evidence from previous studies supports the existence of a positive relationship between company size and disclosure level (Wallace et al. 1994; Ahmed 1995; Zarzeski, 1996). Belkaoui and Karpik (1989) found that there was a positive relationship between size and the content of corporate social disclosure. A similar finding was also reported by Patten (1991), Hackston and Milne (1996), Abdul Hamid (2004) and Mohd Ghazali (2007) and Said et al.(2009). Based on the results of prior studies, a positive relationship is expected between company size and CSR disclosure. The hypothesis is as follows:

H7. There is a significant positive association between company size and the extent of CSR

Profitability

Socially responsible companies can be expected to be more profitable as these companies would have the necessary ingredients of a successful company (Belkaoui & Harpik 1989). However, investment in CSR activities may require additional costs and hence reduce the profits of a company (Balabanis et al., 1998). In the Malaysian context, empirical results on the association between profitability and the extent of CSR disclosure are mixed. Company size and profitability did not have significant relationship (Abdul Hamid 2004; Esa & Ghazali 2012). CSR has a significant positive relationship with profitability (Haniffa & Cooke 2005; Said et al.2009). The hypothesis is expressed as follows:

H8. There is a significant association between profitability and the extent of CSR disclosure in Malaysian GLCs

Leverage

Firms with high debt levels are expected to incur high monitoring costs. Therefore, managers of high debt companies may seek to reduce these costs by disclosing more information in annual reports (Ahmed and Curtis, 1999). In other words, highly leveraged companies are expected to disclose more information to assure creditors that shareholders and management are less likely to bypass their covenant claims. Leverage has been found to be significant and positively associated with the extent of disclosure by Naser et al. (2002) and Ferguson et al. (2002). In contrast, Ho and Wong (2001), Chau and Gray (2002) and Huafang and Jianguo (2007) did not find leverage to be significantly associated with voluntary disclosure. Haniffa and Cooke (2005) did not find leverage to be a significant factor influencing corporate social

disclosure. As the empirical evidence is inconclusive, no expectation is formed regarding the direction of association between leverage and the extent of CSR disclosure. The hypothesis is as follows:

H9. There is a significant association between leverage and the extent of CSR disclosure in Malaysian

Research Method

The aim of this study is to examine the influence of board's characteristics on corporate sustainability reporting. The dependent variable is the CSR which is measured based on a disclosure index. Stratified random sampling was used to select sample of this study comprise of 780 companies listed on main board of Bursa Malaysia and data was collected from the company annual report for the three period from 2014 to 2016. This approach is consistent with previous studies by Clarkson (2008) and Aras et al.(2010).

Measurement of Variables

The dependent variable in this study, corporate sustainability reporting (CSR), is measured based on Global Reporting Initiatives (GRI4) performance indicator. The indicator is considered to be a valid and suitable measure of CSR because it contains comprehensive measure of social and environmental performance (Sutantoputra, 2009). This study adopts CSR disclosure rating by Sutantoputra (2009) and Clarkson (2008), which has 83 total score of disclosure items for social performance, 95 total score for environmental performance and 15 total score for economic performance.. This rating system is developed based on GRI 2013 guidelines which categorized the score based on two categories: hard disclosures and soft disclosures. The CSR score in this study was obtained by content analysed annual reports of selected sample companies.

Regression Model

The aim of the regression model is to provide empirical evidence on the influence of board of directors' characteristics on corporate sustainability reporting. Therefore, the dependent variable is the corporate sustainability reporting or CSR. The independent variables of interest include board size (BSIZE), board independence (BIND), CEO duality (DUAL), women Director (WD) and family on board (FOB). We include three control variables commonly found significant in prior studies examining disclosure level issue, that is, firm size (SIZE), profitability(PRFT) and leverage (LEV) Below is the full regression model utilised in this study:

$$SR_{it} = \beta_0 + \beta_1 SIZE_{it} + \beta_2 IND_{it} + \beta_3 CEODUAL_{it} + \beta_4 WD + \beta_5 FOB_i + \beta_6 BOD_{it} + \beta_7 CSIZE_{it} + \beta_8 PRT_{it} + \beta_9 LEV_{it} + \varepsilon_{it}$$

Where:

- SR_{it} = Is Level of CSR for firm i at time t
 $BSIZE_{it}$ = Board size and is measured by number of directors on the board (Nazli et al 2010) for firm i shareholders at time t
 $BIND_{it}$ = Board independence is measured by Proportion of INDs to total directors
 $CEODUAL_{it}$ = Duality of CEO is measured by percentage of shares owned by shareholders at 5 % or more (Mustarudin et al 2010)
 $WDIR$ = Women director is measured by Proportion of women on the board of directors
 FOB = Family on Board is measured by proportion of family members on board of directors
 BOD = Board ownership is measured by percentage of shares owned by highest management level such as Executive Chairman, CEO, Executive Director, Managing Director (Nazli et al 2010)
 $CSIZE$ = Firm size is measured by Total assets
 PRT_{it} = Profitability is measured by Return on asset (ROA) Nazli et al.201
 LEV_{it} = Leverage is measured by Debt Ratio
 ε_{it} = is error term for this regression model

Multicollinearity Issue

To check for multicollinearity issue, Pearson correlation was undertaken among independent variables. Table 1 shows that the correlation found was between 0.021 to 0.417. Multicollinearity issue is considered under control because it is still below 0.80 (Cooper & Schindler, 1998; Griffiths, Hill & Judge, 1993).

Table 1. Pairwise Correlation among All Variables (N=780)

	CSR	Bsize	Dual	Csize	Prft	Lev	Wob	Fob	Bo d	Bin d
CSR	1									
Bsize	0.163*	1								
Dual	0.024	0.012	1							
Csize	0.223*	0.227*	0.058*	1						
Prft	0.102*	0.216	0.278*	0.121*	1					
Lev	0.031	0.140	0.119	0.019	0.008	1				
Wob	0.312*	0.122	0.134	0.054	0.192*	0.136	1			
Fob	0.122*	0.217*	0.235	0.203*	0.192	0.279	0.159	1		
Bod	0.163	0.252*	0.02	0.103	0.287	0.167	0.055	0.232	1	
Bind	0.206	0.180*	0.073	0.108*	0.161	0.186	0.114	0.120*		1

** , *Statistically significant at the 0.05 and 0.10 levels, respectively.

Table 2 Result of Regression Analysis on Independent Variables

Variables	Pred Sig	Beta	t	Sig	Collinearity Statistics	
					Tolerance	VIF
CSR						
BIND	+	0.134	2.120	0.018	0.675	1.133
BFSIZE	+	0.115	1.453	0.088	0.733	1.230
CEODUAL	NO	0.022	0.554	0.340	0.298	1.075
CSIZE	+	0.125	1.668	0.054	0.823	1.130
PRFT	?	0.009	0.358	0.458	0.865	1.145
LEV	?	0.018	0.114	0.802	0.866	1.124
WOB	+	0.271	5.467	0.340	0.880	1.094
FOB	=	1.20	1.670	0.040	0.870	1.070
BOD	-	1.10	1.547	0.160		
R Square	0.251					
Adjusted R Square	0.217					
F-value	10.292(0.000***)					

*, **, *** Denote significance at the 10%, 5%, and 1% (two-tailed) levels, respectively

Empirical Result and Discussion of Findings

Table 2 presents the empirical findings of regressing the independent variables on the CSR. The coefficient of R^2 is 25 percent, and the adjusted R^2 is 21 percent, indicating a reasonable variance proportion. The table 2 also shows that the p-value of the model is significant at 0.0 per cent. The values of Tolerance are higher than 0.10, and the variance inflation factor (VIF) for all independent variables did not exceed 10, indicating that there is no multicollinearity problems between the variables (Kennedy, 1998). Table 3 also shows that board independence and women director have significant positive influence on CSR disclosure at the 0.01, 0.05. Board size, company size and family on board also have significant positive influence on CSR at 0.10, 0.05 levels, respectively. This means that both variables are considered important factors by public listed companies in deciding whether to disclose CSR information. Thus, the findings support H1, H2, H5, and H7. This finding is consistent with previous studies (Haji 2013; Said et al., 2009). The same applies for board independence which shows a positive relationship with CSR disclosure. This result is also supported by previous studies (Esa & Ghazali 2012). Women director shows no significant effect on CSR disclosure. Further, the result shows no significant relationship between CEO duality and CSR disclosure. It implies that the separation of function between the CEO and the chairman does not affect CSR disclosure, thus supporting hypothesis 3. This finding is consistent with the studies by Li et al. 2008; Said et al. 2009. The results show a positive relationship with CSR. The findings contradict with previous literature (Abdullah et al. 2011). Director's ownership, Profitability and leverage also are not significant, which means that decision to disclose CSR information in the annual reports is not influenced by these three factors. The non-significance of profitability is consistent with Esa & Ghazali 2012 ; Abdul Hamid (2004).

Conclusion

The objective of this study was to examine the effect of board of directors' characteristics (board size, board independence, CEO duality, women director, family on board and director's ownership) on CSR disclosure by public listed companies in Malaysia. The study found that Board size, board independence, company size, family on board have an impact on CSR disclosure. As predicted, CEO duality has no effect on CSR disclosure. It is suggested that future research should update data from this study and investigate more board characteristics that might give a different result. The findings also show that this study provide input to the regulatory bodies in Malaysia in evaluating how board characteristics can further contribute toward CSR initiatives, especially when there is a family members on board of directors as these board members have inherent authorities and decision-making power.

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AN ANALYSIS OF THEMATIC PROGRESSION STRATEGIES IN ACADEMIC IELTS SAMPLE ESSAYS

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Abstract: *Among the four language skills of English assessed by IELTS, academic writing, especially required for Task 2 of the IELTS academic module, is considered the most difficult by many test-takers in their efforts to gain high scores. From the angle of Functional Grammar by M.A.K. Halliday, it can be claimed that thematic progression plays a crucial part in producing a cohesive and coherent piece of writing. With this foundation, the research presented in this article is aimed at investigating the thematic progression strategies employed in 20 academic IELTS sample essays from books published by Cambridge University Press and IELTS official websites with the band score of 9 written by highly successful test-takers with a view to identifying what element in an English clause to be selected as Theme and how the information in a clause is effectively distributed in light of Functional Grammar. It is hoped that the findings of this research can help to raise awareness of prospective IELTS test-takers about salient thematic patterns of sample IELTS academic essays whereby they can make good use of fruitful strategies to highly accomplish the IELTS Academic writing task 2.*

Key words: *writing; theme; patterns, thematic progression; IELTS essays*

1. Introduction

The matter of thematic progression which underlies discussions of what has been called *Theme* and *Rheme* in light of Functional Grammar is of great significance to linguistic research into language in use and application to improve practical skills of language. Its thorough understanding provides insights into, not only the meaning but, the function of a text or a discourse for the purpose of achieving communicative effects as well. As Halliday & Matthiessen (2014, p.133) states, "...by analyzing the thematic structure of a text clause by clause, we can gain an insight into its texture and understand how the writer made clear to us the nature of his underlying concerns." Accordingly, this article is aimed at investigating the theme choice and thematic development employed in IELTS sample essays from a functional linguistic perspective in order to shed some light on the nature of theme as the ground for a successful text development, and effective theme and rheme pairings in high-scoring IELTS academic writing, thereby enabling IELTS candidates to make good use of thematic strategies to achieve success in IELTS writing essays.

2. Literature Review

2.1. Previous studies

Theme and Rheme are two terms representing the way in which information is distributed in a clause. The notion of theme and rheme has been a matter of great concern for language researchers and educators such as Danes (1974), Garvin (1964), Brown & Yule (1983), McCarthy (1991), Firbas (1992), Berry (1995, 1996), McCabe (1999), Green et al. (2000), Blmonte & McCabe (2001), Halliday & Matthiessen (1985, 1994, 2004, 2014). In terms of thematic structure and progression in writing, a great deal of practical studies have been conducted. For example, Witt and Faigley (1981) indicated that students are able to write better when they develop the ability to use theme and rheme more effectively. Bloor & Bloor (1992) identified three common problems that inexperienced writers face due to the misuse of Theme and Rheme. Naderi & Koohestanian (2014) proved that thematic structure occupies a crucial position in making any written discourse successful and progressive. In addition, Fang (2015) claimed that one way of achieving textual cohesion and coherence in L2 writing is through thematic structure. Junying Kang's (2016) research showed that the choice and ordering of themes can create textual meaning, establish interaction between readers and writers, and fulfil the social purpose of a discourse. The most recent research conducted by Gunawan & Aziza (2017) stated that although the choice of theme and rheme progression is constrained by the audience's culture, good academic texts share their characteristics across cultures.

Based on Halliday's framework, the main focus of this study is placed on good IELTS sample essays with a view to giving a brief analysis of theme selection and thematic progression in light of his Functional Grammar. The findings of this research are expected to enable IELTS test-takers to take into account the salient thematic features of high-quality IELTS academic essays in order to figure out thematic strategies so that they can produce essays that meet the IELTS writing test requirements and result in higher scores.

2.2. Theoretical background

2.2.1. Definition of Theme- Rheme

Initiated by Mathesius (1939) and developed by many other linguists such as Garvin (1964), Danes (1974) and Firbas (1992), the Prague School of Linguistics described theme as "that which is known or at least obvious in a given situation, and from which the speaker proceeds in his discourse." Halliday & Matthiessen (2014, p.89) defines theme, which is placed in the initial position, is given information serving as 'the point of departure' for the clause or which locates and orients the clause within its context. The given information refers to the information which has already been mentioned somewhere in the text, or is predictable from the immediate context. While the remainder of the message in a clause in which theme is developed is called the rheme, that is to say, rheme typically contains unknown or unpredictable information. As a result, theme, the first element of the clause, plays an important role in the way the text is organized; it is this, in fact, which constitutes what has been called the 'method of development' of a text (Fries, 1981).

2.2.2. Types of Themes

According to Halliday & Matthiessen (2014), theme typically occurs at the beginning of a clause and provides the settings for the remainder of the message-rheme, which gives new information about the point of the departure. Theme, therefore, is not necessarily a nominal group; it may also be some other class of group or phrase such as an adverbial group or prepositional phrase. Halliday & Matthiessen (2014, p.112) also stated that theme of a clause is the first group or phrase that has the experiential function being either participant,

circumstance, or process. Theme is classified into two distinctive types: namely simple theme and multiple theme on the basis of their internal structure.

Simple Theme: A simple theme is formed when the theme of a clause consists of just one single structural element (Halliday & Matthiessen, 2014, p.92). It means that in this type, only a topical theme occupies the thematic position. Topical theme can be identified when the first constituent of the clause to which a transitivity role such as Actor, Behavior, Senser or Circumstance can be attached; that is, the theme of a clause ends with the first constituent that is either participant, circumstance, or process. This type covers nominal groups, prepositional groups or adverbial groups.

Multiple Theme: A multiple theme is made when other elements such as interpersonal and/or textual themes occur before the topical theme in the clause.

Interpersonal theme can be identified when the first element of the clause to which a Mood label can be assigned. This type, revealing something of the attitude of the speaker and reader, consists of Finite Verbal Operator (*do, does, did...*), Modal/ Comment Adjunct (*probably, evidently, honestly...*), and Vocative (*direct addresses such as personal names*).

Textual theme which is a theme linking a clause to the rest of the discourse includes Continuative (*yes, no, well...*), Conjunction (*or, nor, because...*) and Conjunctive Adjunct (*for instance, in other words, actually ...*)

From the above division of themes, we can see that in Halliday and Matthiessen's point of view, theme is divided into 3 different types namely topical theme, interpersonal theme, and textual theme corresponding to the three-metafunctional structure of the clause. Topical theme is obligatory in each clause while textual and interpersonal themes are optional. The typical ordering of elements in such multiple themes is *Textual Theme^ Interpersonal Theme^ Topical Theme*.

Below is an example to illustrate the thematic structure of the clause.

Well	but	then	surely	Jean	wouldn't	the best idea	be to join in
Continuative	Structural	Conjunctive	Modal	vocative	Finite	Topical	Rheme
Textual			Interpersonal			Experiential	
Theme							

(Adapted from Halliday, 2014, p.107)

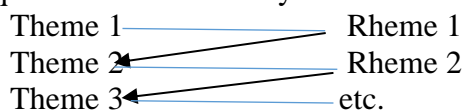
2.2.3. Thematic progression

The flow of information in a clause from theme to rheme is of great importance in achieving communicative effectiveness in a discourse as thematic progression might be viewed as the skeleton of the plot according to Danes (1974, p.114). It is, therefore, necessary for the writers to know where to place information and how to organize relevant information into themes so as to keep the reader informed of the topic and how to distribute information efficiently and smoothly in order to maintain the focus of the discourse. If writers fail to control the flow of information from theme and rheme, their texts are difficult for a reader to follow because there is no clear signpost to guide the reader, who; therefore, cannot easily follow the progression of an idea or argument (Wang, 2007).

As early as 1974, Danes used the term 'thematic progression' to refer to the connection between subsequent clauses and previous themes - rhemes in relation to the whole text and the themes of each clause in a text are not randomly selected, but rather patterned. Thus, thematic progression concerns the way themes relate with each other and with rhemes in organizing a text.

When theme and rheme are considered on a larger scale of the whole discourse, the link between theme-rheme structures can be expressed in three main patterns according to Michael McCarthy (1991).

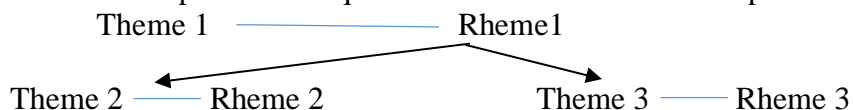
(1) Linear pattern: In this pattern, an element of rheme of the previous clause can function as theme in subsequent clause and it may be described as follows:



(2) Constant pattern: In this pattern, several clauses can share the same theme but have different rhemes as follows:



(3) Derived pattern: In this pattern, elements of rheme of the previous clause can function as themes in separate subsequent clauses like a hierarchical pattern as follows:



3. Research Methods

The aim of the article is to investigate the thematic progression strategies in order to identify the types of themes selected for thematic development in the high-quality IELTS sample essays in the light of Functional Grammar. In order to achieve this aim, different research methods were employed as follows:

The descriptive method was used to give a detailed description of theme in English. Qualitative and quantitative approaches were applied as the purpose of this research is to examine what elements are chosen as themes, and how the information is effectively distributed in the essays. The data of the study was 20 academic sample essays from books published by Cambridge University Press and IELTS official websites with the band score of 9 written by highly successful test-takers, for this is a pilot study on a small scale where the primary focus was the theme choice and thematic progression of IELTS sample essays.

In order to have a clear analysis of theme and thematic progression used in the IELTS Task 2 essays, the essays were segmented into T-units because the T-unit is viewed as the most useful unit for analysing themes in a text (Fries, 1994 as cited in Thompson, 2004, p.156). According to Fries (1994), a T-unit is a clause complex which consists of an independent clause together with all hypotactically related clauses and words which are dependent on it. In addition, minor clauses lie outside the scope of this study due to the fact that minor clauses have no thematic structure (Halliday & Matthiessen, 2014, p. 127).

In terms of the length of the essays, it is shown that there are 5600 words involving 311 T-units appearing in the total of 20 essays, of which the longest essay has 375 words and the shortest one consists of 253 words. The average words used per essay is about 280 words. In the IELTS writing Task 2, candidates are asked to write an essay of at least 250 words in response to a problem, opinion or controversial proposition.

4. Findings and Discussion

4.1. Theme choice

In theme-rheme structure, it is the theme that is the prominent element and the different choice of theme creates a different meaning (Thompson, 2004, p.143). The analysis shows that in the 20 sample essays, there are 491 themes, of which the most common types are topical themes

with 311 instances, followed by textual themes with 144, occupying 29.3% and the smallest number belongs to interpersonal themes, representing 7.3% as shown in Table 1 below.

Table 1. Distribution of Topical, Interpersonal and Textual Themes

Type	Topical	Interpersonal	Textual	Total No. of themes
Number	311	36	144	491
Percentage	63.4%	7.3%	29.3%	100%

The total number of topical themes equals the total number of T-units analysed in the study. The findings indicate that a large proportion of topical themes found in the essays are often heavily modified nominal groups and dependent clauses. Below are some examples of the topical themes employed by the writers.

- (1) **The growth in the number of incoming tourists** leads to innumerable prospects in terms of local entrepreneurship and employment generation
- (2) **If the number of parents choosing not to immunise increased**, there would be a similar increase in the risk of the diseases returning.

It is clear that interpersonal themes allow the writers to convey their personal judgement in order to establish interaction between the writers and the readers. For example, in the following extracts, the writers employ modal adjuncts such as ‘*perhaps*’, ‘*I think*’ to express their own angle on the matter.

- (3) In conclusion, I think that music can have both positive and negative influences on people and society
- (4) Perhaps incentives can be offered to factories and companies to relocate.

However, the writers tend to employ few interpersonal themes in order to give their texts an impersonalised tone because academic writing is always formal in tone (Oshima & Hogue, 1991, p. 3); that is, the academic writing style is objective rather than subjective, formal rather than colloquial. Also, the impersonal tone is required in producing academic writings. As a result, only a small proportion of employed interpersonal themes (36 instances) were found in the study.

With regard to textual themes, a great number of employed textual themes indicates that clauses are joined to create a closer logico-semantic tie among themselves and bring fluency to writings. According to Eggins (2004), textual elements are elements which do not express any interpersonal or experiential meaning, but are doing important cohesive work in relating the clause to its context. It can be argued that the denser usage of textual themes implies more cohesion in the text. It is therefore necessary for IELTS test-takers to pay much attention to textual themes which involve the use of coordinating conjunctions such as *for*, *and*, *nor*, *but*, *or*, *yet* to indicate paratactic relationships or conjunctive adjuncts such as *in other words*, *for instance*, *to sum up*, *in addition*, *however*, *therefore*, *as a result*, which function as linkers between clauses, forming a logical relationship in their writings. Instances of textual themes are illustrated below.

- (5) *On the one hand*, raising the awareness of people towards the dangers of unhealthy food can certainly yield some promising outcomes.
- (6) *Firstly*, the importance of financial security cannot be undermined in the modern materialistic world.

As far as simple and multiple dimension is concerned, it is interesting to find that the essay writers favour the multiple theme selection that represents 52.1% of the total themes employed in the essays. The ratio in the study is much higher than that conducted by Naderi & Koohestanian (2014). The low frequency of multiple themes in their study may be due to the fact that Persian EFL learners do not have a good understanding of the nature of themes and

thematic structures. It is shown that the beginning of clauses with simple themes is not academic enough at the level of academic writing and multiple themes are proved to play an important role in construing the writer's point of view and in helping the writer to organize the message and connect ideas in the text. Therefore, multiple themes are more appropriate for IELTS essay writing in order to indicate a high level of English proficiency.

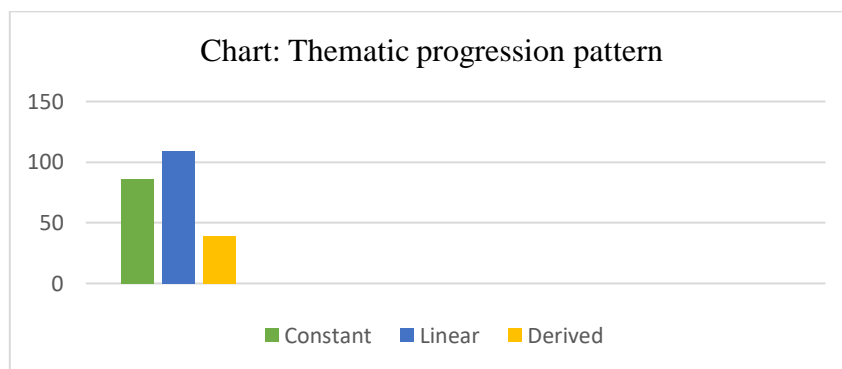
Table 2. Distribution of Simple and Multiple Themes

Type	Simple	Multiple	Total No. of themes
Number	149	162	311
Percentage	47.9%	52.1 %	100%

The display of multiple themes is found to be: Textual^ Interpersonal^ Topical. The following are some examples of the multiple Themes taken from the sample essays.

- (7) *However, I believe* that **a combination of different education methods** would produce a more desirable result compared to a former prisoner holding a talk.
- (8) *In brief, I think* **the importance of luck in determining goal attainment** is overstated, while there are much more significant factors to consider, namely hard work and determination.

4.2. Thematic progression



As can be observed in the Chart, it is apparent that the linear pattern is the dominant thematic progression strategy in the sample essays with 109 instances, making up 46.6%; the constant pattern is the second most common one employed in the essays with 86 cases, equal to 36.7 %, followed by the derived pattern (16.7%). The following excerpts exhibit each type of thematic progression patterns.

Excerpt 1. The constant pattern

- (1) *In addition, younger people* are often the most affected by globalization.
- (2) **They** follow fashions in clothes, music and social habits that are common among young people throughout the world.
- (3) *So they* have become powerful consumers who influence big global markets today.

In the instance above, Themes 1, 2 and 3, taking the same element 'younger people' as the point of departure, are in the constant thematic progression pattern. The third person plural pronoun 'they' which is the theme of T-unit 2 is used as the theme of clause 3 to avoid repetition. The writer applies the same theme to keep the text focused in a sequence of clauses. However, it is found that the constant progression pattern is not much realized to a great extent in the essays, probably due to the fact that the overuse of the constant progression pattern makes the text appear simple, repetitive, and redundant like a list and the writer cannot go further to the ideas introduced in the text, according to Belmonte & McCabe (1998).

Excerpt 2. The linear pattern

- (4) *However*, **the current generation gap** is the responsibility of both younger and older generations.
- (5) **Both** have to make efforts to understand each other//and a good starting point would be for families to spend more time together than they normally do today.

In this pattern, the rheme '*both younger and older generations*' of the clause 4 becomes the topical theme of the following clause, constituting chains of the argument. This kind of patterns offers new information in continuous progression in order to achieve cohesion in the text and give the text 'a sense of cumulative development' (Eggin, 2004, p. 325). Therefore, this recurrence makes the writing more compact in structure, creating cohesion and coherence in a written text.

It is obvious that the high frequency of linear pattern realizations in the sample essays enables writers to attain cohesion in the text by building on newly introduced information, ensuring that the readers can constantly follow them in terms of points of departure and catch what the passage is about.

Excerpt 3. The derived pattern

- (6) **This essay** will illustrate some factors contributing to this problem // *and* will also elicit certain steps that can help the national authorities and individuals in controlling this growing demand for natural salt free water.
- (7) *Firstly*, **population explosion** is the factor of utmost importance, which has led to the global surge in potable water requirement.
- (8) *Secondly*, **increased pollution of natural fresh water reserves due to urbanisation and industrialization** has compounded this demand.

(* *bold*= topical theme; *italic* = textual theme, *underlined* = interpersonal theme)

In the instance above, the element '*some factors*' is introduced in the rheme 6, each of the factors is made theme in the subsequent clauses. That means the themes in the clauses are different from each other. In clause 7 the theme is '*population explosion*' while in clause 8 the theme is '*increased pollution of natural fresh water reserves due to urbanisation and industrialization*'. In spite of their differences, the themes are all related to the rheme '*some factors*' in the clause 6.

From the illustrated examples, it is clear that the appropriate arrangement of theme-rheme provides guidance for readers and enhances the cohesive development of arguments in writing.

5. Conclusion

From the above analysis, we may come to conclusion that theme makes a great contribution to the organization of the ideas in a text, the reader's interpretation, and construal of meaning. By examining the thematic development in the sample essays, we recognize the importance of theme selection in projecting the message and orienting how the message develops and how the information is logically arranged. Accordingly, in order to achieve higher scores in the IELTS writing exam, in addition to lexical resource, grammatical range and accuracy, the mastery of thematic progression, an essential component in composing a cohesive and coherent text is required. Although it may be quite easy to produce grammatically accurate text, it will be challenging to create a text which has a logical sequencing. It is therefore, knowing what element to be selected as a theme and how to distribute the information in the text to achieve effectiveness is of great importance because a successful or less successful writing can be identified from the use of theme and thematic progression (Bloor & Bloor, 1992; Wang, 2007).

From the findings, it is proposed that IELTS test-takers should take the following strategies into account when writing academic essays. First, the candidates should subtly employ a few interpersonal themes such as modal adjuncts or mood marking elements in case they would like to make their opinion explicit on the content of the message and create interaction between writers and readers. Second, IELTS candidates are recommended to use textual themes to express the logical relationship between two clauses of equal structural status or to relate one clause to another in a modifying or dependency relationship, thus enhancing the connectivity between different parts of their writings. Third, IELTS writers are suggested to deploy multiple themes in the writing, as multiple themes can provide structural resources to construe logical connections between experiential events and make the writing more academic.

To convey the information effectively, the test-takers should employ different thematic progression patterns, namely linear pattern, constant pattern, and derived patterns to organize the information in a text, particularly, high employment of linear patterns would be more appropriate as argumentative texts are characterized by high proportions of cross references from the rheme of one sentence to the theme of the next, providing more dynamic effect (Belmonte & McCabe, 1998).

To sum up, the study confirms that theme-rheme patterns can be a valuable instrument for IELTS candidates to distribute information within a clause as well as a text logically. It is clear that writing with better awareness of thematic progression may enable IELTS writers to manipulate the flow of information effectively, producing more cohesive and coherent IELTS essays, thus achieving higher scores for their test.

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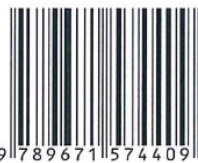


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