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THE RURAL SECONDARY SCHOOL TEACHERS' USE OF I-THINK IN THEIR CLASSROOM: THE REALITY

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Abstract: *The Malaysian Ministry of Education has introduced the new Education Blueprint with the objective of elevating the Malaysian education standard to international level. The fourth industrial revolution prompts the urgent needs for transformation in the way teachers teach in class. The researcher believes that the use of I-THINK can be an effective approach to teach English in rural schools to promote students' ability to think critically. However, despite the efforts executed, the level of practice on the use of i-THINK among English language teachers in rural secondary schools after the training and exposure is average. This paper aimed to investigate the attitude and practice level of English language teachers in rural secondary schools on the use of i-Think maps. Data was collected via a questionnaire survey of ESL school teachers in Merlimau Zone, Melaka. The data was analyzed using descriptive statistics. The findings show that the teachers had positive attitudes towards I-THINK use in classroom despite the average practice in their teaching. The implication of the study is the Ministry of Education through effective supervision of the District Education Office should ensure the teachers go for I-THINK courses to arm them with ample knowledge to successfully implement I-THINK maps in their practice.*

Keywords: *Creative And Critical Thinking Skills, I-Think In Classrooms, Rural Secondary Schools, The Malaysian Education Blueprint, Thinking Maps.*

Introduction

Thinking maps are a set of graphic organizer techniques used in primary and secondary education. There are eight diagram types that are intended to correspond with eight different fundamental thinking processes. They are supposed to provide a common visual language to information structure.

Students are enabled to think with depth and apply their thinking to complete tasks. The tool provides a consistent and a compatible way for teachers to present information and for students to learn and retain it as i-Think combines the cognitive thought processes of learning with the visual representation of information found in graphic organizers.

Students will use critical thinking when participating actively in their own studies because thinking skill is one of the six attributes every 21st century student should possess as highlighted by the Malaysian Education Transformation Plan (2013-2025). Higher cognitive skills which include the ability to analyse, synthesize, evaluate (Anderson & Krathwohl, 2000) are triggered. In short, the i-Think programme improves not only students' but also teachers' thinking abilities.

The launching of i-Think programme was done by the Prime Minister of Malaysia on 13th March 2012. In 2013 training students to use the thinking tools in 1000 schools commenced. Training of teachers in 8994 schools was also executed in the same year. In 2014 the training of students continued and the research on i-Think implementation was carried out.

However, despite the well-planned and vigorous efforts, the level of practice on the use of i-THINK map among English language teachers in rural schools after the training and exposure was low. Sidek, Mohamad & Sabri (2013) illustrated that i-Think programme was still a new concept and there were still insufficient number of researches which assessed the implementation and the effectiveness of this programme. However, Shamsazila, Muhd. Faizal & Ghazali (2017) identified that the teachers in Kuala Lumpur and Wilayah Persekutuan had high readiness and implementation of the i-Think programme. In contrast, the practice among school teachers particularly English teaching in rural secondary school was yet to be explored.

Hence, this paper aimed to investigate the attitude and the practice level of English language teachers in rural schools on the use of i-Think maps subsequent to the training and exposure to the programme.

The research objectives of this paper were to discover:

- i. the attitude of ESL teachers in rural secondary schools towards the implementation of I-THINK in classroom
- ii. the practice level on the use of i-Think among the English language teachers in rural secondary schools

The research questions of this paper were:

1. What is the attitude of i-Think use among the ESL teachers in rural secondary schools?
2. What is the practice level on the use of i-Think among the English language teachers in rural secondary schools?

The Rural Secondary School Teachers' Use Of I-Think In Their Classroom

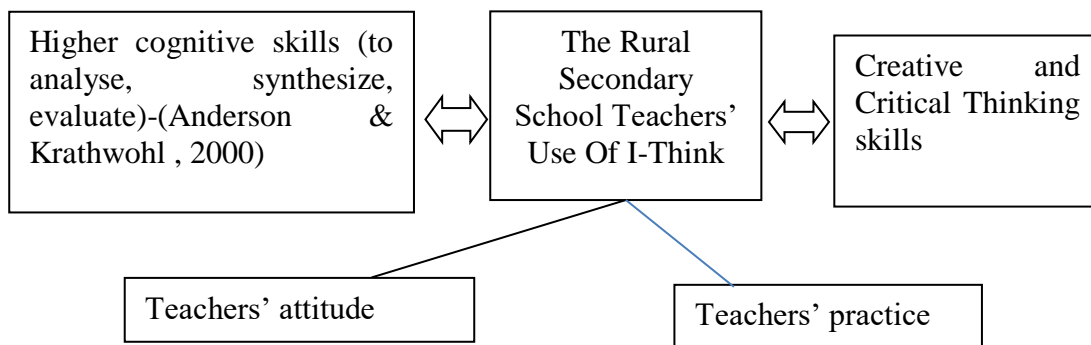


Figure 1: The Conceptual Framework Of The Use Of I-Think Among English Language Teachers In Rural Secondary Schools

The study was conducted in secondary schools in Merlimau area, which is under the category of rural area. The unit analysis was the English language teachers in all secondary schools in Merlimau zone. There are 6 schools with 49 teachers teaching English.

The findings of the paper were expected to provide the local district education and state education department officers the raw facts and data for them to take any further actions if necessary.

The paper had four parts. First, it reviewed the literature relevant to the use of i-Think map. Secondly, the research methodology was illustrated and data analysis techniques were

discussed. Later, the findings were discussed and summarized. At the end of this paper, there was the discussion of implications and direction of further research.

Literature Review

The students in rural areas are weak in English. According to .Rany S. *et. al* 2013) one of the factors that causes limited English proficiency is “students who came from rural areas are less exposed in using the English language”. Family background also plays a role in influencing the use of English in their daily communication. This will hinder the fulfilling of the New National Education Blueprint., Shift 2 particularly.

The Programme for International Student Assessment (PISA) assesses students worldwide on their performance in Mathematics, Science and reading. The result showed that Malaysia was the 52nd in 2015 out of the 74 countries taking part. This did not bode well for Malaysia.

The responsibility to ensure the fulfilling of the Malaysia Education Blueprint relies heavily on teachers. Therefore, the Ministry of Education has planned many strategies to upgrade the achievement of Malaysian students for the benefit of the country and also the students themselves. Rosnidar (2012) opined that pedagogical knowledge regarding the teaching methods, the use of various available sources and teaching aid and distinct teaching strategies should be the epicentre of education field.

Hence, i-Think had been perceived to be a tool set to support effective instructional practice and improve students’ performance. The visual maps which are based on thinking processes minimize confusion by poorly organized brainstorming webs or static graphic organizers. The tool provides a consistent and a compatible way for teachers to present information and for students to learn and retain it as i-Think combines the cognitive thought processes of learning with the visual representation of information found in graphic organizers (David Hyerle, 2011)

Since the launching of i-Think programme on 13th March 2012, the training of teachers throughout the country to use the i-Think map has been ongoing to ensure all teachers are fully equipped with the i-Think knowledge. Knowledge is information and expertise or skills gained through experience or training and education (Rohani, 2011). Educators must master the classroom instructions in the implementation of I-THINK to guide students to utilize their higher order thinking skills. In Malaysian context, urging students to use their higher order thinking skills frequently in their thinking process in teaching and learning sessions is still relatively new

In the context of English language teaching particularly, critical thinking enhances students’ language and presentation skills. As critical thinking promotes creativity, students will come up with creative solutions to problems by thinking outside of the box and have better judgement and evaluation abilities. Critical thinkers are more independent, autonomous and self-directed learners. The i-Think implementation is the step taken to develop and inculcate critical and creative thinking among students (Islam, R. 2015)

Zulnaidi and Zakaria (2010) identified that using thinking maps might enhance students’ conceptual aptitude. Nik Nur Fariyah (2014) found that the positive attitude and perception level of students towards the use of i-Think were very high. This is a good sign of the effectiveness of the use of i-Think throughout the schools in the country. In Melaka, teachers were knowledgeable in the use of i-Think maps, but the implementation in classroom was at average level (Melati Ahmad, 2008).

Mazlan et al (2017) discovered that History teachers' practice of I-THINK in classroom was still at average level. However, the practice among school teachers particularly English teaching in rural secondary school was yet to be explored.

Methodology

Research Design

The study employed a survey-based data collection on rural secondary school teachers' attitude and current level of practices.

Sample

The study was conducted in secondary schools in Merlimau zone. There are 6 schools altogether boasting 49 English language teachers. The Merlimau zone is under the category of rural area. All English language teachers in Merlimau zone secondary schools were included as the population in the study, hence, it is a total population study.

The sampling was a purposive sampling as the participants were selected based on the characteristics of the population.

Research Instrument

The study was a descriptive quantitative one. To discover the attitude and the level of practice on the use of i-Think maps among English teachers in rural secondary schools area specifically Merlimau zone, the researcher used Likert-scale questionnaire which were adapted from Hazlin (2016) and Zuraida (2008).

Out of the 49 survey forms which were distributed, only 40 were returned. However, only 33 were analyzed as the remaining 7 failed to answer the trap question. The respondents consisted of 10 male and 23 female teachers. They had between 2 years to 33 years of teaching experience. The age range is between 25 to 56 years old. 24 of them had gone through the courses carried out by the Ministry of Education, District Education Office or their schools on the use of i-Think and 9 had not with different reasons.

Data Collection

The data for the study was collected after 3 weeks of the questionnaire distribution. No incentives were provided to complete the questionnaires.

Measures

Likert-scale questionnaire adapted from Zuraida (2008) and Hazlin (2016) were employed. The 49 respondents from the 6 secondary schools in Merlimau zone were asked on their attitude towards the implementation of I-THINK and their level of practice on the use of i-Think maps.

Data Analysis

The data gathered were analyzed using Statistical Packages for Social Science (SPSS) version 22.0. The descriptive statistics was used to discover frequency distribution, percentage and mean.

Validity and Reliability

The instruments were appropriate to be utilized to collect data because they were relevant to the study's objectives and research questions. The validity of the collected data was ensured as an expert and 2 senior teachers were consulted before the instruments were employed in the study. Cronbach's alpha was also used to measure the reliability of the questionnaire.

Findings And Discussion

Finding

The demographic characteristics of the 33 respondents were summarized in Table 1.

Table 1: The demographic characteristics of the 33 respondents

	Frequency	(%)
Gender		
Male	10	30.3
Female	23	69.7
Age		
20-30 year old	12	36.4
31-40 years old	6	18.2
50 years old	9	27.3
> 50 years old	6	18.2
Teaching Years		
< 5 years	9	27.3
6-10 years	7	21.2
11-15 years	3	9.1
16-20 years	4	12.1
21-25 years	4	12.1
26-30 years	5	15.2
> 31 years	1	3
Attended Course/s		
Yes	24	72.7
No	9	27.3

Descriptive Analysis

In this research, descriptive analysis in the form of frequency, percentage and mean values was executed for two variables namely attitude and level of practice.

Research Question 1: *What is the attitude of i-Think use among the ESL teachers in rural secondary schools?*

Table 2: Attitude Towards The Implementation Of I-THINK In Classroom Instruction

Features	Responses	N=33	%	Mean	Level
Liked to utilize	Disagree	1	3	3.85	High
	Unsure	7	21.2		
	Agree	25	75.7		
Always employed	Disagree	-	-	3.64	High
	Unsure	12	36.4		
	Agree	21	63.6		
Felt it was easy, convenient, fun,	Disagree	-	-	3.85	High
	Unsure	5	15.2		

effective	Agree	28	84.4		
Always upgraded their knowledge	Disagree	2	6.1	3.52	High
	Unsure	12	36.4		
	Agree	19	57.6		
It changed their teaching patterns	Disagree	3	9.1	3.33	Average
	Unsure	16	48.5		
	Agree	14	42.4		
Liked to collaborate with colleagues	Disagree	5	15.2	3.3	Average
	Unsure	13	39.4		
	Agree	16	45.5		
Liked to go for other courses	Disagree	3	9.1	3.52	High
	Unsure	11	33.3		
	Agree	19	57.5		

The descriptive analysis shows that the average mean score of the teachers' attitude towards the I-THINK implementation was high. According to the table, Item 1 had the majority of the respondents agreeing (mean = 3.85). Items exploring the effectiveness of I-THINK also garnered the mean score of 3.85. The emerging theme is that not only the respondents like incorporating I-THINK in class, the respondents concurred that I-THINK helped in classroom instruction and was effective to assist students to understand the topics taught better. This fulfills the aspiration planned by the Ministry of Education to equip teachers with assessment and teaching of 21st century skills.

In contrast, the items exploring whether the teachers' teaching pattern had changed and whether they liked to work collaboratively obtained average mean scores of 3.33 and 3.30 respectively. Hence, it was found that many of the teachers did not think that I-THINK had changed their teaching patterns. This was attributed to the reason that even though I-THINK was first officially launched in the year 2012 in Malaysia, the use of thinking maps as a teaching tool had started in 1970, when Innovative Science Incorporated (ISI) founded by Charles Adam promoted it. David Hyerle himself wrote 'Expand your Thinking' in 1988, the book which incorporated the first thinking maps masterminded by him. Thus, some experienced teachers had started using thinking maps since before the introduction of I-THINK in 2012.

Another reason why a number of teachers did not think I-THINK had changed their teaching patterns was because they would not employ I-THINK in classrooms with weak students. It would be extremely time-consuming as low proficiency students would need constant guidance to perform the tasks and most of the time these students would not even co-operate.

However, this has to change. The failure rate in English subject is high in rural areas (Wahab *et. al.* 2004). If teachers do not change their attitude and reject I-THINK employment when teaching low proficiency students, these learners will have minor opportunity to join the 21st century workforce and compete with their urban counterpart when they complete school.

The teachers also inclined to work on their own. However, ESL teachers should join forces and cooperate to upgrade their skills and knowledge. They must have discussions too to generate ideas on new approaches to utilize and practice in their teaching profession for the benefits of the students. By interacting with the the colleagues, the teachers can develop and maximize their cognitive skill themselves to be progressive and constructive educators. Imperative to 21st century learning, educators must contrive to vary their teaching methods

and constantly find ways to hone the learners' 21st century skills (Sivalingam & Yunus, MM (2017). They cannot wait, they must act.

Research Question 2: *What is the practice level on the use of i-Think among the English language teachers in rural secondary schools?*

Table 3: Practice Of I-THINK In Classroom Instruction

Features	Responses	N=33	%	Mean	Level
Employed circle map in brainstorming activity	Infrequent	5	15.1	3.27	Average
	Relatively Frequent	15	45.5		
	Frequent	13	39.4		
Employed bubble maps to identify adjectives/ characteristic	Infrequent	3	9.1	3.52	High
	Relatively Frequent	12	36.4		
	Frequent	18	54.6		
Employed double bubble map to compare and contrast	Infrequent	6	18.2	3.36	Average
	Relatively Frequent	10	30.3		
	Frequent	17	51.5		
Employed tree map to classify/ identify ideas	Infrequent	6	18.2	3.39	Average
	Relatively Frequent	10	30.3		
	Frequent	17	51.6		
Employed brace map to analyse physical object	Infrequent	14	42.4	2.75	Average
	Relatively Frequent	10	30.3		
	Frequent	9	27.3		
Employed flow map to write synopsis	Infrequent	7	21.3	3.30	Average
	Relatively Frequent	8	24.2		
	Frequent	18	54.5		
Employed multi-flow map to analyse causal relationship and consequences	Infrequent	6	18.2	3.12	Average
	Relatively Frequent	15	45.5		
	Frequent	12	36.4		
Employed the bridge map to apply analogy process	Infrequent	11	33.3	2.85	Average
	Relatively Frequent	13	39.4		
	Frequent	9	27.3		

The descriptive analysis shows that the average mean score of the teachers' level of practice on the I-THINK utilization was average. This reveals that despite the positive attitude shown by the teachers towards the I-THINK programme, their practice level was not as encouraging.

The rest of the items garnered average mean scores except for Item 2. The percentage and mean score were quite significant to show that the majority of the teachers did practice the use of bubble-map in their teaching and learning session. However, this positive vibe could not be seen in other items.

It is worth noting that there were 2 items which accumulated the lowest average mean scores which were Items 5 and 8. This reflects that teachers had the least competency when using brace map to teach students analyzing a physical object and when using bridge map to teach students applying analogy process by employing relationship factors. This can be attributed to the insufficient exposure in the form of attending courses and teachers' confidence deficiency to employ the tools in classrooms.

Overall, based on the findings from the questionnaire, the level of practice on I-THINK among rural secondary school ESL teachers was average. The teachers were selective and not using the I-THINK maps extensively. The teachers lacked competency in using certain thinking maps as some of them had not attended any I-THINK course. Measures must be taken to solve the identified issues that this research has discovered.

Discussion

Through the attitude survey, the study demonstrates that the respondents, had positively responded to the I-THINK programme. The majority of the teachers made efforts to upgrade their skills to master the implementation as it was found to be fun and effective to assist teachers to impart knowledge to students.

However, the finding for the practice level of the teachers on the I-THINK implementation was not as encouraging. Teachers only used certain I-THINK maps to be incorporated into their classroom instructions and most teachers only used the thinking maps either infrequently or relatively frequent. The ESL teachers' attitude were positive towards the I-THINK programme to enhance students' performance, however, they did not show similar enthusiasm in practising it in class.

Conclusion

The research aimed at exploring the rural secondary school ESL teachers' attitude and practice level on the use of I-THINK as classroom instruction. Even though the findings of this study may be specific to the secondary school teachers in Merlimau zone, their implications are significant to other educators as well. The teachers' positive attitudes in the current study have a special significance given the limitation of exposure in the form of courses that the teachers' receive. It is essential for the policy-makers to sustain and enhance the teachers' positive attitude as it is a prerequisite to ensure teachers' full cooperation to fully utilize I-THINK in classrooms.

Despite the buoyant attitude toward the implementation of I-THINK, the rural secondary school teachers showed lukewarm performance at practicing the thinking maps. The policy-makers need to pay attention to this shortcomings. The findings require the school administration's, the District Education Office's, the State Education Department's and the Ministry of Education's thought, planning and support. Without all those three, the teachers in rural areas are unlikely to vigorously use the I-THINK approach in their practices.

On the other hand, the ESL teachers themselves should start the initiatives to obtain additional mentoring and support from school and their colleagues to boost their practice level in I-THINK implementation. They should expose themselves to the off-line I-THINK course (KiLT) designed by the Ministry of Education to be more conversant with the I-THINK for the good of the students. Teachers' role is important to influence students to use a learning approach. Cope & Ward (2002) opined that if teachers are interested and directed towards students and changing their conceptions, students are inclined to use the method prescribed by their teachers. Hence, teachers need to be intrinsically motivated to apply the I-THINK approaches in class to ensure the generation of students with better outcomes. I-THINK as part of the 21st century teaching method must be incorporated in the classroom instruction in rural secondary school especially to keep in pace with the students in urban area. Since Shamsazila, Muhd. Faizal & Ghazali (2017) have identified that the teachers in Kuala Lumpur and Wilayah Persekutuan have high readiness and implementation of the i-Think programme.

The study had a small sample consisting of respondents from 6 rural secondary schools in Merlimau zone, Melaka. The findings generated from the 33 ESL teachers may not reflect the real scenario in Malaysia regarding the I-THINK implementation in rural secondary schools. Hence, other researchers may want to explore the same issues raised in this study on other respondents throughout Malaysia to get a better picture of corresponding researches.

Future study may perhaps investigate the explanations of why despite the positive attitudes among the ESL teachers in the rural secondary school towards I-THINK programme, their level of practice is not as heartening. The challenges and issues faced by the rural area teachers in the implementation of I-THINK in language classroom can also be explored. Interviews and observations may be included as data collection methods to triangulate the quantitative data.

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THE USE OF PODCAST IN LEARNING THE FORM FOUR SHORT STORY

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Abstract: *Teaching the literature component especially the short story to the generation of the millennials has proven to be a challenging task as most of them do not favour the conventional method of teaching the literature component. This study focuses on the use of podcast as a learning tool in learning the form four short story. A class of 23 form four students from a boarding school in Penang has been the subject of this research. The study reveals that the students enjoy using the podcast in the learning of the short story as the podcast helps them in their understanding of the short story as well as helping them remember the plot of the story and the characters which are essential in the learning of a short story. Though there are challenges that the students encountered in the use of the podcast, it can be concluded that the use of podcast could be used widely in the Malaysian classrooms for a more creative and effective approach.*

Keywords: *Podcast, ESL classroom, literature component, language learning tool*

Introduction

The form four Literature Component is part of the Malaysian English language syllabus that focuses on poems and short stories. The implementation of the Literature Component began in 2000 as a form of language for aesthetic use (Ministry of Education, 2003). The current students are in the third set of the prescribed texts starting from the year 2016. For the purpose of this research the short story entitled “Leaving” by M G Vassanji had been chosen as the text to study on the use of podcast in the learning of short story. Podcasting in an ESL classroom had been widely acknowledged in the effectiveness of teaching the language skills among non-native speakers. In a research done by Al-Qasim and Al-Fadda (2013) on the effectiveness of using podcasts to improve the listening comprehension of foreign university students, Al-Qasim & Al-Fadda (2013) concluded that podcast technology did have a significant impact in helping these students improve their understanding through listening. Apart from that, podcasts also helped in creating awareness that podcasts could also be utilized as part of a learning strategy that could provide students with a different approach to learning language. This had been suggested by Yunus and Suliman (2014) in which the use of ICT tools in teaching the Literature Component could ignite the students’ interest and improve the students’ attitudes in learning literature. Sidhu et al (2010) stated that literature played an important role in language learning for students could apply the forms of expressions used in the literary context to express themselves in the targeted language whereby in this case, it is the English language.

However, in a study conducted by Aziz and Nasharudin (2010), most students did not fully grasp a good understanding of what they learned in class which inadvertently causing the students to display a lack of appreciation towards literature. Ghazali et al (2009) suggested that the cause of the lack of interest was due to the reason the methods or strategies used in teaching the literature component. Students these days are not in favour of discussing

the plot, characters, themes and moral values as these are the contributing factors to the students' lack of interest towards literature which cause them to lose their attention in the learning process of learning literature. Learning literature in English is not easy as Chacko (2007) pointed out that students need to grasp not only the language but the content of the lesson as well. Literature in its complexity treads on the appreciation towards the literary texts and not just comprehending the text (Yunus and Suliman, 2014).

Therefore, the objectives of this research are to:

- i. explore on the use of podcast in learning the form four Literature Component and
- ii. determine the students' perceived benefits and challenges of podcasting in the learning of the Literature Component.

The research conducted by Yunus and Suliman (2014) focused on the use of ICT tools in the teaching and learning of the Literature Component in Malaysian secondary schools. On the other hand, the research organised by Al-Qasim and Al-Fadda (2013) revolved on the effectiveness of using podcasts to improve on the listening comprehension of foreign university students. Both these research provided the basis on the gap between the integration of ICT in the teaching and learning process of the Literature Component and the use of podcast in learning the form four Literature Component. Yunus and Suliman (2014) concluded that ICT tools were a great tool to help enhance the learning experience in a classroom setting. Moreover, a research done by Al-Qasim and Al-Fadda (2013) on foreign university students indicated that the use of podcasts had helped in the improvement of the students' listening comprehension which provided the basis of this research in improving the students' understanding and interest in learning the short stories.

Literature Review

Introduction

In accordance to the teaching and learning process for literature component, a suitable tool to attract the students' attention and interest is the use of podcast. According to Glisksman (2015) there are several reasons podcast is suitable for education. Among the reasons are the use of podcast might help to develop the students' ability, encourages students to share their work with their peers and finally podcasting calls for integration of skills such as the skills needed for research, planning and presentation. Cooper (2008) stated that podcast is a good prospect in an online classroom where it could help to differentiate learning. Mayes and de Freitas (2004) regarded learning as a way to help in understanding by making discovery, communicating and to collaborate. According to Hasan & Hoon (2012), research studies on podcasting had recognised its capabilities and verification of podcasts being able to assist in improving the learners' speaking and listening skills had been recorded (Ashton-Hay & Brookes, 2011; O'Bryan & Hegelheimer, 2007). The benefit of utilizing podcasts in the classroom is that it is aligned with the Constructivist approach where the implementation of the theories of scholars such as Dewey, Piaget and Vygotsky (Ng'ambi & Lombe, 2012) are being implemented in the learning process. Social constructivist approach comes from different views that consist of the different aspects of learning that involves the aspects of being active, socially and students' creativity as podcast is regarded as a learning tool to actively engage the students.

These chosen articles focused on the findings on the perceived effects in the students' participation, interaction, peer feedback and the quality of the students' personal response towards the use of podcasts. A review on other contributions and research findings on the use of ICT tools in the teaching of the Literature Component had been carefully reviewed and

compared. These articles provided the base of this research in order to address a gap between the use of ICT tools in the teaching and learning of the Literature Component and the use of podcast in learning the form four short story. The word podcast is coined from the terms *pod* (from the Apple iPod) and the word *broadcast*. Podcasts are recordings of digital audio and video which are produced and then uploaded on the Internet by using the RSS (Lafferty & Walch, 2006). According to Hasan & Hoon (2012) podcasting pedagogy can be interpreted as a tool that combines theories and methods to be put into practice. Ashton-Hay & Brookes (2011) went on to say that podcast could assist in the development of learners' skills in language. Since language skills are made up of listening, speaking, reading and writing, podcasting somehow could cater to the different styles of learning among students and indirectly could help improve the students' language skills. Based on most research on podcast and its features, podcasts offer learners of language with examples of real language and original materials (Thorne & Payne, 2005). In an ELT classroom, podcasts could be utilized to help students with the learning of the English language apart from using their textbooks (Stanley, 2005). The usage of podcasts promotes the approach of constructivism in learning whereby a learner expands his knowledge through his participation in active exploration, observation, processing and interpretation (Rosell-Aguilar, 2007). Hasan and Hoon (2012) also pointed out that podcast might also aid in the learning of language among learners that allowed them to experience real-life situation tasks (Warschauer & Healey, 1998) that gave the learner meaning and authenticity of any given situation.

ICT Tools in Teaching and Learning Literature Component

The use of ICT tools in the teaching and learning of Literature Component provided positive feedbacks from both the teachers and students in terms of their attitudes (Yunus and Suliman, 2014; Yunus, Lubis and Lin, 2009). Both studies suggested that despite the students not utilizing the ICT tools in language learning, they did however use ICT to search for information or to fulfill their leisure time such as accessing their Facebook account and watching the videos on YouTube. This clearly suggested that the students are competent in the use of ICT tools though the usage is directed towards retrieving the information from the Internet. Yunus and Suliman (2014) also stated that on the teachers' part, the majority of them do possess the ICT skills which are necessary in today's teaching and learning process. However, most of them tend to use the ICT tools as the means to do their clerical work or to prepare their Power Point presentation. Despite not fully implementing the ICT tools in their lesson, these teachers were hopeful and had a positive outlook towards the integration of ICT tools in their lessons.

Ghazali et al (2009) stated that teachers play a crucial role in teaching and learning process of the literature component and by implementing attractive teaching strategies in the lesson, it could help to improve the students' attitude towards learning the Literature Component. By applying these interesting approaches in the lesson especially through media literacy may attract these "digital natives" or the millennials to read (Ghazali et al, 2009; Considine, D., J. Horton and G. Moorman, 2009). Since the current generation is more exposed to the digital world than their predecessor, the approach that needed to be applied should be within the boundaries of multimedia and other forms of ICT tools. Reading conventional books just does not bring them any pleasure any more than reading literary texts which these students may find them boring. Therefore, the use of ICT tools is highly crucial if we were to ignite their interests in reading. As a way to compromise to their affinity in all things technology, teachers should consider on the aspects of the students' skills, attitudes and knowledge in order to satisfy the demands of the conventional curriculum and all the

while maintaining the technological skills that the students should acquire (Considine, D., J. Horton and G. Moorman, 2009).

Another factor that we could ponder on in the use of ICT tools in the teaching and learning of the Literature Component is the use of technology in the learning of language skills and culture (Levy, 2009). The learning of language skills cover the aspects of listening, speaking, reading, writing, grammar and vocabulary. All these skills are essential in the learning of the targeted language. Podcast is one of the tools that could be applied in the teaching of listening skills. The component of the pedagogy centered on the students' motivation and engagement which the students are able to learn on their own accord. This is in line with the social constructivism theory that focuses on the learner's creativity and productivity to become an autonomous learner.

It could be concluded that the use of ICT tools in the teaching and learning of the Literature Component had a positive impact on the students' attitude. Students of the net generation are more interested in the use of technology and multimedia to help promote their interest to learn (Considine et al, 2009; Levy, 2009; Larson, 2009). As educators, we need to be more innovative and proactive in encouraging these students so boredom will not struck them easily. As they tend to rely on Google for information, we need to be able to entice them with our interesting lesson to lure them into being interested in the traditional curriculum that may lack in appeal.

Podcast in Learning Language skills

Previous studies have revealed that there was a positive effect in the usage of podcasts in the teaching and learning process of language learners. Foreign language learners are able to acquire the listening skills by utilizing the podcasts as a tool to help them study independently (Cross, 2014 and Naseri & Motallebzadeh, 2016). A study done by Cross on a Japanese student who is a learner of the English language shares the same similarity trait as the 54 female respondents in Iran where Naseri & Motallebzadeh (2016) revealed that the integration of podcasts as part of an educational tool can bring a positive effect on the foreign learners' ability to learn the language on their own where it enhances the listening skill as well.

Another positive effect that could be derived from these studies was the design of the podcasts could assist in the improvement of the learners' vocabulary knowledge and the contextual use of the language in motivating these learners to learn the language (Ting, 2014; Gholami & Mohammadi, 2015; Green, 2013). According to Ting (2014), the types of podcast chosen by the students mostly had the theme of ESL learners which mostly covered the aspects of English language skills. Most of the podcasts were highly authentic where they were read by the native speakers which proved to be a real help in improving the students' grammar and vocabulary. The study also suggested that there was a correlation between using podcasts and improving the English language skills. This was also supported by Gholami & Mohammadi (2015) and Green (2013). The integration of podcasts had helped boost improvement in the learners' vocabulary knowledge (2015) whereas Green (2013) suggested that the use of technology motivated the 6th Grade students to learn the language by focusing on the contextual use of the language.

The use of podcasts could also further enhance in learning English short stories as part of the curriculum. Digital storytelling could greatly affect the learners' ability to learn and focus on the usage of the language in context independently (Green, 2013; Naseri & Motallebzadeh, 2015). When producing the short film based on the novel learnt in school, it not only promoted the students' ability to understand but to create a digital story that was

entirely their own. By integrating stories through podcasting, it could help the learners to be more involved in the storyline. When they listened to narrators telling them of the story or by turning the story into a form of an audio, it not only enabled the learners to relate to the story on a personal level, but it could also turn them into good listeners (Green, 2013).

To cultivate the use of podcasts among the students is not a barrier that can be a hindrance in the usage of podcasts in an ESL classroom. Students' attitudes and perceptions toward the use of podcast is favourable as it is an effective tool in helping them learn the English language that also brings them joy in learning the language (Li, 2010; Hasan & Hoon, 2012). Attitudes and perceptions are vital factors in commanding an ESL classroom since learning a language that is not entirely their own is a difficult feat that most educators faced. With a positive mindset, students are able to embrace the learning process as they feel that learning the English language can be fun and less taxing. When the use of podcast is fun, it can attract the students' interest to use the podcasts further to improve on their pronunciation as well as enforcing the students' understanding by listening (Hasan & Hoon, 2012; Mbah, E. E., Mbah, B. M., Iloene, M. I., & Iloene, G. O., 2013; Al Qasim, Nada & Al Fadda, Hind, 2013). Though the impact of podcasts have positive effects on certain types of language learners' beliefs (Basaran, S., & Cabaroglu, N., 2014) but the fact remains that podcasts do indeed have an astounding impact on students' behaviour and perceptions (Li, 2010; Hasan & Hoon, 2012).

Methodology

Research Design

This research applied the mix method approach in using both quantitative and qualitative data. The data collection is based on the questionnaire and structured response answered by the respondents followed by an interview of six students.

Respondents

The respondents for this study consisted of 22 form 4M students in which the total should be 23 but a student was absent from school. These students are from a boarding school in Penang in that they were the focus group since the students share the same demographic background. The class was made up of 11 boys and 12 girls.

Research Instrument

For the purpose of measuring the variables this study adopted and adapted the questionnaire items from Kwan (2014) and the Likert Scale was the chosen scoring scale for this research. The questionnaire was divided into two parts which were Section A and B.

Section A consisted of the profile of the respondents, students' use of podcasts and the effectiveness on the use of podcast in learning the short story. Each statement was assessed using a five-point scale ranging from '1 = Strongly Disagree (SD)', 2=Disagree (D), 3=Neutral (N), 4=Agree (A) to '5 = Strongly Agree (SA)'.

Section B of the questionnaire was a structured response to gather the students' perceived benefits and challenges of using podcast in learning the form four short story. Another set of questions for the interview contained 17 questions in which the questions were grouped under group participation, interactivity and the benefits and challenges of using podcast in the learning of the short story.

Data Analysis and Procedures

The data gathered from the respondents were analysed both quantitatively and qualitatively using the descriptive statistics and the responses were grouped under the appropriate themes. For the interviewed candidates, all the 6 interviewees had agreed to have their names changed to remain anonymous. Names such as *Sabirah, Umairah, Hanis, Bella, Ain and Farah* were chosen to protect their identity. The interview was later transcribed to search for the common theme.

Findings

The Use of Podcast

Group Participation

To answer the first question on the use of podcast, this aspect was analysed under group participation in which the students' participation in their group to come up with the podcast script that was adapted from the short story, "Leaving".

Table 1: Distribution and frequency on the students' participation in groups

Group Participation					
ITEM	SD	D	N	A	SA
Our group had a leader.		1 (4.5%)	4 (18.2%)	8 (36.4%)	9 (40.9%)
Our group had clearly defined roles for each member.		1 (4.5%)	3 (13.6%)	11 (50%)	7 (31.8%)
Our group divided the workload amongst ourselves.			2 (9.1%)	15 (68.2%)	5 (22.7%)
All members of the group did their share of the recording				8 (36.4%)	14 (63.6%)
Our group worked well together on the podcast.			1 (4.5%)	8 (36.4%)	12 (54.5%)

In order to carry out this study, the students were divided into groups of 4 with two groups consisted of 5 students while the others had 4 members in a group. The first item under group participation focused on the appointment of a group leader in that only 40.9% of the students strongly agreed that they had a leader in their group. According to the social constructivist approach, it comes from different views that comprised of different learning aspects that involved the aspects of being active, socially and students' creativity as podcast is regarded as a learning tool to actively engage the students. Therefore, podcasting could be considered as a form of authentic material that could help students engage in language learning to help them interact and communicate with the other students as research had shown that many students lose interest in learning literature due to the fact that the approaches the teachers applied in the classroom were a real bore and lacked appeal. By participating in a group than reading the short story alone, the 4M students learned to work together by defining the roles of each member where 50% of the 4M students agreed while 68.2% of them agreed to have divided the workload among themselves and 63.6% of 4M

students strongly agreed that they did their share of the recording. These findings supported the approach outlined by the social constructivism theory in the importance of active participation of students as the writing of the script for the podcast encouraged the students to work with others namely their peers for a more meaningful learning experience and they could interact with each other socially as the script was being prepared together as a group. This further substantiated the theory of social constructivism as the use of podcast could establish a collaborative experience and students could interact with one another to produce a podcast that could be meaningful to them as portrayed in Table 1 as 54.5% of the students of 4M worked well together in creating the podcast.

The Effectiveness of Using Podcast

Interaction

Mayes and de Freitas (2004) regarded learning as a way to help in understanding by making discovery, communicating and to collaborate. Students of the net generation are more interested in the use of technology and multimedia to help promote their interest to learn (Considine et al, 2009; Levy, 2009; Larson, 2009). These aspects are essential in which they provide the students with the necessary skills to develop their critical and creative thinking skills which in turn foster the way they think and in giving their opinions (Aziz and Nasharudin, 2010). Learning literature in English is not easy as Chacko (2007) pointed out as students need to grasp not only the language but the content of the lesson as well.

Based on the analysis in Table 2, 77.3% of the students in 4M strongly agreed that through the interactions of creating the podcast, they learned the plot and the name of the characters in the short story. This could be further substantiated by the responses given by 5 students who all agreed that the podcast helped in their understanding of the short story. Sabirah* and Umairah* shared that when using the podcast, they could understand the story better than reading the book individually. When interesting methods are implemented in the lesson in the use of media literacy, these may arouse the interest of the current generation to read (Ghazali et al, 2009; Considine, D., J. Horton and G. Moorman, 2009). Creating an interest is important as literature is a text-based lesson that students of today's generation did not find appealing despite being a compulsory text in the Malaysian English language syllabus. Through the use of podcast in the learning of the short story, it had been revealed that students could understand better for before the scripts were written, the students had to plan and discuss on how the podcast for the short story would turn out to make the podcast more interesting (Umairah*). By writing the script for the podcast and producing a podcast, the students were able to give the cooperation that they needed to understand the story better (Bella*).

Table 2: Distribution and frequency of the students' interaction in using podcast

Interaction					
ITEM	SD	D	N	A	SA
From interactions together in creating the podcast, I learned the plot of the short story.				5 (22.7%)	17 (77.3%)

From interactions together in creating the podcast, I learned the name of the character(s) in the short story.	1 (4.5%)			4 (18.2%)	17 (77.3%)
From interactions together in creating the podcast, I learned the sequence of events of the short story.				6 (27.3%)	16 (72.7%)
From interactions together in creating the podcast, I learned the moral values of the short story.				8 (36.4%)	14 (63.6%)
I enjoyed the interactions in producing the podcast.	1 (4.5%)	1 (4.5%)	2 (9.1%)	10 (45.5%)	8 (36.4%)
I would have preferred to do group work offline than online.	2 (9.1%)	9 (40.9%)	5 (22.7%)	5 (22.7%)	1 (4.5%)

With the 21st century teaching skills in mind, the medium which was the podcast, encouraged students to learn together. This enforced further their understanding of the short story through the discussion and sharing of opinions as well as cooperation with the group members (Umairah*, Bella*). When the short story was able to be understood clearly, this could help the students with the answering of their exam questions (Bella*). Mayes and de Freitas (2004) regarded learning as a way to help in understanding by making discovery, communicating and to collaborate. Based on the findings in both the questionnaire and interview, it could be said that podcast promoted students to create a learning material that enabled them to get together as a group to share their ideas. Producing a podcast not only that it could be shared within the group members, the students were able to share with the other classmates too. When these students shared their podcast with one another, they learned from each other which was beneficial in the way they learn the short story. By using the podcast, it was discovered that 72.7% of the 4M students strongly agreed that they could learn the sequence of events of the short story while 63.6% of the students strongly agreed that they learned the moral values of the short story. Farah* pointed out that through script writing of the podcast, it helped her in the sequence of events of the story while Ain* shared that through the use podcast, she was able to learn the moral values of the short story as the need to interact with the other students to write the script for the podcast. Learning the sequence of events and the moral values of the short story through podcast (Farah*, Ain*) proved that students of the new millennium preferred the usage of technology and multimedia to ignite their interest to learn (Considine et al, 2009; Levy, 2009; Larson, 2009). In reference to Table 2, 45.5% of the students in 4M agreed that they enjoyed the interactions when producing the podcast while 40.9% of the students had the preference of doing their group work online rather than offline. As indicated by Considine et al (2009); Levy (2009); Larson (2009) and (Farah*, Ain*) the learning experience of using a podcast was the students' preference in

learning the short story as a material that could help them learn the sequence of events and moral values.

The Use of Podcast Affects the Students' Attitude

The Benefits and Challenges of Using Podcast in Learning the Short Story

Table 3 below shows the benefits and challenges of using the podcast in learning the short story based on the 4M students' responses.

Table 3: The benefits and challenges of using podcast in learning the short story

Benefits	Challenges
Useful In Learning About The Short Story	Difficult To Use
More Enjoyable Than Reading A Book	Script Writing Process And Producing The Podcast Is Time Consuming
Helps To Remember The Short Story	Problems With The Computers
Easy To Understand The Plot	Need To Have Proper Equipment
Helps To Improve On Pronunciation	Need To Re-Record Several Times

The first benefit that most students of 4M responded was that they were able to learn the short story when using the podcast. This point was also shared by the 6 girls who had agreed to do the interview. Umairah* suggested that doing the podcast was more effective than just reading the story in which the podcast helped with the understanding of the short story (Umairah*, Bella*) as the students could listen to the story and relate themselves to the characters and gained moral values from using the podcast in learning the short story (Ain*). Bella* stated that using a podcast made her appreciate the short story as she could see through the character's eyes the feelings that he or she felt towards a certain situation. In the case of "Leaving", Bella* was able to put herself in Aloo's mother's place when Aloo was to pursue his studies in America. She mentioned that she could relate to Aloo's mother's feeling to that of her own mother since Bella* is studying in a boarding school. Though the situation is different, nevertheless, she could place herself in the character's shoes and related that to her own experience which was essential as it could help her to appreciate the short story further. Hanis* also stated that podcast could help the students improve on their pronunciation as they could listen to their own voice and could make improvements when they hear that the words pronounced are wrong.

Using podcast in the learning of the short story was more enjoyable than reading a book and Umairah* agreed that when reading the book alone, the experience was not the same as listening to the podcast in which the students could listen to the story read out to them (Ain*) and that it brought the whole new learning process of learning literature to a different level whereby instead of just presenting the story in class as in a conventional classroom, using a podcast gave students a new learning experience that they could enjoy in learning the literature component (Ain*) especially, the short story. Another benefit that the students could gain from using the podcast in learning the short story was podcast helped them to remember the short story as the process of producing a podcast for the learning of the short story required them to write a script that was adapted and adopted from the short story, "Leaving". It was through this process of script writing in groups that they needed to know the plot of the story and then discussed on the delegation of the task of writing out the script and sharing their opinions and ideas to make the podcast interesting (Umairah*, Bella*, Farah*). This process helped them to reinforce their memory in helping them remember the short story.

Next, the students mentioned that using podcast made it easier for them to understand the plot of the short story as the preparation of the podcast required them to work in groups to discuss on the script for the recording of the podcast. Umairah* and Sabirah* mentioned that when reading the short story individually, they could not understand the plot of the story at first. It was when they produced the podcast that they were able to understand the story better as they needed to discuss in coming up with the script for the podcast. The final benefit of using podcast in the learning of the short story was podcast helped the students to improve on their pronunciation. Hanis* expressed that through the use of podcast, she was able to learn how to pronounce the words correctly as another positive effect that could be derived from these studies is the design of the podcasts could assist in the improvement of the learners' vocabulary knowledge and the contextual use of the language in motivating these learners to learn the language (Ting, 2014; Gholami & Mohammadi, 2015; Green, 2013). Students not only could understand the short story better, podcast could also help with their language skills. Digital storytelling could greatly affect the learners' ability to learn and focus on the usage of the language in context independently (Green, 2013; Naseri & Motallebzadeh, 2015). Therefore, it is an effective tool in helping them learn the English language that also brings them joy in learning the language (Li, 2010; Hasan & Hoon, 2012). When the use of podcasting is fun, it can attract the students' interest to use the podcasts further to improve on their pronunciation as well as enforcing the students' understanding by listening (Hasan & Hoon, 2012; Mbah, E. E., Mbah, B. M., Iloene, M. I., & Iloene, G. O., 2013; Al Qasim, Nada & Al Fadda, Hind, 2013). Learning literature is not just about learning a story or reciting poetry, but it acts as a supplementary tool to help enhance the language (Sidhu et al, 2010).

Despite the numerous benefits that podcast could provide for the students, there were also challenges that the students faced during the preparation and use of podcast. The first challenge that the students faced in using the podcast was the difficulty of using the podcast as 54.5% of the students in 4M strongly agreed that this was their first time in using a podcast. Considering that this was their first time in using the podcast, it proved to be a challenge as they needed to learn how to operate the podcast software. This led to another challenge that the students faced in producing the podcast which was the use of proper equipment. In order to record the podcast, students must be brought to the computer lab as the process in producing a podcast required the use of a computer and the software installed in the computer along with the headphones that had a microphone attached to it. Although they have access to computers and laptops outside of the school's computer lab, the school's cyber café does not provide any headphones for recording. Furthermore, when there were certain students who were absent during the time of the recording, the students had to change their roles in order to replace the absent students (Bella*). Since recording the podcast requires a proper equipment, this was one of the challenges that the students had to face in the learning of the short story. Another challenge that the students faced was the script writing and producing the podcast proved to be time consuming as stated by Bella* as the writing of the script called for them to delegate their work to write the script according to their role and the recording process. This setback as suggested by Bella* was why producing a podcast for the learning of the short story was time consuming. The final two challenges that the students faced in the midst of using the podcast in the learning of the short story were the use of the computers and having to record themselves several times in order to produce a perfect podcast. Farah* mentioned on the use of the computer in which she had difficulty in getting her way around the computer. Hanis* and Umairah* suggested that the podcast was difficult at first to use which was the reason that they had to record themselves several times to ensure the podcast was perfect so that the others could listen to it as well.

Note: *names have been changed

Conclusion

Based on the data analysis, it was revealed that students did enjoy using podcast in learning the short story as it gave the students of 4M an enjoyable and interesting experience to arouse their interest to read the short story while at the same time, helped them to remember the plot and understand the short story better. When creating the podcast, the students were required to collaborate in writing out the script for the recording of the podcast. This process had helped the students to share their ideas and opinions in creating their podcast according to their own creativity. Apart from that, podcast is a form of ICT tool that could bridge the gap between the use of ICT tools in the teaching of the literature component (Yunus and Suliman, 2014) and the use of podcast in the teaching and learning of the form four short story. The use of podcast provided students with a positive attitude in the learning of the short story for when the students' interest is ignited, learning and teaching would be easier on both parties. Students did not feel bored or lacked enthusiasm in the learning of the short story when the podcast was produced for their own listening and learning pleasure. Learning literature should be fun as literature is the heart and soul of language learning and it should be carried out in an enjoyable manner for the students to appreciate the real beauty of language.

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PSYCHOLOGICAL WELL-BEING AND SPIRITUAL INTELLIGENCE AS PREDICTORS OF SUICIDAL IDEATION AMONG EMERGING ADULTS IN MALAYSIA

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ABSTRACT: *Suicide behaviour is one of a worrisome issue in Malaysia which this country has medium rate of high suicide rate among Southeast Asia nations. Therefore, the study was aimed to understand psychological well-being and spiritual intelligence as predictors of suicidal ideation among emerging adults in Malaysia. A total of 304 samples were recruited but only 271 samples were involve into actual study to answer questionnaire through online and pencil-and-pen method. The Scale of Suicidal ideation (SSI), Ryff's Psychological Well-Being Scale-42 items and Spiritual Intelligence Self-Report Inventory-24 items were employed in this study. Data collected was interpreted using the Statistical Package for Social Science (SPSS) software version 25.0. Three-Step Theory to achieve the objective to understand the relationship between psychological well-being and spiritual intelligence toward suicidal ideation. Results of pearson correlation showed that there was a significant negative correlation between suicidal ideation and psychological well-being while significant positive correlation between suicidal ideation and spiritual intelligence. Results of multiple linear regression found out psychological well-being and spiritual intelligence statistically predicted suicidal ideation. Spiritual intelligence best predicted suicidal ideation. Implications and limitations of this study were discussed and recommendations for future studies were made.*

Keywords: *Suicidal ideation, psychological well-being, spiritual intelligence, emerging adulthood.*

Introduction

According to World Health Organization (WHO) (2018), around 8 million of people die each year due to suicide, the most of the suicide cases lead to mortality were came from the age between 15 to 29 years old. In Malaysia, publicity director of Befriender's Kuala Lumpur, Ardy Ayadali mentioned that youth is high risk at suicidal tendency because it had been found that suicide is the second major cause of death for youth in Malaysia (New Strait Times, May 28, 2017). The newspaper also reported that Befriender's Kuala Lumpur received 24,821 of call and 30% of the callers, 7,446 were having suicidal ideation. Suicidal ideation is served as one of the signs of the suicide behaviors especially population in the age between 15 to 29 years old. Thus, it raises the interest of the researchers to do this research related to suicidal ideation among age between 18 to 25 years old believed as emerging adulthood by Arnett (2000).

Emerging adults during this period may face a lot of challenges (Eccles, Templeton, Barber, & Stone, 2003). Several studies found that university or college students in Malaysia are often living with high stress level (Jia & Loo, 2018; Othman, Farooqui, Yusoff, & Adawiyah, 2013), anxiety and depression (Choon, Choon, Zulkifli, Vellasamy, & Suresh, 2015; Shamsuddin et al., 2013). Eccles et al. (2003) found out that high stress can be identified in emerging adults as an academic burden and incongruent of reality and perceived society when the population release from universities or colleges to the labour market. Moreover, Ibrahim, Amit, and Wong (2014) found that anxiety and stress were correlated with suicidal ideation and depression may predict suicidal ideation among university students in Malaysia. These negative factors may indirectly affect emerging adulthood's psychological well-being (Liu, Shono, & Kitamura, 2009; Ramkisson, Pillay, & Sartorius, 2016; Anushri, Yashoda, & Puranik, 2014; Panahi et al., 2016) and spiritual well-being (Jafari et al., 2010). Thus the researchers are interested in the relationship between psychological well-being and suicidal ideation in Malaysia emerging adulthood because this population may have suicidal ideation which may associated with lethal suicide behaviors.

Statement of Problem

The finding by Takwin and Atmini (2017) provide an insight to the researchers that psychological well-being plays a role in the formation of suicidal ideation. Psychological well-being was found to be one of the predictors of suicide ideation among individual with attempted suicide (Jayervand, Ahdi, Mazaheri, Talebi, & Manshaee, 2013). Malaysia is considered as a medium rate of high suicide rate among Southeast Asia nations and lack of literature review on the relationship between psychological well-being and suicide ideation in Malaysia context may affect the prevention and intervention for suicide behavior program. Thus, the relationship between psychological well-being and suicide ideation is investigating in this study.

Furthermore, Malaysia is a conservative society (Global Affairs Canada, 2018) which spirituality plays an important aspect to the country. Speaking death and suicide openly is considered taboo in Malaysia. Thus, a limited research study on suicide-related topic is one of the outcome of the conservative culture in Malaysia context (Ibrahim et al., 2014). Besides, suicide ideation study among emerging adults is limited because most of the researchers are more interested in suicide ideation among mental health patients, victims who survive a suicide attempt and adolescents. Therefore, suicide ideation among emerging adults and the spiritual aspect of the population are interested in this study.

Objective of Study

1. To identify the relationship between psychological well-being with suicidal ideation among emerging adults in Malaysia.
2. To identify the relationship between spiritual intelligence with suicidal ideation among emerging adults in Malaysia.
3. To identify the impact of psychological well-being and spiritual intelligence toward suicidal ideation among emerging adults in Malaysia.

Significance of Study

The outcome of this study can help to understand the suicidal ideation among emerging adults in Malaysia because most of the previous studies focus on the patients with mental health issues, individuals who attempted suicide and adolescents. Based on the literature review that has been done, the researchers found that there is lacking research on

suicidal ideation in Malaysia context. Therefore, the finding of this study can increase the understanding for future researchers toward the suicidal ideation among emerging adults in Malaysia.

Moreover, the cultural perception of Malaysian toward discussing death and suicide topic is prohibited may indicate that Malaysian have low awareness on the seriousness of suicide topics. Suicidal ideation among emerging adulthood in Malaysia is a worrisome public health issue. Suicide ideation is also found to be associated with suicide attempt, commit suicide and other high-risk behaviors. Thus, the finding from this study may serve a purpose to increase the awareness of the public towards the suicidal ideation especially emerging adulthood to prevent the serious incidents such as self-harm, suicide attempt and commit suicide to happen.

Last but not least, this study is hypothesis that there is a negative relationship between psychological well-being, spiritual intelligence and suicidal ideation. Low psychological well-being or low spiritual intelligence is hypothesis to show high suicidal ideation among emerging adults. Thus, the finding from this research can help to increase the awareness of the public about the importance of psychological well-being and spiritual intelligence of emerging adults to achieve their potential and prevent them to involve in any dangerous behaviors, such as commit suicide. Besides, the finding also can be beneficial to tertiary education and workplace to understand the importance of psychological well-being and spiritual intelligence toward suicide ideation among emerging adults. The understanding from the two topics may help them to create suitable suicide prevention programs to this population.

Research Questions:

1. Is there any significant relationship between psychological well-being and suicidal ideation among emerging adults in Malaysia?
2. Is there any significant relationship between spiritual intelligence and suicidal ideation among emerging adults in Malaysia?
3. Does psychological well-being or spiritual intelligence have impact to the suicidal ideation among emerging adults in Malaysia?

Methodology

A total of 271 participants from 18 to 25 years old ($M = 21.10$, $SD = 2.14$) were involved in this study as shown in Table 4.1. There were two age groups presented the highest percentage: 18 and 22 years old (18.1% respectively) followed by 20 years old (17.1%), 21 years old (14.4%), 24 years old (14.0%), 23 years old (6.6%), 19 years old (5.9%), while the least age group was 25 years old (5.2%). On the other hand, there were more than a half of the number of participants were female (61.6%) while the rest were male participants (38.4%). The most number of participants of this study belonged to Chinese (83.0%) meanwhile the least number of participants was other ethnicity group (3.0%) then the rest of the ethnicity groups were Malay (8.5%) and Indian (5.5%).

Research Procedure

Pencil-and-pen questionnaire and online questionnaire method were used as the mean to collect data from participants. The participants were required to answer the questionnaire with 4 sections provided informed consent. The questionnaire consisted 85 items and it was estimated to take approximately 15 to 20 minutes for participants to complete the questionnaire.

Research Design

In this research, the quantitative research method was used to answer the research questions proposed in this research. Besides, the cross-sectional study was implemented for this study to understand the relationship between psychological well-being, spiritual intelligence and suicidal ideation. Questionnaire survey method is a self-reported method to understand the responses from survey takers based on the questions or statement answer by the survey takers. A correlational research design is the measurement of two or more variables are related and change in an identifiable pattern (Privitera, 2017). Therefore, in this research, correlational research design was used to understand the relationship between psychological well-being, spiritual intelligence and suicidal ideation.

Research Instrument

Three instruments used to measure the variables in the study were The Scale of Suicidal ideation (SSI), Ryff's Psychological Well-Being Scale-42 items and Spiritual Intelligence Self-Report Inventory (SISRI-24).

Data Analysis

In this study, the Statistical Package of Social Science Version 25 (SPSS-25) was used as a statistic analysis instrument after data was collected. The Pearson Correlation analysis was used to measure the significant relationship between psychological well-being and suicidal ideation among emerging adulthood in Malaysia as well as a significant relationship between spiritual intelligence and suicidal ideation among emerging adulthood in Malaysia.

The reliability test of actual study for the questionnaire was also highly reliable with lpha Cronbach's coefficient ($\alpha = .957$) for The Scale of Suicidal ideation (SSI); alpha Cronbach's coefficient ($\alpha = .905$) for Ryff's Psychological Well-Being Scale-42 items; while alpha Cronbach's coefficient ($\alpha = .907$) for Spiritual Intelligence Self-Report Inventory-24 items.

Finding and Analysis

Linearity assumption

There are significant correlation between the outcome variable with psychological well-being, $r(271) = -.337, p < .001$, and spiritual intelligence, $r(271) = .351, p < .001$. Thus the linearity assumption had been met.

Multicollinearity assumption

Analysis of collinearity statistics showed the assumption had been met, as the VIF scores was 1.167 and collinearity tolerance scores of .857.

Correlation Analysis between Psychological Well-being and Suicidal Ideation

As described in Table 4.3, the results of pearson correlation showed that there is a significant correlation between psychological well-being and suicidal ideation among emerging adults in

Malaysia, $r(271) = -.337, p < .001$. Hence, there is enough evidence to support H1 which there is a significant relationship between psychological well-being and suicidal ideation. This result indicated that emerging adults in Malaysia who reported to have higher score on psychological well-being were more likely to have lower score on suicide ideation.

Correlation Analysis between Spiritual Intelligence and Suicidal Ideation

The results of Pearson correlation as shown in Table 4.3 prove that there is a significant correlation between spiritual intelligence and suicidal ideation among emerging adults in Malaysia, $r(271) = .351, p < .001$. Thus, there is enough evidence to support H1 which there is a significant relationship between spiritual intelligence and suicidal ideation. The result shows that the higher the spiritual intelligence among emerging adults in Malaysia, the higher the suicidal ideation they will have. Hence, the hypothesis is accepted.

Table 4.3 Correlations among Suicidal Ideation, Psychological Well-Being and Spiritual Intelligence

Variable	1	2	3
Suicidal Ideation	-	-.337***	.352***
Psychological Well-being		-	.379***
Spiritual Intelligence			-

Note: Correlation marked with an asterisk (***) is significant at the 0.01 level (2-tailed).

Multiple Regression Analysis for Psychological Well-being or Spiritual Intelligence as Predictors of Suicidal Ideation

The result of prediction of psychological well-being and spiritual intelligence toward suicidal ideation among emerging adults in Malaysia was showed in Table 4.4.

Multiple Regression analysis was used to test if the psychological well-being or spiritual intelligence significantly predicted suicidal ideation. The model is statistically significantly, $F(2, 268) = 82.591, p < .001$ and accounted for 37.7% of the variance. It was found that psychological well-being ($\beta = -.549, p < .001$) and spiritual intelligence ($\beta = .559, p < .001$) can predict suicidal ideation among emerging adults in Malaysia.

Table 4.4 Multiple Regression Analysis as Psychological Well-Being and Spiritual Intelligence as Predictors for Suicidal Ideation

Outcome variable	Predictor variable	F	Adj. R^2	df	β	t	p
Model		82.591	.377	2, 268			
Suicidal ideation	Psychological well-being				-.549***	-10.571	.001
	Spiritual intelligence				.559***	10.768	.001

Note: Multiple regression marked an asterisk (***) is significant at the 0.01 level (2-tailed).

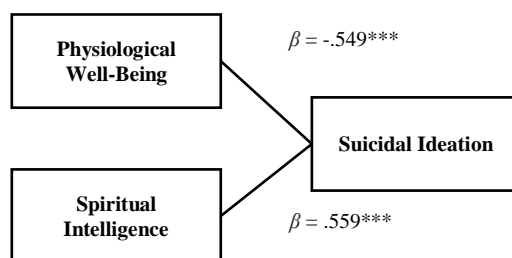


Figure 4.5. Summary multiple regression analysis

Discussion

The result of the correlation between psychological well-being and suicidal ideation showed that emerging adults in Malaysia who have low psychological well-being are having higher possibility to develop suicide ideation. This is consistent with the research done by Takwin and Atmini (2017) that psychological well-being and suicidal ideation are significantly correlated.

The result of the analysis is consistent with the past studies of psychological well-being may predict suicidal ideation (Jayervand et al., 2013). In the aspect of psychological well-being, the result is consistent with the study by Jayervand et al. (2013) that psychological well-being may predict suicide ideation in Iran which mean a person with low psychological well-being may has high tendency to has suicide ideation. This is because life satisfaction is important element for healthy psychological well-being (Ryff & Keyes, 1995). According to Klonsky and May (2015), connectedness plays an important character in preventing attempt suicide. Lower psychological well-being indicated a person may suffering from daily life challenges, such as loss of life meaning, having interpersonal issues, dissatisfaction in career and others. This means the person may vulnerable to suicide activity.

Besides, a research done by Jin and Zhang (1998) in China also support that psychological well-being may be a predictor for suicidal ideation. Jin and Zhang (1998) explain that self-esteem is part of the psychological well-being that prevent an individual from forming suicide ideation. The forming of suicide ideation may affect by the psychological well-being. Hence, the previous studies support the finding of this study that psychological well-being has negative impact toward suicide ideation.

The result of positive correlation between spiritual intelligence and suicidal ideation in this study was inconsistent with majority findings that indicated the higher the spiritual intelligence, the lower the suicidal ideation or vice versa. However, there were researchers found that the traditional religiosity has a slight correlation with lower levels of suicidal ideation (Robbins & Francis, 2009). In the conserve context of Malaysia (Global Affairs Canada, 2018), spirituality and spiritual intelligence is still not well-known, most of the respondents probably believed that there is no difference between religion and spiritual intelligence especially in Eastern countries which behold the belief of spiritual intelligence is the intimacy of oneself to God (Hanefar, Sa'ari, & Siraj, 2016), this phenomena is able to apply as a fundamental reason to explain the result of spiritual intelligence has a positive correlation with suicidal ideation.

Because of the reason that majority religions encourage followers to have religious participation such as praying which is also known as one way communication. Study proved that some of the religious discourage followers to seek mental health assistance from professionals (Blank, Mahmood, Fox, & Guterbock, 2002) as they resist to share problems

with third party other than God. Those who considered religious as main part of life and attended religious related services frequently were found to have greater suicide ideation according to Lawrence et al. (2016).

The spiritual intelligence predicted on suicidal ideation was adapted by the research done by Dowlatabadi, Boland, and Saadat (2015) suggested that people in this modern era are emphasis on material world and the state of lacking ethical standards such as suicide, crime or divorce rather than spiritual aspect. In the confuse relatedness of spirituality, spiritual intelligence and religious, Zhang and Jin (1996) also indicated that students in China who hold the belief of religious were having suicidal thought and possessed pro-suicide attitudes. According to the study of Lester (1998) mentioned that people who has the ideation for suicide is find for the spirituality, God, meaning of life as well as for rebirth. In a nutshell, spiritual intelligence does bring the impact on suicidal ideation.

Conclusion

Suicide is one of a global concerning issue which around 8 million of people died because of committing suicide (WHO, 2018). Emerging adulthood is a transitional period which they may encounter with many life challenging event which may be vulnerable to suicide related activities. Therefore, the main purpose of this research was to understand the relationship between psychological well-being and spiritual intelligence with suicidal ideation among emerging adults in Malaysia.

The finding of the study revealed that psychological well-being and spiritual intelligence are the significant predictors for suicidal ideation. Psychological well-being become a key role to prevent the formation of suicidal ideation and suicide attempt. Person who has dissatisfaction of their life are more likely to develop suicidal ideation. Spiritual intelligence was found to have a positive associated with suicidal ideation. Strong religion believers have high tendency to have suicidal ideation.

Implication

The Three-Step Theory (3ST) is the theory imply in this research which theorithersised how suicidal ideation is form (Klonsky & May, 2015). According to the finding of this study, it showed that psychological well-being can predict the formation of suicidal ideation. This can be explained by the theory that connectedness is the protective factor of suicidal ideation. Connectedness, in this context is define as the attachment of a person with his or her own life, such as sense of meaning in life, job satisfaction, social role and social relationship with others which can be categorized under psychological well-being. When psychological well-being is disrupted, psychological and emotional pain may increase and it also give a significant impact for the person connectedness. This situation may cause the individual become vulnerable to suicide attempt because of higher possibility to develop suicide ideation. On the other hand, a person with high psychological well-being tend to have strong connectedness which is important to cope with life challenges and prevent them from risking in suicide attempt.

In addition, strong religion believers may sometime find difficulty to sharing their concern and emotion to others. This is because the individual have limit ways to express their concern to reduce their emotional burden which eventually, according to 3ST theory, these emotion burden or emotion pain may be the reason of the formation of suicidal ideation. Therefore, person with high spiritual intelligence may have the tendency to develop suicidal ideation due to the emotion burdensome.

Besides, the finding from this study provide some new insights to the suicide topic in Malaysia context which both predictors, psychological well-being and spiritual intelligence were found to be the predictors of suicidal ideation. The finding of positive impact from spiritual intelligence toward suicidal ideation which contradict with majority of the research finding was able to enrich the knowledge pool of suicide related topic especially in Malaysia context which consider a strong religion holding nation. The finding also able to strengthen the 3ST theory that psychological well-being play important role in preventing suicide activities.

Nevertheless, the findings of psychological well-being and spiritual intelligence were still in limited quantity in Malaysia, hence, this study enhances the importance of the role of psychological well-being and spiritual intelligence influence suicidal ideation in Malaysia. Moreover, this study also encourage institutions shall develop more concern on mental health or well-being of the students rather than focus on the grade and score from kindergarten to universities as suicidal ideation may happen on every human at each age. With this study, government sector is persuade to provide sponsors for researchers who need funds or resources to explore more on these topics because this study topic is still fresh in our country. Besides that, this study provides evidence for related authorities as well as public to put more efforts on concerning suicidal topics by conducting more prevention talks or campaigns to raise the awareness of young adults in Malaysia.

Limitations

This study provided self-report questionnaire which was fully answered by respondents, so the accuracy of their answers may not fully attended. Using interview method to obtain the data can help the researchers to further understand the samples especially the topic related to suicide which is view as taboo in Malaysia. As Shaughnessy, Zechmeister, and Zechmeister (2015) suggested that interview allows greater flexibility for the researchers to gather more detail from the participants.

The causal relationship between variables may not be investigate due to the limitation of cross-sectional study which only obtained the data from samples at once. It is recommend to apply longitudinal studies as it promotes develop deeper and longer understandings the impact of the predictors toward the outcome variables as well as the advantage to draw causal relationship from the research (Shaughnessy et al., 2015).

In addition, the study was using non-probability sampling methods (purposive sampling method and snowball sampling method) as the sampling method may cause bias because it does not guarantee each individual in the targeted population has equal chance to be included in sample (Shaughnessy et al., 2015). Thus, bias may affect the result to generalize the population. Probability sampling method such as simple random sampling method has the advantage to minimize the bias which may increase the accuracy of the future research to generalize the population.

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UNDERSTANDING THE LEARNING STYLES OF FIRST YEAR LAW STUDENTS USING VARK SURVEY

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Abstract: *The understanding of the learners is essential on the part of the teacher so that the design and formulation of the teaching lessons, activities and assessment for the course would meet the learners' learning styles, hence meeting the course learning outcomes. Aimed at identifying the learners' learning styles, a VARK survey was administered on 40 first year law students of one higher learning institution in Malaysia. The purpose of administering the survey was to identify the preference of the students in terms of how they learn best, and what type of activities would be appropriate for their learning process. In essence, the survey would assist the researchers in profiling the learners into groups based on their respective learning styles, particularly visual (V), auditory (A), reading/writing (R) or kinesthetics (K). The result of the survey would assist the teachers to plan and design the course activities and assessment to suit the learners' learning styles. Hopefully, the paper would shed light on the importance of understanding learners for any given course, generally, and harnessing the power of VARK survey in assisting the teachers to understand their learners better.*

Keywords: *Understanding learners, learning styles, VARK survey, legal studies*

Introduction

Role of teachers, in particular, law teachers of higher learning institution, is not only disseminating knowledge as contains in the syllabus of a course but also ensuring the course learning outcomes are achievable. Hence, finding various methods of disseminating the expected skills and knowledge is necessary so that the process of teaching and learning would be more interesting, effective and interactive. Being a first year law student in law school of higher learning institution, though it demands changing from students' attitude, life and learning styles, yet their learning preference style need to be understood in order to know how would they learn best and what activities appropriate most in their learning process. With technological advancement, traditional lecture in a lecture hall where a professor gives lecture and students sit to listen is no longer relevant at all times as it used to be in the past. Teachers must be ready to adapt with new changes in legal learning style, know how learning can be supported and diversify approaches to teaching.

As the law teachers' role nowadays is not only teaching the law courses but coaching and facilitating students to be a critical, creative and an active lawyer, thus, combining visual, auditory, reading/writing and kinesthetics for law student is an example of modified learning style, which need to be considered by law teachers. By understanding the learners' preference, various activities may be designed in order to meet their learning styles. The paper seeks to discuss the finding of the VARK survey conducted on 40 first year law students of one higher learning institution in Malaysia. At the end of discussion, recommendations are put forward for purpose of enhancing the relevancy and compatibility of legal studies in Malaysia. It is hoped that this may assist teachers to understand how

knowledge gained about learning and learners can be implemented in practical educational and training contexts of legal studies.

Literature Review

This part discusses the key concepts engaged in this study, being the concepts of 'understanding learners' and 'learning styles'.

Understanding Learners

Students come in various learning styles, which would essentially impact on their learning capabilities and preferences. Therefore, it is the responsibility of the teachers to understand their learners, so that ultimately, the course lessons, learning activities and assessment would be formulated to be consistent with the learning styles of the learners. Accordingly, Simons, Harris and Smith (2006) suggested that approaches to learning that are promoted need to draw more extensively on processes which empower learners. They concurred that the ideas around learners and learning are critically important as they frame the actions of teachers and trainers in the sector to address what 'needs' and what constitutes quality teaching or training in the sector. In relation thereto, understanding learners is considered crucial by Alario-Hoyos, Estévez-Ayres, Pérez-Sanagustín, *et al* (2017) in their writing.

By employing Massive Open Online Courses (MOOC) as one of the learning strategies to address the needs of learners nowadays as there are neither timed face-to-face lectures, nor personalized tutoring with teachers. In the same vein, Kirkwood (2003) agreed that as educators, they need to develop a better understanding of learners by considering learners' attitudes and preferences in their studies. He advocated that using media technologies for teaching and learning process can provide many new educational opportunities, but are context dependent. Decisions about the extent to which students use particular media components are based at least as much upon the perceived benefits to be gained from them, as from any intrinsic characteristic or quality of the particular materials or resources.

Learning Styles

There are four major styles of learning of the learners, being visual, auditory, reading/writing and kinesthetics. The visual learning style is a way of learning in which information is associated with images. It requires that learners first see what they are expected to learn by means of charts, graphs, and pictures. (Abbas, 2012). Auditory learning style, on the other hand, is a way where learners retain information best when it is presented through sound and speech. (Abbas, 2012). This type of learners generally remembers their teachers' words and readily participate in class. Meanwhile reading / writing learning style involves a situation where individuals are able to absorb and retain the most information through reading and writing text, as compared to imagery and symbolism. (Heidi and Stephen, 2005). This type of learners prefer to read lecture notes, writing essays and other information displayed in word and text form. Finally, kinesthetic learning is a process in which students learn by actively carrying out physical activities rather than by passively listening to lectures (Paolo and Scott, 2007). In other word, a kinaesthetic learning refers to learning process by physically engaging in classroom exercises (Steven, Wolfman and Rebecca, 2005). Learners of this style process information best when he or she is physically participated during the learning process.

Research Methodology

The research employs the quantitative method in profiling the learners with the aim to understand them better, particularly in terms of their learning styles and learning motivations. For this purpose, an online survey was administered on 40 first year law students of one higher learning institution in Malaysia. The gender of the respondents is produced in Figure 1 below, with 7 respondents (17.5%) are male learners, and 33 (82.5%) are female learners.

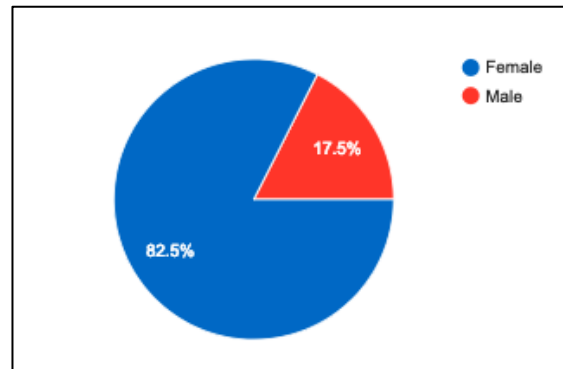


Figure 1: Gender of the Respondents

A breakdown of the race of the respondents is produced in Figure 2 below, comprising of 23 Malay respondents (57.5%), nine Chinese respondents (22.5%) and five Indian respondents (12.5%). The remaining three respondents were one each (2.5%) of Siamese, Iban and Punjabi race. Therefore, it is apparent that majority of the respondents were of Malay race, followed by Chinese and Indian races.

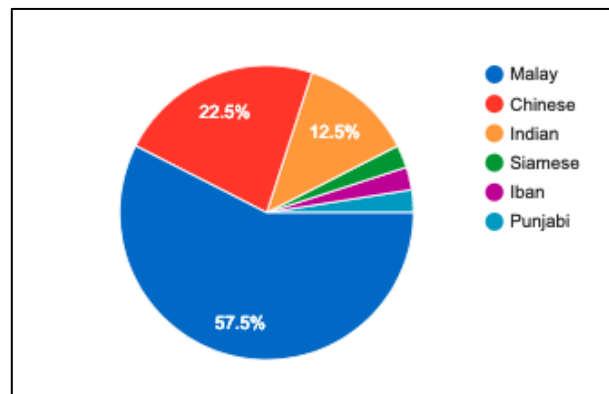


Figure 2: Race of the Respondents

Research Findings

The following findings could be derived from the survey data.

Learning styles

The learning styles of the 40 learners were diversified, among three major ones being visual, kinesthetics and auditory. Most of the learners fall within the category of visual learners, because they learn best by utilising graphs, charts, maps, diagrams and others, being 18 learners (45%) from the entire respondents. The second and third categories of learners are kinesthetic learners, where 15 respondents (37.5%) stated that they learn best by way of doing, touching or manipulating materials, followed by audio learners, where 7 respondents (17.5%) opted for learning by way of listening to the audio lessons. This finding is produced in Figure 3 below.

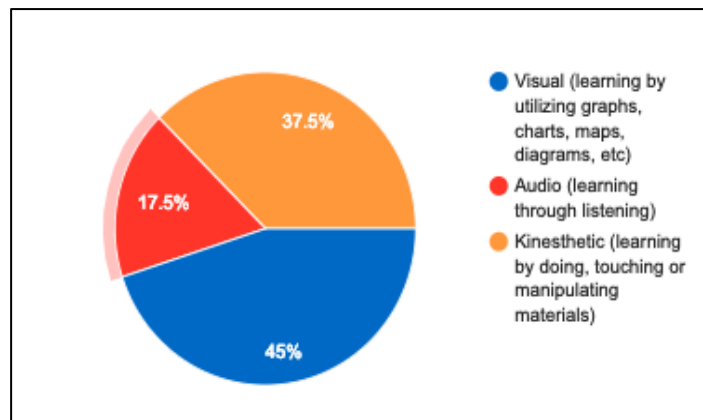


Figure 3: Learning Styles of the Respondents

Learning Activities Preference

With regards to the preferred learning activities of the learners, 28 respondents (70%) make up the majority of learners who prefer traditional lectures, 11 respondents (27.5%) opted for activities in class, such as group discussion, games and roleplay. Finally, 1 respondent (2.5%) preferred online learning.

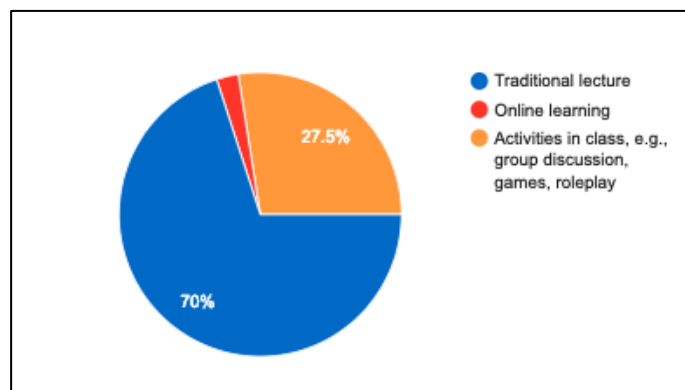


Figure 4: Learning Activities Preference of the Respondents

Study Time Preference

Learning can take place at different times of the day and night. As for the 40 survey respondents, 23 (57%) stated that they learn best morning time, in between 8.30 and 11.30 am in the morning. Meanwhile, 13 respondents (32.5%) stated that they prefer to study from midnight onwards, in between 12 midnight and 3 am in the morning. Finally, 4 respondents (10%) stated that they learn best early morning time prior to official class times, in between 5 and 7 am. As for the afternoon classes, in between 1 and 6 pm, none of the 40 respondents indicated that they prefer learning during this time.

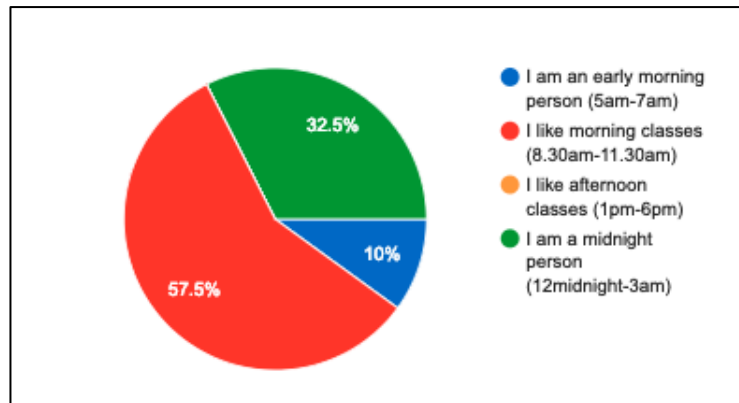


Figure 5: Study Time Preference of the Respondents

Learning Factor

The final question posted in the survey was intended to understand the learning factor that motivated the learners. 31 respondents (77.5%) agreed that their learning factor is to become knowledgeable people. The remaining 9 respondents (22.5%) indicated that they learn particularly to secure a good job in the future. Meanwhile, none of the respondents agreed that they learn to satisfy the wish of their parents.

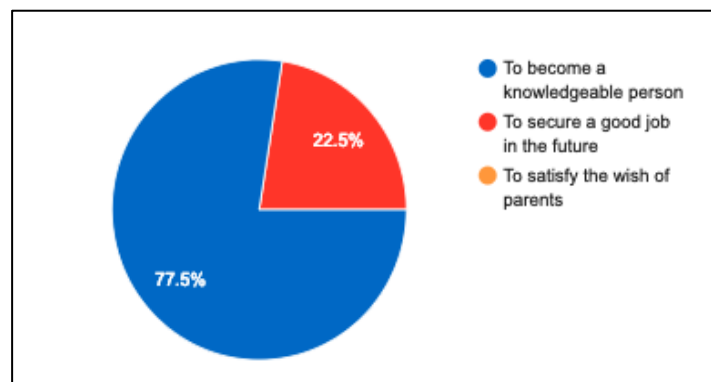


Figure 6: Learning Factor of the Respondents

Conclusion

Realising that it is significant that the course learning outcomes are achieved for every course, This paper aimed at identifying the learning styles of first year law students by employing the VARK survey. It was found that the survey was very helpful in assisting the teachers to understand the learners' learning styles, and consequentially design and formulate the teaching lessons, activities and assessment for the course to meet the learners' learning styles. The survey could be duplicated for future researches involving learners from different levels of study, and different programs of study as well. Additionally, this finding could be useful for teachers to understand their learners better, particularly for ensuring that the course learning outcomes for the specific courses are achieved.

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THE CHALLENGES FACED BY THE TEACHERS IN ACHIEVING THE LITERASI BAHASA INGERRIS KEY PERFORMANCE INDEX (LBI KPI) IN NATIONAL PRIMARY SCHOOLS IN GERIK DISTRICT

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Abstract: LINUS or well known as Literacy, Numeracy and screening 2.0 program was implemented by the Ministry of Education in primary schools in Malaysia. It serves the purpose to increase the literacy skills among the lower primary pupils from Year 1 to Year 3. By the end of Year 3, the pupils are expected to master the basic reading and writing skills based on the LINUS modules which encompasses all the 12 different constructs. It was found that the number of pupils who did not achieve the LBI Key Performance Index(KPI) increased every year. Hence, this study was conducted to investigate and research the challenges faced by the teacher in achieving the LBI KPI in national primary schools in Gerik district. LINUS program is fully carried out by the teachers in schools hence the effectiveness of LINUS program is based on the teachers themselves as they play a major role in it. The challenges faced by the teachers in achieving the LBI KPI allows the Ministry of Education to overcome the issues in it as well as increase the rate of success among the pupils in mastering basic literacy skills. A multiple case study method was adopted in this study. Fifty teachers from ten different national primary schools were selected to participate in this study. Factors such as guidance, training and support as well facilities were asked as the base of the questions to the teachers. The findings in the study suggests that the research participants are facing difficulties in terms of training and support, guidance from the FaciLinus as well facilities that are being used to conduct the LINUS session. This leads to the failure of achieving the LBI KPI in schools. The findings also revealed that the pupils' absenteeism, lack of basic literacy skills and cooperation among parents serves as challenges to the teachers to achieve the LBI KPI. The implication of this study is that challenges faced by the teachers need to be addressed by the Ministry of Education, in order to evaluate and necessary actions are taken to ensure the program can be implemented successfully.

Keywords: LINUS, Teachers, TESL, primary school, LBI KPI

Introduction

Throughout the history of literacy, literate has been always associated with literature or more specifically as 'well educated and learned'. It was later in the 19th century, the definition was changed to the ability to read and write words as well having adequate knowledge in particular field. Later on, scholars and academics have come up with four core understandings of literacy which includes literacy as a set of skills, literacy can be applied and practised, literacy as a learning process and literacy as text. These basic four core points covers up the basic understanding of literacy. Other definition of literacy is from National Institute of Literacy Council in 1992 has defined literacy as the ability to read and write, to use and written language in all respects, and to critically and effectively use oral and written languages "for all purposes" (National Institute for Literacy Council Report 1992). National

Institute of Literacy Council has stated that a person must be able critically analyse about what he reads and able to practice it as well in order to be able comprehend literacy. Hence, literacy skills are being emphasized throughout English language and has been a part of any education system. Literacy skills play a major role in a student's life in order for him to be able to comprehend the knowledge and put it into practice in real life situations.

English is a second language commonly practiced by Malaysian students and is given utmost importance in the Malaysian Education system. In the 21st century teaching and learning process, learners plays major role to facilitate their own learning rather than teacher giving all the input to the students. Hence, it is clear that language learning strategies plays a major role in facilitating student's learning process of English language. According to Oxford and Crookall, learning strategies are steps taken by language students to facilitate the whole process of acquisition, storage, retrieval, or using language information. Language learning strategies allows the students to charge of their own learning in the way suits them the most. Besides, language learning strategies allows the educators to identify and use the right strategies to help the students who are struggling in the second language learning process. Malaysian Education system has seen drastic changes in their curriculum especially in English language and the latest curriculum being implemented is the Common European Framework of Reference for Languages or well known as CEFR. The aim of these curriculums are to ensure the pupils are able to equip themselves with basic English language skills in order for them to be able to communicate both orally and in written form. According to Ministry of Education, in order for the pupils to be able to equip themselves with basic English language skills, there are certain criteria that needs to be fulfilled. One of the criteria is i) learners should be able to listen to and understand simple spoken English in certain given contexts. The current curriculum has separated English language into different set of skills which are listening and speaking, reading, writing, grammar as well as language arts. Hence, in order for the pupils to master English language, pupils need acquire all the skills through learner centred teaching method and language learning strategies plays a major role as pupils are facilitating their own learning. Comprehension is one of the most important components in the English syllabus.

Despite this emphasis, some children without learning disabilities are still unable to acquire the basic literacy skills of English during their lower primary school level. This problem is a continuing concern to teachers and policy makers alike as every Malaysian child is expected to acquire these skills after 3 years of mainstream primary education (Kementerian Pendidikan Malaysia, 2015). To address this problem, a Literacy Intervention Program, (LBI) 2.0 program was introduced by the Ministry of Education, Malaysia in all Malaysian lower primary schools since the beginning of 2013, for identified lower primary pupils in Year One. This initiative, which is an extension of the LINUS (Literacy, Numeracy and Screening) program for the Malay language and Mathematics subjects aims at enhancing the rate of literacy in English among the lower primary learners.

Literature Review

Malaysian Education system has aimed to produce pupils who are developed holistically and acquire all skills to be globally competent. This is in line with the National Education Philosophy and current curriculum as well. The current curriculum known as Kurikulum Standard Sekolah Rendah (KSSR) is an effort of the Ministry of Education in order to reform the education system. KSSR curriculum (2012) brings in more opportunities for the pupils to excel in academic and non-academic aspects. KSSR curriculum, especially

English language curriculum has given much importance for the development of language skills.

The success in learning a second language depends upon many factors such as learning style, motivation (Deci and Ryan, 1985), and attitude towards the language (Walqui 2000). There are certain aspects that would affect a student's life such as self-discipline and they would feel less inferior in schools as they are not able to master reading and writing skills. Hence, the students would act rebellious in schools in order to gain the teachers' and friends' interest. Besides, their motivation and self-esteem would drop due to humility by constantly failing the examination and not mastering the basic literacy skills which would allow them to communicate well with friends and teachers.

Achievement in a target language as proposed by Mohamad Jafre (2012) relies not only on intellectual capacity, but also in the learners' attitudes towards language learning. Aggressive behavior, negative, childish and mope are indicators of serious problems. This would affect their ability to master language skills more effectively (Abdul Rashid, 2011). Positive attitude will significantly contribute to the success of second language learning (Samsiah *et al.*, 2009). Conversely, negative attitudes may lead to class anxiety (Ratnawati and Ismail, 2003), low cognitive achievement, and low motivation (Victori and Lockhart, 1995).

This problem is a continuing concern to teachers and policy makers alike as every Malaysian child is expected to acquire these skills after 3 years of mainstream primary education (KPM, 2013). In order to overcome this problem, Literacy Programme (LBI) 2.0 programme was introduced by the Ministry of Education in all National and National-type lower primary schools since the beginning of 2013. The new curriculums aim to ensure that no child will be left behind and that every child, by the end of Year Six for primary education and end of Form Five for secondary education, will acquire the literacy, numeracy and essential life skills (MoE 2015). Screening process that happens twice a year will allow the teachers to identify the literacy problems among the pupils. An issue that has been a problem among the teachers is the students who are not able grasp the basic English Language literacy skills by end of their primary school. The new curriculum focuses on English Language literacy skills among the lower primary students which allows the problem to be identified and addressed at early stage itself.

Most often the only access and exposure to the language is experienced at schools only no matter how limited (Hazita 2006, Sulaiman et al. 2015). Hence, it is important the screening happens in rural schools and national-type schools whereby the only exposure the students get of English language is in their school and especially their English lesson.

A study conducted by Evelyn Wong (2014), Nazariyah Sani and Abdul Rahman Idris (2013), and Marina Ramle (2012). Wong's (2014). The researchers focused on to measure the level of management in conducting LINUS programme in one primary school in the state of Johor. A questionnaire, which focused on various dimensions, such as the management of objectives, management of communication, management of supervision and evaluation, management of curriculum, management of pupils' achievement and management of teaching and learning was administered to the LINUS teachers.

Abdul Jalil Othman, Norzan Normarini, Ghazali Darusalam and Saedah Siraj (2011) examined the relationship between the implementation of the LINUS programme with the challenges that the LINUS teachers had to face in attaining the mastery of literacy skills. This study focused on the relationship between having well-planned strategies, and teaching and learning plans. This would help to overcome the problems and challenges faced by the teachers in implementing the programme. According to the researchers, this would help the

students to have an effective and meaningful learning to the pupils aligned with the implementation of the LINUS programme.

Besides, researches focused on school management has been conducted as well. Nazariyah Sani and Abdul Rahman Idris (2013) examined school leaders' understanding of the implementation of the LINUS program based on features highlighted by Van Meter and Van Horn (1975), a model of the policy implementation adopted for the implementation of the program in four schools in Selangor. The result indicated that the teachers and administrators' good understanding of the program's objectives has direct effect on the success rate of a program a school level. The study has concluded that if the school management and the leader misunderstands the objective of the program, the result of the program will be affected and targeted results can't be achieved. At the end, it was recommended that Van Meter and Van Horn's Program implementation model, can be helpful in implementing LINUS (LBI) 2.0 program in school.

Tubah and Hamid (2011) examined the influence of demography on reading and comprehension skills of LINUS pupils. Vygotsky's theories on the role of "scaffolding" and "ZPT" was used as the basis of this study. The researchers stated that these two theories serve as a guide for the LINUS teachers in teaching reading and comprehension skills in the LINUS class. This research revealed that not all the demographic factors of pupils or teachers seem to influence the pupils' reading and comprehension skills. LINUS teachers must be able to identify as well as understand the students' readiness. The teachers need to have an understanding of the level of guidance that needs to be delivered to the LINUS students. It is also identified that the psycholinguistic method of teaching is important to ensure that the teachers are able to identify the mental ability and mastery of language.

Methodology

In order to investigate the challenges faced by the teachers in achieving the LBI KPI, multiple case study research design was adopted. A difference between a single case study and a multiple case study is that in the last mentioned, the researcher is studying multiple cases to understand the differences and the similarities between the cases (Baxter & Jack, 2008; Stake, 1995). This approach allows a researcher to examine a problem holistically. Besides, this will help to maximize efficiency and validity. The case study approach chosen will provide a deeper look into this issue which has to be resolved soon. Qualitative methods allow the researcher to explore and have clearer on the reasons for a success and failure of a program or practice. This research design will assist the researcher in identifying the challenges faced by the teachers in achieving the LBI KPI.

This set of respondents had been chosen because they fulfilled the characteristics, which the researcher had determined to the study and they also served the research objectives of this study (Dornyei 2007). The participants were selected based on two criteria. The first criteria in determining the population sample of the study is the schools which have failed in achieving the LBI KPI for the year 2018. This is very important as to ensure that this study can be conducted successfully at the selected schools which have failed. Since the schools selected are those who have not achieved the fixed LBI KPI of the year, the selected sample fulfils the first criteria. Another criterion that is used to select the participants of the study is that they represent national schools. The public schooling system in Malaysia is divided into two, namely, Sekolah Kebangsaan and vernacular schools (Sekolah Jenis Kebangsaan Tamil/Cina). In this research context, national schools will be focused. This research was carried out in national schools in Gerik district.

Based on these criteria, 50 teachers were selected from 10 Gerik national schools. The selection of schools were done with the help of FasiLinus in Pejabat Pendidikan Daerah Gerik (PPDG). The FasiLinus have assisted the researcher in analyzing the data of the Linus Screening 1 which was held in March and April. The result of Linus Screening 1 has showed that these schools had a struggle in achieving the LBI KPI set by the KPM for the year 2018.

Methodology

Research design

Under the qualitative research design, there are many approaches. However, in this study in identifying the challenges faced by the teachers in achieving the LBI KPI, the multiple case study approach is chosen. A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003). The researcher is able to analyse and getting better understanding of the situation and each setting by adapting multiple case study approach. In this study, the focus is more on what can be learned from the case in Gerik area where the primary focus is challenges faced by the teachers in achieving LBI KPI. This type of research method has its own strengths and weakness.

Participants

Purposive sampling was used in this study. Purposive sampling was employed because the researcher intended to “discover, understand and gain insights from a sample from which the most could be learned” (Merriam 2009: 79). This set of respondents had been chosen because they fulfilled the characteristics, which the researcher had determined to the study and they also served the research objectives of this study (Dornyei 2007). The participants were selected based on two criteria. The first criteria in determining the population sample of the study is the schools which have failed in achieving the LBI KPI for the year 2018. This is very important as to ensure that this study can be conducted successfully at the selected schools which have failed. Since the schools selected are those who have not achieved the fixed LBI KPI of the year, the selected sample fulfils the first criteria. Another criterion that is used to select the participants of the study is that they represent national schools. The public schooling system in Malaysia is divided into two, namely, Sekolah Kebangsaan and vernacular schools (Sekolah Jenis Kebangsaan Tamil/Cina). In this research context, national schools will be focused. This research was carried out in national schools in Gerik district.

Data analysis

This study embraced multiple case study approach and thus employed methods that are in line with the study. The research instruments are teacher individual interview and questionnaire. For the questionnaire, the researcher has employed 5-point Likert scale as it allows measuring people’s attitude by requiring them to answer the statements given. The research respondents have answered the questionnaire based on the scale given which are strongly agree, agree, not sure, disagree, and strongly disagree. Statistical Package for the Social Science or known as SPSS were used to collect, analyse, and process the data. Frequency count and percentage were employed to analyse the data collected. The data was processed then using percentage distribution to determine whether training and support as well teaching aids and facilities have impact on the failure of achieving LBI KPI.

The teacher's role in this study is crucial to see the challenges teachers face on the failure in achieving the LBI KPI. The interview also needed to be carried out in order to explore the answers in this three factors; a) the training and support, b) parents' commitment and c) guidance from FasiLinus contribute to the issue of failure in achieving the LBI KPI. An individual interview helps to extract detailed and valuable information about the situation and a program. As the teacher has a direct involvement with the issue studied, individual interview is used to gather data from the teacher. The questions were divided into three sections. Section A of the questions require the teacher to reflect on teacher's background information. The answers for this section give feedback on teacher's knowledge and teacher's experience in teaching English Language subject. Section B of the questions focuses on the challenges faced by the teachers in achieving the LBI KPI. The questions in Section C discusses about the other challenges faced by the teachers in achieving the LINUS LBI KPI. Burnard's method was adapted to categorize and code the transcribed interview data.

Results And Discussion

The findings of this study has indicated that the resources and facilities are unavailable in schools. This was in terms of module, activity books, teaching aids, and special facilities. Besides, lack of training and support was also identified. Through the individual interview, it was identified that attendance, cooperation, and pedagogical knowledge were also equally important and contributing factors in this case.

Does training and support contributes to the failure in the achievement of LBI KPI in Gerik national schools.

This section presents the findings with regards to the first research question (RQ1). In order to answer RQ1, data from the questionnaire were analyzed using frequency counts and percentage distribution. This questionnaire entitled "Resources and Facilities" was administered to all 80 participants based on four subsections. The answers are divided into 3 parts which answers the three subsections; (a) Module and activity books, (b) Teaching aids facilities and (c) PPD Facilitators. For each subsection, five questions were provided for which Participants were asked to choose if they strongly disagree, disagree, not sure, agree and strongly agree.

Module and activity books

This section of questionnaire is all about modules and the activities books related to Linus LBI screening test. It is stated that 50 percent of the research participants strongly agreed that the Ministry of Education has provided their schools with Linus modules. These modules are crucial as they play a major role in facilitating the pupils' learning in order to achieve all the twelve constructs. On other the hand, it has to be noticed that 38 percent of research participants have strongly disagreed about other Linus modules, there are no other activity books are provided to the schools to help the pupils master the twelve constructs. Besides, number of LINUS modules provided to schools are not sufficient to encounter the number of pupils who did not master the constructs which leads to other problems in conducting the sessions. 54 percent of research participants agreed to this. Total of 21 research participants equivalent to 42 percent strongly disagreed that the content of LINUS modules is based on the twelve constructs. This causes problems to the teachers as they are required to find the content from the module that is suitable for the pupils as well as encompasses the twelve constructs that is intended to be taught to the pupils. The last question in this section is about the effectiveness of the LINUS modules and activity books in

improving the pupils' language acquisition. 30 percent of the research participant strongly disagreed for this question.

Teaching aids and facilities

This segment discusses about the facilities and teaching aids that is being used for LINUS purpose. In total of 30 participants disagreed that the gadgets such as computers and printers are provided to the LINUS teachers to serve the purpose of printing sufficient materials to conduct the LINUS session. Corresponding to this question, 42 percent of the research participants strongly disagreed that there are no ICT facilities is being allocated to be used for LINUS session. It can be concluded that ICT is being used at the minimum level in schools. Yet through this questionnaire, it is found that there are still schools that are not well equipped in ICT aspect. Besides, different gadgets that allows the teachers to teach and engage the pupils into the lesson as well as retain the attention towards the lesson must be provided to all teachers especially LINUS teachers. Overusing a component or an aspect might lead to a boring environment as the pupils are being too exposed to it in daily basis. Hence, old-school teaching kits definitely has positive impact on the lesson. 52 percent of the research participants strongly disagree that they are provided with material and teaching aids to be used in LINUS sessions. In other question, 36 percent of research participants agreed that they are solely responsible in producing their own teaching kits for the LINUS sessions.

PPD Facilitator

This segment covers training and support given by the FaciLinus or also known as the PPD LINUS facilitators. Each and every school is assigned with their respective facilitators to administrate and guide the teachers with LINUS screening test. Before the screen test takes place, teachers will be called to attend a briefing session in PPD by the facilitators. On the other hand, 38 percent of the research participants disagreed that all the lower primary school teachers who are involved with LINUS LBI screen test are called to attend the briefing. The LINUS coordinators or the head of panel for English language are called for the briefing and later are required to conduct in house training.

Yet, 50 percent of the research participants consisting 25 of them agreed that the information given by the FaciLinus is clear and precise and its corresponding question about FaciLinus providing proper guidance throughout the LINUS LBI screen test is also agreed by 40 percent of the research participants. The guidance is provided the FaciLinus through their visit to the respective schools. However, the research participants have disagreed the FaciLinus does not accept the result when the number of the pupils who did not achieve the KPI is higher than the targeted result. There are other factors as well involved in achieving the expected KPI result. The pupils' motivation, involvement, and attendance plays a major role in achieving the LBI KPI. This factors need to be understood by the FaciLinus. The research participants consisting of 40 percent strongly disagreed that the facilitators had provided them with sufficient help in order to plan a proper intervention. Most of the time, the teachers have to figure out and plan out the intervention on their own. Cole (2002) has agreed that training is more of a learning activity to acquire better skills and knowledge need to perform a task. Hence, proper guidance and support will allow the teachers to perform better which directly improves the result. This answers for the first research question, actually concludes that the lack of training and support has direct impact in the achievement of LINUS LBI KPI in the national schools in Gerik district. This answers for the first research question, actually concludes that the lack of training and support has direct impact in the achievement of LINUS LBI KPI in the national schools in Gerik district. Other contributing

factors that has been challenge to the teachers were also identified through the teacher's invidual interview.

What are the challenges to the failure in the achievement of LBI KPI in Grade b national schools in Gerik district?

This segment of this research presents the findings regarding to the second research question. Burnard's method of analyzing is adapted to analyze the interview data. The number of research participants are 50 persons. They consist of 30 optionists and 20 non optionists. The research participants have teaching experiences from two years up to seventeen years. All the research participants are directly involved in administrating and conducting LINUS LBI screening test. The answers provided by the research participants are then divided into three different themes; a) Absenteeism b) Cooperation and c) Basic literacy skills

Absenteeism

During the teacher's individual interview session, most of the research participants stated that pupils' absenteeism plays a major role as on the challenges faced by the teacher in achieving the LINUS LBI KPI. Students that attend class regularly are more likely to remember well the information and apply the knowledge effectively throughout their life (Crede, Roch&Kieszczyuka, 2010) Pupils being absent too frequently leads him to be left behind in learning as he has a lot to catch up and eventually he gives up as he is not able comprehend the lesson being taught to him. The research participants stated that pupils' absenteeism caused a lot of problems to them. As they are not able to complete the screening test as well as the pupils are not able to understand the lesson as they have missed a lot of lessons. In order to overcome this problem, the research participants had taken a few measures yet there are no changes in the pupils' attitude. The absenteeism factor doesn't only affect the pupil itself but also the learning environment. Ratnawati and Ismail (2003) pointed out that as they found that negative attitudes lead to class anxiety, low cognitive achievement, and low motivation. The pupils tend to disrupt the class by showing disruptive behavior. They tend to perform silly stunts, disturb friends plus making noises whereby other pupils tend to follow as well. The teacher need to focus on the other pupils as well and teach them before he can personally coach the pupils who had been absent frequently. This also adds the burden to the teacher as he needs to facilitate and manage a lot of things at the same time. The LBI screening test is conducted for the whole class. While the rest of the class manages to complete and master all the twelve constructs, the pupils who are absent frequently fails. Hence, the LINUS LBI KPI is not achievable due to the failure of the pupils' absenteeism. This event links to LINUS coordinator called upon to the PPD to explain about the failure of the LBI achievement.

Cooperation

Cooperation is the second theme that was formed for the interview session. Cooperation mentioned here is about the cooperation among different parties to ensure the programme planned takes place successfully. From the responses given by the participants, it is known that the cooperation level among different parties are still low. The parties who are involved are school administration and parents.

Murphy (1980) and Duch (2005) note that parental involvement is especially significant for young children, children who are less accustomed to entering preschool institutions or primary school, and children in transition from one level to another. Cooperation given by the parents will help the school and the teachers to improve and ensure

a programme can be conducted successfully. The first aspect is attendance of the parents to a school programme. A programme all schools have in common is Parent Teacher's Association meeting. The common issue is that the attendance of the parents is at unsatisfactory level. This Parent Teacher's Association meeting provides a platform for the teachers and parents discuss on improving the pupils' performance as well planning programmes where both parties can work on together to help their kids.

What Are The Other Contributing Factors To The Failure In The Achievement Of LBI KPI In Grade B National Schools In Temerloh District?

This interview was administered to all 80 participants. There were 54 optionists and 26 non-optionists. Most of the participants had at least five years of teaching experience. The rest of them were senior teachers who had ten to fifteen years of teaching English experience. They have been administering the LINUS LBI screening test for the past five years. Almost all of them answered and agreed that the LBI KPI is the most difficult to achieve as it was the second language of the pupils. Most of them were not familiar with the vocabulary used and the grammatical rules. The answers for the open ended questions were divided into three parts which answers the three themes; (a) Attendance (b) Cooperation, and (c) Pedagogical knowledge.

Attendance

Most of the participants were expressing that pupils' attendance had a great impact on the failure in the achievement of LBI KPI in grade B national schools in Temerloh district. This statement is derived from the teacher's interview responses. Wadesango, et al., (2011) states that, students who have absenteeism problems are at higher risk of poor performance. The participants have confessed that they faced a serious problem when it comes to pupils' attendance. Their attitude determines the achievement of the KPI. Even though a few measures were taken, there was not any changes in the pupils' attendance. Out of 36 schools, almost 15 schools had this problem

A lot of intervention programs especially to attract pupils' attention and make them interested in going to school was carried out. For example, giving out free food coupon, star badges, RM 1 per day, 30 minutes play-time and so on. The findings also support the findings of other researches that Malaysian students are more extrinsically motivated than intrinsically motivated (Ainol Madziah and Isarji 2009). Some schools had meetings with the parents, Parents Teachers Association members and representatives to come up with a solution for this problem. However, some pupils were still not interested in going to schools. Their negative attitude has a great impact on this issue. This was supported by Ratnawati and Ismail (2003), as they found that negative attitudes lead to class anxiety, low cognitive achievement, and low motivation. The Participants added that this issue was discussed in all levels, especially in school meetings, PPD meetings and LINUS meetings. Yet, there was not a definite solution that solved this problem. The blame was still on the teachers.

Pupils' attendance has a great impact on the achievement of LBI KPI. The consequences of poor attendance can be far reaching. Neill (1979) found that lack of school attendance could lead to permanent intellectual damage to students, as gaps in students' knowledge bases would be likely to arise. Even though the rest of the pupils achieve all the twelve constructs, the attendance problems of some pupils could still result in the failure of LBI KPI achievement. This happened mostly in Year 2 and Year 3 classes. The pupils were needed to master all twelve constructs by the end of Year 3. The failure of the achievements resulted in headmasters of the schools being called to the PPD.

Cooperation

Parents too, should play active role in encouraging their children to do well in the language (Siti & Melor 2014). The parents' cooperation was beneficial and influential to the overall success of the school (Cotton 2001). This goal could further be achieved when the parents participate fully in their children's educational process by attending their children's school functions such as attending Parent Teacher's Association's (PTA) meetings. First, it was mentioned that some parents care less about the pupils' achievement. They believed that pupils' academic achievement relies solely on teachers. Even when the pupils fail to acquire the skills, the teachers were to be blamed. It was also revealed that, when the school authorities had meetings to clarify issues and find solutions to problems like attendance, academic achievement and moral issue, these parents sometimes, would not attend the meetings. Even when they attend, they do not care about the pupils' progress. Second cooperation scenario that happened with the parents was they do not accept the pupils' progress as it is. When the pupils' were asked to stay for intervention classes, the parents were in a great shock. Only then, they realized that their children's progress need to be improved. However, they went and blame the teachers for it. This happened in most of the schools. It was revealed that the parents' have some issues with their children attending the intervention classes when the other children do not have to. Parents role in monitoring the pupils' achievement as well their attendance and behaviour in school is crucial. Parents need to check on their kids' work often and guide them in learning at home. The common problem is the parents tend to think it is solely the teachers' responsibility to teach the kids and ensure they pass the examination with good grades. Some parents tend to blame the teachers when the kids do not perform well in the school. Ngeow (2006) point out that the involvement of parents affects the conduct and behaviour of children in school, their willingness to learn, and school attendance. Parents need to check on with the school and the class teachers about their kids' progress. The teachers are willing to help the parents as long the parents want to work with them to solve the problem. There are a few scenarios whereby the parents do not want to accept the fact that their kids need to be placed in the intervention class to help them better. They blamed the teachers and refuses to place their kids in intervention class. After explanation was given, the parents are willing to accept the decision. Hence, it is important for the parents to collaborate with school and check on their kids' progress. They need to help the kids at home as well to solve their problem.

Basic literacy skills

Another factor that can be considered as challenges in achieving the LBI KPI is basic literacy skills among the pupils which is low. Literacy is fundamental in pupil's education and has to be given importance. Research suggests that low academic achievement is closely linked to the lack of strong literacy skills, as students with poor literacy skills will struggle not only in school, but also throughout life (Clark & Burke, 2012; National Literacy Trust, 2012). Basic literacy skills will ensure he is able to survive in today's world whereby it is nearly impossible to survive without skills such communication and reading. LINUS LBI actually helps the pupils to know their weaknesses as it designed in such way they are able to help the pupils to master all the twelve constructs. These twelve constructs will help the pupils to build solid basic literacy skills. Yet, when the pupils have failed to master the twelve constructs and he moves on to level 2, it causes problem to him as he only possess very low basic literacy skills.

Implication

Malaysian Education system aimed to produce pupils who are developed holistically and acquire all skills to be globally competent. This is in line with the National Education Philosophy and the New Education Blueprint (2013-2025). In order to be globally competitive, one has to master all the skills. The mastery of skills begins as early as the pupils enter the preschool and it begins with mastery of literacy skills.

Numerous measures were taken by the Ministry to enable the pupils to master the literacy skills. One of them was the LINUS screening test especially LBI which related to shift 2 in NEB. However, there were so many factors and challenges that resulted in the failure of achievement of LBI KPI. This research identified the possible factors and challenges the teachers have faced in achieving the LBI KPI. This had made the teachers aware of the individual needs of the pupils. This will help them in identifying the learning style and the suitable material to be used with each pupil in order to acquire the construct.

Besides, this research has also identified two learner factors that contributed to this issue. They were pupils' attendance and pupils' involvement. These two elements have been the biggest challenge for the teachers in achieving the LBI KPI. This could help the pupils in understanding their role in achieving the KPI set by the Ministry. Even though the pupils involved with this screening test are only Year 1 to Year 3 kids, they should be given explanation on why it is important to master all the literacy skills and how it could be a helping hand for them in the future.

Through this research, the Ministry of Education will be aware of the factors and challenges faced by the teachers which contribute to the issue which will make ways for implementation of new plans and programs that ease teacher's work. It is expected for Ministry to equip teachers with the training, support, facilities and resources which help teachers to improve their teaching method so that it can help learners to acquire the basic literacy skill, especially English Language Literacy skills

This research gave a new look into this problem. The teachers were blamed for the failure in the achievement of the LBI KPI all this while. Yet, the real reasons were identified through this research. This research would be a great help in getting cooperation from the parents, pupils, school administration and the Ministry itself. Besides that, teachers were also in need of training and support. After 5 years of LBI implementation, one of the reasons for the failure in the achievement of LBI KPI was training and support. This was because there was lack of pedagogical knowledge among the non-optionists. Through this research, the Ministry could provide more training and support to these teachers in order to achieve the KPI set by the Ministry.

Recommendation

The findings of this study served as impetus for other researchers to further develop research on the teachers' perception on the failure in the achievement of LBI KPI. In addition, the results of the study shed some light on the direction of future research on the topic of literacy skills and LINUS screening test.

The following are some suggestions that researchers might want to consider for future research. First, this study can be further explored by identifying factors that makes KPI of Malay Language and Numerasi achievable. This could also be explored in terms of cooperation, facilities and support the teachers have been getting which enable them to achieve the LBI KPI.

Second, a multiple researches can be carried out to compare the outcomes of the findings. Future researchers can choose schools with homogeneous or different

characteristics. This study only focused on national schools in Gerik district. Studies can be done by comparing different types of schools or schools from different districts and states.

Third, knowledge on pedagogy should allow teachers to manipulate all the teaching method for teaching and learning purposes. Therefore, it is also important to study the teachers' pedagogical knowledge in administering LINUS screening. Preparing in-training teachers for the real classroom is also crucial to meet the challenges of teaching English as non-optionists. In this way, the non-optionists will be equipped with the knowledge on how to overcome that raises in ESL classroom.

Finally, this study could also be expanded on areas of suggestions for improvisation of LINUS LBI screening test administration. This study has only focused on the challenges teachers were facing. Yet, the suggestion for improvisation was not explored. This could help the other teachers to know which method or approach to be used in tackling the challenges. Therefore, future researchers could look into this need.

Conclusion

This research was conducted to investigate teacher's perceptions on failure in achieving LBI KPI in national schools in Gerik District. The findings of the study indicated that lack of training and support contributed to the failure in the achievement of LBI KPI. Teachers too shared the other challenges they faced in achieving the LBI KPI.

All these factors and challenges have contributed to the failure in the achievement of LBI KPI. This can be seen from the questionnaire data and interview data. More resources and facilities together with training and support should be provided. Pupils' attendance, cooperation of the stakeholders and pedagogical knowledge had a higher influence on the issue. The time constraint challenge is crucial because teachers have to juggle between teaching and also administering screening test. In this 4th Industrial Revolution, soft skills are given importance. The basic of soft skills largely depends on the literacy skills. Hence, acquiring the literacy skills, especially English Language is compulsory. In order to achieve the LBI KPI, the factors and the challenges teachers face should be studied in detail. This benefits most of the stakeholders.

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FOSTERING GLOBAL CITIZENSHIP THROUGH INTERCULTURAL COMPETENCE AND INTERNATIONALIZATION AT HOME; A CONCEPTUAL FRAMEWORK AND FUTURE RESEARCH DIRECTIONS

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Abstract: *A huge number of domestic students are not able to move overseas to gain higher education due to financial or social strains and, therefore, are less competitive in terms of international and global exposure. This study aims to conceptualizes the Contact Theory, Person-Environment Interaction Theory, and intercultural competence model to propose a conceptual framework to enhance the students' global competencies without leaving home. The current study is an exploratory qualitative study with a comparative approach based on an analysis of the published literature, e.g. journal publications, organizational and national reports. A comparative approach is especially valuable in academic research as higher education and higher education institutions worldwide have many common traditions and characteristics. This study found that there is a need to envision a framework for the application of internationalization at home (Iah) which will help in producing holistic global graduates. The researchers suggest that evaluation and assessment of proposed model can be enhanced by testing it with three moderators such as cultural sensitivity, English language proficiency, and perceived institutional support. The proposed model for internationalization at home (IaH) and global citizenship offers various contributions not only to the body of knowledge but also to policymakers and industrial stakeholders where the high demand of globally competent graduates is increasing every day.*

Keywords: *internationalization at home; intercultural competence; global citizenship; attitude knowledge and skills; domestic students*

Introduction

Higher education institutions worldwide face numerous challenges at the start of the 21st century which include the tasks of remaining relevant intellectually and culturally feasible in a rapidly changing educational world, preparing graduates to vie sturdily in the global market, and staying well-informed with the deluge of globalized knowledge. The world is now more interconnected, and the force of capitalism has altered the modern-day professions and their nature as well (De Wit, 2011; Axford, 2016). It becomes vital for university graduates to attain knowledge, attitudes, skills, and values that empower them to operate efficiently with others belong to diverse cultures in their home countries and worldwide.

Diversity, global and intercultural competencies are no more just loftier buzzwords, but indispensable to gain a competitive edge for organizational success in the 21st century. Bremer (2006), writing on the implication of global workforce development, quotes Dr. William E. Kirwan, Chancellor of the University System of Maryland, Adelphi, as saying;

“companies and organizations will be creating teams of workers who live in different parts of the world and who must understand one another and communicate effectively. This requires a deep understanding of languages,

cultures, histories, and perspectives, all of which are components of developing global-ready graduates (p.42).”

With a connection to the aforesaid contests, the internationalization has been regarded as one possible response to endeavor such challenges. Jane Knight (2007) states there are two basic aspects evolving in the internationalization of higher education; internationalization at home (IaH) and internationalization abroad. The former includes activities that help students to develop a global awareness by providing them a platform for intercultural learning without leaving home (Robson, Almeida, & Scharner, 2017). Moreover, IaH vigorously contributes in preparing students to play an active role in a more competent globalized world.

According to Altbach (2015), globalization has a profound impact on the higher education institutes to build graduates capable to work and compete in the fourth industrial revolution. The students graduated from overseas gain a global exposure through a multicultural environment which assists them to work in a diverse environment. However, the ratio of immobile students in Malaysia is very high who are in need to train and polish in accordance with the global competitive industry challenges (Sidhu & Kaur, 2011). IaH practices are an appropriate solution for such challenges but unfortunately, disregarded by higher education institutions (HEIs) administration and policy makers due to the incomprehension regarding potential benefits linked with this change. Williams and Lee (2015) suggest that mindful global citizenship depends on scholarship from different research fields such as internationalization, intercultural competence, and multicultural education. Thus, it is imperative to explore the students' attitude, knowledge, and skills to actively involved in IaH activities such as participation in international projects, selection of internalized curriculum, learn foreign cultures and languages, and actively contribute in on-campus internationalization events (Quendler & Lamb, 2016). Students' vigorous involvement in said activities will direct them to live as useful society members and develop a sense of global citizenship among them.

Higher education systems across the world have developed the international dimensions in response to globalization. While living in the age of globalized knowledge and technology, global responsiveness and awareness of human capital are increasingly viewed as major and sought-after assets. In contemporary organizations, managers are facing an increasingly diverse workforce. Employees are working in teams with people from cultural or ethnic backgrounds that are different, sometimes vastly different, from their own (Gundling, Hogan & Cvitkovich, 2011, p. 26). This point out the need for a global workforce to meet the new global challenges. The key aspect of internationalization is to ensure that graduates are better prepared as global citizens – capable of living and working successfully in the global economy, making an evocative contribution to society, and harnessing discovery and innovation to contribute in societal challenges at home and abroad.

Hans de Wit (2015), a leading researcher in the field on higher education internationalization, commentaries draw the great attention of researchers about the injudicious notion of internationalization of higher education being simply considered as mobility or international rankings. He argues to cater the need of internationalization policies for the huge student population, who are internationally immobile. Thus, there is a serious need to focus on IaH and to introduce strategies and plans to establish a strong local (and internationally linked) community of learners having attitude, knowledge, and skills to behave globally. This is particularly significant for developing countries, where government and universities are facing challenges to produce globally competent graduates to fulfill the industrial needs.

According to UNESCO Institute of Statistics (2013), global higher education enrolment has increased to 182.2 million students worldwide in 2011, containing 46% (83.8 million) from East and South Asia region. However, the worldwide mobility of international students is 5 million, which is only a 2.7% of total higher education enrollment. Therefore, the main concern of internationalization at home (IaH) remains just as appropriate today:

- What to do with the massive majority of local students who are not exposed to global learning and an international experience?
- How does student learn from the formal and informal curriculum in such a way that all students benefit– at home and from worldwide?
- How can they gain cultural and international learning from one another?
- How can universities promote social and cultural activities among local and international students outside the classroom?

This requires an articulated internationalization at home (IaH) strategy at all levels which principally focus on the transformation of students learning in local and global context.

Chen and An (2009) suggest that “the ability to learn new ways of interacting to deal with the frictions in the process of adjusting ourselves to new cultural realities and to reach a greater global awareness will decide the degree of our success in a culturally diverse society” (p. 197). Bearing this in mind, the students of the 21st century have a pivotal need to develop global competence among them. IaH exposes to develop the students learning in an international environment. As the globalization emphasis the focal need of producing a global workforce capable with diverse skills, the universities have more responsibilities on the growth of students' intercultural competence.

The present study proposed a framework to examine the extent to which intercultural competence and internationalization at home empower the students for on-campus international learning for the sake of nurturing the global citizenship. This study will broaden the body of knowledge relating to internationalization at home and global citizenship among immobile students. Whether they work in the domestic or global industry, graduates must fulfill the criteria of employers who entail them to lead in culturally diverse settings.

One of the broad assumptions in academics is that students studying abroad acquire an awareness of global and cultural issues (Dolby, 2007); however, there are relatively few researchers explaining how the students not able to travel abroad can gain such competencies. This absence of empirical investigation demanding a conceptual framework to provide the theoretical grounds for further explanation and implementation of this issue. The framework proposed in this study is theoretically supported by Allport's Contact Theory and Lewin's Person-environment Interaction Theory. These theories propose that individuals global and international mindedness can be enhanced by a (a) direct relationship to the amount and type of contact that occurs between different groups or cultures and through (b) interactions between the environment and personal characteristics of individuals. In adopting Deardorff's Intercultural Competence Model, the proposed framework suggests that students' attitude, knowledge and comprehension, and skills empower them for international, intercultural, and global learning.

Conceptual orientations

Allport's Contact Theory

Gordon Allport (1954) proposed the theory of contact hypothesis (known as Contact Theory) which express that prejudice is reduced in a direct relationship to the type and

amount of contact that occurs between distinct groups or cultures. The type of contact that arbitrates prejudice is the most persuasive aspect of initiating a behavioral and attitudinal change. Dovidio and Gaertner (1986) gathered the features that postulated by Allport (1954) in Contact Theory being considered them necessary to raise the intergroup cultural openness as:

“...cooperative rather than competitive interactions; cooperative interactions involving similar levels of competence between groups; cooperative tasks with outcomes that are positive; interactions among members who do not possess qualities stereotypically associated with their group membership; situations that provide strong normative and institutional support for the contact; similarity of beliefs and values between the groups; opportunities for intimate, self-revealing, personal contact; that has the potential to extend beyond the immediate situation; contact that is voluntary and extends over a lengthy period; contact that occurs in a variety of contexts with a variety of in-group and out-group members; and contact involving equal status both within and outside the initial contact situation. (pp. 31-319)”.

The long enough and close enough contact between groups can derive attitudinal change (Brown, 1996). Another most important factor, as Brown (1996) explained is that if it takes place among individuals who are regarded as possessing equal status, it will be helpful to remove the stereotypes of cultural inferiority. Then, being considered diversity among cultures, individuals may not name or value them as good or bad. Brown (1996) also emphasizes the significance of cooperation in developing strong contact. People who depends on each other to attain mutually beneficial objectives have strong causes to establish closer relationships. These conditions, if present, are compelling to increase openness towards more cultural interaction and reduce prejudices (Fischer, 2011).

In academics, Contact Theory is applicable to enrich the relationship and improve interactions among domestic and international students. Hence, intercultural competence which focuses on the students' attitude, knowledge, and skills to actively behave in diverse cultural environment can be integrated with this concept to fortified students' global learning.

Lewin's (1936) Person-environment Interaction Theory

Aldridge and Fraser (1999) underlined six studies as the key milestones in the foundation of studies regarding learning environments. The first among those was a study directed by Lewin (1936) where he found that interactions between the environment and individuals' personal characteristics have a determinant influence on their behaviors. Lewin explained behavior as “a function of the person and environment”. Before Lewin's theory, most of the experts believed that personal characteristics of an individual are the only foundation which shape a person's behaviors or conducts. Lewin, however, give a different perspective by putting emphasize on the environment. He highlighted that it is not only the personal characteristics, but also the environment that drives an individuals' behavior.

In his person-environment interaction theory, Lewin suggests that the exposure of other cultures or situations is the most compelling way to encourage intercultural learning is. According to Holmes et al., (2000), this theory is especially accurate when the situation or environment is designed with international curricular/academic intentions. This theory can be applied to the purpose of this study, as this theory implies that learning can occur at home, in a cross-cultural classroom, and can lead to a change in perception on cultural worldviews through altering the students' behavior. Universities by creating an intercultural and

international learning environment at campuses can alter the students attitude and behavior to understand the intercultural, international and global issues and respond effectively being responsible global citizens.

Global citizenship

Since the late 1990s, the concept of ‘global citizenship’ has been considered by the higher education institutions (HEIs) in the West as the key strategic principle (Schattle, 2009). Recently, the term is widely executed in universities, imprecisely understood, and tends to appeal a great deal of skepticism. Green (2012) argues that the term ‘global citizen’ will always incite ardent opposition fortified by broader academic, social and philosophical debate. With the increasing impact of globalization, universities are in need to respond to the speedily changing workplaces both locally and globally, societies, and diverse communities.

Gribble and Blackmore (2013) emphasized that the emerging issues for the graduates social and global preparedness are yet to be tackled. Transformative and innovative approaches to students intercultural, international and global learning are needed to prosper universities’ organizational capacity. Key informant research recommended that universities have a significant role and commitment to provide students a dynamic learning environment (Krause & Coates, 2008) that allow them to think beyond their national boundaries.

Two main approaches of internationalization

According to Knight (2006), internationalization of higher education institutions, traditionally, has been understood as a series of several strategies. It seems that recently these strategies are divided into two distinct categories or streams. One stream comprises internationalization activities which occur at the home campus, while, on the other hand, the second stream is about those initiatives that happen abroad or involve cross-border activities. In the last few years, a new term has been in discussion widely as a part of the internationalization development process is ‘internationalization at home’ or ‘campus-based internationalization’ (Wächter, 2003).

Higher education institutions (HEIs) in many countries have made numerous efforts to contribute in the global mobility by recruiting international students and sending their own students to abroad. However, a very less focus has been paid to immobile students who stay at home campuses and welcome international students for cross-cultural learning. These domestic immobile students are huge in numbers and deserve substantial consideration for gaining benefit from international perspective of higher education. Leask (2009) stressed that domestic students are ‘most resistant to having an international experience at home, yet they have potentially the most to gain’ (p. 14). This idea of home-based learning is most relevant to internationalization at Home (IaH) which embraces all students for international and global education, irrespective of being internationally mobile or not (Teekens, 2007; Mestenhauser, 2003).

Internationalization at home (IaH)

Internationalization at home (IaH) is an approach to internationalization that encourage to think and move beyond the student mobility as the significant and, in most cases, the only international activity. IaH is not a coherent theory, but “internationalization in action” (Teekens, 2007). However, by saying this does not mean that IaH approach rejects the student mobility programs. It is directing to think wider for mobile and immobile students by focusing on their interaction, intercultural learning, and on campus internationalization initiatives. IaH is moving internationalization from the edge to the core of educational institutions (Joris et al., 2000; Mestenhauser, 2003; 2011). This internationalization approach

was started in Europe when the university creation along with its objectives was conceptualized (Nilsson, 2003). The scope of IaH is then realized “to try to let the internationalisation process embrace the whole university: all staff and all students-not only the 10% of the mobile students and a few professors” (Nilsson, 2003, p. 27). Bengt Nilsson’s explanation about IaH highlights that international education or internationalization should be transversal and involves whole institution where it is being executed.

Internationalization at home (IaH) emphasizes the cultural diversity as an elevating factor of improved campus based social interaction. As the world is changing at very fast pace and the communities are now more globalized, thus the students are considering as social and economic developers of a nation into the global world. The success of these students depends on their adequately adaptiveness for this new interconnected, multicultural and fast-changing world (Süssmuth, 2007; Hudzik, 2011; Rosen & Digh, 2001). Beelen (2007) highlighted the need of global graduates as “they will be global citizens at home. If universities manage to prepare only a small percentage of their students for that world, they will miss their goal” (p. 4). This internationalization approach and its focus is promoting through educational reforms in many higher education institutions, particularly in Europe to produce holistic global graduates.

Intercultural competence

Intercultural Competence is commonly defined as the individual’s capacity to operate in a diverse culture with people from divergent backgrounds and cultural values (Whaley & Davis 2007). Hammer et al. (2003, p. 422) define intercultural competence as “*the ability to think and act in interculturally appropriate ways.*” While this definition is largely acknowledged, the contents and understanding of what exactly it precisely means is still open to discussion. In the last decade only, more than thirty different models and three hundred constructs has been carried out in the different studies (Holt & Seki 2012; Paige, 2004). However, intercultural traits, in fact, denote the patterns of individual behavior that dictate how he/she operates in intercultural environment. These traits, for example, are openness to different behavioral patterns (Lloyd & Härtel, 2010), open-mindedness (Van der Zee & Van Oudenhoven, 2000), high intelligence (Lloyd & Härtel, 2010), toleration of vagueness (Bird et al., 2010; Deardorff, 2006), adjustability (Matsumoto et al. 2001, Van der Zee & Van Oudenhoven 2000), curiousness (Bird et al., 2010), appetite for adventures (Javidan & Teagarden, 2011), persistence and emotional flexibility (Jennings & Greenberg, 2009)). Most of the researchers characterized these traits into three categories; attitude, knowledge and skills (Deardorff, 2006; Kardong-Edgren et al., 2005; Mestre, 2010; Hladik & Jadama, 2016). These three predictors are highly considered and anticipated as the key motivational factors to embrace the intercultural and global learning among students.

Deardorff’s intercultural competence model

Intercultural competence models aim to make a prediction of intercultural efficiency. Deardorff’s (2006) Intercultural Competence Model enlightened the antecedents of intercultural competence that empower all students, particularly those who are immobile, for international, intercultural, and global learning. Deardorff’s model starts with requisite attitude. From that foundation, Deardorff’s model comprises of the following elements in hierarchical layers: knowledge and comprehension, skills, and desired internal and external outcomes (Deardorff, 2009, p. 68). As Deardorff explained, internal outcomes contain informed frame of reference, adaptableness to different behaviors and communication styles, and adjustment with new cultural settings, flexibility, and ethno-relative view (Deardorff,

2009, p. 68). Deardorff describes desired external outcomes as “behaving and communicating effectively and appropriately (based on one’s intercultural knowledge, skills, and attitudes) to achieve one’s goals to some degree” (Deardorff, 2009, p. 68).

Deardorff’s model contributes to the present study by offering a means of classifying and comprehending variances in the observable behaviors (Soria & Troisi, 2014). The present study takes note of this perspective in order to evaluate domestic students’ involvement in internationalization at home and believes that students positive attitude, knowledge and comprehension, and skills towards active interaction with other cultures stimulate them for intercultural and international learning.

Framework to enhance global citizenship through intercultural competence and IaH

Figure 1 is a schematic application of contact theory, environment interaction theory, and intercultural competence model examine the impact of intercultural competence for students international and global mindedness characterized by three measures (a)attitude, (b)knowledge and comprehension, and (c)skills. The three predictors of intercultural competence are adapted from Deardorff (2006) who suggested that Attitude (respect, openness, curiosity & Discovery), Knowledge and comprehension (cultural Self-awareness, deep cultural knowledge, sociolinguistic awareness), and skills (listen, observe & evaluate, analyze, interpret & relate) are the motivational factors for students intercultural and international learning.

Consistent with contact theory, Figure 1 assumes that students with high intercultural competencies are more tend to involve in international activities. The key persuasive components of intercultural competence are attitudes, knowledge, and skills which forms one’s cultural and social identities. Intercultural attitudes comprise of respect, curiosity, and openness, willingness to suspend disbelief about culture differences and belief about own culture. This means a readiness to relativize one's own values, behaviors and beliefs, without assuming them as the only naturally correct ones, and capable to see from an outsider's perspective having a distinct set of beliefs, values, and behaviors. This might be called the aptitude to 'decenter'.

Another crucial predictor of intercultural competence is knowledge, however, not primarily knowledge regarding some specific culture, but knowledge of how diverse social identities and groups function and interaction. Knowledge and comprehension emphasized on having a cultural self-awareness; evolving culture-specific information and developing sociolinguistic knowledge.

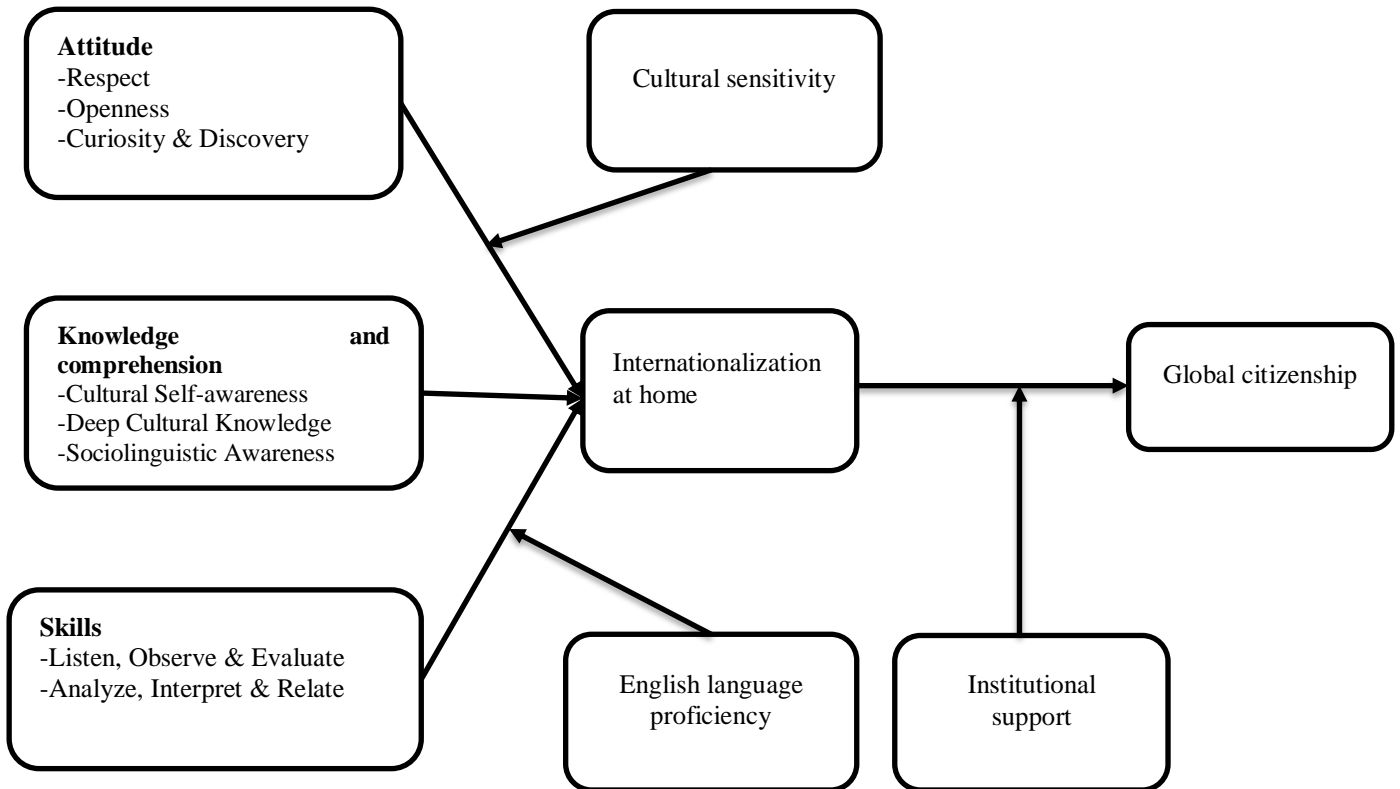


Figure 1. Conceptual Framework

The acquisition and practice of particular sets of knowledge are highly significant in intercultural and global learning such as knowledge about how people from diverse cultures are likely to perceive you and the values of your culture.

Skills are just as imperative as attitudes and knowledge. Intercultural competence is requiring a skill of interpreting and relating, interaction and discovery, and critical awareness. Skills entail enhancing the ability to engage in the critical self-reflection and communicating across cultures. Heyward's intercultural literacy model, a similar construct, contains 'the understandings, competencies, attitudes, language proficiencies, participation, and identities necessary for successful cross-cultural engagement' (Heyward 2002, 10). Students within cross-cultural learning intercultural need to be able to recognize how misunderstandings arise, and what possible ways to resolve them. This requires an attitude of decentering along with a skill of comparing. Interpreting and relating ability is the skill needed while comprehending an event or document from another culture for the sake of explaining or relating from one's own. Discovery and interaction skills refer to the capability to acquire new cultural knowledge and practices for communication and interaction.

The framework suggests that students with high intercultural competence are more willing to participate in campus-based internationalization activities such as choosing internationalized curricula, participation in international projects, and involvement in co-curricular and extracurricular activities with foreign students (Westheimer & Kahne, 2004). One modification to the Contact Theory made in the proposed framework is the inclusion of 'Global Citizenship' as an outcome of internationalization at home. Global citizenship in the

framework represents the graduates having a sense of personally responsible citizen, participatory citizen, and justice-oriented citizen socially, politically, and economically.

Other influences on internalization at home and global citizenship

In addition to the predictors of intercultural competence (attitude, knowledge, skills), internationalization at home, and global citizenship, this framework represents three moderating variables such as cultural sensitivity, English language proficiency, and institutional support. Based on the literature, the researchers found that these moderating variables have different results in different situations (Doiz, Lasagabaster & Sierra, 2013; Bakalis & Joiner, 2004; Kiss & Danis, 2008). Attitude, a key predictor of intercultural competence, is an effective tool for increasing students international learning through respect and curiosity about other cultures. However, the low cultural sensitivity can increase the communication and interaction gap resulting in decreased intercultural competence (Degni et al., 2012). This framework proposed that the positive effect of attitude on internationalization at home will be stronger when cultural sensitivity is high.

Language proficiency is another factor which is considered necessary for the development of intercultural and global learning (Thorne & Kramsch, 2002). The present study framework emphasis that the positive effect of skills on internationalization at home will be stronger when English language proficiency will be high.

Another moderator such as perceived institutional support is also important for developing students' global citizenship. An absence of institutional policy and grounded efforts may lead to the failure in desired outcomes of whole internationalization process (Lee et al., 2011). Thus, the proposed framework assumes that the positive effect of internationalization at home on global citizenship will be stronger when institutional support is high.

Discussion and conclusion

Global societies and employers are demanding graduates with broader critical and ethical cognitive capacities. Global citizenship can be theorized as a fluid concept fortified by transformative and moral cosmopolitanism and a reflection of liberal values. Being a global citizen is not just a technical efficiency, but it involves a distinct thinking process beyond the national boundaries. A global mindset is explicated as central to the global citizenship process (Lilley, Barker & Harris, 2015) and is underpinned by intercultural competencies (attitude, knowledge and comprehension, skills) that foster intercultural and international learning on campus. This article, by proposing a dynamic conceptual framework suggests that these competencies could be synthesized into learning activities and endorsed on campuses through internationalization at home (IaH). This conceptual framework can be helpful to structure and design all students intercultural and global learning without traveling abroad as it poses that by altering students attitude, knowledge, and skills towards international learning at their campus can result in a global mindedness among graduates which may convert them to a responsible and competent citizen for their society and the world.

The conceptual framework offers various contributions not only to the body of knowledge but also to policymakers and industrial stakeholders which demanding holistic global graduates capable to work in a diverse working environment. The exploration of the attribute such as attitude, knowledge and comprehension, and skills for the augmentation of internationalization at home will extend the considerate and application of contact theory in academics. Equally, Person-environment interaction theory would be appropriate for promoting internationalization at home to foster global citizenship among graduates.

Integration of these two theories into a single theoretical construct will provide imperative insights into how students with distinct cultural values interact and behave effectively with others from diverse cultural backgrounds.

The next step is to test the framework empirically through quantitative evaluation such as structured surveys to test the formed relationships. However, first and foremost, students, academics, and policy makers approach and strategies of learning may need reframing by focusing on intercultural engagement and on-campus internationalization activities to overwhelm the challenges of producing global graduates.

A way to look forward

This conceptual framework offers a fascinating avenue for further research. In particular, predictors of intercultural competence such as attitude, knowledge and comprehension, and skills in conjunction with the proposed framework suggests opportunities for future empirical investigation. Considering the increasing demand of global citizens, exploration of intercultural understandings of all students and its conceptualization on the shared values may accelerate the internationalization process at higher education institutions. Finally, we recommend that scholars continue to examine the differences between the benefits of study abroad and on-campus participation in cultural/international activities for all students. Additional research can be conducted to examine whether students' self-reported development demonstrates their actual development of cultural and global competencies by designing a qualitative investigation.

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EXPLORING TEACHERS ATTITUDE IN USING FROG VLE

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Abstract: *The seventh shift in Malaysia's Educational Transformational Plan is aimed to leverage information communication technology (ICT) and to scale up its quality across Malaysia. At such, Frog Vle is a key element to achieve just that. Therefore this case study aimed to find factors that influence teachers' attitude towards using Frog Vle among ESL teachers in a school from Petaling Jaya. The study was done with six primary school teachers. The instrument used was interview. The interview was done in three phases: 1) Individual interview 2) Group interview and 3) Written interview. The result of this study suggests that teachers are still having doubts about the platform.*

Keywords: *ICT, Frog Vle, Attitude towards technology*

Introduction

Malaysia Educational Transformation plan 2013-2025, was constructed to shift the education system into a new paradigm. The transformational plan provides strategic and operational shifts needed to achieve the national education goal. The plan runs in three waves, from 2013 to 2015, 2016 to 2020 and finally 2021 to 2025. 11 major shifts were planned to transform the education system. The seventh shift in particular is aimed to leverage information communication technology (ICT) and to scale up its quality across Malaysia. The shift aimed to maximize use of ICT for distance and self-paced learning. ICT is any form of medium, platform and/or connected systems that allows interactions in the digital world (Loveless and Ellis, 2005). ICT also refers to technologies that provide access to information through telecommunications. (Vallo HultHansson, Svensson, & Gellerstedt 2017) Furthermore Loveless and Ellis (2005) added that ICT challenges the definition of time, place, authority and also purpose of teaching. In that sense learning through ICT can take place beyond the four walls of classroom: as well as its traditional interaction period.

Through ICT learning can be done in the absentee of the teacher (Koh and Chai 2014). To an extent, the traditional students and teacher's relationship is challenged. In a study, Correa, Straubhaar, and Spence (2015) noted that children nowadays are more comfortable in learning platform such as Youtube, Google and Facebook. The bloom of Instagram stars and SNS influencer in recent years further proves the importance of ICT. Hence come the need for Malaysia to utilize ICT in its education system. ICT and the internet are the backbone to the globalized world.

Hirst et al (2009), argue that one characteristic of globalized world is the interconnection between people from all part of the world. In addition, Philipsen et al (2015) argues that globalization refers to unconstrained movement of people, idea, capital and trade. Globalization also refers to process by which organizations, companies and business start operating on international scale (Wright 2016). The uses of internet have ever more connected people from all over the globe. To illuminate, Wright (2016) argues that news from a country can reach different continent almost instantly. Such is how connected and globalized the world is. Hence, Malaysia need to integrate ICT into its education, else they will miss the vast opportunities in the ever connected world and society. In accordance to

that, The Ministry of Education introduced innovative approaches that utilized ICT as a medium of teaching and learning process.

Consequently the seventh shift of the Malaysia Educational Transformation plan 2013-2025 was introduced to leverage ICT and scale up quality learning across Malaysia. Malaysia aspires to upgrade its schools' internet connectivity to better promote self-accessibility in teaching and learning process. Therefore it is clear that ICT is one of the focus of the Ministry of Education. Frog Vle was introduced as the mean to execute this vision. Frog Vle is a learning management system that will help teachers to integrate ICT into their teaching and learning environment (Kaur & Hussein, 2015). However, much like every other approaches, according to Blomekey and Delaney (2012), the success of teaching and learning process is dependent on teachers' competencies. Therefore, there is a sense of urgency for studies and researches to be conducted to uncover the relationship between Frog VLE and Malaysian teachers. The findings will provide decisive information needed to access the success of implementation of ICT especially Frog Vle in Malaysian education

Problem Statement

Despite focus given on Frog Vle, the platform is still underused by teachers and students alike. At such, a study conducted by Kaur and Hussein (2015), found that most teachers are not ready for Frog Vle. They are either uninformed or misinformed about many components of the program. Consequently in another research done by Kamalludeen et al (2016), only 36 out of 60 students participated in the study utilized Frog Vle in their learning process. In fact according to the Auditor General's 2013 report, virtual learning environment (VLE) usages among relevant parties were extremely low (Kementerian Kewangan Malaysia, 2014 p. 213). This alarming discovery is a major setback to Malaysia's dream to actualize its education transformation plan. However this situation is somewhat forgivable as Frog Vle was rather abruptly implemented. Not all teachers were provided with adequate training to use the platform. Only selected schools and teachers went for extensive courses on Frog Vle. Hence, the shockwave sent across the nation was met with mixed reviews (Aziz, 2014). It was clear that everyone was not ready for Frog Vle. Thence, it was underused by teachers and students alike. This of course is a lost to so many parties. The money spent to develop Frog Vle will be wasted if it is not used properly. In fact students and teachers will miss out the vast potential Frog Vle holds for their education.

To better understand this issue, a study done by Kaur and Hussein (2015), discovered that one of the factor that limits the use of Frog Vle is internet accessibility. Not every teachers and students has the sources to log into the program outside their school period. Moving on, students are oblivious to this program. One factor that contributed to this issue is the lack of exposure given by teachers. However even shocking is that most teachers find the implementation burdensome (Kaur and Hussein, 2015).

Be that as it may, every studies discussed is somewhat outdated as it was done before teachers were provided with Yes 4G smart phones. While Frog Vle was introduced in 2013, the smartphones were only given in 2016. With the provision of smart phone and internet teachers now have the accessibility and resources to use Frog Vle. Thence, a domino effect is bound to manifest on the rate of usage of Frog Vle. To add on, the studies previously discussed were not conducted specifically on the teaching of English as second language. It is given that every subject will have different suitability with Frog Vle as they have different contents and approaches. This goes in line with Celce-Murcia et al (2014)'s opinion that there is no one-fits-all approach and method in education.

Bearing in mind the previous points, although Frog Vle was implemented in 2013, it was only in 2016 that Malaysian school teachers were given smart phones that has internet access. Through this program teachers received four gigabytes internet data to be used in their teaching and learning process (“Kongsi Data Yes” 2016). Therefore this study calls to unravel the reality of usage of Frog Vle in ESL classrooms hence set to find out factors that influence the attitude towards using FROG VLE among ESL teachers in two primary schools in Petaling Jaya, Malaysia.

What is Frog Vle?

Frog VLE is a platform by which teachers and students will be able to interact not only during the formal class period but also on their free time (Frogasia Training, 2012). Teachers have to upload informational contents thus create interactive personal sites that can be accessed personally by their students. In addition Frog VLE is one of the essential to the realization of the 21st Century Teaching and Learning strategies introduced by the Ministry of Education. 21st Century Teaching and Learning Strategies focus on communication between teachers and students, developing creativity and critical thinking in students and collaborative learning (“Pembelajaran Abad ke-21”, n.d.). These goals can be achieved through the use of Frog Vle.

Moving on Frog Vle, is a continuation of ICT projects that has been implemented by the Ministry of Education such as Jaring and Computer Club programs. Like its predecessors, Frog Vle is a joint venture between the ministry and local ICT companies. This project was introduced in 2011 to a limited 351 schools in Malaysia with the help from Yes Frogasia. The selected schools pioneered this project and was provided with extensive coaching and training directly by frogasia (Frogasia Training, 2012). Other schools were also involved in this project, however with limited and internalized training and coaching by the states or districts educational departments. This creates disparity between teachers’ competencies in using Frog Vle.

Essentially Frog Vle is a web-based learning system that replicates real world learning by integrating virtual equivalents of conventional concepts of education (Kaur and Hussein, 2015). In that sense teachers will be able to teach, give out tasks, review and correct their students’ works online. At such, students will be able to learn and hand in their tasks through Frog Vle. To add up according to “Soalan Lazim” (n.d.), the aim of Frog Vle is to cultivate a borderless learning environment and self-directed learning for students through internet. Therefore Frog Vle is one of the platform for teachers to implement 21st Century teaching and learning pedagogy.

Theoretically Frog Vle will benefits students in many ways. According to Johawati Binti Juhari (2014), Frog Vle will provide students with self-paced learning environment and interactive communication that will ensure high retention rate. Consequently students will be able to learn and improve themselves everywhere at any time of the year. To add up Frog Vle will provide a familiar and fun platform for students to learn as they are the z and alpha generations. According to Bergh and Behrer (2016), z and alpha generations are also known as the internet generation. Hence Frog Vle suits them best.

Factors affecting attitudes towards the use of Frog Vle

Attitudes are evaluations people make about objects, ideas, events or other people (McMillan & Ran 2005). Attitudes are affected by external and internal variables. On one hand, external variables are any factors that are not controlled by an individual. On the other hand internal variables are factors that concerns individual’s self-belief, motivation and self-

esteem. In context with TAM model, internal and external variables are the perceive usefulness and perceive ease of use. The former is related to internal factors as it looks into how individual perceive the benefits technology on them. Perceive ease of use is related to external variables and mostly on the system itself. The factors can be further divided into negative and positive factors. Negative and positive factors will consequently create negative and positive attitudes respectively.

In their study Cheok and Wong (2016) noted that the participants, who are teachers, consider Frog Vle a useful platform. Although Frog Vle was underused by the participants, they believed the platform can help to create fun and engaging lessons. In another study, Thah (2014) noted that teachers admitted that the platform is an engaging medium of self-learning. In addition, the other factor discussed in a study by Cheok and Wong (2014) is that teachers consider Frog Vle as a great tool to learn and discover ways to improvise their competence in teaching.

The aforementioned factors are related to the teachers' perceive usefulness on Frog Vle. Their self-belief and motivation to use Frog Vle are positive hence they will most likely adapt a positive attitude towards Frog Vle. This is backed by Hiong and Umbit (2014) claims users will most likely use a technology if they have the internal drive to use them. It will even encourage them should they believe that the technology will benefit them in a way or another. There are many factors that attributed to teachers' underutilization of Frog Vle. In all Saruji and Hassan (2017), and Cheok and Wong (2016) studies, they noted the underutilization by the accessibility of the system. Hiong and Umbit (2014) claimed internet connectivity as the problem. Cheok and Wong (2016) on the other hand noted on the inadequate gadgets or mediums to use the system. These factors are the driving reason to why teachers are provided with Yes 4G Smartphones.

Moving along, other negative factor that affects the use of technology by teachers is their burden in school in general. According to Foulger et al (2017), teachers rarely use technology and /or teaching aids as they do not have the time to use them. This study also found that teachers rely too heavily on textbooks. In a different study Ertmer (2005) highlighted that teachers are reluctant to use technology in their teaching as their schools are not equipped with the required equipment. They will have to invest their own money to get everything.

Methodology and Procedure

This study was conducted in three months. On the first month, background research was conducted. Similar case studies were dissected and studied. Some of the studies are done by Cheok and Wong (2016), and Cheok, Wong, Ayub and Mahmud (2017). A thorough background research was done as it was indicated by Baxter and Jack (2008) background study helps researchers to set up solid ground for their research. During this process, the school, that was used for the research was selected. The school was picked as it has enough ESL teachers for this study.

The second step involved recruiting participants. The criteria for the participants were 1) English teachers 2) Owns Yes 4G Smartphone 3) Experienced in using Frog VLE. Some participants volunteered while other were approached and required. The participants must fulfill all there criteria as Guest (2014) mentioned that selecting the right participants is an important step in case study. The participants were made clear of the time frame, research method and procedure of this study. It was done to ensure the research is done ethically right (Doody & Noonan 2013). After selected, the participants' professional background was analyzed. The information was accessed from the school's office with their permission.

After that the interview was conducted. The interview was done in three weeks. Procedure of the interview will be deliberated in detail towards the end of this chapter. Data from the interview was then analyzed through thematic content analysis. Thematic content analysis is used to find common patterns across a data set (Vaisboradi, Turunen & Bondas 2013). Then the data was translated into this paper.

In essence, this study took three months to complete. A whole month was spent for background research and to recruit participants. The next three weeks were used for the interview. Another one month and a week were dedicated in data analyzing.

Findings

There are two key components in relation to the participants' attitude towards Frog Vle. Derived from the TAM Model, the components are: 1) Perceived Usefulness (U) and 2) Perceived of Use (E). On one hand, perceived usefulness is the degree to which an individual believes that application of an information system will improve their work and self-productivity (Lee 2016). On the other hand, perceived of use is the extent to which an individual believes that using an information system would be effortless (Ventakesh 2000). In essence both components influence the attitude of users towards a technology. Attitudes are evaluations people make about objects, ideas, events, or other people (Mcmillan & Ran 2005). The evaluation will form either liking or disliking feeling towards an object or behaviour. If behaviour is perceived to bear negative outcomes, individuals will form negative attitude towards the behaviour (Mykytn & Harrison 2003). Therefore attitude towards using (A) is an individual out-take or perception (positive or otherwise) on using technology.

To begin with, the theme Yes and No and What is the point explored participants' perceive usefulness. Four participants considered Frog Vle not helpful to their self-productivity and improvement. Only two participants believed the opposite. In the meantime, perceive of use was discussed in the theme 'a hot mess or a smooth sail'. The participants were divided on whether the use of Frog Vle is effortless. Three of them considered Frog Vle as difficult while the other half found their experience effortless.

Associating the above points, it can be noted that four participants have negative attitude towards Frog Vle. Three out of the four find Frog Vle useless in improving their work and neither self-productivity nor it is easy to be used. A participant found the system easy but useless. The other two participants have positive attitude towards Frog Vle. They considered the system helpful for their work and self-productivity and easy to be used.

Cooley (2017) elaborated negative attitude as a disposition, feeling or manner that is not constructive, cooperative or optimistic. Hilson and Murray-Webster (2017) argue that negative attitude affect judgements made on experiences. Moreover negative attitude, promotes fear and narrowing focus of the mind (Cooley 2017). In that sense, negative attitude bring about prejudice, bias and stereotypes. As for the participants, their negative attitude towards Frog Vle resulted in the underuse of the system. On a different note, positive attitude is the opposite of the aforementioned traits. Positive attitude is feeling or manner that is constructive, cooperative and optimistic (Cooley 2017). In short, the two participants with positive attitude towards Frog Vle are optimistic with it.

The two polarised attitudes will further shape the direction of this chapter. In that, the coming sub-chapter will first elaborate factors behind the negative attitude towards frog Vle, followed by the positive attitude. As the line between factors is thin and blurred, the factors might be touched in both discussions.

What are factors that influence ESL participant's attitude towards using Frog Vle?

Through the TAM Model, perceive usefulness and perceive ease of use is related directly by external variables. External variables are factors that cannot be control (Hu, Chau, Sheng & Tam 1999). Moving along, factors are constituents, fact or influence that contributes to a result. The result in this aspect is participants' attitude towards using Frog Vle. Cooley (2017) argues that human behaviours are affected by internal and external factors. Internal factors are personality, motivation and drive, while external factors involve surrounding, environment and culture. Although debated by Zastrow and Kirst-Ashman (2006) and Adler (2013), they generally agree that internal factors maintain an attitude longer while external factors are good to shape attitude in a short time.

Negative attitude

The first factor is participants' clerical burden in the school. All six participants attributed their school's clerical responsibilities as a problem. As mentioned previously Lim and eo (2014), Oberleand Schornet-Reichl (2016) and Skaalvik and Skalalvik (2017) argue that teachers clerking duties are taking their attention away from teaching. Moving along the second factor is participants' lack of trust given by the school. Three participants feel not trusted as their school have a specific time table for the use of Frog Vle. In addition they need to achieve KPI which to them is ridiculous. This resulted in their rebellious nature of not using the platform. In addition, another factor that contributed to the negative attitude is the participants' school environment. The teachers there there are not into the system. However this contradicts with their school's strict efforts to maintain their school monthly KPI percentage. To add, four participants do not belief that Frog Vle will help their pupils not them. Last but not least is the difficulty in using Frog Vle.

From the above it is evident that external factors hold the key to the participants' negative attitude towards Frog Vle. Their environment is not conducive for them to really get into the application. Their school being the most talked factor is external and extrinsic. This proves that the teachers do not entirely despise the application as only one internal factor was found. If what Zastrow and Kirst-Ashman (2006) and Adler (2013), claimed is true, than their attitude towards Frog Vle can still be changed.

Positive Attitude

The only factor that attributes to positive attitude towards using Frog Vle is that it is a relatively easy to be used. Three participants agreed to this. The lack of positive factors explains the underutilisation of Frog Vle among the participants. Although two participants find the application helpful in their career and self-development they could not pin out exactly why they feel that. This is not surprising as they are not familiar with the system.

What is the leading factor that influence participants' attitude towards using Frog Vle?

Bearing in mind the previous points, the leading factor to the participants' attitude towards using Frog Vle is ultimately, the school. To be more precise it is their school's management. According to Leithwood and Reihl (2013), school management is important in motivating teachers and students alike. Dophola and Walther-Thomas (2003) argues that a good school management cultivates positive school environment. However participants' school was too harsh on pushing their teachers on Frog Vle. In addition the work burdens are not equally distributed, resulted in the participants bearing too much of them. The school has the responsibility to instinctually motivate the participants to adapt a positive attitude towards using Frog Vle.

Conclusion

In retrospect this study found that four out of six participants have negative attitudes towards Frog Vle. The factors that affected their attitude are school workload, negative working environment, and not feeling trusted. On the other hand two participants have positive attitudes towards Frog Vle. The only factor given was that it is easy to be used. The findings are important and can be used by different stakeholders to improve the use of Frog Vle. Findings from this study are useful to assess the standpoint of Frog Vle in the second wave of the Educational Transformational plan.

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TRUST, KNOWLEDGE SELF-EFFICACY AND RECIPROCAL BENEFITS ON KNOWLEDGE SHARING AMONG MALAYSIAN ACADEMICIANS

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Abstract: *The development of universities in Malaysia offer an interesting landscape of knowledge sharing among academicians. Much have been mentioned on knowledge sharing, but less has been debated on knowledge sharing between university faculty academicians, especially within their work settings. Therefore, this study is aimed to identify the impacts of individual factors; namely trust, self-efficacy and reciprocal benefits on knowledge sharing in university. This study is conducted through a set of survey instrument among academicians in a selected Malaysian public university. The findings of this study showed that all the individual factors on knowledge sharing are collectively agreed as vital. This findings could suggest us a conclusion that the practice of knowledge sharing among Malaysian academicians are in good condition without any major problems related to the individual factors of the academicians themselves.*

Keyword: *knowledge sharing, trust, knowledge self-efficacy, reciprocal benefit, individual factors.*

Introduction

Knowledge, defined in this study as a mix of experience, values, contextual information and expert insight (Davenport and Prusak, 1998), has been highlighted by many academicians and practitioners as the most important and competitive resource for organizational success (eg: Quinn et al., 1996; Albert and Bradley, 1997). Organizations might not survive in Knowledge Era without proper strategy to managing and leveraging value of their intellectual assets (Abell and Oxbrow, 2001). As a result, more organizations, both large and small, turn to knowledge management strategies to manage and leverage their organizational knowledge in full (Davenport et al, 1998).

However, there are several challenges in knowledge management attempt like maintaining, locating and applying knowledge in organization. The major challenge in knowledge management is to enhance knowledge creation and sharing (Grant, 1996; Davenport, 1997; Wasako and Faraj, 2000) since the success or failure of knowledge management always depends on this. Many believe that one way to make knowledge become more powerful for organizations is through knowledge sharing practices, so that individual knowledge can be transferred into organizational knowledge through the interaction and communication of individual co-workers, in project teams or between projects, and these knowledge sharing processes could assist in knowledge creation at higher levels (Nonaka, 1994). In other words, through knowledge sharing, an organization can transform the knowledge of individuals into organizational knowledge.

Previously, the study of knowledge sharing is dominated by business organizations where their ultimate goal for knowledge sharing is profit-motivated. However, the issue of knowledge sharing is equally important for a knowledge-based institution, such as a

university, where knowledge production, distribution and application are the main activity in the institution (Petrides and Nodine, 2003). With the increased number of universities in Malaysia, there are a need for them to upgrade their institution knowlegde in order to differentiate among themselves to serve as a as reservoir of knowledge and are no longer just providing knowledge to students. However, comprehensive research in the area of knowledge sharing among academicians especially in their university setting has been rather limited.

Objective of Study:

This study is aimed:

1. To identify the impacts of Trust on knowledge sharing among Malaysian academicians.
2. To identify the impacts of Knowledge Self-Efficacy on knowledge sharing among Malaysian academicians.
3. To identify the impacts of Reciprocal Benefits on knowledge sharing among Malaysian academicians.

Literature Review

The recognition of knowledge as the key resource in organizations affirms the need for processes that facilitate the creation, sharing and leveraging of individual and collective knowledge (Becerra-Fernandez and Sabherwal, 2001). Currently, it is popular belief that one way to make knowledge become more powerful for organizations is through knowledge sharing practices (Quinn et al, 1996; Klein, 2005), so that individual knowledge can become organizational knowledge. Organizational knowledge is developed through the interaction and communication of individual co-workers, in project teams or between projects, and this knowledge sharing process could assist in knowledge creation at a higher level (Nonaka, 1994; Nahapiet and Ghoshal, 1998).

For that reason, many turn to a knowledge management initiative to manage their knowledge. The effective management of knowledge in an organization depends on how well knowledge sharing occurs within the organization since knowledge sharing is a crucial activity for knowledge management success (Wah, 1999; Cabrera and Cabrera, 2002; McDermott and O'Dell, 2001). Therefore, knowledge sharing is considered a very challenging process requiring the organization to implement certain knowledge strategies effectively to manage the process (Cho et al, 2007).

Sabherwal and Sabherwal (2005) view knowledge sharing as involving the transfer or dissemination of knowledge among individuals or groups as a basis for knowledge utilization to create competitive advantage for the firm. Lee (2001:324) has defined knowledge sharing as “activities of transferring or disseminating knowledge from one person, group, or organization to another”, and Van den Hooff and de Ridder (2004) have further elaborated on this view, adding that knowledge sharing is a process where individuals mutually exchange their knowledge and jointly create new knowledge.

Organizational knowledge consists of tacit and explicit knowledge (Nonaka et al, 2000). Both tacit and explicit knowledge are important and complementary to each other (Hass and Hansen, 2007) and essential for knowledge creation. Unfortunately, not most organizations handle explicit and tacit knowledge effectively (Bonner, 2000). Explicit knowledge without tacit insight quickly loses its value since it can be easily imitated by others so it needs to be shared with others so that new insights and learning will empower the knowledge. Tacit knowledge that cannot be codified and shared throughout the organization also has the potential to be lost when the person who holds it leaves the organization. Here,

new knowledge or knowledge innovation is created through interactions between tacit and explicit knowledge and not from either tacit or explicit knowledge alone (Nonaka et al, 2000). So it is crucial to manage and share both kinds of knowledge accordingly since different knowledge brings different benefit to organizations (Hass and Hansen, 2007). This view brings a new perspective on the importance of different types of knowledge to different individuals, groups or units in organizations, making knowledge sharing activities critical to ensure that knowledge reaches those who need it.

However, knowledge sharing is not an easy process due to the fact that knowledge in organizations is often held by individuals, units or groups (collective forms) distributed (Argote and Ingram, 2000; Boland and Tenkasi, 1995; Hutchins, 1995; Weick and Roberts, 1993) all over the organization and sometimes across territorial borders. Furthermore, knowledge is recognised as being *socially-complex* (Sanchez and Heene, 1997; Nanda, 1996) since it is held by people and a personal relationship is needed in order to acquire it. It is regarded as *sticky* (Szulanski, 1996; Hippel, 1994) and *causally-ambiguous* (Sanchez and Heene, 1997) because it is embedded in a complex network of formal and informal relationships, thus making it difficult for organizations to share it effectively.

There are a number of factors leading towards the success of knowledge sharing, and among the individual factors are trust, knowledge self-efficacy and reciprocal benefits. Trust has several connotations in social context which basically could bring the meaning of a situation where one party is willing to rely on the actions of another party that can develop and evaluate expectations (Mayer et al., 1995). In sociology and psychology the degree one party trusts another is a measure of belief in the honesty, fairness, or benevolence of the other party (Bamberger, 2010).

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach the objectives (Ormrod, 2006). In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (1995) described these beliefs as determinants of how people think, behave, and feel.

While reciprocal is generally related to relationship in which an act of one party is met or countered with a corresponding act. In social psychology, reciprocity is a social rule that says people should repay, in the same kind, what another person has provided for them (Caldini, 2006). It is about giving back (reciprocate) the same treatment one has received earlier from the second party.

Methodology

This study is in the form of a descriptive study, on the perceptions of academicians in a public university regarding impacts of organizational factors on knowledge sharing in HLIs. According to Wiersma (1995) this method is appropriate to measure or evaluate the attitude, perception and achievement of a program. The descriptive form is also used at par with the requirement of the study to understand in its real phenomenon (Mohd Majid 1990). Thus, a survey instrument is developed for this study based on the literatures selected. According to Tuckman (1999), a questionnaire is an effective way to gain information from the respondents. All questions are in positive form and the respondents were required to state their perceptions according to the Likert scale.

This study is conducted through a set of survey instrument among academicians in a selected public university (codenamed UA). The academicians are selected from 5 faculties, 2 faculties representing pure sciences group and another 3 faculties representing social sciences group in UA. Thus, to determine the number of respondents, The Sample Size Determination

Table by Krejcie and Morgan (1970) is adopted. The sample size for this study is 38 based on Krejcie and Morgan (1970)'s Sample Size Determination.

In this study, the validity of the questionnaire is determined by an expert. Reliability refers to the stability and consistency in the instrument in measuring a particular concept. A popular test in measuring the consistency of a concept is the Cronbach Alpha. The reliability value of the Cronbach Alpha is between 0.0 and 1.0. According to Mohd Majid (1990), the Cronbach Alpha value more than 0.60 is often applied as the reliability index in a particular research. Thus, in this study, researcher has determined the Cronbach Alpha value that is more than 0.60 as the reliability value for every section of the questionnaire being tested. Next, to decide on the reliability value for the questionnaire given, researcher had carried out a pilot study.

The pilot study was done to identify the weaknesses and the strength in the questionnaire provided. Thus, before the questionnaire was given, 10 academicians were selected to answer the questionnaire first. The outcome obtained shows that all 10 academicians understand the questions clearly. Then, by using the *Statistical Package for the Social Science* (SPSS) program version 21, it is confirmed that the Cronbach Alpha value for all the items of the questions obtained more than 0.6. Thus, the questionnaire constructed to carry out this study is deemed appropriate to be used.

Findings and Discussions on Respondent Background

Table 1 below describe the background of respondents. The number of academicians from Pure Sciences comprises of 36.9 percent and Social Sciences academicians give a number of 63.1 percent. The respondents are majority from Senior Leturers (44.7 %) with 65% of all the respondents have been serving UA for more than 11 years. 73.7 percent of the respondents are PhD holders who possess expertise and knowledge in their respective fields, with 34.2 percent of them experiencing conducting research between 6 to 10 years.

From the demographic data obtained, the field of expertise among UA academicians are generally divided into two; pure sciences and social sciences. For the position related to their post, they are categorized under the post of Professor, Associate Professor, Senior Lecturer and Lecturer. From the data, Senior Lecturers and Associate Professors make the majority with experience of work between 12 to 20 years of service with 6 to 10 years experiences in research. All the above indicators show to us that these academicians are in the process of climbing up their career development, which make truly important for them to share knowledge and create networking in their expertise to increase their research, publication and teaching.

Table 1: Respondent Background

<i>n</i> = 38	Numbers	Percentages
Name of institution		
Faculty Science & Technology	2	5.3
Faculty Technology & Information Science	12	31.6
Faculty Economics & Management	5	13.2
Faculty Social Science & Humanities	14	36.8

Faculty Islamic Studies	5	13.2
Position in this institution		
Professor	3	7.9
Associate Professor	9	23.7
Senior Lecturer	17	44.7
Lecturer	9	23.7
Years of working experience		
1-5	8	21.1
6-10	5	13.2
11-20	18	47.4
21 & above	7	18.4
Highest Educational Qualification		
Doctoral Degree	28	73.7
Master's Degree	7	18.4
Bachelor Degree	3	7.9
Years in Conducting Research Work		
1 year & below	2	5.3
2 - 5 years	7	18.4
6 - 10 years	13	34.2
11 - 15 years	8	21.1
16 - 20 years	4	10.5
21 - 25 years	2	5.3
26 years & above	2	5.3

Findings and Discussions on Trust

Table 2 below describe elements of Trust in Knowledge Sharing. From the data, 92.1 percent of academicians in UA agreed that trust in their faculty are expertise in their area, followed by 81.6 percent of UA academicians willing to help each other when facing any difficulties, while 76.3 percent of UA academicians are competent in their area.

Academicians in UA also believe (68.4%) are sincere and honest to help each other but only around 55.3 percent of academicians having mutual reciprocal faith.

These findings in general show that UA academicians are both expert and competent in their areas. This lead towards better trust gained from other academicians who lead towards better knowledge sharing. Consequently, academicians are preferred to consult among each other when facing difficulties. Furthermore, when they help each other's, they will engage with full of sincerity and honesty. All in all, trust is vital in promoting knowledge sharing among academicians. This is in line with Hardin (2002) which put the important of trust to frame the dynamics of inter-group and intra-group interactions in term of sharing.

Table 2: Trust

No.	Item	Strongly Agree	Less Agree	Agree
1	I trust my faculty/school's academicians in having mutual reciprocal faith.	3(7.9)	14(36.8)	21(55.3)
2	I trust that academicians in my faculty/school are expertise in their areas.	0(0.0)	3(7.9)	35(92.1)
3	I prefer to ask the academicians in my faculty/school for help when I face any difficulties.	0(0.0)	7(18.4)	31(81.6)
4	I believe that the academicians in my faculty/school are sincere and honest to help.	1(2.6)	11(28.9)	26(68.4)
5	I believe that academicians in my faculty/school are competence in their area.	1(2.6)	8(21.1)	29(76.3)

Findings and Discussions on Knowledge Self-Efficacy

Table 3 below also describe the Knowledge Self-Efficacy of Knowledge Sharing in UA. The academicians generally agree that they have the expertise required to provide valuable knowledge to their fellow academics (89.5%). This equally echoed related to confident in ability to provide knowledge to other academics (86.8%), providing difference when sharing knowledge (86.8%), and participate in knowledge sharing to improve the reputation as an academic (71.1%). On the contrary, the respondents are slightly agree on provide more valuable knowledge than most of their academic fellows in their school / faculty (55.3%).

These findings show that the academicians are highly confident and have strong abilities and capabilities in themeselves. This is inline with Luszczynska & Schwarzer (2005) that say by determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. Moreover, when sharing knowledge, the academicians feel happy and believe their reputations are increased and recognised. However, the academicians should increase their self-efficacy through providing more valuable knowledge in their respective institutions.

Table 3: Knowledge Self-Efficacy

No.	Item	Strongly Agree	Less Agree	Agree
1	I am confident in my ability to provide knowledge to other academics in my faculty/school.	2(5.3)	3(7.9)	33(86.8)
2	I have the expertise required to provide valuable knowledge to academics in my faculty/school.	0(0.0)	4(10.5)	34(89.5)
3	It does make a difference when I share my knowledge with other academics in my faculty/school.	1(2.6)	4(10.5)	33(86.8)
4	I can provide more valuable knowledge than most of my academics in my faculty/school.	5(13.2)	12(31.6)	21(55.3)
5	I participate in knowledge sharing to improve my reputation as an academic in this university.	1(2.6)	10(26.3)	27(71.1)

Findings and Discussions on Reciprocal Benefit

Table 4 below describe Reciprocal Benefit of Knowledge Sharing in UA among the academicians. The academicians agree that when sharing knowledge with other academicians, it will strengthen the knowledge capability between both parties (89.5%). The academicians also perceive that the association with other academicians are expanded when sharing knowledge (86.8%), feeling of belonging in one entity (78.9%), future request form knowledge will bw answered (68.4%) and the expectation to receive knowledge when necessary (66.8%).

This findings show us that the practice of knowledge sharing in UA is fulfilled in term of reciprocity. Among academicians on both parties of knowledge sharing feel that they gain reciprocal benefit when they share knowledge with each other. These findings is consistent with Caldini (2006) who mentioned that reciprocity is a social rule which point out that people should repay, in kind, what another person has provided for them. This benefit is as well supported by the factors of trust and self-efficacy.

Table 4: Reciprocal Benefit

No	Item	Strongly Agree	Less Agree	Agree
1	When I share my knowledge with academics at my faculty/school, I strengthen them and myself.	0(0.0)	3(7.9)	34(89.5)
2	When I share my knowledge with other academics in my faculty/school, I expand the	0(0.0)	5(13.2)	33(86.8)

	scope associating myself with them.			
3	When I share my knowledge with academics in my faculty/school, I expect to receive knowledge in return when necessary.	4(10.5)	9(23.7)	25(65.8)
4	When I share my knowledge with academics in my faculty/school, I believe that my future request for knowledge will be answered.	1(2.6)	11(28.9)	26(68.4)
5	When I share my knowledge with academics at my faculty/school, I feel that we belong to one entity.	0(0.0)	8(21.1)	30(78.9)

Conclusions

From the data and analysis discussed above, this study shows that knowledge sharing practices among Malaysian academicians (particularly in UA), are strongly related with the individual factors of “trust”, “knowledge self-efficacy” and “reciprocal benefit”. Therefore, every academician should possess all the three aspects of “trust”, “knowledge self-efficacy” and “reciprocal benefit”; to make knowledge sharing practice run smoothly. All in all, from the general findings, it is found that in the area of individual humbleness and modesty there is still room for improvement as well as mutual reciprocal faith. This goes along with the inferior feelings of capability to give more valuable knowledge than others academicians. This approach is meant for better knowledge sharing practice to be achieved.

In fact, the individual factors of knowledge sharing will boost the UA key areas, which are namely; to produce graduates with national aspiration, competent and innovative; high impact in research and innovation; smart partnership and strategic networking; excellent human resources and institutions; optimum income generating and strategic; and holistic conducive environment infrastructure. Above all, the success of knowledge sharing will surely drive a higher level of academic standards and better quality of education providers at large.

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IDENTIFICATION OF SOCIAL CAPITAL ALPHA TRAIT FOR KNOWLEDGE MANAGEMENT IN PRIVATE INSTITUTION OF HIGHER LEARNING

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Abstract: *This conceptual paper is a layout for a novel approach in improving knowledge management (KM) in private institution of higher learning (PIHL) in Malaysia through social capital (SC) trait identification. Most PIHL relies on manual handovers and LMS database in executing KM. By principle, this ensures the knowledge management process is at the optimum level. However, there are often cases of mismatch between the job description and jurisdiction, where incomplete, inaccurate and substandard documentation is being handover that restricts good knowledge management practice. This is due to disjointed interconnections in between employee, departments and management causing leaks in PIHL's quality management system. This quasi-experimental research is designed to execute a theoretical model that capable of identifying employees with the social capital alpha trait (SCAT) through the valuation of relationship health (iRH) factor. The variables measured include the primary and secondary communication frequency (αFQ and βFQ) and communication importance (αCI and βCI) as well as their position within the faculty. Through this concept, the mean iRH factor is parallel with the KM effectiveness of the faculty, where this factor is in direct proportion with the number of SCAT employees, in exception of Charles Crossing (Cx) where the values are in inverse proportion. It is expected from this theory, by improving the number of recognized SCAT personnel, it would be in linear function with the effectiveness of the faculty in term of KM.*

Keywords: *Social Capital, Education Management, Knowledge Management, Higher Education, Social Capital Alpha Trait*

Introduction

Private institution of higher learning (PIHL) in Malaysia has increased in number for the last 10 years and parallel with its progress most of the organization are in direct competition amongst each other. As an academic institution that carries a vast amount of knowledge, technical data and intellectual properties, good practise in knowledge management are essential in ensuring the continuity of job knowledge and information (Trivella & Dimitrios, 2015). Good knowledge management (KM) will allow PIHLs to seamlessly transfer, use and execute any operational data required in running the institution (Laal, 2011), especially during a transitional periods such as change of semester and accreditation process. The ability of an organization to maintain good practise of knowledge management is depending on the effectiveness of the employees to make use of the systems or strategies (Demchig, 2015) applied to deposit any job-related knowledge and academic matters, which is measurable through various method of intellectual capital (Gupta, Mehrotra, & Sharma, 2015).

Similar to any other organization that consist of various type of employees, social capital (SC) is an important aspect in managing the university. Social capital is defined as an embedded resource of job knowledge within an existing organization, where this individual acts as the focal point of network and linkages throughout the organization (Nahapiet &

Ghoshal, 1998). Social capital is further broken into two categories, bonding and bridging; where bonding refers to strong links in between individuals (such as families and close friends) and bridging refers to weak ties created through acquaintances and mutual friends (Granovetter, 1983). Social capital is seen as an imperative aspect within an organization in regards to knowledge management, where a proper connection of social capital assets is required to be in good health for it to work (Krebs, 2008). Social capital is seen to be more likely to expand in PIHL due to the small size of the organization, multiple portfolios held by some of the staff, higher workload (in comparison to public university counterparts) and direct lateral organization contact. There are several factors that could affect the outcome of social capital in an institution of higher learning (IHL), such as collective actions, relational trust and cooperation as well as connectivity through participation (Yen, Campell, Irianto, Zulyusri, & Fadilah, 2014). For each PIHL there are employees that exhibits social capital alpha trait (SCAT), a natural leader that operates beyond the formal appointment of position. Due to the competitiveness nature of PIHLs, these SCAT employees are typically headhunted without the top management realising the true value of the said employee.

As an institutional body that holds a vast amount of intellectual properties, processes and academic output, knowledge management is essential in ensuring the output of all academic activities are well organized in order to turn it into a sustainable source of valued assets (Laal, 2011). In-depth analysis of the management of an IHL is greatly required in ensuring the effectiveness in handling these knowledge assets through sets of a mechanism (Lesjak, 2018) that is capable to direct the institution's KM. There were various implementation and effort in ensuring KM of an IHL remains at optimum effectiveness, where it can be done through means as specific as social accountability (Sandu, Solomon, Morar, & Muhammad, 2014), support of learning process through Learning Analytics (LA) and Learning Analytics Knowledge (LAK) (Viberg, Hatakka, Bälter, & Mavroudi, 2018) all the way to Total Quality Management (TQM) (Taskov & Mitreva, 2015). All these measures allow the good practice of KM, thus further improves the overall quality of learning experience of students within the IHL.

Knowledge Management Issues

In PIHL, knowledge management is often executed through handovers, depending on instructions or in a situation where the employee is leaving the company or involved in an interdepartmental change. This means that knowledge management effectiveness depends on social accountability of the knowledge custodian (Sandu et al., 2014). Ideally, the handover process for academic staff or a faculty member would involve teaching files, course files, administration documents as well as research grant progress report and supporting documentation to be passed to a temporary custodian (generally holding a faculty position such as the head of a department, deputy dean or dean). This allows them to disseminate the aforementioned documents to their replacement or existing faculty member. This well-documented process by principle should contain any job knowledge leaks and ensuring the knowledge management process at an optimum level.

Another method of knowledge management on PIHL is through Learning Management System (LMS), an online depository of everything related to the operation of academic as well as management related documents, including lecture notes, student's assignments, grades, personal info amongst others. LMS acts as a platform that allows the accumulation of knowledge, where it can be monitored and controlled by the administration, hence maintaining a good practise of knowledge management (Fajar, Nurcahyo, &

Sriratnasari, 2018). This is to ensure the continuity of job knowledge within the organization and closely attached to the position of the involved parties.

However, often the knowledge that is being handover in such circumstance have a mismatch between the job description and jurisdiction, where incomplete, inaccurate and substandard documentation is being handover without the faculty noticing it until it is too late while this restricts good knowledge management (Lesjak, 2018). Besides, inability to practise the usage of LMS religiously by all academicians as well as the administration often leaving the institution with the inability to manage, schedule and track and communicate with all parties related in regards to knowledge, information and data (Cavus, 2015). This is due to disjointed interconnections in between employee, departments and management causing leaks in PIHL's quality management system (QMS). At times, the employee who is assigned to a particular task was given to them beyond their position, however, due to their SCAT, they are entrusted in executing the said tasks. This leads to the management overlooking at their ability and competency beyond their appointed position. In addition, the weak knowledge management in PIHLs are due to high yearly staff turnover, where it is difficult for the institution to have total quality management (TQM) due to lack of commitment (Taskov & Mitreva, 2015), whereas the person assigned/appointed in position is not as well equipped as the natural SCAT "leaders". Most of the times the top management are unable to identify these SCAT employee, due to the missing link in between them and academic/operation, as well as the nature of these SCAT employee lower position that makes them invisible in the view of top management.

If left prolonged, leads to the inability of the PIHL to retain job knowledge as they are unable to identify the major movers within their organization. It is then will cause a domino effect on the inability of the faculty to fulfil accreditation requirement, hence causing the PIHL to lose students within a certain period of time. To encounter this, the PIHL have to absorb more financial strain in term of re-training, headhunting and hiring consultants to fill the void left by the SCAT employee. On top of that, the PIHL will also encounter a problem in regards to any research progress left by the SCAT employee. The job knowledge in regards to this is very specific, hence it will most likely to end with the cancellation of grant by the grant provider.

The purpose of this research is to identify the employee within the organization that fulfils social capital alpha trait and to examine the relationship between SCAT employee and knowledge management in PIHL.

The Search for Social Capital Alpha Trait

The idea of this research is to identify the employee within a PIHL organization that exhibits social capital alpha traits (SCAT) through their level of commitment and subconscious peer recommendation while determining the impact of having SCAT employee within the organization to the effectiveness of knowledge management. It is hypothesized that as a result of recognizing SCAT employee by the university's management, there will be an increase of knowledge management effectiveness.

This research will be conducted based on the hypothesis of the total number of SCAT employee within an organization would significantly improve knowledge management effectiveness, which are the variables considered in the design of the framework. The improvement of the effectiveness of KM in PIHL is measured based on the number of employees with SCAT. This is mediated by the level of commitment of the SCAT employee themselves together with peer recommendation in recognizing the alpha attributes of the SCAT employee. The effectiveness values are influenced by the act of recognition of these

discovered SCAT employee by the management of the university. It is theorized that the recognition of these SCAT employee is important in having a significant improvement in KM of the university, whereas having a high number of SCAT employee alone is not sufficient for any significant change to take place. Increased KM effectiveness is linked with the dominant factors that in theory would be available in these SCAT employees, as indicated in figure 3. These factors are identifiable through an adopted rubric (Rifat, 2009). The unit of analysis of this research is all of the academicians serving the institution since this research is a thorough social capital investigation of employees exhibiting alpha traits. It is to note that the number of academicians varies between faculties and institutions; however, all values are normalized to allow homogeneity of the result.

Methodology

This research will be based on a theoretical model designed to identify SCAT employee within an organization through the measurements of interactions and interaction importance. The relationship between two employees is important in ensuring good communication and relay of information, which directly contributes to the good practice of KM. This relates the measurement of SC towards KM, which is the basis of this model. The variables considered are based on the connectivity map, a thorough network map that acts as the neuron linkages of knowledge within a faculty and/or a university. The connectivity map connects all communication possibilities within an organization, allowing us to measure the relationship health (RH) factor between two employees, then further expanded to all possible pairings. This RH factor is a numerical based assessment of SC trait of an employee towards his or her colleagues, which affects the transfer of knowledge within the organization. A more holistic value of faculty level RH factor provides an indication of employees exhibiting SCAT, hence by definition mentioned in the earlier section, should improve the effectiveness of KM of the institution. To enable the measurement of RH factor of employees, a connectivity map will be required to be constructed that serves as the relationship modelling of an organization. This connectivity map is adapted from aggregate map used in investigating SC in a collaborative network (Abreu & Camarinha-Matos, 2017). To simplify the modelling as well as the numerical calculations that follow, the RH values will be done in accordance with individual faculties, hence the connectivity map will be done on faculty level as well. The connectivity map is based on the differences between sizes, shapes and colours of the nodes, connected through a series of arrows that is differentiated between directions (inbound and outbound) and outlines. Each of these serves as an indicator based on the communication between the employees. In constructing the connectivity map, an understanding of the nature of the organization must be developed. This is essential in connecting the nodes in the connectivity map. Circular nodes represent academic employees within the faculty while pentagonal nodes represent job knowledge. Figure 1 is a sample of a connectivity map that will be used as the model for this research.

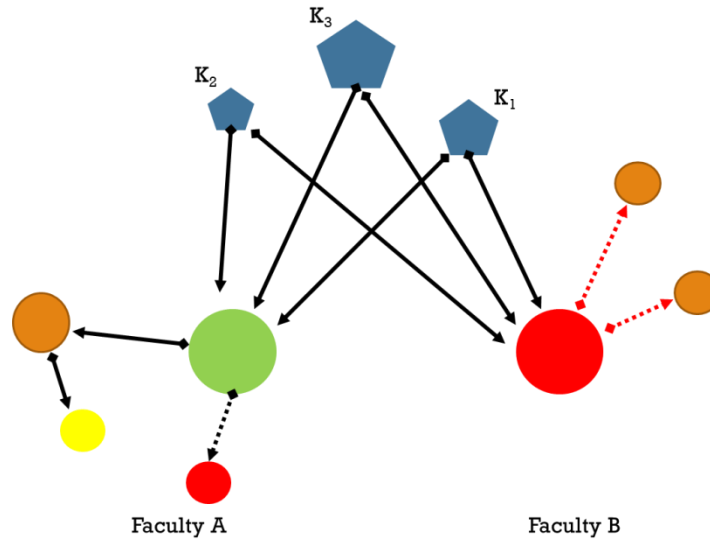


Figure 1: Connectivity map sample between two faculties

The legends for the connectivity map are as follows:

- I. Size: For circular nodes, the increase of size indicates the increase of positional importance within the faculty (i.e. dean, deputy dean, head of departments etc.). For pentagon nodes, the increase of size indicates the importance of the knowledge discussed.
- II. Colour: Three colours are used for the nodes colour. Green represents active function behaviour based on RH factor value while red represents non-functional behaviour due to low RH factor value. Yellow is used to indicate junior employments and young lecturers.
- III. Lines: Solid black lines indicate the transfer of knowledge and it is a vector in nature (directional). Dotted black lines serve as an indicator of loss of transfer (LoT) inbound while dotted red lines represent LoT outbound.

To understand the SC value of an individual with respect to others (intra-departmental), the relationship health (RH) factor must be determined. RH is an indicator of the strength of links and bonds between two communicating employee (in this example employee “a” in respect to employee “b”), a combination of self-awareness (primary) and peer (secondary) and value as the following equation:

$$iRH_{(ab)} = \frac{(\alpha FQ_{ab} \times \alpha CI_{ab}) + (\beta FQ_{ab} \times \beta CI_{ab})}{\alpha FQ_{ab} + \beta FQ_{ab}}$$

where $iRH_{(ab)} \leq 1$

The variables of this equation are as follows:

i: Assigned faculty label.

α FQab: Primary frequency of communication, employee “a” in respect of employee “b”.

α CIab: Primary communication importance, employee “a” in respect of employee “b”.

β FQab: Secondary frequency of communication, employee “a” in respect of employee “b”.

β CIab: Secondary communication importance, employee “a” in respect of employee “b”.

This particular RH value shows the relationship health between employee “a” and employee “b”. As an example, faculty “i” is consist of 10 academicians that interacts with employee “a”. These multi-relationships are possible due to the appointment of the said employee. Hence, there will be 10 possible communication pairings.

Each of the pairings yields their own RH value. Depending on the position, department, job function and office layout, the connectivity map varies from one organization to the other. Figure 2 shows the possible connection with employee “a” is in the centre of communication.

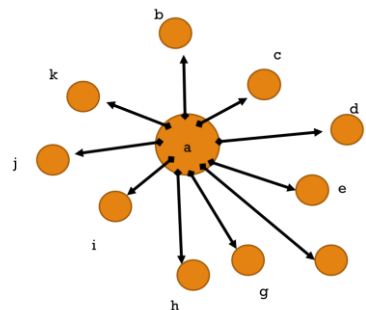


Figure 2: Possible connections with employee “a”

Each of the link shown has their own RH value. A more holistic value can be calculated based on the mean RH factor for employee “a” and can be measured based on the following equation.

$$\mu iRH a = \frac{\sum iRH a \dots \dots k}{n}$$

where n is the number of employee in interaction with “a”.

Moving on to employee “b”, he may be in contact with a lesser number of member of the faculty, in this case, say “a” (inbound) while “c”, “e” and “g” (outbound). Due to his lower position within the faculty, this situation is possible.

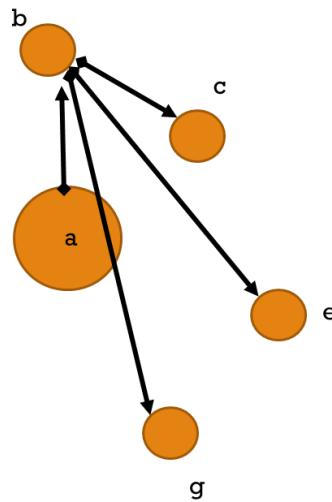


Figure 3: Possible connections with employee “b”

A more holistic connection within the organization can be seen if connections to employee “a” and employee “b” is combined, as in figure 3.

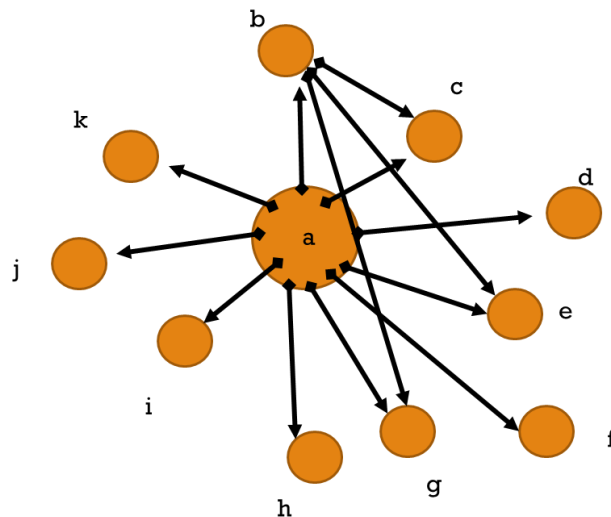


Figure 4: combined connectivity map for employee “a” and “b”

Thus the same to follow for the rest of the faculty. This allows the identification of employee with SCAT measured from the value of RH of each individual employee linkages. Should the RH factor value ranking within the faculty (green nodes) coincides with the organizational ranking (position and job scope), the faculty is considered to be in a healthy intra-departmental social capital state. Should the red nodes be of lower organizational ranking, further corrective actions can be taken to improve the situation, such as retraining, motivation courses, counselling etc. However, should the red nodes be of higher position, while green nodes are of lower rankings, consideration of new positional recognition should be taken. To measure the impact of employees with SCAT against the effectiveness of KM within the faculty, the mean $\bar{r}H$ value is required. In order to plot $\bar{r}H$ factor (an indicator of the amount of SCAT) against KM effectiveness, a more holistic measurement should be

employed (faculty indicators). Hence, the mean μ_iRH value should be used instead. Expanding from an earlier equation:

$$\sum iRH = \mu_iRH a + \mu_iRH b + \dots \dots (k)$$

To value the impact, division with n-th provides the μ_iRH value for the faculty.

$$\mu_iRH = \frac{\sum iRH}{n}$$

where n is the number of employees in the faculty. This value can be utilized for pattern recognition in relation to KM effectiveness within the faculty. As an example, if the university this example has a total of 5 faculties, the μ_iRH value can be plotted against KM effectiveness. The pattern, in theory, should indicate the relation between μ_iRH and $\mu_{KM\eta}$ (the mean KM effectiveness), hence should be able to conform the alternative hypothesis of this research. An instrument to measure the effectiveness of KM is to be applied to each faculty, in understanding the state of how knowledge is managed within each faculty. The resulting values are to be plotted against the number of SCAT personnel recognized by the management. Considerations of recognition (but not limited to) are:

- I. Given a position that matches their skill and knowledge.
- II. Above average total monetary compensation (including allowances and bonuses).
- III. Employment perks.

The value of RH factor also provides the severity (or strength) of the faculty, as well as the university as a whole. By plotting the RH factor for faculty versus the KM effectiveness for each faculty, it should provide a direct correlation between mean RH value (an indicator of having SCAT employees) and the KM. Figure 5 serves as an example of what could be materialized based on this theory.

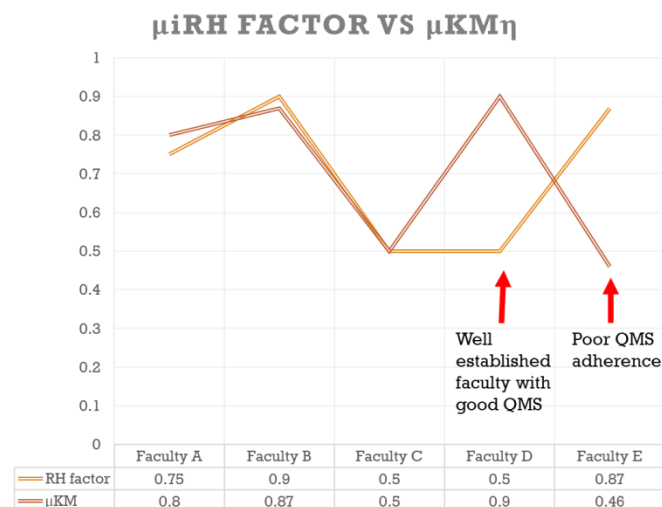


Figure 5: Mean faculty RH factor versus mean KM effectiveness

In this expected pattern, the value of the faculty's RH factor should coincide with the KM efficiency. However, two deviations might occur depending on situation and type of

university (new, emerging or established), which is dubbed as the Charles crossing (CxC), where there is a significant gap in between RH factor and KM effectiveness, vice versa. In CxC, there could be a condition where the university possesses good KM effectiveness but with a low RH factor. This is expected in well-established university (such as research universities or legacy universities) where everything is autonomous and does not rely on SC in order to manage their knowledge assets. Typically, these universities possess fool proof QMS system that effectively manages all academic, research and management activities through digital means. In contrary, it is theorized as well in CxC where a university might find themselves with good RH factor but with low KM effectiveness. This is an indicator of poor QMS adherence, practice and/or enforcement within the organization, where the management of the university should reassess their Quality Assurance and Audit (QAA) department and their policies.

Conclusion

It is expected that the measurement of RH factor for each employee within the faculty should be able to point out the SCAT employees, in the process of improving KM of all intellectual assets. It is also expected that by recognizing these SCAT employee (by the management of the university) by improving their remuneration, perks and working conditions would significantly improve the KM effectiveness within the university.

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READING & CULTURE; THE CONNECTION

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Abstract: *Reading is one of the essential skills needed to be literate. Reading abilities allow learners to gain new information, widen knowledge and improve communication and language skills. However, the education system in Malaysia is still facing the issue of reading incompetency among pupils especially on reading comprehension. This case study aimed to identify the factors that affect reading comprehension ability of Year 3 Orang Asli pupils of Temuan tribe. The respondents involved five year 3 pupils from a primary school located in Shah Alam, Selangor and one parent for each pupil. They were chosen through purposive sampling based on their background as Orang Asli and their low proficiency level. The research instruments used for this study were field notes, document analysis, and individual semi-structured interview of the pupils and the parents. The main findings show that the cultural background does contribute to the reading comprehension challenges of the respondents. The implication derived from this study is that teachers need to be made aware of the reasons for reading comprehension challenges among the Orang Asli pupils in order for them to be able to integrate the suitable reading comprehension strategies in the ESL teaching and learning activity.*

Keywords: *Reading Abilities; Orang Asli; Reading Competency; Culture; Reading Difficulties*

Introduction

English is regarded as a second language as declared by the Malaysian government. However, according to Iber (2016), there are three categories of English speaking Malaysians; 1) people whose English is their first language; 2) Malaysians who are exposed to a high-frequency use of English in schools and urban environments; 3) foreign language learners who consider English as the third or fourth language that they are trying to master. This research aimed to go deeper into understanding the pupils who consider English as a foreign language and are having difficulties in reading comprehension.

Reading is one of the essential skills needed to be literate. Reading abilities allows learners to gain new information, widen their knowledge and improve their communication and language skills. However, the education system in Malaysia still faces the issue of reading incompetency among students. This situation arose because of the failures in the early stages of reading (Mohd Mokhtar Thar et al. 2010). There are numerous sorts of reading difficulties that a learner can face. For example, Ghanaguru et al. (2003) highlighted through her research two main reading problems which are the pupils' incomprehension besides poor motivation to a lack of experience or inadequate prior knowledge and a limited or subjective view of what is read and also lack of prior knowledge to help students make connections to the text. Reading comprehension difficulties existence among Malaysians is clearly evident. The paper provides the results of the study which is to identify the factors that affect reading ability of Year 3 Orang Asli pupils of Temuan tribe.

Research Objective

To identify the factors that affect reading comprehension ability of Year 3 Orang Asli pupils of Temuan tribe.

This study enables teachers to be aware of the problems faced by the pupils in reading comprehension and it is hoped that the findings of the study will help them to look for suitable reading strategies to cater to the needs of the pupils.

Literature Review

This section is the literature review of this study.

Reading and Reading Comprehension

Grabe (2003) defined reading as an interactive process among readers and texts that result in reading fluency where he believed that readers interact with texts as they try to extract meaning. Meanwhile, reading is also defined as a thinking process that involves recognizing words from written texts to construct meaning (Anderson et al. 1985).

Rice (2014), considered that comprehension is the process of eliciting and making meaning through interaction and involvement with written language. This corresponds with a description from Clarke et al. (2014) which stated that reading comprehension comprises of several different skills and processes that involved in processing text with the purpose to get an understanding of the text rather than to acquire meaning from individual words or sentences. As reading is a receptive skill in language learning, it requires an active cognitive involvement which explains the existence of content schemata.

Schema Theory

The process of readers making meaning from the reading text involves the readers' content schemata. Clapham (1996) believed that the more knowledge and familiar the readers on the subject they are reading, the readers will be able to gain information from the text effortlessly. Bernhardt (2005) also suggested that texts which contain culturally familiar content have the facilitating effect for both the reading comprehension process. Through this, it can be deduced that, for a person to be an efficient reader, one must be familiar with the subject area. This is supported by Williams (1997) who believed that giving the learners to read an unfamiliar text and expect them to understand it is unlikely. Without prior knowledge, it is difficult for readers to extract information from the text.

Adams and Collins (1977) argued that even though when the component levels of processing appear to be organized hierarchically when the accomplishment of reading is analyzed by the recognition of the letters, clauses, phrases, and sentences, readers read a meaningful passage, not reading its component letters, words, and sentences in isolation. Therefore, it is best to use interactive model, which combines the two techniques. In addition, it is believed that individual words are recognized more easily when they are embedded in meaningful sentences (Tulving & Gold, 1963, Schubert & Eimas, 1977 as cited in Adams and Collins, 1977) and unfamiliar words may be processed more easily if they are embedded in a familiar story (Witrock, Marks, & Doctorow, 1975 as cited in Adams and Collins, 1997). This corresponds to the pupils' condition where they are having difficulties to read due to their inability to recognize letters. At the age of nine years old, the pupils should be able to recognize

letter. However, the pupils did not, hence, they are having problems in reading comprehension. Moreover, in this study, the text introduced by the teacher was unfamiliar to them. They had no prior knowledge on the vocabulary introduced by the teacher. Therefore, the pupils' were having difficulties to understand the content.

Methodology

The following section is about the research design, the participants, research instruments, and procedures and how the study was conducted.

Research Design

The research design used is qualitative. Cresswell (2014) stated that qualitative research is an approach for exploring and understanding or groups ascribe to a social or human. In order to identify the factors that influences the reading comprehension challenges, a case study method was adopted. Zaidah (2007) defines a case study as an in-depth study method used to narrow down a very broad field of research into one easily researchable topic. She further explained case study as a method which allows a researcher to analyse the data within a specific context closely as in most cases, a case study method covers a small geographical area or a very limited number of individuals as the subjects of study as it aims to investigate the contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (Zaidah, 2017). In conjunction with these criteria, the researcher case study was conducted in one of the schools in Shah Alam on 10 respondents to understand the issue deeper as Yin (2003) believed that a case study is best to explore and understand an issue deeper. Besides that, a case study prevents a manipulation of data as the data collected were through direct encounters with the respondents over individual interviews, field notes and document analysis.

Setting

The setting for this study is in one of the schools in Shah Alam. The school is located near the Orang Asli settlement. Although there are several other schools in the area, Jabatan Kemajuan Orang Asli (JKOA) has instructed for all the pupils to attend this particular school. They intend to gather every child in one school to ease any affairs with them. The headmaster of the school stated that: "The JKOA wants every Orang Asli children to be gathered in our school. It makes it easier for them if they have any events or announcement for them. It will also be easier for them to monitor the progress of the children". Therefore, it is easier for the research to be conducted as everyone is gathered in the same school.

There were more than 1504 pupils. The Orang Asli pupils from the Temuan tribe is only 2% of the population. Most of the Orang Asli parents are illiterate and do not see education as an important matter. As the parents did not see the importance of education, the Orang Asli pupils are having difficulties in learning especially in the English language which is considered a foreign language for them. The participants' first language is the Temuan language and their second language is the Malay language.

Participants

Purposive sampling was used to choose because the researcher intended to have the participants based on the set criteria. As mentioned in Emmel (2013) purposive sampling is known as judgmental, selective, or subjective, and it is carried out based on the characteristics of a population and the objective of the study. In this research, five Year 3

pupils were chosen through purposive sampling based on several characteristics. First, all the participants are from the Temuan tribe aged nine years old with a low proficiency level. Their proficiency level was determined through their past screening test (LINUS) result. Other than that, they were chosen as all of them are in the same class which one of the researchers is the class teacher and their English language teacher. This is to ensure that the researcher has ample time with the pupils to observe them during teaching and learning processes. In the class, only 5 of them are from the same cultural background while another 34 of them are Malay pupils.

Instruments

This case study employed individual semi-structured interview, field notes and document analysis as the research instruments. Triangulation of three research instruments were used to ascertain the reliability of the data. While conducting research, the type of research instruments must be determined in order to collect data. To triangulate and corroborate the data, multiple research instruments were used in this study, which were semi-structured interviews, field notes, and document analysis. Triangulation is important as it assures the validity and reliability of the data acquired.

Field notes

For this case study, classroom observations were used as one of the instruments to collect data. According to Smart et al. (2013), observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. This instrument is used to assist the researcher's understanding by observing the participants rather than depending only on the data gathered from the interview. Classroom observations were conducted and documented as field notes. The observation was conducted in the classroom when the teaching and learning took place. It was to observe the pupils when they were reading and answering the questions asked by the teacher on the text given. The data collected from the field notes is intended to be used to triangulate the result for this research.

Document analysis

Document analysis is a form of qualitative research instruments where it functions as concrete evidence that can be interpreted by the researcher (Bowen, 2009). The data analysis in this study is the pupils' screening test and exercise book. The data is used to prove that the pupils are having difficulties in their reading ability. The data from the document analysis were then used to verify together with other forms of data.

Semi-structured interview

Individual interviews were conducted to collect the data. The interview is conducted to the five participants and five participants' parent at the classroom and their houses respectively for approximately 10 minutes for each respondent. The interview questions were developed to provide information on the participants' lifestyle and the use of English at home. The purpose of the interview was to elicit more information from the respondent. The participants' name was not mentioned to ensure their confidentiality as Leong and Austin (2006) stated that the name of participants is best to be kept confidential to protect their privacy. Data from the interviews were transcribed. The interview was conducted in the Malay language as the participants could not understand the English language at all. Therefore, to gain more accurate data, the language used

should be the one that the participants are comfortable with so that they can answer the questions proposed well (Leong & Austin 2006).

Results and Discussion

This section is the results acquired in identifying the factors that contributes to the reading comprehension challenges faced by the pupils.

Research Question

What are the factors that contribute to the difficulties in reading ability faced by the Year 3 Orang Asli pupils of Temuan tribe?

This research question is answered after the data were collected mainly via Semi Structured Individual Interview and Field Notes.

The socio economic background of the pupils

The Temuan Tribe pupils have poor educational performance in Malaysia due to their poverty. This is supported in Nicholas (2006) where he wrote that according to the Ministry of Education, the high poverty rates and the tendency to live in remote locations were among the reasons that the Orang Asli pupils has low literacy and numeracy base in Year 1 as their enrolment in preschool were low. Based on the demographic profile of the pupils it can be evident that all participants did not attend preschool. They started their school in Year 1 primary school, hence explaining the inability to read comparing to other Malay pupils in the classroom. Besides that, the language spoken the most by the participants before they entered the primary school is Temuan Language hence making it their mother tongue. Malay language can be considered as their second language as they used them only to communicate with teachers and their friends in school. During the interview, one of the participants pointed out that;

“At home, I speak Temuan with my family but I use Malay Language if I went to the shops or with my friends. They did not understand me if I speak Temuan. They only know Malay language. “

This showed that their mother tongue is Temuan and their second language is Malay language. As mentioned by Wong and Abdillah (2018), Bahasa Malaysia which is the medium of instruction in the national education system is not the mother tongue for most Orang Asli students. Through this, it can be concluded that English is not the participants' second language but their third which made English as a Foreign Language for them. Learning a foreign language can be challenging for them when they did not have the basic literacy. Based on the field notes taken during the classroom observation, the pupils were not able to respond to the teachers and were unable to write when being asked by the teacher.

In addition, during the interview, it was found that the pupils who live in their hut had no electricity at home. Hence, they were unable to do anything at night. One of the participants mentioned that;

“I do not have electricity at home. We use the gasoline at night but my friend's house has electricity and television. If I want to watch television, I will go to his house. Sometimes my mother allowed me to go sometimes she did not. ”

This situation did not only happen in Shah Alam but it also happened in other Orang Asli settlement as researched by Wong and Abdillah (2018) where they found that there was no electricity during the day and night for the Orang Asli pupils to do their studies and other activities.

They also mentioned that the pupils had no access or money to buy educational toys, reading materials or watch educational programmes on television. This corroborate with the findings during the interview. One of the participants pointed out that;

“I do not go to tuition. My parents said we did not need to go to tuition. We can just learn in schools. I do not want to go to tuition either. I want to play. If I go to tuition, I need to learn. It’s boring.”

When being asked about homework, the pupils had no interest in doing that. This is because, they do not understand the homework and there was no source for them to refer. When the parents are being interviewed, they mentioned that;

“I also did not know. Nowadays, the lesson were very difficult. I also do not understand.”

“There is no need for tuition. They already learn in school. Besides, tuition is very expensive. Two to three hundred. That’s a month expenses. I can buy groceries with that money.”

This can be concluded that due to their low level of income, and the literacy of the parents, whom did not see the importance of education, the participants’ parents did not bother to invest more money on education.

When the participants did not receive the adequate emotional and financial support from their surroundings, the pupils will be less motivated and lose the passion and interest to pursue education. Hence, it can be seen that motivation plays a very important role in education.

The introduction of the English language to the pupils

Based on the individual semi-structured interview conducted, it is believed that the pupils are not exposed to the English language at home. The pupils’ first and second language is Temuan and Malay. They first learned to know the existence of the language at school. English is not a second, but a foreign language for them. Hence, it is not very significant for them. One of the participants stated that:

“I have never heard of the English language before. I have only heard of Malay language. When my mother went to the shop, the shop keeper speaks in the Malay language. I do not understand why I have to learn the English language. We are not going to use it”.

This proves that the pupils were not exposed to the English language until they entered a primary school where the English language is one of the compulsory subjects.

Comparing Orang Asli to Malay pupils, the Orang Asli pupils are being left behind as there are no efforts from parents to educate their children. When the pupils enter the school, everything seems very difficult for them. With no support from parents, the

pupils are losing their interest and giving up as they are not able to cope with the syllabus in primary school. At the age of nine years old, the inability to read will slow them down in every subject. The Malay pupils have more supporting parents and environment. They are enrolled in kindergarten and are being taught letters and numbers as early as six years old (UNESCO, 2006). Hence, there is quite a number of gaps in their content knowledge.

In the class, it is noted that, when being asked about the meaning of the words that had just been introduced by the teacher, the pupils could not give the correct answers, instead grinning and shrugging their shoulders. Orang Asli pupils live in an area where their settlements are the forest. Therefore, their content knowledge is limited to things that can be found in their surroundings. During the classroom observations, the teacher has used a text about sea creatures such as turtle, sea horse, starfish, jellyfish, and shark. The pupils did not recognize these sea animals as they live in the forest. The only sea creatures that they recognized were the ones that can be found in the market. When they received the text, they only stared at the text. When the teacher asked, they could not answer as they were unable to read the text given.

In addition, when they did not have prior knowledge on the subject, they lose interest, and it became difficult for them on top of not recognizing the letters. This corresponds to the schema theory where it believed that the prior knowledge of the pupils is important to assist in reading comprehension. This can be concluded that as the pupils' culture is different from the English culture, there were some things that they did not understand. The failure of them to associate the words with their existing knowledge has contributed to the difficulties faced by them to understand hence making them lose interest to learn the language.

The result is therefore consistent with the findings of many related studies where it is agreed that as a receptive skill, reading needs knowledge from the readers to be able to comprehend as unfamiliar content would not help the readers to comprehend easily. (Gilakjani & Sabouri, 2016; Hedieh Yousef et al., 2014; Xiaoling Yang, 2017; Ibrahim & M. Sabatin, 2013). Therefore, in this study, it can be argued that due to the difference in cultural content, the pupils were having difficulties in understanding the words given.

The participants' perception of English language

Based on the interviews conducted, the pupils' parents did not see the importance of the English language. One of the parents stated,

"I have heard of the English language, but I do not understand them. Is it compulsory to learn the language? I don't mind if my children failed the subject. As long as they know how to read (Malay language) and count".

During the interview with the parents, it is noted that the pupils speak in Temuan language with their parents. However, in class, they speak in the Malay language as they need to communicate with other Malay pupils in the class. As English is their third language, the pupils were never heard to be speaking in the language at all.

In accordance with their lifestyle, going to school is not as important as teaching life survival to their children. The parents let the pupils decide whether they want to come

to school or not. If they are absent from school, they usually follow the parents to work or stay at home. As the parents are small businessmen, there is no problem for them to bring their children along. One of the parents mentioned that:

“I don’t care if they want to go to school or not. I do not know how to write my name. There is no point in forcing them. It’s okay, teacher. If he wants to learn, he will go to school. If not, I will bring him with me”.

Corroborate with the school’s attendance book, the pupils’ attendance had never exceeded 15 days in a month with no solid reasons from parents regarding their children absentees. Their absence was also observed during the teaching and learning process in the classroom.

Besides that, when the pupils were asked about the possession of any English books, the only English books they have is the English textbook received from the school. All the pupils stated:

“We only have an English textbook. My father never bought me any English books.”

They were not interested in the English language at home as they could not understand even a word in the language. In addition, 3 out of 5 participants barely recognized alphabets. This is proven through the screening test result where all of them failed some of the constructs in the screening test. Through this, it can be concluded that the parents and the pupils are not aware of the importance of the English language. Due to their background as small businessmen, the important aspects for them are their children are able to read, write and count only as their life survival.

Conclusion

This section will provide the implications, recommendations and summary of this study for ESL learners, teachers, and administrators.

Implications

EFL Learners

It was found in this study, that the cultural background was the factor that influenced the reading ability of the pupils. This study will allow the pupils to learn according to their needs and ability in order to attract and motivate them in learning English.

Teachers

From the results and discussions, it can be concluded that the cultural background of the pupils does contribute to the challenges in reading among the year three pupils of Orang Asli of Temuan tribe to a certain extent.

As teachers, it is crucial to ensure the reading text given is simple and suitable for the pupils’ level. It is crucial to lowering the level of the text to the pupils’ capacity to encourage them to understand the text. Difficult reading text will only trigger their frustration which leads to them, giving up reading. Hence, the teacher should be very selective in choosing the reading text. Research by Arias (2007) suggested that there are six criteria that can be used in selecting the reading text. However, there are three most suitable criteria to be used in selecting reading text for the participants which are the pupils’ level, background knowledge, and interest.

Teachers need to consider these three main criteria. Teachers need to be aware of the pupils' proficiency level when selecting reading text as enquiring the pupils' to read texts that goes beyond their level might be counterproductive for pupils' may develop anxiety at first sight of the text. For instance, the text should not be long with many vocabularies in the text. Instead, teachers can introduce a short text, with simple and repetitive words. The second criteria for text selection are the background knowledge of the pupils. For example, as the Orang Asli pupils live in the forest, teachers could introduce the topics that revolve around them. When they are familiar with the words, they will feel attracted to learn as it will spark the interest of them knowing they have some knowledge on the topics. This leads to the last criteria which are the pupils' interest. When teachers select a reading text within the pupils' content knowledge, it will capture the interest of the pupils and make the reading comprehension process pleasant for the pupils.

Other than that, in school, teacher can put an extra effort to match the pupils' needs. According to Wong and Abdillah (2018), the pedagogy and ways of learning of the Orang Asli pupils are different compared to the normal pupils. They explained that research indicates that Orang Asli children learn differently compared to other Malaysian children. They believed that Orang Asli pupils learn through the aboriginal language, arts, rituals, folklore and taboos which has no fixed syllabus or timetable of learning. (Endicott, 2016; Karubi et al., 2013; Nicholas, 2006 as cited in Wong & Abdillah). Hence, the current curriculum prepared by the Ministry of Education is not suitable for them. Therefore, teachers can take this aspect into consideration in designing the lesson plan for them.

Administrators

Through this study, it was found that the parents of the pupils were not aware of the importance of education. This study allows the administrators of the school to take suitable measures to educate the parents on the importance of education for their children.

Besides that, the existing teacher training program also does not prepare teachers and educators for the difficulties of working with Orang Asli communities (Wong & Abdillah, 2018). Even though JAKOA provides the educational assistance for the Orang Asli, the helps are still insufficient for the pupils. Based on this, it is recommended for the policy makers to add the extra syllabus in the teacher training program specifically in catering the needs of Orang Asli pupils in schools.

Another measure that can be taken by the policy makers is to provide hostels for the pupils with lack of basic necessities. For the pupils to be able to learn efficiently, their basic needs have to be fulfilled for them to be prepared to learn new things. A hostel will not only be providing the basic necessities, but also allow them to come to school every day and focus on education.

Recommendations For Future Research

The results of this study may drive other researchers to investigate further the factors that affect the reading ability of the Temuan Tribe Year 3 pupils. As this study used a case study approach, it only involved a small number of participants. For a more accurate result, it is recommended for the other researchers to further explore this topic

by expanding the number of respondents and changing the method from qualitative to quantitative method. This is because, the quantitative method could be applied for a bigger sample size to gain significant findings.

Besides that, instead of a case study, further researchers can use multiple case study to compare the findings can be made. Future researchers can choose schools or institutions with homogeneous or different characteristics. Findings can be analysed by comparing different types of research sites or research sites from different states.

Summary and Closure

This research was conducted to a Year 3 pupils of Orang Asli Temuan Tribe in Shah Alam to identify the factors that affect the reading ability. The findings of the study determined that cultural background is one of the factors that influenced the pupils' reading ability. In addition, it also highlighted that the pupils need the motivation to encourage them to learn English. Having prior knowledge can function as motivation for the pupils.

In conclusion, the cultural background of the pupils does influence the reading challenges faced by the participants but only to a certain extent. There might be other factors that affect the reading ability that has been overlooked. In facing this kind of problems, teachers play the most significant role in ensuring the pupils to be able to improve themselves in the language. Nevertheless, this case study is limited to only five Year 3 pupils. Hence, the results did not represent the whole tribe.

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TESL STUDENT-TEACHERS EXPERIENCES IN DEVELOPING READING ACTIVITIES BASED ON PERSONAL ORAL NARRATIVES FOR THE TEACHING OF READING IN A FORM TWO ESL CLASSROOM

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Abstract: The aim of this research is to investigate the perceptions (experience, and challenges) of 15 Year 3 student teachers from the TESL programme at the Faculty of Education in developing reading activities for Form 2 English reading lesson. The reading activities were developed based on original oral history text written by the student teachers. These activities are as part of their 'Teaching of Reading in an ESL Context' course offered by the faculty. The researcher carried out a qualitative research adopting a case study method. The research instruments used were reflective journals, document analysis and focus group interviews. The findings revealed the TESL student teachers' experiences and challenges faced in developing the oral history workbook. The objective of this activity is to help them to understand the principles of reading ESL materials, teaching reading and material development in an ESL context. It is hoped that the findings of this study could provide better insights to educators in designing personal narratives book for academic reading.

Keywords: Oral history texts, principles in the teaching of reading, TESL undergraduates, secondary school students

Introduction

One of the policy change that has taken place in the Malaysian education system is the introduction of the CEFR (Common European Framework of reference) The roadmap for English Language Education: an agenda for reform 2015-2025 states that language programmes in Malaysia must be aligned to international standards. This has brought about the implementation of CEFR aligned curriculum in our education system which is the global standards for defining English language ability. Now not only the curriculum and assessment are aligned to the CEFR but also the learning materials that are becoming more global in terms of content.

Reading comprehension is one of the most important components in the English syllabus. An English as a Second Language (ESL) learner must possess adequate reading skills, as it is part of the process of learning and acquiring language. In order to understand or derive information from a written text, an English language learner must first be able to read the material and comprehend before successfully extracting information from the text.

When an ESL language learner does reading, he or she would have to bring in information, knowledge, emotion, experience and culture to the printed word (Kenneth Goodman, 1970). Based on this, it is believed that by creating the right type of activities for a personal oral narrative, pupils would be able to tackle their reading materials better thus ensuring a better achievement in the subject. The right method of questioning the learners based on personalized oral narratives would allow the pupils to share and explain information according to how they understand the text discussed and this can produce more confirmation and clarification checks in regard to the lesson content (Rulon and Mcgreary 1986) this will ensure that pupils would be playing a more active role during the lesson rather than be a passive individual in a conservative teacher oriented lesson.

This is where teachers and in this case TESL trainee teachers can play their role. To be able to conduct a rewarding reading lesson, they will need to have a right approach to teaching their content. Good text and good reading activities should be able to promote “both enjoyment of the language and acquisition of it (Rosenblatt 1978 in Tomlinson 2008). Many education institutions have stressed the importance to equip teachers with reading strategies and from many researchers have begun to do researches in this area in order to investigate the use of reading strategies (Ketabi et al. 2010)

Literature Review

Most pedagogical and theoretical learning models have focused on the importance of material content to bring about maximum participation in ESL learners in a reading class. Thus, the underpinning theory of this study can be divided into two which are Tomlinson's Transactional Theory and Material Development Theory. Tomlinson, 2012, p. 143 has defined Materials as “anything which can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions” and any materials used or developed in a language classroom should be “informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)”. It is also commonly accepted that most language teachers use course books. However, no course book could meet the needs and wants of every (or even any) class (Tomlinson, 2010). Based on this notion, there is a strong need for teachers to have the ability to develop their own materials and activities and the process of acquiring the skills should start when they are still student teachers.

Rosenblatt's theory emphasizes that a reader performs two categories of reading - **Efferent** and **Aesthetic**. While Efferent reading is reading to “take away” particular bits of information with the focus on obtaining a piece of information, aesthetic reading is reading to explore the work and oneself” (Rosenblatt, 1978, p.23) where readers are engaged in the experience of reading. In an aesthetic reading, “the reader's attention is centred directly on what he is living through during his relationship with that particular text” (ibid, p.25). Rosenblatt's transactional theory is relevant to ELT material development as it attends to cognitive and affective dimensions.

Tomlinson (2008) asserts that most course materials “are preventing learners from achieving affective engagement by presenting them with bland, safe texts (Wajnryb 1996) In this study, the student teachers will write an authentic oral history texts based on their lived experience on the family theme which will be utilized in teaching of reading in form 2 ESL classrooms. The Oral history text based on the family themes not only attends to cognitive but also

affective dimensions. The pupils will be engaged in both Efferent and Aesthetic reading as they can relate themselves to the stories on family issues discussed in the reading texts.

Different scholars have suggested various procedures and criteria for evaluating ELT materials. Tomlinson (1998) provides an extensive list of principles to be considered in material development and evaluation. He proposes that good English language learning-teaching materials should be able to achieve impact (by having novelty and variety and by being attractive and appealing) besides helping learners feel at ease and overcome anxiety (by providing plenty of white space and providing comprehensible input, Krashen, 1988). In any attempt to introduce new materials, it is utmost important that the materials need to be relevant to the learners' needs. And promote learner self-investment (by involving them in projects and creating their own resources) by presenting them in authentic language. The newly introduced materials should also draw learners' attention to linguistic features of the input (which does not necessarily mean an explicit presentation of grammar).

The reading process is a complex process but can be made easy if readers are allowed to use past experience (Schemata) to shape the meaning. A text that revolves around what is familiar to the reader would allow readers to engage the text more meaningfully. Being able to choose a text that benefit the readers would allow them to focus on their senses and emotions thus allowing readers to make or draw conclusions from the text read. The main role of a student is to be active participant in making reading meaningful by filling in the missing pieces of text with individual responses. On the other hand, a teacher's role is to facilitate the students' exploration of the curriculum by mentoring, guiding, and adapting lessons (Rosenblatt 2004) therefore there is an important need for teachers to change their roles. Hence this study is aimed at creating a new breed of TESL student teachers who would play the roles of *writers, editors, material developers* and *facilitators*. Having exposed the student teachers to the principles and reading strategies in their academic course, the student teachers were asked to write oral narratives based on themes assigned to them. Personal Narratives are a form of writing in which the writer relates one event, incident, or experience from his / her life.

Personal narratives allow the writer to share their life with others, vicariously experiencing the things described by the writers. The writer's job is to put the readers in the midst of the action, letting them live through an event, incident, or experience. Personal narratives also incorporate vivid descriptive details as well as the thoughts, feelings, and reactions of the writer. – Language Arts. The texts which allow the student teachers to share their life with others will evoke in the readers the emotions and senses that would help them engage the text and lesson more meaningfully thus allowing maximum target Language Acquisition.

Soraya (1988:92) has stated that most students “have no sense of purpose in reading other than for answering questions. This will lead to students not seeing the importance as well as the need of the reading comprehension component. This is where teachers and in this case student teachers can play their role. To be able to conduct a rewarding reading lesson, they will need to have a right approach to teaching their content. Many education institutions have stressed the importance to equip teachers with reading strategies and from many researchers have began to do researches in this are in order to investigate the use of reading strategies (ketabi et al.2010)

Methodology

The researcher was interested in obtaining a better and in-depth understanding of the student – teachers perceptions when developing the Reading activities based on the oral narratives for

the form 2 ESL Reading Class therefore employing a case study method. (Yin 2009; Creswell,2009).

A total number of thirty, Year 3 student-teachers from the TESL programme at the Faculty of Education, The National University of Malaysia (UKM) were selected for this study. Of the thirty participants of this study, fifteen were selected for the individual interview. These student-teachers were selected because they were enrolled in 'Teaching of Reading Course' and they are the original writers of the oral history texts. Third year TESL Trainee teachers were chosen as the subjects for this research due to the fact that it is compulsory for the student teachers to take, attend and complete a course called teaching of reading skills in an ESL context. This course was introduced with the aim to equip and drill the students with the main features and aspects of reading theories, research, and related instructional approaches as well as techniques associated with the ESL teaching and learning process.

There is an important need for them to comprehend the importance of being able to create reading materials so as to diversify the roles of these student teachers as writers, editors, material developers and facilitators.

The research instruments used to triangulate and corroborate data in this study would comprise of personal reflective journal (PRJ), field notes (FN), document analysis (DA) and individual interviews (II). The student teachers kept a personal reflective journal detailing what they have learnt and the challenges they faced during the process of coming up with the oral narratives and reading activities

Classroom observations were conducted at 2 secondary schools in Puchong and documented as field notes. The researcher and the lecturers from Faculty of Education, University Kebangsaan Malaysia, as non-participant observers, recorded the progress of the lessons implementation in form 2 classrooms. The researchers then carried out individual interviews to interrogate the student teachers' perceptions in developing the oral history texts for teaching of reading in an ESL classroom. The interviews were recorded and transcribed in verbatim. To increase validity and reliability of this study, the researcher applied triangulation method which Creswell (2012) has defined as the process of corroborating evidences from different Individuals, method or type of data. In addition, the interview questions were reviewed by experts, and the transcriptions of the findings were checked by respondents for verification.

Findings and Discussions

The finding and discussion are explained by answering the research question of the study.

1. What are the Year 3 TESL trainee teachers' experiences in developing classroom activities based on personal narratives for a form 2 Reading class?

By giving the student teachers the skills to modify the content or text, they will be able to meet the students need in an ESL reading classroom. Texts that arouse their interests will boost their engagement in the task prepared. Rosenblatt (1938/1976; 1991) has stated that students tend to respond to a piece of written work by using their prior knowledge to construct meaning. Their interaction with the text based on their own schemata and background knowledge brings about the learners construction of personal meaning. Responding helps students develop their meta cognitive skills, which are important to constructing meaning (Palincar and Brown 1986). Providing students with personal narratives that encourage response will ensure a proactive reading lesson and optimal target language acquisition. However the Students teachers had interesting perceptions during the process of

producing the oral history texts and reading activities that could evoke response from the ESL learners.

Based on the findings, it can be said that the whole process of writing out the oral history texts and developing the reading task has allowed Teacher Trainees (TT) to get a firsthand experience on how to be a producer of materials rather than just a consumer.

One of the teacher trainees claimed that:

Interview 1

“Yeah, this is actually the first time we did, you know constructing oral history text and I think it is really new to us because we never did constructing an oral history text and to make comprehension question out of it. I think it is really important because during the process of constructing texts, we actually have to think and relate a lot of things towards not just society issues but students’ understanding enable it has to be localized or else we cannot relate. The students, you know cannot get themselves into the text” (TT 1).

The statement above is further supported by the reflection (RJ 3) written by TT 3 where she stated that;

“As a teacher, we need to be aware of the selection of the text and the context of the question and it must be parallel with the text. It is because we have to understand the students’ ability of interpreting the text because the level of the text is important towards student participation in the classroom. And “Teacher also needs to provide a suitable materials as students are not only using the text as a reference but also they will apply into their daily life.” (RJ3)

The response demonstrates that the process of developing reading texts and activities is a new experience for them. It really pushes their limit as trainee teachers because they need to not only construct a text that is based on their real life experiences but also to come up with a set of activities that supports the text. There is also the realization that they need to identify many elements that are relevant to issues pertaining to society and pupils understanding.

The Researcher realized that the teacher trainees were having a little difficulty with the development of the Oral history text. During the discussion that the experts had with the teacher trainees as recorded in the field notes (FN), the experts had to guide and direct the teacher trainees based on the syllabus that were covered in the curriculum. A parameter of what should be covered and the sensitivity of issues portrayed were discussed to help the teacher trainees develop their oral history text. Rosenblatt (1938/1976; 1991) has stated that students tend to respond to a piece of written work by using their prior knowledge to construct meaning. Their interaction with the text based on their own schemata and background knowledge brings about the learners construction of personal meaning. By giving the trainee teachers the skills to modify the content or text, they will be able to meet the students need in an ESL reading classroom. Texts that arouse their interests will boost their engagement in the task prepared. The analysis carried out by the researchers identified a few themes that summarize the teacher trainees’ experiences in developing oral narratives and reading activities. The emerging themes are presented in the following sub sections.

Providing Familiar Content

There is a strong need for reading materials to cater to the needs and interests of the pupils. From the individual's interviews, three of the trainee teachers shared that they realized they must make sure the text and content chosen must strike a chord with the interests of the learners or it might not reach the objectives of their reading lesson. They said:

Interview 1:

Yes of course because if the learner does not have the interest on reading the text then, they would not you know. . Not just relating themselves into the text but they cannot answer the question and most probably they would feel bored to actually improve themselves in comprehension. (TT1)

Interview TT 2:

Well at some point I do agree that there is a sufficient need to think all of these to make it very compatible for the students because it is the matter of their interest. Because when the text is something out the context, out of the experiences, we could not grab their attention. So I believe it needs to be compatible for the students.

Interview TT 5:

Yes, there is a need for reading material to be compatible to the needs and interest. We do not want the reading material to be too foreign to the students. If we are able to provide that is relatable to them, that is much easier to understand and that might enhance their reading interest.

The three responses above indicate the importance of materials to be relatable to the schemata or cultural knowledge of the pupils. This is also supported from the Reflection written by the trainee teachers. In Reflection 13 (RF 13) and reflection 1 (RF1), the trainee teachers mentioned how the theories that they learned and how to come up with activities helped them to engage the pupils better during lessons. Not only that, choosing the right content that resonates with the pupils background and levels of understanding also helps them to conduct a better reading lesson;

“This is where all the theories learnt during lecture at the faculty came into practice when we have to tackle the students’ attention in order to encourage them to actively involved in all activities carried out in the classroom.” (RFJ 13) and

“Secret Untold as we find it is more relatable with the students as Pn Jeya informed that we will be teaching students with different background and some of them might be experiencing the same thing. My group and I wanted to make the activities more interactive and game-based as we wanted to nurture their love in reading, thus getting rid the idea that reading is boring and dull.” (RFJ 1)

Classroom meeting one and two that was carried out by researcher and the trainee teachers helped them to come up with a more students based activities and selection of content that is relevant to the pupils as recorded in the field notes. (FN) This is to ensure that the reading materials exposed to the pupils are not too foreign in nature as mentioned by TT 2 that;

Interview 2

“A text that is out of context, out of experience could not grab the attention of the pupils.”

Being able to relate to the text, pupils will be able to understand the reading text better and unconsciously enhance their reading interests. It will also help to make the lesson more interesting and allow the pupils to understand and successfully extract information from the text. This is evident from the response given by the trainee teacher in the reflective journal (RF 11);

“This is proven when we went to the school **because every student was able to answer all questions including the HOTS question since they can relate to the topic**”.

Need and Interests of Learners

Most of the trainee teachers believe pupils will be able to have the skill to interpret text better if they are given exposure to familiar reading content. It will help the pupils to adapt to the reading texts and improve the ability to extract information and complete reading task. One of the respondents stated that;

Interview TT6:

Based on history text, **I need we need to localize the text**; if we refer online we can see there are variety content, types of text. As a Malaysian teacher, we need to localize the text because **we need to fit the text with the students' issue in Malaysia. We cannot have the content of text like social problem that happened in the club or pub. That one is not really relatable to the culture of our country.** To be a good teacher that particular person needs to localize the text in which will bring the students to the text.

Interview TT 7:

I think the text created helped the students to relate better **since the oral history text were created from our experience** so **we can explain better** and **the students can share from their experience as well.**

The responses from TT6 and TT7 indicate that there is a need for students to be exposed to reading materials that are more culturally bound. Teachers should be able to filter information that are not suitable such as social problems in pubs or clubs as it might not be appropriate for Form two students. This is further resonated in a reflection (RFJ 5) written by one of the trainee teacher where it is mentioned;

“It is important because **not all English texts are containing suitable context with our (Malaysian) multi-cultures and religions**”. (RFJ5)

Here we can see that providing trainee teachers with the skills to create their own oral narratives gives them the ability to also censor materials that are deemed unsuitable for our students.

As stated by Goodman, 1970, An ESL learner should bring in information, knowledge, emotion, experience and culture to a printed word to help comprehend the reading material better. Providing a localized text based on their personal experiences also is a plus point as the trainee teachers as they are able to explain the content better and provides a platform for pupils to share from their experiences. One trainee teacher reflected on this by writing

“I can relate the reading materials to our multi-cultures and religions make it more reliable and relevant to our society. Most important is I can make it close to the students’ emotions and feelings.” (RFJ 5)

Challenge 1 – Content and Length of Text

The first challenge that is evident is the issue pertaining to content. Some of the respondents were struggling with the task as they did not know the suitability of the content for form two students. The her interview, teacher trainee 4 shared that

Interview TT4

“I have to make a reading text simple for form 1 and form 2 students, this is very hard because during my course I have to write pieces that are not for form 1 and form 2 students. So to find words that are easy I have to put myself back on their age like I was in form 1 and form 2, like what kind of vocabularies that I understand during that time. Also, I have to find or create something that is not boring for them that is easy for them to understand, readers to relate themselves and instill the knowledge to them.

Interview TT 2

Actually yes, many of our texts are too long and in that point I think that they are actually having quite a difficulty to stay focus because we have many long pages.

The worry that the teacher trainee had was further supported by the reflection shared by another respondent;

“I study the appropriate length of essay in PT3 English paper as a guideline for my oral history text. This is very crucial since a too lengthy text might be unsuitable for the lower secondary students and too time consuming for the activities in class to take place. The text should be in 500-700 words, five to seven paragraphs which will only take on one page. Later, Pn Hameedah and Miss Jeya also advised the same thing to us.”

This was resolved by having the trainee teachers sit with the experts and go through the text together (FN) to edit the materials and reading activities.

The usage of personal narratives will allow ESL learners to connect their home lives to their school lives and allows the teachers and pupils to find ways of getting to know each other as stated by TT11:

Interview TT 11

“they managed to relate themselves to the text. We gave them sometimes to read by themselves and then we asked very group to read one paragraph and one paragraph. We asked them about the words they did not understand or the phrases so I think doing that they managed to understand the sentences, phrases and they words better. They could relate the text to themselves.

Some of the trainee teachers also felt that the issue shared was too personal and too general and there was a slight discomfort in sharing the personal information through personal narratives. This point was highlighted by TT 3 and TT 8 in their reflections. They wrote that:

“It is **quite hard** for me because it was **such a personal for me** and **I kind of like depressed** at it first.” (RFJ3) and

“**should I write about my family?** Or should I not? But this is an assignment. But also **my family issues are so privacy**. None of my classmates or my other friends in college knows about my family. (RFJ 8)

The choice of content that is relatable to the pupils and the length of the text created are also challenges faced by the teacher students. There is a need for the student teachers to put considerable thoughts into their personal narratives and reading activities as TT1 shared in her interview that:

Interview TT 1

The context itself, it has to be something that is happening around us and not foreign to the students and it is easier for them to make them think and relate to the daily life.

Interview TT 3

I realized that my text is too general. I would say that it is easy to create one but it is not easy to create the one that fully meet context that you can share with students and that you can ask students about it or share their opinion

Interview 15

The content itself whether or not it is too deep for the students to actually digest and understand and relate to and as well as the language because you know in one classroom there are students of different levels of ability when it comes to the language usage so I was struggling when I need to use lesser range of the tenses or easier vocabs instead of the complex one and in terms of the relating classroom activities”.

Challenge 2 – Activities Developed

Another challenge that was faced by the trainee teachers was the process of developing the activities for the oral narratives. The reflections and individual interviews indicate that the trainee teachers had some difficulties creating and carrying out the activities. Part of the difficulty was because the trainee teachers did not have enough information on the level of proficiency of the target pupils.

Interview TT 2

The problem we had that we actually we do not know the students learning ability and the level of proficiency.

Interview TT 5

proficiency level of the students. We went through several activities assisted online so I think that is the biggest challenge is not knowing our audience.”

The two respondents did not have a good grasp of who their audiences were. Not knowing the pupils proficiency caused the teacher students to have difficulty in carrying out their reading activities. This caused difficulty in helping the pupils to make connections thus hindering the pupils from actively participating in the lesson. However, based on reflections and interview shared below it can be concluded that the student teacher were able to come to

the understanding that they should be able to modify activities to suit the task and achieve maximum participation in class.

“I did remind myself that the content of the lesson plan can be changed depending on the situation where I had to meet the students learning needs”.(RFJ10) and,

“so what I had learned before carry out a lesson was to always prepare myself with lots of teaching reading techniques and strategies. If I had noticed my students went lost during the lesson, I am able to carry out other back up strategies and techniques whenever it is needed.” (RFJ10)

Interview TT 9

“I think it is very important for us to have back up plans or know what to do or know how to improvise our activities..... Probably we have to improvise the lesson so the students can participate more because I think during our session because I myself met them one to one are you sleepy because it is not fair for us make us discuss it if they are not into it”.

Another two respondents also pointed out the weaknesses with their activities after participating in this research. After carrying out the micro teaching, they shared that the reading activities that were a bit dull for the pupils and could not get the pupils to participate actively during the lesson. They did not push the pupils to make the connections with the text but only pushed the students to become efferent readers.

Interview TT 9:

“I developed a quite a boring task activity which involved reading, telling the meaning of vocab, discussing the answer and that’s the end”.

Interview TT 1:

“You actually have to push them a lot and make them more interactive instead of just sitting there and read. You have to make them answer or do something which is not dry.”

This is further strengthened by the reflection shared by the trainee teachers:

“While I am implementing the lesson that we planned, the activities that we planned were not really interactive because we did ask the students to understand the text but me and my group members did not explain to them paragraph by paragraph and they looked lost when I ask them about what is the whole text about.”

During the expert trainee teachers meetings, the experts did share the possible list of activities based on the 21 st century learning concept to help trainee teachers to come up with more engaging activities (FN).

The Significance of the Study

It is hoped that results of the study could provide insights into the need for student teachers to be exposed to developing personal narratives that would help them to choose suitable reading materials appropriate for the teaching of reading skills to form 2 ESL students. Aside from that, for the student teachers, the results gained from this study would provide the information

useful for their teaching career in terms of teaching where they will be able to provide authentic reading materials that are driven by considerations for the needs and wants of their target learners and by principles of language acquisition (Rosenblatt 1978 in Tomlinson 2008).

The benefit to the student teachers is that more trainings or courses can be conducted to equip teachers with the skills and knowledge to create reading materials and activities rather than just relying on commercially produced textbooks' their language skills. This study is thus significant because it is designed to explore in depth the experience the TESL student teachers go through during the process of creating the reading materials and activities. The findings of this study are useful for curriculum development as it can help the universities and teacher training colleges to design better teaching courses.

Through the usage of texts that are more authentic to the experiences of the ESL learners, teachers can help to create better contexts for communication which can facilitate language acquisition. This verifies the need for language teachers especially in Malaysia to use or create materials that are relevant to their student's stage of language acquisition. Having the knowledge about each student allows you to work within his or her zone of proximal development—that gap between what students can do on their own and what they can do with the help of more knowledgeable individuals (Vygotsky, 1978) therefore it can be concluded that being responsible for content and language will be able to help teachers to maximise on their lessons. Tomlinson (2008,p 6) has stated that rather than depending on professionally and commercially produced textbooks, local and non commercial materials driven by considerations of the needs and wants of their target learners and by principles of language acquisition should be utilized in reading classrooms.

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A PRELIMINARY INVESTIGATION OF LITERACY PRACTICES AMONG BRUNEI PRIMARY SCHOOL STUDENTS

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Abstract: *The study investigates the language use and literacy practices in primary schools in Brunei. The country practices a bilingual education system in which Malay Language is the national language, while English Language serves as the second language from primary 4 onwards. This study was guided by the theoretical notion that literacy practices reflect societal influences and language practices used at home and school environment. Data was collected using googleform from 62 participants from 3 classes at Primary 3, aged between eight to twelve years. Initial findings indicated that there is some evidence of literacy practices in Brunei homes but more in depth investigations is required to confirm these findings. Some reflections based on the researcher's initial investigation during her short term in Harvard University, USA have provided insights on possible intervention programmes which could be adopted to improve the literacy practices and language acquisition of English as a second language.*

Keywords: *literacy practices, bilingual education, English Language, Malay Language, intervention programmes, Harvard University*

Introduction

This paper presented data obtained from a small country, Brunei Darussalam (hereinafter referred to as Brunei). In 1985, Brunei adopted a *dwibahasa* (dual language) or bilingual education policy in which the country has a single system with a common national curriculum from pre-school to pre-university. Two languages, the Malay Language and English Language are used as the two mediums of instruction in school. English plays its role as the second language. Despite the use of English as an important language for acquiring bilingual proficiency, Brunei learners struggle to acquire equal proficiency in English and Malay. The preliminary study showed that low literacy levels and inadequate use of English have led to poor acquisition of the language. The Brunei students encountered some problems in oral communication due to the lack of literacy practices in English and unable to express themselves proficiently in early primary years.

Related studies on literacy

According to sociocultural research approaches, school language and literacy practices have shown that learners are likely to be immersed into the language through interactions with their communities. In this study, I investigated second language (L2) proficiency through the adoption of sociocultural theories. I share the view that language learning is inseparable from the social context and that language proficiencies are the consequent result of the learners' enculturation and socialisation processes (Berman, 2004; Halliday, 2004; Ravid & Tolchinsky, 2002; Snow & Uccelli, 2009). Garrett and Baquedano-Lopez (2002: 339) defined socialisation as "the process through which a child or other novice acquires the knowledge,

orientation, and practices that enable him or her to participate effectively and appropriately in the social life of a particular community". I believe that a deeper understanding of L2 learners and their socialisation process is required for deconstructing the complexities involved in language learning and lend support to successful literacy and second language development (Ucelli, P. & Galloway, 2016; Ucelli, P. et. al, 2015; August, D., & Shanahan, T. , 2006; Bailey, A.L., 2007, Murphy, V., 2014, Wagner, et. al, 1999).

Literacy has been viewed as a social practices in Anglophone countries that reflects our language interactions with others in our everyday lives. Many studies have investigated the level of competency of children as literacy learners and how best to define conditions which make them as 'literate'. In the case of bilingual children, everyday experiences include constantly interacting with their first language and second in different environments including homes, school and within communities. For Brunei students in primary education, however, they face this 'bilingual linguistic occurrence' on a daily basis. I was personally motivated to investigate this occurrence on a deeper level and embarked on one of the first studies on literacy among Brunei L2 learners. I took the opportunity during my short term at Harvard University as a visiting scholar under the sponsorship of the Fulbright US-ASEAN Program to analyse literature around Brunei's attitudes towards literacy education. I worked closely with a US faculty associate and compared studies conducted at Harvard University with other similar L2 contexts.

Uccelli¹ and Paez² explored the oral language skills of L2 children who grew up in bilingual or multilingual environments. Through their study on the development of vocabulary and oral narratives among a group of 24 bilingual (Spanish/English) children living in Massachusetts and Maryland, they tested the students at kindergarten and first grade under the Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children (ECS)³. In their research, they suggest a positive relationship between early Spanish storytelling skills (and Spanish as the first language) and English narrative among the bilingual children. Uccelli and Paez's study supported for more attention on the bilingual development of oral language skills to prevent the literacy gap between bilingual and monolingual English-speaking children. Murphy (2014) also found that the L2 learners had facilitative effect of first language literacy.

In Brunei, very little is known about students' literacy experiences and practices. Much research is needed for providing insights on possible interventions programmes for improving the current status of literacy levels of Brunei's students. For the current study, I reviewed some literature of studies that focus on out-of-school literacy practices and opportunities in the environment to help second language learners develop their literacy skills. The Progress in International Reading Literacy Study (PIRLS), for example, plays an important role as an innovative measure of reading comprehension conducted every five years. PISA measures the reading achievement of young students in their fourth schooling year due to the important transition point that occurs in children's development as readers. Brunei took part for the first

¹ <http://www.gse.harvard.edu/node/127422>

² <http://www.bc.edu/content/bc/schools/lsoe/facultystaff/faculty/paez.html>

³ http://www.cal.org/acquiringliteracy/subprojects/Sub1_Final.pdf

time in PISA 2018⁴ which involved 7,041 students from 55 secondary schools and colleges across Brunei Darussalam. From the total number, 5,426 students which included government secondary schools and colleges under the Ministry of Education. In addition, 520 students from secondary schools under the Ministry of Religious Affairs also took part in PISA. Other private sectors who participated including 849 students in private schools and the remaining 246 students came from international schools. Brunei's participation in PISA is the first comprehensive nationwide study that collects information on the status of Brunei students' reading attainment in English at fourth year. I intend to use the PISA results as a benchmark for obtaining future knowledge on the level of the Brunei students with the English language.

The language situation in Brunei reflects a bilingual education system that aspires to achieve successes in raising standards in English. However, there may be broader cultural issues which must be addressed before these successes can be achieved. The preliminary data collected from this study will shed some light on factors that identify language difficulties and contribute to low literacy levels among Brunei L2 learners.

Methodology

The quantitative method was used to collect information on L2 students in one Brunei primary school. A total of 62 students (30 girls and 32 boys) from three classes at Year 3 took part in the study. The students were asked to come to the ICT room to answer the online survey. For the study, an innovative way of collecting data was used. Students completed their responses on googleforms online through mobile phone and tablets. Each student completed the online questionnaire individually and took an average of 15-20 minutes to complete the survey.

The following are the 15 questions posed in the survey:

- Q. 1) Who do you speak English to at home?
- Q. 2) Do you have any of these things below?
- Q. 3) How often do you read at home?
- Q. 4) Do you see parents read any of these books at home?
- Q. 5) Do you read these English books at home with your parents or family members?
- Q.6) Do you read bedtime stories with your parents or family members?
- Q.7) How often do you write shopping lists at home?
- Q.8) How often do you write letters to anyone at home?
- Q.9) How often do you write emails to anyone at home?
- Q.10) How often do you type text messages (including Whatsapp)?
- Q.11) What do you use the desktop computer or laptop for at home?
- Q.12) If you have mobile phone or tablet, what do you use it for?
- Q.13) Does anyone help you with your English homework at home?
- Q.14) What school subjects do you learn at home?
- Q.15) Can you do your homework by yourself?

⁴ <https://borneobulletin.com.bn/pisa-2018-main-survey-begins-in-schools-across-brunei/>

Quantitative Analysis and Results

This section describes the analysis and data interpretation of the student data collected in the study.

1. Who do you speak English to at home? (You may pick more than one)

62 responses

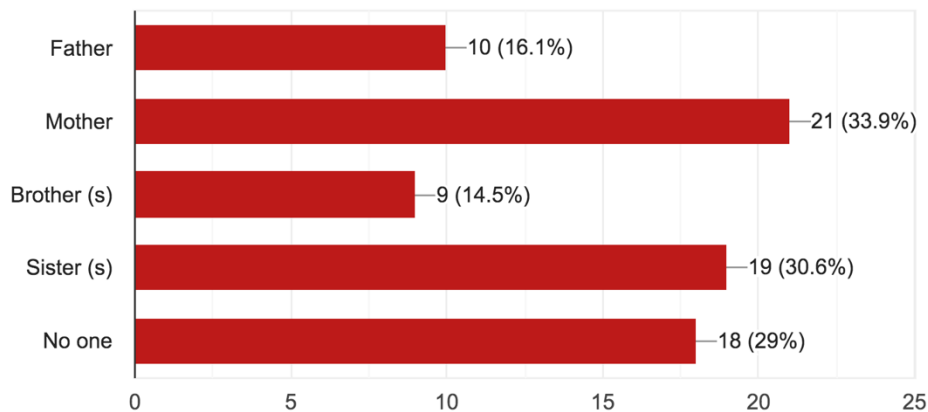


Figure 1: Question - Who Do You Speak English To At Home?

From Figure 1, the results showed that 33.9% of the students state they speak English to their mother more than any other family members. The students also spoke English to their sisters (30.6%). Nearly half of the students do not speak English at home (29%).

2. Do you have any of these things below? (Tick everything that belongs to you or was given to you by someone).

62 responses

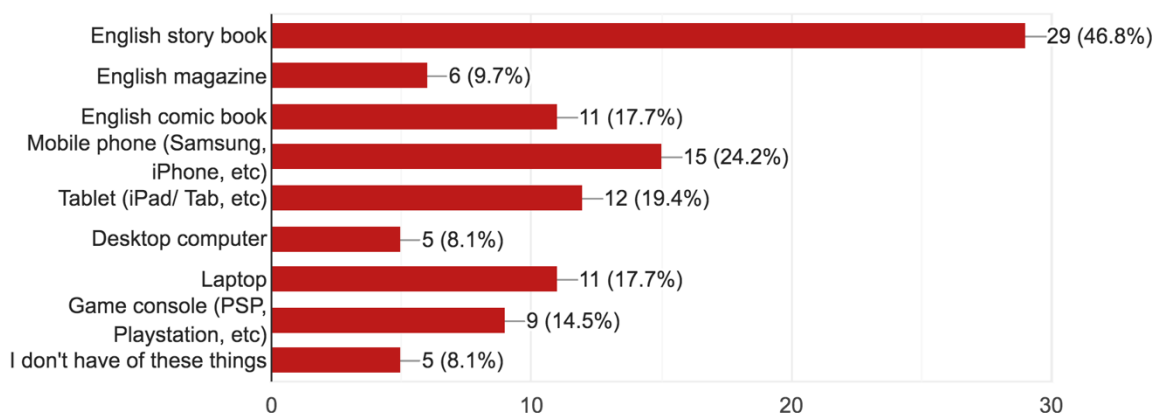


Figure 2: Question – Do You Have Any Of These Things Below?

From Figure 2, the results showed that 46.8% of the students state they own English story books; 24.2% own mobile phone/tablets, 19.4% own desktop computers, and 17.7% own English comics. The students appeared to own other devices as only 8.1% state they do not own any of the above items listed.

3. How often do you read at home?

62 responses

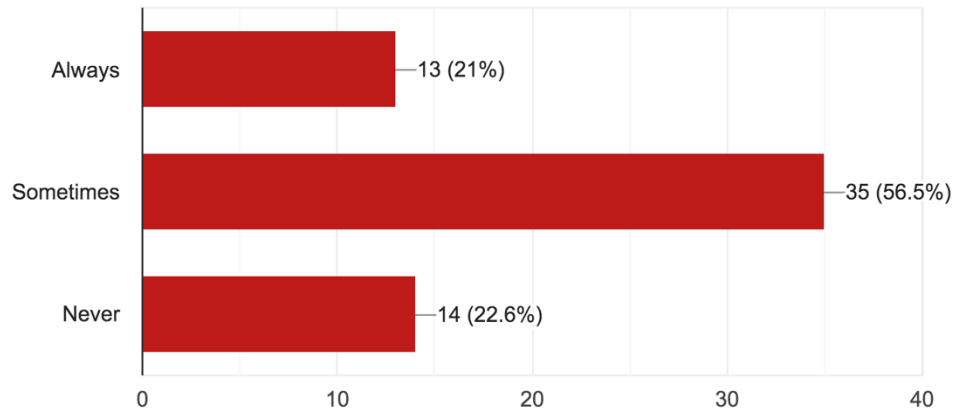


Figure 3: Question – How Often Do You Read At Home?

From Figure 3, the results showed that 56.5 % of the students “sometimes” read at home. The percentage of students in the study who “always” read stands at 21% and “never” read 22.6% at home are almost equivalent level.

4. Do you see your parents read any of these at home? (You may choose more than one)

62 responses

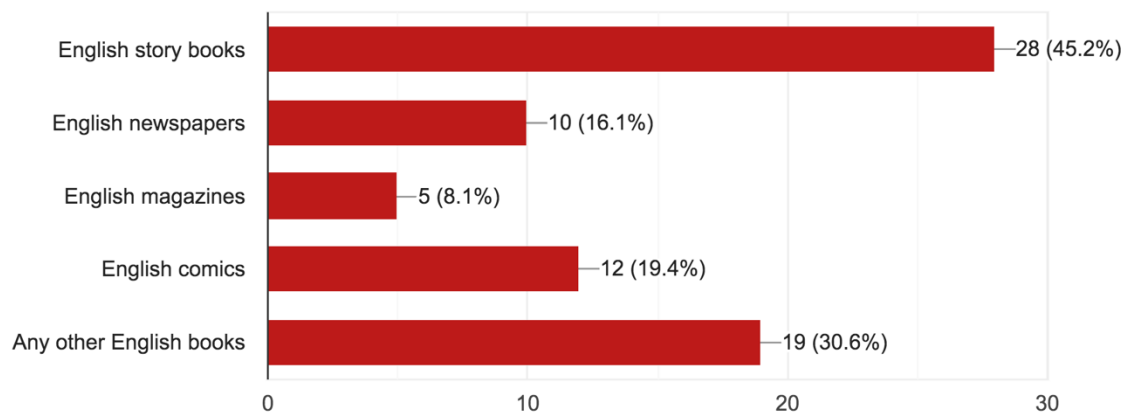


Figure 4: Question – Do You See Your Parents Read Any Of These At Home (You May Choose More Than One)?

From Figure 4, the results showed that 45.2 % of the students do see their parents read English story books at home. The next highest percentage of 30.6% of the students indicate that their parents may be reading other English books.

5. Do you read these English books at home with your parents or family members?

62 responses

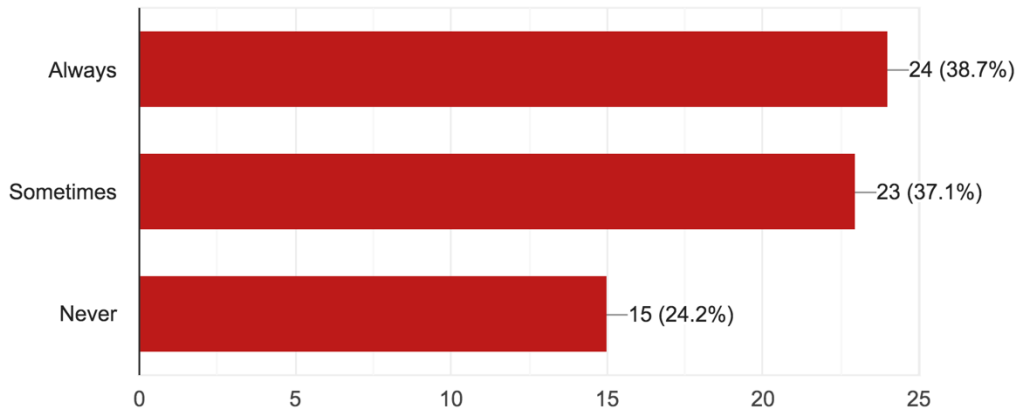


Figure 5: Question – Do You Read These English Books At Home With Your Parents Or Family Members?

From Figure 5, the results showed that 38.7 % of the students “always” read English books at home with their parents or family members, 37.1% of the students answered “sometimes” and 24.2% “never read” English books at home.

6. Do you read bedtime stories with your parents or family members?

62 responses

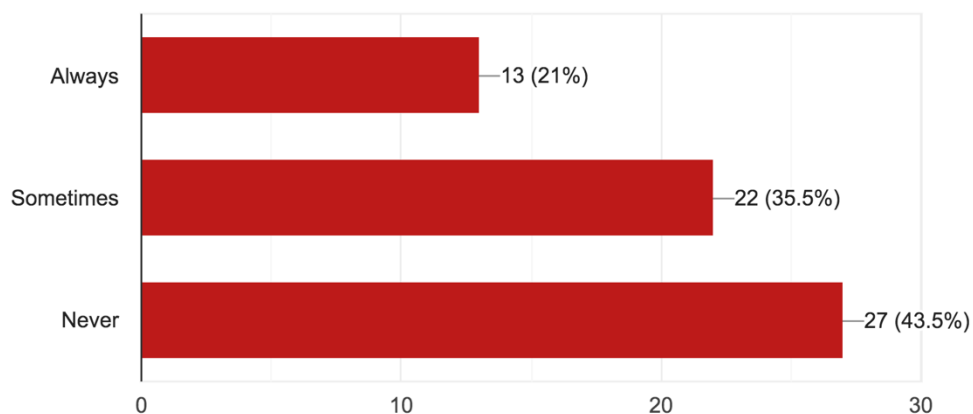


Figure 6: Question – Do You Read Bedtime Stories With Your Parents Or Family Members?

From Figure 6, the results showed that 43.5 % of the students “never” read bedtime stories with their parents or family members, 35.5% the students answered “sometimes” and 21% answered “always” read bedtime stories.

7. How often do you write shopping lists at home?

62 responses

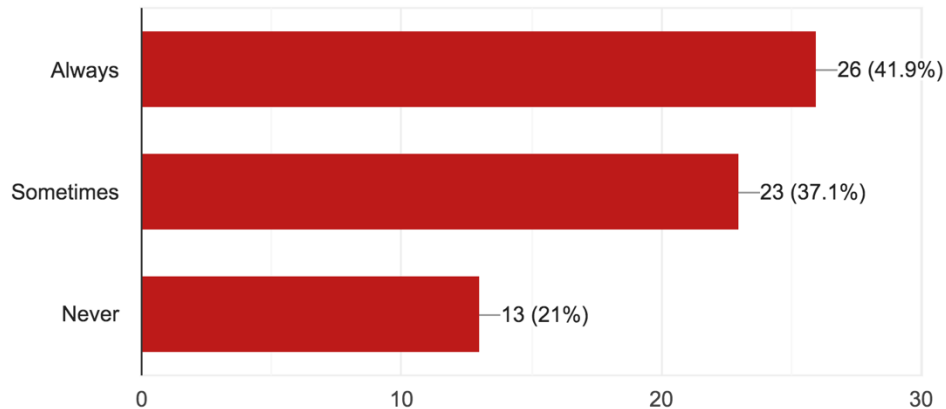


Figure 7: Question – How Often Do You Write Shopping Lists at home?

From Figure 7, the results showed that 41.9 % of the students “always” write shopping lists. 37.1% the students answered “sometimes” and 21% answered “never” read bedtime stories.

8. How often do you write letters to anyone at home?

62 responses

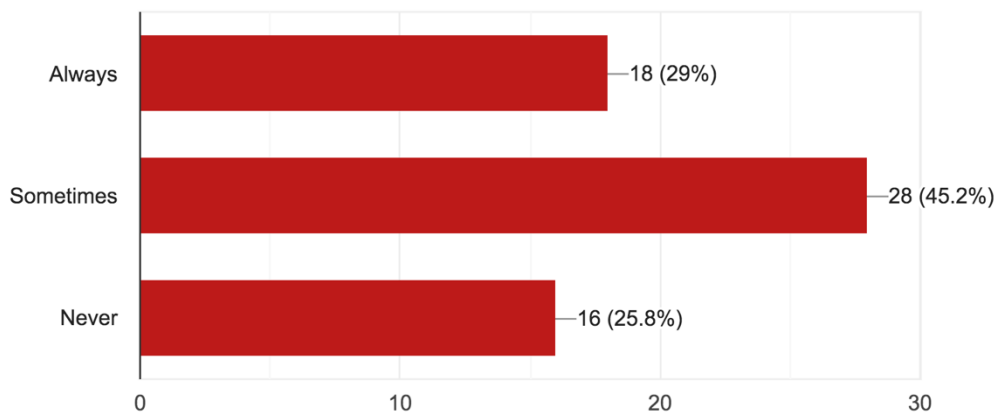


Figure 8: Question – How Often Do You Write Letters To Anyone At Home?

From Figure 8, the results showed that 45.2% of the students “sometimes” write letters at home with anyone, 29% the students answered “always” and 25.8% answered that they “never” write letters.

9. How often do you write emails to anyone at home?

62 responses

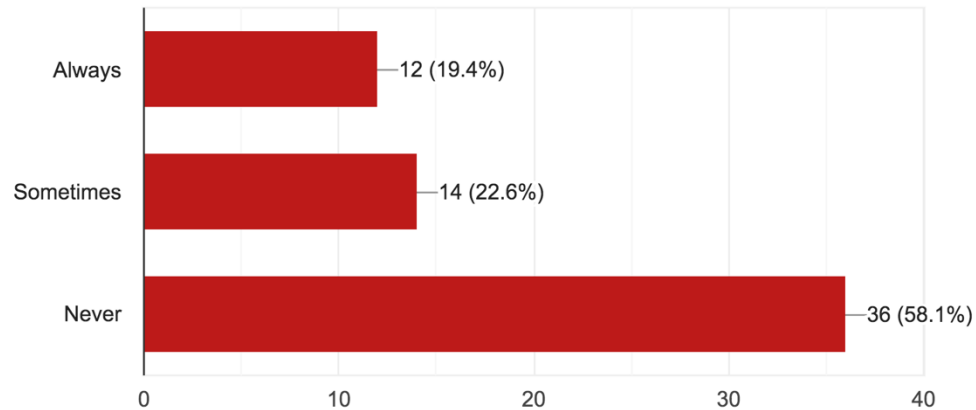


Figure 9: Question – How Often Do You Write Emails To Anyone At Home?

From Figure 9, the results showed that 58.1% of the students “never” write emails to anyone at home, 22.6% the students answered “sometimes” and 19.5.% answered that they “always” write emails.

10. How often do you type text messages (including Whatsapp)?

62 responses

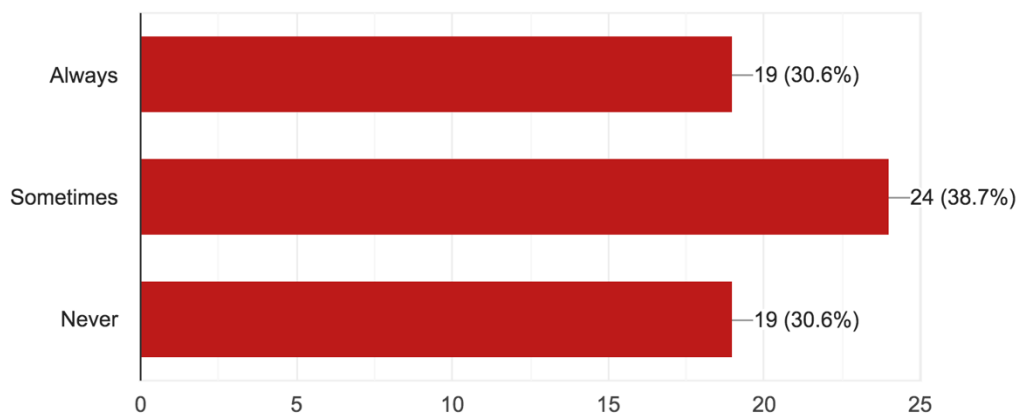


Figure 10: Question – How Often Do You Type Text Messages (Including Whatsapp)?

From Figure 10, the results showed that 38.7% of the students “sometimes” type text messages. 30.6% the students answered “always” and 30.6.% answered that they “never”. The percentage of students in the study who “always” type text messages and “never” stands at an equal percentage of 30.6%.

11. What do you use the desktop computer or laptop for at home? (You may choose more than one)

62 responses

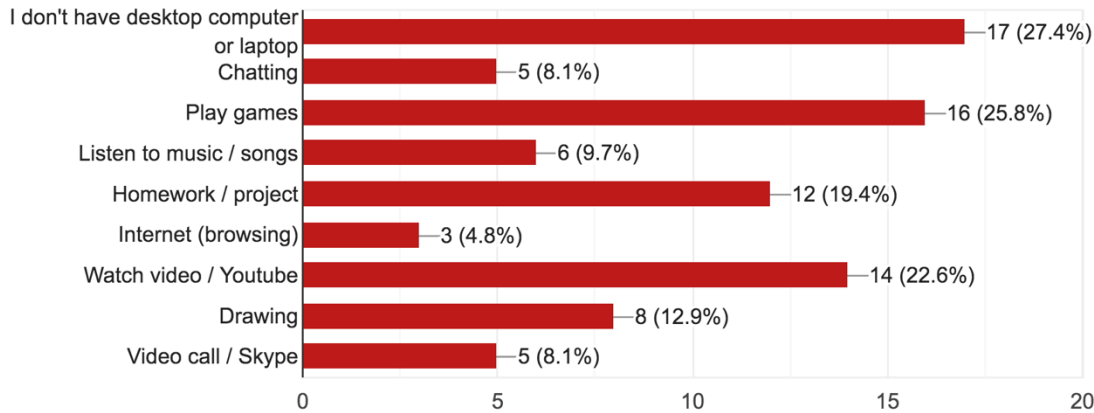


Figure 11: Question – What Do You Use The Desktop Computer Or Laptop For At Home? (You May Choose More Than One)

From Figure 11, the results showed that 25.8% of the students state they use their desktop computer or laptop for playing games at home, while 22.6% for watching video/Youtube. However, 27.4% of the students do not own desktop computer/laptop. The students in this study do use the laptop/desktop for completing homework/project and drawing (19.4% and 12.9%).

12. If you have mobile phone or tablet, what do you use it for? (You may choose more than one)

62 responses

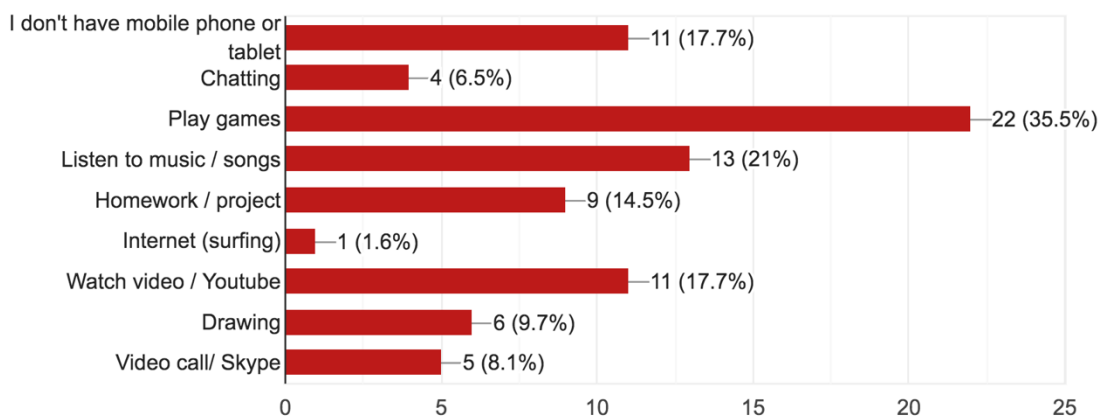


Figure 12: Question – If You Have Mobile Phone Or Tablet, What Do You Use It For?

From Figure 12, the results showed that 35.5% of the students who own mobile phones/tablet use the devices to play games. 21% of the students use these devices to listen to music/song. There are 17.7% of the students who do not own mobile phones/laptop. Another 17.7% of the

students use their devices to watch video or YouTube. For the rest of the students, they use the devices to complete their homework/project, drawing and for video call.

13. Does anyone help you with your English homework at home? (You may choose more than one)

62 responses

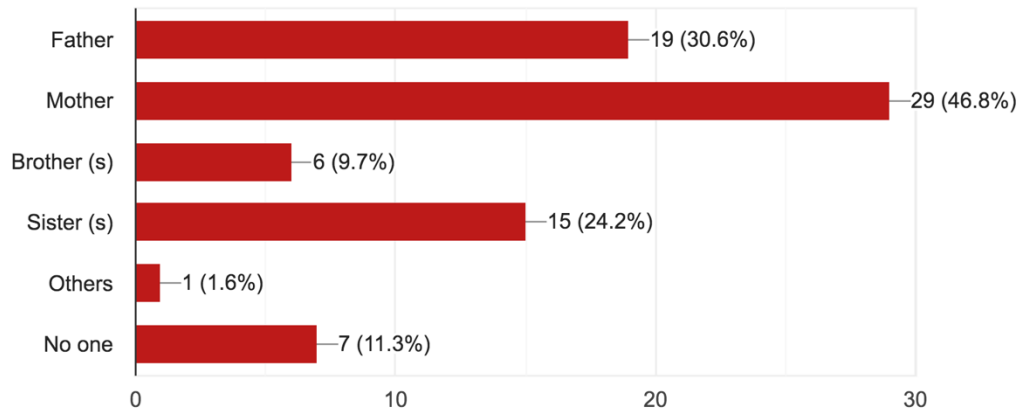


Figure 13: Question – Does Anyone Help You With Your English Homework At Home?

From Figure 13, the results showed that 46.8% of the students do receive help with the English homework from their mothers, 30.6% state their fathers assisted them, while 24.2% state their sisters helped them. 11.3% of the students state no one helped them with their homework.

14. What school subjects do you learn at home? (You may choose more than one)

62 responses

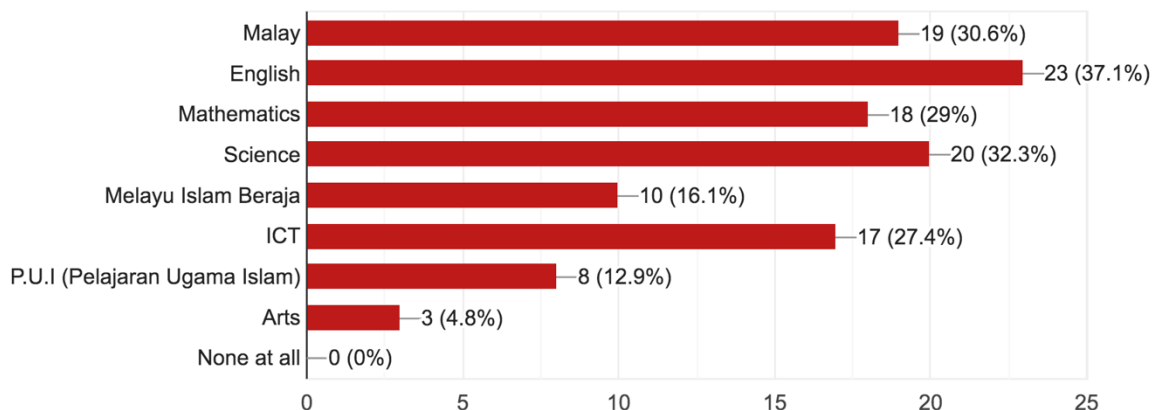


Figure 14: Question – What School Subjects Do You Learn At Home?

From Figure 14, the results showed that 37.1% of the students study English (as a school subject) at home. This is followed by 32.3% of students who studied Science, 30.6% of students who studied Malay, 29% of students studied Mathematics and 27.4% studied ICT.

15. Can you do your homework by yourself?

62 responses

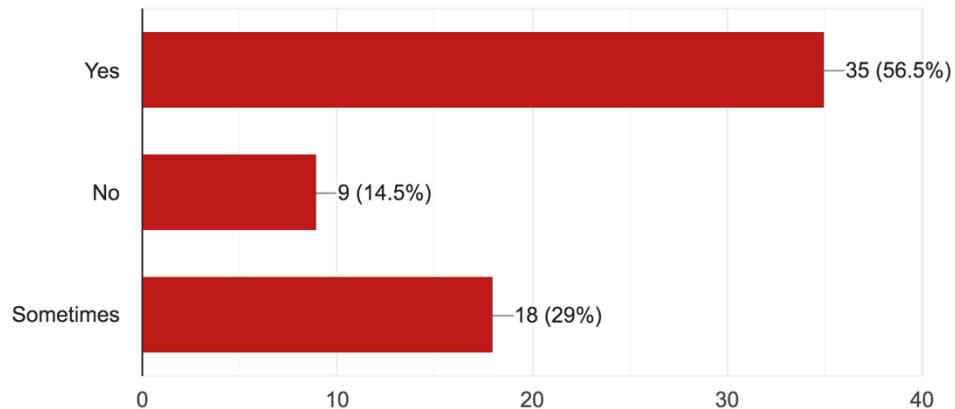


Figure 15: Question – Can You Do Your Homework By Yourself?

From Figure 15, the results showed that 56.5% of the students are able to do their homework on their own, 29% stated they sometimes are able to do their homework and 14.5% are unable to their homework by themselves.

Discussion

Based on the results obtained from Figure 1 to Figure 15, some generalisations about students literacy levels and practices could be made. Firstly, in terms of speaking English, students prefer to speak to their mothers and sisters more, compared to their fathers and brothers. This indicates a female based importance to communications between children and siblings. With regards to ownership of reading materials in English at home, more than half of the students own English story books, while only a small percentage of less than 10% do not possess items that could enhance their literacy skills at home.

In terms of reading, 21% of the students state they do read at home, 22.6% state that they do not read and a higher percentage of 56.6% are engaged in reading occasionally. With regards to seeing their parents read, less than half of the students agreed that they have seen their parents read books at home. The students' reading are not highly supported by the parents as less than half of the students' parents never read books with their children. Almost half of the students (43.3%) also state their parents never read bedtime stories with them.

With writing as a literacy practice, almost half (41.9%) of the students have had some exposure and participate in writing shopping lists at home. The students have written letters at home (29%), emails (19.4%) and text messages (30.6%). These results showed that students are involved in some form of writing practices which should enhance their literacy levels. The students also use ICT devices such as desktop computers/laptop but mostly for leisure and non-educational purposes, such as to play games (25.8%) and watch videos and YouTube (22.6%). The same pattern recurs with mobile phones/tablet as a higher percentage of the students use their mobile devices/tablet for playing games (35.5%), listening to music/songs (21%) and watching videos and YouTube (17.7%) and not for educational reasons.

With homework, almost half of the students state they receive help from their mothers (46.8%), followed by their fathers (30.6%) and sisters (24.2%). A significant number of students also state they do study different school subjects at home: English (37.1%), Science (32.3%), Malay (30.6%), Mathematics (29%) and ICT (27.4%). More than half of the students (56.5%) are able to complete their homework on their own.

Overall, there is some evidence that the Brunei students do participate in literacy practices at home and receive minimal home support in their language learning. However, there is no strong support to indicate that the students have adequate literacy support in their oral skills, as well as reading and writing. From this preliminary study, the Brunei students do require more home support, regular practice of English usage (oral, reading and writing skills), intervention programmes within the Brunei cultural context and could be enhance their language acquisition of English Language as a second language.

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APLIKASI KAEDAH QAWALIB BAGI MENINGKATKAN KEMAHIRAN PENULISAN ESEI MUDAH DALAM BAHASA ARAB MUA'SIROH MURID-MURID TINGKATAN DUA SEKOLAH AGAMA MENENGAH HULU LANGAT CHERAS, SELANGOR

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ABSTRAK: *Kajian ini bertujuan untuk melihat keberkesanan kaedah qawalib untuk meningkatkan kemahiran membina ayat mudah dalam bahasa Arab Mu'asiroh dalam kalangan murid sekolah menengah agama. Sampel kajian ini adalah 32 orang pelajar Tingkatan 2 Tarmizi yang sedang belajar di Sekolah Agama Menengah Hulu Langat (Sekolah Kluster Kecemerlangan). Borang kaji selidik diedarkan kepada sampel kajian untuk melihat respon mereka terhadap minat dan keupayaan membina ayat dalam bahasa Arab. Hasil dapatan kajian mendapati bahawa mereka berminat terhadap bahasa Arab tetapi kekangan dalam mendapatkan perbendaharaan kata yang sesuai dan kekurangan perkataan untuk membina ayat yang gramatis dalam bahasa Arab. Diharapkan dengan kaedah yang dicadangkan pelajar dapat mengaplikasikan dan memperbaiki kelemahan mereka.*

Kata kunci: *Kaedah Qawalib, Ayat Mudah Bahasa Arab, Tingkatan Dua, Sek. Agama Men. Hulu Langat.*

Pendahuluan

Bahasa ialah satu elemen yang penting untuk menggambarkan luahan idea, persepsi dan pengalaman yang ada dalam kehidupan seharian seseorang manusia. Menurut Rosni (2009), ia merupakan satu cara yang paling efektif untuk berhubung dan berkomunikasi dengan efektif. Salah satu cara penggunaan bahasa ialah melalui penulisan. Justeru itu, kebanyakan pembelajaran bahasa dan juga peperiksaan sekarang menekankan aspek penulisan. Namun begitu, menurut Abu Saiid (2007) kemampuan mereka dalam menulis esei jenis ini masih dipersoalkan. Terdapat banyak kesalahan yang ditemui sepanjang proses pembelajaran terutama pembinaan ayat. Kebanyakan kajian memfokuskan dan membuktikan aspek ini, termasuklah kajian yang dilakukan oleh Mahmud dan Mikhail (2007) yang mengesahkan perkara tersebut. Setelah diteliti kebanyakan elemen yang boleh dikaji ialah cara yang terbaik untuk membina ayat yang mudah dalam bahasa Arab Mua'siroh dalam Kurikulum Bersepadu Dini (KBD).

Objektif Kajian

Kajian ini bertujuan untuk mengaplikasikan kaedah Qawalib bagi meningkatkan kemahiran membina esei mudah dalam Bahasa Arab Mua'siroh. Untuk mencapai tujuan kajian di atas, maka objektif kajian yang hendak dicapai ialah:

1. Murid dapat memilih perkataan yang sesuai untuk membina ayat berdasarkan kaedah Qawalib yang diberikan.
2. Murid dapat membina ayat menggunakan kata kerja dan kata nama yang tepat.

- Murid dapat menulis ayat yang lengkap serta tepat dari segi tatabahasa berdasarkan Qawalib yang diberikan dan seterusnya dapat membuat esei yang mudah.

Permasalahan Kajian

Isu atau masalah ini dikaji adalah berlandaskan justifikasi berikut:

- Tiada kosa kata yang banyak akan menyukarkan murid membina ayat walaupun ayat yang ringkas.
- Tidak mempunyai kosa kata boleh menyumbang kepada kurangnya minat kepada Bahasa Arab dan berpendapat Bahasa Arab susah.

Keperluan Isu Diatasi

Isu dan masalah ini perlu diatasi untuk menggerakkan perubahan tingkahlaku positif (+ve) yang dikehendaki iaitu:

- Meningkatkan kemahiran murid membina ayat mudah dan tepat.
- Mempunyai minat yang tinggi kepada mata pelajaran Bahasa Arab.
- Mengurangkan bilangan murid yang gagal dalam mata pelajaran Bahasa Arab.
- Mewujudkan perubahan sikap yang lebih positif .

Carta Alir Proses Tindakan



Rajah 2: Proses Tindakan

Refleksi PdPC: Senario Bilik Darjah

Murid Tingkatan 2 Tarmidzi merupakan kelas ketiga daripada 5 buah kelas tingkatan Dua di sekolah Agama Menengah Hulu Langat. Bilangan murid kelas 2 Tarmidzi ialah seramai 32 orang. Berikut adalah profil murid.

Jadual 1: Profil Murid 2 Tarmidzi

Bil	Nama Murid	Jantina		Lokaliti	
		1	2	1	2

1	ADAM IZZUDDIN BIN RASHIDI	√			√
2	ADIB DINIE BIN KHAIRULLAH	√			√
3	AHMAD SUFI BIN AHMAD SIROJI	√		√	
4	AHMAD SUFYAN BIN NASERUDDIN	√		√	
5	AKRAM HARITH BIN AZWAN	√		√	
6	ALESHA BINTI MUSTAFFA		√	√	
7	ALIN ZUKRINA BINTI ZAINUDIN		√	√	
8	AMIRUL HANIF BIN MOHAMAD ANSAHARI	√			√
9	AMMAR MUKHRIZ BIN MOHAMMAD SAAD	√			√
10	ARIFF HAKIMI BIN NAJMI	√		√	
11	ASMA' SALSABIELA BINTI MOHD TARMIZI		√	√	
12	FAHRIN DAMEER BIN BADRUL IZHAM	√			√
13	JUWANA BINTI ROSLEE		√	√	
14	MOHAMAD ARIF HAIKAL BIN AHMAD	√		√	
15	MUHAMMAD AMER RASYID BIN ZAINOL	√		√	
16	MUHAMMAD ASYRAAF BIN MOHD AZRAAI	√		√	
17	MUHAMMAD HAFIZ BIN MOHD EDZUAN	√		√	
18	MUHAMMAD HAFIZ BIN ZULKHAIRI	√			√
19	MUHAMMAD HAZIQ FAHIM ABDUL HADI	√		√	
20	MUHAMMAD SYAHIR BIN SHAMSUL BAHARI	√			√
21	NABILA BINTI FAISAL RIZA		√	√	
22	NOR SYAHIRA BINTI KAMARUDIN		√		√
23	NUR AINA' BAHIAH BINTI MOHAMAD NAWAWI		√		√
24	NUR AMALIN MUNIRA BINTI BORHAN		√		√
25	NUR AMEERA AINA BINTI MUHAMAD SAHRAN		√		√
26	NUR AQEELAH BINTI ANUAR		√		√
27	NUR AQILAH BINTI ABDUL RAHIM		√		√
28	NUR KHADIJAH BINTI KHALIL		√		√
29	NURBATRISYA HUSNA BINTI HAFIZAN		√	√	
30	SITI NURDINIE FADHILAH BINTI NORAZWAN		√	√	
31	SITI SOLEHAH BINTI MOHAMAD ZAID		√	√	
32	WAN MUHAMMAD IRFAN BIN MOHD ISA	√		√	

Keterangan:

Jantina	1.	Lelaki	Lokaliti	1.	Asrama
	2.	Perempuan		2.	Luar/Rumah

Mengenalpasti Masalah

Pengkaji telah mengenalpasti masalah murid tidak dapat membina ayat mudah yang betul dan tepat dengan menganalisis dokumen sedia ada seperti kertas ujian, semakan buku latihan dan mengamati perubahan tingkahlaku murid melalui tanya jawab, bahan edaran dan aktiviti kumpulan. Didapati, 20 daripada 32 orang murid masih lagi tidak menunjukkan prestasi sebenar dalam pembelajaran mereka, iaitu:

Semakan Buku Latihan	Semakan Kertas Ujian	Pemerhatian Langsung
Tidak menghantar	1 Tidak menepati kehendak soalan	1. Tidak memberikan tumpuan
Tidak lengkap	2. Rata-rata sederhana	2. Tidak membawa buku teks dan latihan
Menyalin daripada rakan	3. Terdapat kesalahan ejaan	3. Pasif dalam kegiatan kumpulan
4. Tidak membuat pembetulan		4. Banyak bergantung kepada rakan-rakan utk menyiapkan latihan

Jadual 1: Mengenalpasti Masalah Pembelajaran

Untuk mendapatkan maklumat yang lebih konkrit dan menentukan masalah yang hendak dikaji, pengkaji telah menggunakan borang soal selidik untuk diedarkan kepada murid-murid 2 Tarmidzi yang mempunyai skala kekerapan lima mata seperti berikut:

5	Sangat setuju
4	Setuju
3	Kurang pasti
2	Kurang setuju
1	Tidak setuju

Arahan: Berikan skor anda mengikut mata di atas berdasarkan diri anda

Bil	Item yang diperhatikan	Skala				
		1	2	3	4	5
1.	Saya tidak menghantar buku latihan mengikut ketetapan					
2.	Saya tidak memahami arahan soalan					
3.	Saya tidak mempunyai kosa kata yang banyak					
4.	Saya tidak berminat / kurang berminat belajar Bahasa Arab					
5.	Saya selalu lambat menyiapkan latihan					
6.	Saya memerlukan bantuan rakan untuk membina ayat					
7.	Saya bermasalah dalam mengingat kosa kata					
8.	Saya keliru dalam menentukan isim muzakkar dan muannas					
9.	Saya keliru dalam menggunakan fi'el muzakkar dan muannas					
10.	Saya keliru dalam menukar tasrif fi'el					
11.	Saya keliru dalam menukar isim mufrad ke musanna dan jamak					
12.	Saya keliru penggunaan lif lam dalam ayat					

Jadual 2: Skala Kekerapan Tingkahlaku Belajar Bahasa Arab Muasirah LAM

Hasil analisis yang dibuat terhadap data yang diperolehi daripada soal selidik yang diedarkan, berikut ialah dapatan yang diperolehi.

Item	Skala 1		Skala 2		Skala 3		Skala 4		Skala 5	
	Jumlah	%	Jumlah	%	Jumlah	%	Jumlah	%	Jumlah	%
1	12	37.5	14	43.75	3	9.38	2	6.25	0	0
2	3	9.38	15	46.87	12	37.5	2	6.25	0	0
3	0	0	4	12.5	21	65.63	7	21.88	0	0
4	11	34.38	10	31.25	10	31.25	0	0	1	3.12

5	7	21.88	10	31.25	11	34.38	3	9.38	0	0
6	1	3.12	4	12.5	11	34.38	2	6.25	4	12.5
7	9.4	12.5	7	21.88	8	25	9	28.12	3	9.38
8	16	50	12	37.5	1	3.12	0	0	1	3.12
9	10	31.25	14	43.75	5	15.63	0	0	2	6.25
10	3	9.38	7	21.88	12	37.5	5	15.63	2	6.25
11	8	25	8	25	7	21.88	5	15.63	2	6.25
12	13	40.63	5	15.65	7	21.88	4	12.5	2	6.25

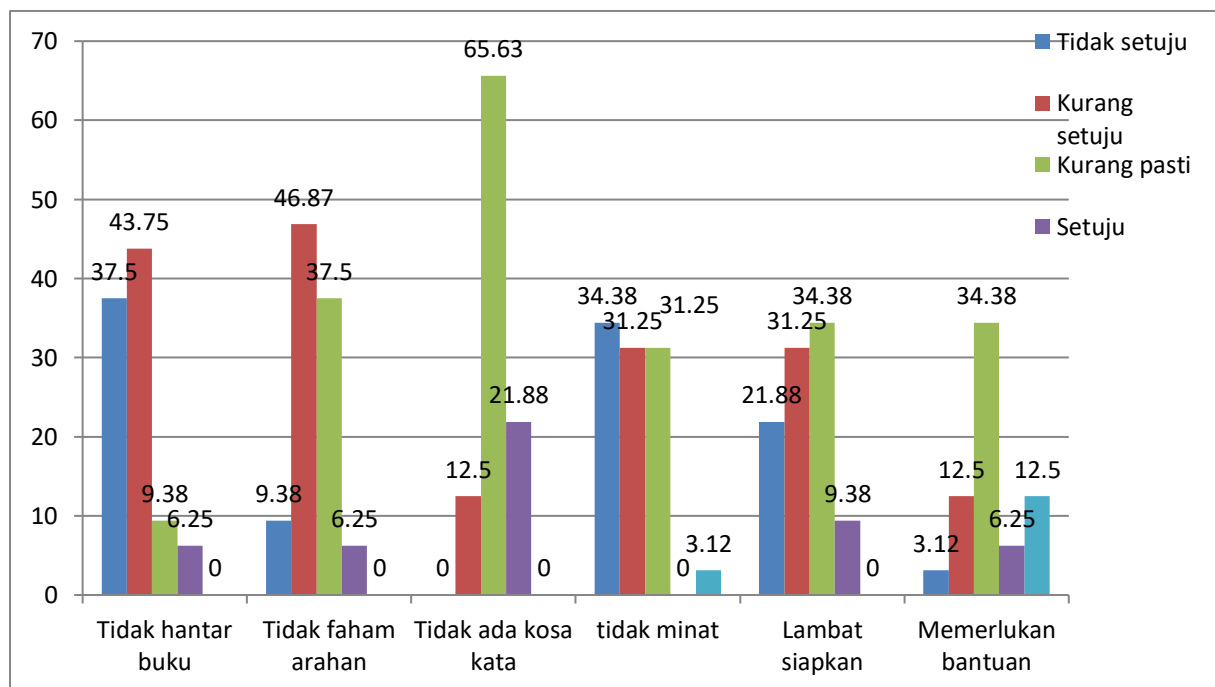
Jadual 3: Dapatan Keseluruhan Soal Selidik

Berdasarkan jadual 4 dapatan keseluruhan soal selidik yang dianalisis daripada sampel seramai 32 orang, senarai masalah yang dikenalpasti dikategorikan mengikut kriteria berikut:

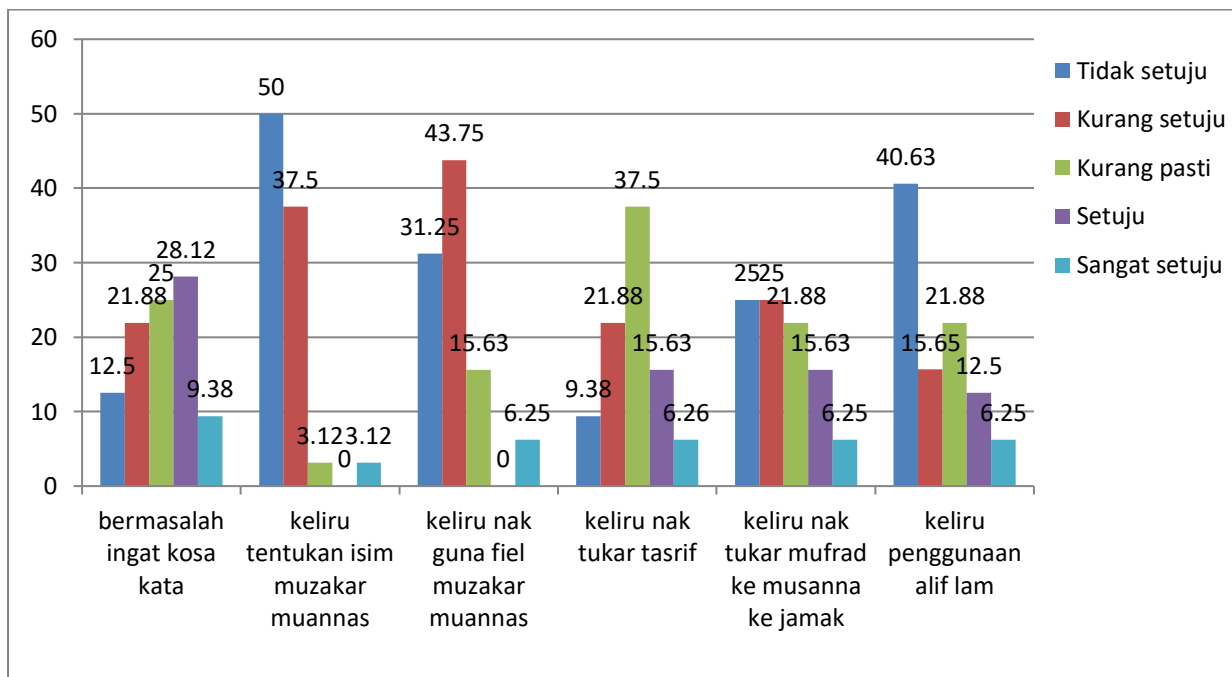
0 - 20 %	21 – 40 %	41 – 60 %	61 – 80 %
Kurang Kritikal	Kritikal	Agak Kritikal	Sangat Kritikal

Jadual 4: Kategori Masalah Yang Hendak Dikaji

Dapatan yang diperolehi, dipindahkan dalam bentuk grafik untuk memberi gambaran lebih jelas menerusi Graf Bar seperti dalam rajah berikut :



Rajah 1.1: Mengenalpasti Isu Kritikal



Rajah 1.2: Mengenalpasti Isu Kritis

Berdasarkan rajah 1.1 dan rajah 1.2 di atas, masalah utama murid adalah penguasaan kosa kata. Sebanyak 65.63% murid yang tidak pasti samada mereka mempunyai kosa kata atau tidak. Penguasaan kosa kata merupakan salah satu penyumbang kepada membina ayat yang betul dan tepat berdasarkan arahan yang diberikan oleh guru atau arahan di dalam buku latihan dan kertas soalan.

Tinjauan Awal

Langkah-langkah yang telah dilakukan adalah berdasarkan pemeriksaan buku latihan, mengadakan ujian dan mengedarkan borang kaji selidik.

Pengumpulan Data

<u>Langkah Dan Minggu</u>	<u>Cara Penilaian</u>	<u>Kumpulan sasaran</u>	<u>Tujuan</u>
<i>Langkah 1</i> Minggu 1 dan Minggu 2	<i>Memeriksa Buku Tulis</i>	<i>32 orang murid 2 Tarmidzi</i>	Mengenal apakah masalah sebenarnya yang dihadapi oleh murid.
<i>Langkah 2</i> Minggu 3	<i>Ujian</i>	<i>32 orang murid 2 Tarmidzi</i>	Murid membina ayat mudah berdasarkan qawalib yang diberikan.

<i>Langkah</i> 3 Minggu 4	<i>Edar borang kaji selidik</i>	<i>32 orang murid 2 Tarmidzi</i>	Kertas soal selidik diedarkan untuk mendapat kepastian pada masalah yang dihadapi.
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Jadual 5: Kaedah Mengutip Data

Analisa Tinjauan Masalah

<u>Langkah Dan Minggu</u>	<u>Cara Penilaian</u>	<u>Kumpulan sasaran</u>	<u>Masalah telah dikenalpasti</u>
<i>Langkah</i> 1 Minggu 1 dan Minggu 2	<i>Memerika Buku Tulis</i>	<i>32 orang murid 2 Tarmidzi</i>	Terdapat kesalahan ayat walaupun telah dibincangkan di dalam kelas.
<i>Langkah</i> 2 Minggu 3	Ujian	<i>32 orang murid 2 Tarmidzi</i>	Setelah membuat Ujian Pra saya dapati hanya 12 orang saja yang dapat membuat ayat dengan betul, yang selebihnya banyak kesalahan ayat seperti tidak membina ayat mengikut qawalib yang disediakan, salah penggunaan isim muzakkar dan muannas, salah ejaan.
<i>Langkah</i> 4 Minggu 4	<i>Borang kaji selidik</i>	<i>32 orang murid 2 Tarmidzi</i>	Rujuk jadual 1.1 dan 1.2

Jadual 6: Analisa Tinjauan Masalah

Perancangan Tindakan

Berdasarkan tinjauan awal didapati masih terdapat murid lemah dari segi penulisan. Ini adalah kerana mereka kurang kosa kata Bahasa Arab, tidak memahami arahan soalan, dan memerlukan bantuan rakan sekumpulan dan guru untuk membuat ayat.

Oleh itu untuk mengatasi masalah ini, kaedah *Qawalib* digunakan untuk melaksanakan kajian ini:

- a. Menulis qawalib yang saya hendak ajar pada hari tersebut.
- b. Memberikan contoh berdasarkan Qawalib

- c. Meminta murid membina ayat mudah berdasarkan Qawalib secara berkumpulan
- d. Meminta murid membina ayat mudah berdasarkan Qawalib secara individu.

Tempoh pelaksanaan intervensi ialah selama 4 minggu.

Pelan Intervensi

Pelan Intervensi yang digunakan adalah seperti berikut :

1. Mengenalpasti murid yang memang tidak boleh membina ayat dengan betul dan tepat.
2. Memanggil murid tersebut dan menerangkan kesalahan ayat yang mereka telah buat.
3. Meminta mereka membuat pembetulan.

Pemantauan Aktiviti

Sepanjang aktiviti dilaksanakan, pemantauan dibuat untuk memastikan pelajar menjayakan setiap aktiviti mengikut arahan. Guru membuat pemantauan dengan memberi tumpuan kepada aspek-aspek berikut :

1. Pembentukan kumpulan
2. Penggunaan bahan bantu (buku tulis dan buku kerja)
3. Pelaksanaan aktiviti
4. Perekodan pemerhatian dan pengumpulan data

Kesimpulan

Setelah selesai melakukan kajian ini, maka didapati ada dalam kalangan pelajar yang mampu menulis ayat dengan betul dan tepat berdasarkan qawalib yang diberikan. Akan tetapi ada sebahagian kecil yang lain masih belum menguasai dengan baik penulisan ayat mengikut kaedah tersebut. Ini bertepatan dengan kajian yang dilakukan oleh beberapa penyelidik yang terdahulu seperti Rosni (2009), Azlan (2017) dan Rohaizaf (2018). Oleh itu usaha yang berterusan diperlukan untuk memantapkan kemampuan pelajar dalam menulis ayat bahasa Arab dengan betul dan tepat.

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Laman sesawang :

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STRATEGI KESANTUNAN PENULISAN: APLIKASI MODEL LEECH (1983), GRICE (1975) & ASMAH (1996&2000)

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Abstrak: Kesantunan berbahasa menjadi pemangkin kepada pembentukan keperibadian seseorang di mata khalayak umum selain dihubung kait dengan profesionalisme. Walau bagaimanapun, aspek kesantunan sering dipandang remeh oleh sesetengah pihak dalam berkomunikasi. Jika disorot, setiap individu dituntut untuk berhemah dalam komunikasi agar tidak menjatuhkan air muka mana-mana pihak sekali gus mengelakkan konflik sama ada dalam komunikasi lisan mahupun penulisan. Kesantunan penulisan merangkumi penggunaan dan pemilihan kata, frasa dan ayat yang gramatis dalam usaha menyantuni khalayak pembaca. Justeru, kajian ini bertujuan untuk menganalisis strategi kesantunan berbahasa dalam artikel *Ruangan Agenda Bahasa* dalam majalah *Dewan Bahasa* terbitan bulan Julai 2018. Kajian ini mengaplikasikan tiga model kesantunan, iaitu PS Leech (1983), PK Grice (1975) dan model Asmah Omar (2000). Kajian ini merupakan kajian kualitatif sepenuhnya dengan memberikan fokus kepada analisis teks. Dapatan menunjukkan pengaplikasian ketiga-tiga model kesantunan, iaitu PS Leech, PK Grice dan kesantunan Asmah Omar yang membentuk pola kombinasi maksim + strategi. ARPBM memperlihatkan pematuhan terhadap maksim Kebijaksanaan + Sokongan + Kualiti + Relevan + Kepatuhan pada Tajuk + Penjagaan Air Muka. Dapatan ini menunjukkan pengaplikasian strategi cadangan, nasihat, pujian, pengemukaan fakta, penggunaan unsur metafora, kepatuhan pada tajuk dan penjagaan air muka dalam usaha penulis melestarikan kesantunan. Dapatan ini merefleksikan bahawa penulis mematuhi peraturan penulisan dengan tidak mengabaikan strategi kesantunan berbahasa. Kesimpulannya, pematuhan terhadap aspek kesantunan penulisan mencerminkan bahawa penulis dalam bidang akademik memanifestasikan sikap profesional dalam usaha memelihara budaya santun dalam komunikasi.

Kata kunci: strategi kesantunan, isu sensitif, pola kombinasi maksim, kepatuhan, penjagaan air muka

Pengenalan

Kesantunan berbahasa merupakan wadah, platform, dan agenda yang signifikan dalam menjamin keharmonisan dalam berkomunikasi. Sehubungan itu, aspek kesantunan berbahasa bukan hanya signifikan dan wajar dititikberatkan dalam komunikasi lisan, namun memainkan peranan yang sama penting dalam komunikasi bertulis. Perkara ini pernah ditegaskan oleh Sara Beden & Indirawati Zahid (2014, p.152), bahawa aspek kesopanan berbahasa bukan sahaja signifikan dalam penggunaan bahasa yang bersifat lisan semata-mata malahan memainkan peranan yang penting dalam penggunaan bahasa yang bersifat tulisan. Kesantunan penulisan bermaksud kesopanan dan kehalusan ketika menggunakan bahasa yang melibatkan penggunaan dan pemilihan kata, frasa atau ungkapan dan ayat dalam penulisan (Sara Beden, 2018, p.55). Penulisan ditakrifkan sebagai perihal atau kegiatan menulis (mengarang) dan lain-lain (*Kamus Dewan Edisi Ketiga*, 2000). Menurut Abdullah Hassan (2006), gaya komunikasi yang utama dalam pengurusan ialah perkataan bertulis. Syarat utama dalam menulis ialah semua tulisan hendaklah ringkas, mudah dan mempunyai

perkataan, ayat serta idea yang baik. Aspek kesantunan penulisan juga perlu mematuhi format dan peraturan penulisan. Penulisan yang baik perlu mengandungi tiga komponen, iaitu pendahuluan, isi dan penutup. Permulaan, isi dan pengakhiran penulisan yang sempurna harus diberi penekanan dan dititikberatkan dalam penulisan. Ketiga-tiga bahagian ini perlu ditulis dengan menggunakan bahasa yang sopan, lemah lembut, berbudi bahasa yang tinggi di samping mematuhi peraturan berbahasa seperti peraturan linguistik, sosiolinguistik dan pragmatik. Ketiga-tiga peraturan ini dikombinasi dalam menghasilkan wacana yang bukan sahaja utuh, runtut dan bertaut malah memiliki kesatuan selain sesuai dengan konteksnya. Ringkasnya, penulis yang berhemah tinggi akan berusaha menyantuni pembaca dan mengambil kira pelbagai pertimbangan dan peraturan dalam penulisan.

Sorotan Literatur

Kajian tentang kesopanan berbahasa sudah mendapat tempat dalam kalangan pengkaji sejak dahulu sama ada di luar mahupun di dalam negara. Antara sarjana Barat yang memberikan fokus terhadap kesantunan termasuklah Ervin Trip (1972), Grice (1975), Leech (1983) dan Fraser (1990). Sarjana-sarjana ini telah mengemukakan konsep, peraturan, prinsip, strategi dan kontrak yang perlu dipatuhi dalam berkomunikasi bagi mewujudkan kesopanan. Ervin Tripp (1972) telah mengusulkan komponen interaksi bersemuka yang berhubung kait dengan peserta, suasana, fungsi interaksi, tajuk, pesanan dan saluran. Bidang kajian ini memperlihatkan perkembangannya pada era 1980-an dengan munculnya Leech (1983) yang telah mengetengahkan Prinsip Kesopanan (PS) yang menekankan manfaat kepada pendengar. Prinsip Kesopanan ini lahir hasil daripada kekurangan-kekurangan yang terdapat dalam Prinsip Kerjasama Grice (1975). Leech telah menambah baik model Grice dengan mengemukakan enam maksim daripada empat (Grice) yang perlu dipatuhi oleh penutur bagi mewujudkan kesopanan dalam berkomunikasi. Seterusnya, Fraser (1990) mengetengahkan ‘Kontrak Perbualan’ antara penutur dan pendengar. Berdasarkan kontrak ini, penutur dan pendengar yang terlibat dalam sesuatu sesi perbualan memahami hak dan tanggungjawab yang menentukan batas-batas perbualan. Sementara sarjana tempatan yang membincangkan aspek kesantunan berbahasa termasuklah Awang Sariyan (2007) menghubungkan kesopanan bahasa dengan *amar makruf nahi mungkar*, iaitu menyeru kepada kebaikan dan mencegah kemungkaran. Gagasan ini sejalur dengan gagasan Abdul Mua’ti @ Zamri Ahmad (2001) dalam *Santun Komunikasi* ketika membicarakan santun berbahasa. Asmah Omar (1996 & 2000) pula mengekspresikan kesopanan sebagai satu tuntutan dalam perbualan, perbincangan dan perundingan supaya kesopanan berlaku terus-menerus dan konflik dapat dihindari di samping penggunaan humor dan cakap berlapik.

Bahan Kajian

Makalah menggunakan artikel yang bertajuk “Perjuangan Bahasa Melayu di Tangan Anak Muda” (ARPBM) hasil tulisan Mohamad Syafiq Rohaizad Buyong, (halaman 10-13) dalam Majalah *Dewan Bahasa* terbitan Dewan Bahasa dan Pustaka keluaran bulan Julai 2018. Pencerakinan artikel ini terdapat dalam jadual 1 berikut.

Jadual 1: Artikel Ruang Agenda Bahasa

Artikel	Kod (Artikel/Halaman/Perenggan)
	ARPBM/H13/P3
Perjuangan Bahasa Melayu di Tangan Anak Muda (ARPBM) Halaman 10-13	ARPBM/H11/P4
	ARPBM/H13/P1
	ARPBM/H10/P1

ARPBM/H10

ARPBM/H12/P3

ARPBM/H11/P5

Artikel ini dimuatkan dalam Ruang Agenda Bahasa dalam *Majalah Dewan Bahasa* yang merupakan ruang tetap dalam setiap keluaran dan menyajikan agenda-agenda bahasa yang relevan dengan milieu selain sebagai wadah dan imarah ilmu kepada semua khalayak pembaca.

Objektif Kajian

Kajian ini bertujuan menganalisis strategi kesantunan berbahasa dalam penulisan artikel ruang Agenda Bahasa dengan mengaplikasikan Prinsip Kesopanan Leech (1983), Prinsip Kerjasama Grice (1975) dan Strategi Kesantunan Asmah Omar (2000).

Metodologi & Kerangka Teoretis

Kajian ini mengaplikasikan kaedah kepustakaan dan kaedah analisis teks. Kaedah kepustakaan melibatkan pembacaan dan pengumpulan bahan-bahan ilmiah sebagai sumber rujukan. Data korpus yang digunakan dalam kajian ini merupakan artikel daripada ruang agenda bahasa yang bertajuk “Perjuangan Bahasa Melayu di Tangan Anak Muda” yang dikodkan sebagai ARPBM yang merujuk kepada Artikel Perjuangan Bahasa Melayu (ARPBM). Seterusnya, data-data mengalami proses pencerakinan bagi memudahkan analisis. Seterusnya, data dikod berdasarkan artikel, halaman dan perenggan. Misalnya, ARPBM/H10/P3, iaitu ARPBM merujuk kepada artikel kajian, H10 merujuk kepada halaman sepuluh dan P3 pula merujuk kepada perenggan ketiga data tersebut dalam artikel. Pengekodan dilakukan adalah untuk memudahkan proses pengenalpastian data analisis. Analisis dilakukan dengan mengenal pasti unsur-unsur bahasa yang digunakan oleh penulis dalam data kajian yang berpadanan dengan maksim-maksim PS Leech (1983), PK Grice (1975) dan strategi KAHO (1996 & 2000). Padanan data-data dengan maksim-maksim dan strategi KAHO ditadbir dengan memberikan fokus terhadap penggunaan kata, ungkapan atau frasa dan ayat yang berpadanan dengan model-model kesantunan tersebut, seterusnya akan memperlihatkan strategi yang diaplikasi dalam penulisan. Strategi dalam *Kamus Dewan Edisi ke-4* (2007) merujuk kepada cara-cara melaksanakan sesuatu bagi mencapai sesuatu maksud. Strategi dalam kajian ini merujuk kepada kaedah atau cara yang digunakan oleh penulis untuk menggambarkan kesopanan berbahasa berdasarkan model Leech (1983), Grice (1975) dan Asmah (2000). Pengaplikasian strategi dalam penulisan bertujuan untuk memperlihatkan kesantunan selain mencapai objektif komunikasi. Kajian ini mengambil pendekatan dengan menggabungkan PS Leech (1983), PK Grice (1975) dan KAHO (2000). PS memberi penekanan kepada perlakuan beradab yang menghubungkan dua pihak dalam sesuatu proses komunikasi, yakni penutur dan lawan tuturnya. Maksim-maksim yang diketengahkan oleh Leech (1983) terpapar dalam jadual 2 berikut:

Jadual 2: Model PS Leech (1983)

Maksim	Spesifikasi
Kebijaksanaan (<i>Tact</i>)	Maksim yang meminimumkan kos bagi orang lain dan memaksimumkan manfaat kepada orang lain.
Kedermawanan (<i>Generosity</i>)	Maksim yang meminimumkan manfaat bagi diri sendiri dan memaksimumkan kos bagi diri sendiri.
Sokongan (<i>Approbation</i>)	Maksim yang meminimumkan cacian terhadap orang lain dan

	memaksimumkan pujian terhadap orang lain.
Kerendahan Hati (<i>Modesity</i>)	Maksim yang meminimumkan pujian terhadap diri sendiri dan memaksimumkan cacian terhadap diri sendiri.
Persetujuan (<i>Agreement</i>)	Maksim yang meminimumkan perbalahan antara diri sendiri dengan orang lain dan memaksimumkan persetujuan antara diri sendiri dengan orang lain.
Simpati (<i>Sympathy</i>)	Maksim yang meminimumkan antipati antara diri sendiri dengan orang lain dan memaksimumkan simpati antara diri sendiri dengan orang lain.

Sementara Grice (1975) telah mengemukakan PK untuk memperlihatkan kerjasama dalam komunikasi. PK Grice ini merupakan maksim yang mengawal proses komunikasi agar berjalan lancar sebagaimana paparannya dalam jadual 3 berikut:

Jadual 3: PK Grice (1975)

Maksim	Spesifikasi
Kuantiti	Memberi maklumat yang sempurna, informatif dan mencukupi dan tidak memberikan maklumat yang berlebihan.
Kualiti	Memberikan maklumat yang betul, sahih dan ada dalil atau kesahihan buktinya.
Relevan	Maklumat yang mempunyai perkaitan atau ciri-ciri yang rapat antara satu maklumat dengan maklumat yang lain.
Cara	Menyatakan sesuatu dengan cara yang betul dan mudah difahami bagi mengelakkan maklumat yang memperlihatkan ketaksaan, kekaburan dan berbelit-belit.

Sara Beden & Indirawati Zahid (2015) mendapati bahawa kombinasi kedua-dua model kesopanan ini berupaya memanifestasikan kesopanan berbahasa dengan jelas dan wujudnya pola-pola kombinasi maksim. Berdasarkan penemuan tersebut, kajian ini membuat penambahbaikan dengan menambah satu lagi model, iaitu model kesantunan Asmah, iaitu Kesopanan Asas + Strategi (KA+S) yang diketengahkan oleh Asmah Omar (1996 & 2000). Asmah telah mengemukakan model kesopanan dengan membahagikannya kepada Kesopanan Asas dan Kesopanan Berkendala. Bagi Asmah Omar (1996, hal.92) kesopanan bukanlah strategi semata-mata tetapi kesopanan merupakan ciri budaya yang menuntut ahli masyarakat bersopan santun dan menghormati antara satu sama lain. Oleh itu, Asmah Omar (1996) menyimpulkan bahawa Kesopanan Berkendala sebagai Kesopanan Asas yang disertai dengan strategi komunikasi. Kesopanan Asas + Strategi merupakan kaedah yang digunakan oleh pemeran untuk mencapai tujuan dalam komunikasi dan strategi komunikasi yang menandai kesopanan melibatkan enam strategi seperti dalam jadual 4 berikut.

Jadual 4: Model Asmah (1996&2000)

Strategi	Spesifikasi
Pertama	Pengakuan adanya perkaitan peranan antara pemeran
Kedua	Kesedaran akan adanya perbezaan taraf sosial antara pemeran yang merujuk kepada perbezaan taraf sosial
Ketiga	Ksedaran akan adanya kuasa pada peranan dan taraf tertentu
Keempat	Penjagaan air muka
Kelima	Kepatuhan pada tajuk atau bidang perbincangan atau perbahasan

Keenam Kepatuhan pada peraturan mesyuarat

Ketiga-tiga model kesantunan yang telah diperinci akan digunakan sebagai landasan analisis data korpus dalam kajian ini bagi memperlihatkan strategi kesantunan yang digunakan oleh penulis dalam ARPBM.

Dapatan Analisis

Berdasarkan analisis, dapatan memperlihatkan pembentukan pola kombinasi maksim tambah dengan strategi. Pola kombinasi maksim ditunjukkan menerusi pengaplikasian maksim-maksim PS Leech dan PK Grice manakala strategi diperlihatkan menerusi penggunaan strategi KAHO. Dapatan ini terdapat dalam jadual 4 berikut.

Jadual 4: Dapatan Kajian

Strategi	Artikel	Pola kombinasi maksim + Strategi
PS Leech/PK Grice/KAHO	ARPBM	Kebijaksanaan + Sokongan + Kualiti + Relevan + Strategi Kepatuhan pada Tajuk + Strategi Penjagaan Air Muka

Berdasarkan analisis, didapati artikel yang digunakan sebagai bahan kajian memperlihatkan pengaplikasian ketiga-tiga model kesantunan, iaitu PS Leech, PK Grice dan KAHO yang membentuk pola kombinasi maksim + strategi. ARPBM memperlihatkan pematuhan terhadap maksim Kebijaksanaan + Sokongan + Kualiti + Relevan + Kepatuhan pada Tajuk + Penjagaan Air Muka. Dapatan ini menunjukkan bahawa penulis dalam ruangan agenda bahasa mematuhi peraturan penulisan dengan tidak mengabaikan aspek kesantunan. ARPBM menunjukkan pengaplikasian maksim Leech, Grice dan KAHO iaitu pengaplikasian strategi Kepatuhan pada Tajuk dan strategi Penjagaan Air Muka. Perkara ini menzahirkan bahawa penulis berusaha untuk menyantuni semua khalayak pembaca melalui penyampaian maklumat yang mematuhi topik perbincangan dan tindakan untuk menjaga air muka mana-mana pihak. Pengaplikasian maksim-maksim Leech, Grice dan strategi KAHO diperlihatkan menerusi penggunaan strategi cadangan, nasihat, pujian, pengemukaan fakta, penggunaan unsur metafora, kepatuhan pada tajuk dan penjagaan air muka dalam usaha penulis menunjukkan kesantunan. Sara Beden & Indirawati Zahid (2016), menegaskan bahawa pembudayaan dan penggunaan strategi bahasa yang bercirikan kesopanan sudah tentu dapat melahirkan masyarakat yang berbudi bahasa dan tahu menggunakan bahasa di samping memiliki kepekaan untuk menyesuaikan dengan pelbagai situasi.

Perbincangan Analisis

Berdasarkan analisis terhadap ARPBM, didapati data korpus ini menunjukkan pengaplikasian pola kombinasi maksim + strategi, iaitu Kebijaksanaan + Sokongan + Kualiti + Relevan + Kepatuhan pada Tajuk + Penjagaan Air Muka sebagaimana paparannya dalam jadual 5 berikut.

Jadual 5: Pola kombinasi maksim + strategi, iaitu Kebijaksanaan + Sokongan + Kualiti + Relevan + Kepatuhan pada Tajuk + Penjagaan Air Muka

ARPBM/halaman	Artikel	Pola kombinasi maksim + strategi
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ARPBM/H13/P3	Seharusnya kita mengambil peluang daripada kecanggihan teknologi dan memanfaatkan kemajuan yang dikecapi oleh negara untuk mengembangkan bahasa Melayu. Golongan muda harus bersedia dari segi minda dan tenaga untuk mengambil alih peranan yang dimainkan golongan muda terdahulu dan bersiap siaga dari segi ilmu untuk menggalas tanggungjawab ini demi kelangsungan dan kegemilangan bahasa Melayu sebagai bahasa ilmu.	Kebijaksanaan
ARPBM/H11/P4	Sejarah tetap terpahat dan kita sebagai generasi pewaris sesungguhnya perlu berterima kasih kepada generasi terdahulu yang begitu gigih memperjuangkan nasib bahasa Melayu hingga bahasa Melayu berjaya menjadi wadah utama dalam semua bidang.	
ARPBM/H13/P1	Sultan al-Fatih yang <i>berjaya</i> menawan kota Constantinopel pada usia 21 tahun, Usaman bin Zalid yang berjaya mengetuai angkatan tentera Islam ke wilayah Syam pada usia 18 tahun, Imam Syafiee yang layak mengeluarkan fatwa di Mekah pada usia 15 tahun dan Imam al-Ghazali yang sudah menjadi ilmuwan terkemuka pada usia 20 tahun.	Sokongan
ARPBM-H13/P1	Sultan al-Fatih yang <i>berjaya</i> menawan kota Constantinopel pada usia 21 tahun, Usaman bin Zalid yang berjaya mengetuai angkatan tentera Islam ke wilayah Syam pada usia 18 tahun, Imam Syafiee yang layak mengeluarkan fatwa di Mekah pada usia 15 tahun dan Imam al-Ghazali yang sudah menjadi ilmuwan terkemuka pada usia 20 tahun.	Kualiti
ARPBM/H11/P5	<i>Api perjuangan marak menyala</i> , walaupun batang tubuh yang memperjuangkannya sentiasa berubah.	Relevan
ARPBM/H10 (Tajuk)	Perjuangan Bahasa Melayu di Tangan Anak Muda	Kepatuhan Pada Tajuk
ARPBM /H11/P5	Melihat senario dan keadaan masyarakat pada hari ini berkemungkinan kita perlu berlembut lidah untuk memberikan kesedaran kepada masyarakat tentang kepentingan mengutamakan bahasa kebangsaan.	Penjagaan Air Muka

Maksim Kebijaksanaan dalam ARPBM diperlihatkan menerusi *strategi cadangan* oleh penulis bagi menyampaikan hasrat murninya kepada khalayak pembaca. Dalam konteks

memelihara aspek kesantunan berbahasa, pengarang mengemukakan cadangan yang konstruktif kepada generasi muda agar berjuang memartabatkan bahasa Melayu. Cadangan tersebut terdapat dalam ARPBM/H13/P3 “Seharusnya kita mengambil peluang daripada kecanggihan teknologi dan memanfaatkan kemajuan yang dikecapi oleh negara untuk mengembangkan bahasa Melayu”. Ayat ini memberikan fokus kepada cadangan penulis kepada seluruh rakyat Malaysia agar bersama-sama menggunakan kesempatan ini untuk memajukan bahasa rasmi menerusi peralatan teknologi yang canggih dewasa ini. Pemilihan dan penggunaan kata ganti nama “kita” dalam cadangan ini mewakili rakyat Malaysia dan menunjukkan pengarang hendak menonjolkan sifat kebersamaan dan kemesraan dalam penulisannya supaya seluruh rakyat Malaysia merasai kebersamaan tersebut, sekali gus berjuang bersama-sama untuk memartabatkan bahasa Melayu.

Pengarang juga mengaplikasikan maksim Kebijaksanaan menerusi *strategi menasihati* dalam artikel ini menerusi ARPBM/H13/P4, iaitu “Sejarah tetap terpahat dan kita sebagai generasi pewaris sesungguhnya perlu berterima kasih kepada generasi terdahulu yang begitu gigih memperjuangkan nasib bahasa Melayu hingga bahasa Melayu berjaya menjadi wadah utama dalam semua bidang”. Strategi nasihat disampaikan penulis dengan penanda kata tugas *perlu* dalam ayat ini, iaitu rakyat Malaysia dinasihatkan agar mengenang jasa generasi terdahulu yang telah mendaulatkan bahasa Melayu. Kata tugas *perlu* ini turut bersinonim dengan berguna, berfaedah dan bermanfaat (*Kamus Dewan Edisi Keempat*, 2007) yang sesuai digunakan untuk memberikan nasihat. Penulis tidak menggunakan perkataan “mesti” dan “harus” atau “wajib” dalam menitipkan nasihatnya agar khalayak pembaca tidak berasa terbeban sebaliknya memberikan ruang kepada pembaca untuk membuat penilaian. Penegasan penulis menerusi ungkapan *perlu berterima kasih kepada generasi terdahulu* amat signifikan sebagai strategi menasihati generasi masa ini agar tidak seperti kacang lupakan kulit. Nasihat yang disampaikan dengan strategi yang baik dan sesuai sudah tentu memaksimumkan manfaat kepada khalayak dan tidak memaksimumkan kos kepada mereka sebagaimana gagasan Leech (1983) menerusi maksim Kebijaksanaan. Sarjana Indonesia, iaitu Hamka (2002) menegaskan bahawa kesantunan meliputi kata-kata yang lemah lembut dan beradab mampu melembutkan hati seseorang. Justeru, nasihat wajar disampaikan dengan kelembutan agar mudah dihadap oleh pihak lain.

ARPBM turut memperlihatkan pengaplikasian maksim Sokongan menerusi *strategi pujian* dalam ARPBM-H13/P1 menerusi ayat “Sultan al-Fatih yang berjaya menawan kota Constantinopel pada usia 21 tahun, Usaman bin Zalid yang berjaya mengetuai angkatan tentera Islam ke wilayah Syam pada usia 18 tahun, Imam Syafiee yang layak mengeluarkan fatwa di Mekah pada usia 15 tahun dan Imam al-Ghazali yang sudah menjadi ilmuwan terkemuka pada usia 20 tahun”. Pengarang mengaplikasikan strategi pujian terhadap tokoh-tokoh berkenaan atas kehebatan dan kejayaan mereka menempah kegemilangan pada usia yang masih muda dalam pelbagai bidang. Strategi pujian ditandai penggunaan perkataan *berjaya*, *layak* dan *terkemuka*. Pujian terhadap Sultan al-Fatih dan Usaman bin Zalid ditandai kata kunci *berjaya* bagi menunjukkan kecemerlangan kedua-dua tokoh hebat ini. Sementara pujian terhadap Imam Syafiee ditandai kata kunci *layak* dan Imam al-Ghazali pula ditandai frasa *ilmuwan terkemuka* yang mencerminkan penghargaan yang tinggi kepada tokoh-tokoh berkenaan kerana telah mencapai kejayaan besar dalam usia muda. Pujian terhadap Imam Syafiee bertujuan untuk memberikan penghargaan atas kehebatannya melakar sejarah dan kejayaan yang besar. Pujian kepada Imam Ghazali sebagai ilmuwan terkemuka merujuk kepada cendekiawan atau cerdik pandai yang tersohor, terkenal yang sukar untuk dicapai, tetapi mampu diraih Imam Ghazali. Pujian-pujian ini sewajarnya diberikan kepada tokoh-tokoh berkenaan atas jasa dan pencapaian mereka yang telah terlakar dan terakam dalam sejarah.

Strategi pujian ini berkeupayaan untuk memberikan galakan dan dorongan kepada generasi muda agar menjadikan tokoh-tokoh ini sebagai idola dalam mensinergikan perjuangan mereka memartabatkan bahasa rasmi negara. Abdul Mua'ti@Zamri Ahmad (2001, hal.37) menegaskan bahawa pujian yang ikhlas akan menjadi pendorong utama kepada pihak yang dipuji untuk meneruskan perbuatan baik dan merupakan petanda bahawa kita menghargai apa-apa yang mereka lakukan.

ARPBM juga menunjukkan pengaplikasian maksim Kualiti yang diutarakan oleh Grice (1975) menerusi *strategi pengemukaan fakta*. Berdasarkan ayat dalam ARPBM-H13/P1, “Sultan al-Fatih yang berjaya menawan kota Constantinopel pada usia 21 tahun, Usaman bin Zalid yang berjaya mengetuai angkatan tentera Islam ke wilayah Syam pada usia 18 tahun, Imam Syafiee yang layak mengeluarkan fatwa di Mekah pada usia 15 tahun dan Imam al-Ghazali yang sudah menjadi ilmuwan terkemuka pada usia 20 tahun”. Pengarang memperlihatkan kekuatan dengan merujuk kepada sumber yang berkualiti, iaitu mengemukakan fakta yang lengkap dan tepat tentang kejayaan tokoh-tokoh berkenaan. Misalnya, “Sultan al-Fatih yang berjaya menawan kota Constantinople pada usia 21 tahun”, memperjelaskan bahawa tokoh ini terkenal di kota Constantinople, sebuah tempat yang ditawan oleh Sultan al-Fatih dan terpahat dalam sejarah Islam (Abdul Latip Talib, 2009). Seterusnya, “Imam Syafiee yang layak mengeluarkan fatwa di Mekah” turut memperlihatkan penggunaan sumber yang sahih, iaitu tokoh imam yang benar-benar wujud dalam sejarah Islam dan terkenal di Mekah. Strategi yang diaplikasi untuk mengemukakan bukti atau fakta ini menunjukkan kepekaan dan keprihatinan pengarang dengan sumber yang dirujuk bagi menghasilkan sebuah wacana yang berkualiti selain membuktikan wujudnya aspek tautan dan runtutan dalam penulisan. Perkara ini dapat dihubungkan dengan maksim Kualiti yang dikemukakan Grice (1975), iaitu pengarang mengupas isu ini dengan mengutarakan contoh tokoh yang muktabar, berwibawa dan sememangnya wujud dalam sejarah Islam. Strategi pengemukaan fakta ini menunjukkan bahawa wacana yang dihasilkan ini amat berkualiti sekaligus berupaya memberikan inspirasi dan motivasi kepada generasi muda dalam memperjuangkan martabat bahasa Melayu yang terumbang-ambing akibat ledakan arus globalisasi.

Seterusnya, penggunaan maksim Relevan dalam PK Grice diteliti menerusi ARPBM-H11/P5 “Api perjuangan marak menyala” menerusi *strategi penggunaan unsur metafora*, iaitu *api perjuangan*. Pengaplikasian gaya bahasa metafora, iaitu *api perjuangan* oleh penulis mencitrakan semangat perjuangan yang tinggi dalam usaha memartabatkan bahasa kebangsaan. Pengintegrasian gaya bahasa puitis ini merupakan strategi bijak penulis dalam mewujudkan pertautan dan runtutan dalam penulisan selain relevan dengan medan dan agenda perdana artikel ini, iaitu untuk menyemarakkan semangat memartabatkan bahasa Melayu. Penggunaan unsur metafora berupaya melembutkan sesuatu cadangan mahupun seruan dalam mencapai matlamat kedaulatan bahasa rasmi.

Artikel ini juga memperlihatkan penggunaan strategi KAHO, bukan hanya pengaplikasian maksim-makism Leech dan Grice. Strategi kesantunan yang diaplikasi dalam artikel ini ialah *strategi kepatuhan pada tajuk* atau bidang perbincangan. Tajuk yang dikemukakan oleh pengarang amat bertepatan dengan inti pati yang dibicarakan dalam artikel ini. ARPBM/H10 bertajuk “Perjuangan Bahasa Melayu di Tangan Anak Muda”, amat mematuhi medan perbincangan dalam artikel ini yang memberikan fokus terhadap saranan terhadap usaha yang wajar diambil generasi muda untuk mendaulatkan bahasa Melayu. Pengarang membicarakan peranan mega golongan muda dalam memartabatkan bahasa Melayu dengan cadangan dan nasihat yang bernas dalam usaha memartabatkan bahasa Melayu. Perbincangan dan kupasan yang bertepatan dengan tajuk artikel, membuktikan

bahawa penulis mematuhi tatacara dan kesantunan penulisan. Pematuhan terhadap tajuk perbincangan merupakan salah satu ciri kesantunan berbahasa sebagaimana penegasan Asmah Omar (1996).

Penulis artikel ini juga mementingkan *strategi penjagaan air muka*. Penjagaan air muka dilakukan bagi mengelakkan sesuatu pihak berasa tersinggung atau berkecil hati. Strategi penjagaan air muka terdapat dalam ARPBM-H11/P5 menerusi ayat “Melihat senario dan keadaan masyarakat pada hari ini berkemungkinan kita perlu berlembut lidah untuk memberikan kesedaran kepada masyarakat tentang kepentingan mengutamakan bahasa kebangsaan”. Ungkapan *berlembut lidah* dalam ayat tersebut merupakan ungkapan santun yang halus, berlapik dan lembut dalam berbahasa yang membawa maksud bersuara lunak, merdu dan perlahan dalam usaha menyedarkan masyarakat tentang kepentingan mengutamakan bahasa kebangsaan. Penggunaan frasa *berlembut lidah* ini amat bertepatan dengan usaha memberi kesedaran kepada masyarakat dengan cara yang lebih lembut dan tidak agresif. Dalam konteks memberikan kesedaran, segala idea dan saranan wajar disampaikan dengan lembut dan beralas agar mudah dihadam dan diterima masyarakat. selain tidak ada pihak yang sensitif dengan saranan tersebut.

Kesimpulan

Berdasarkan analisis, didapati artikel yang menjadi data korpus ini menunjukkan perincian aspek kesantunan berbahasa yang diperlihatkan menerusi pembentukan pola kombinasi maksim + strategi. ARPBM memperlihatkan pematuhan terhadap maksim Kebijaksanaan + Sokongan + Kualiti + Relevan + Kepatuhan pada Tajuk + Penjagaan Air Muka. Hasil analisis terhadap data korpus ini mendapati bahawa penulis memiliki kesedaran dan kepekaan yang tinggi dalam usaha menyantuni khalayak pembaca. Pengaplikasian maksim-maksim dan strategi KAHO menerusi pengaplikasian strategi cadangan, nasihat, pujian, pengemukaan fakta, penggunaan unsur metafora, kepatuhan pada tajuk dan penjagaan air muka berdasarkan pola kombinasi dan strategi yang wujud dalam dapatan menzahirkan data korpus ini memiliki kesantunan yang tinggi. Strategi cadangan yang diaplikasikan oleh penulis ARPBM dapat mengelakkan khalayak terbeban kerana cadangan memberikan pilihan kepada khalayak pembaca untuk berfikir dan membuat pertimbangan. Khalayak dan pihak yang menjadi fokus penulis tidak akan menanggung kos kerana mereka bebas daripada paksaan dan bebanan apabila membaca artikel berkenaan. Strategi nasihat yang diaplikasikan penulis turut disampaikan dengan cara yang berhemah agar berupaya menjentik jiwa generasi muda untuk berjuang memartabatkan bahasa Melayu. Strategi cadangan dan nasihat merupakan strategi kesantunan bersifat negatif. Walau bagaimanapun, jika disampaikan secara berhemah dengan pemilihan kata yang sesuai, halus dan lembut atau tidak memaksa maka dapat memantulkan citra kesantunan berbahasa. Menurut Tenas Effendy (2011, hal. 40), orang tua-tua ada mengatakan “Apabila hendak memberi saran, elokkan niat luaskan fikiran”. Pendapat ini merupakan suatu representasi bahawa pemikiran yang bernas dan niat yang ikhlas amat penting agar saranan atau cadangan memberikan manfaat kepada orang lain.

Strategi pujian pula ditandai kata sifat yang positif kepada orang lain selain memberikan penghargaan atas jasa dan kesejahteraan seseorang. Pujian perlu dalam kasus tertentu kerana ketiadaan pujian mengimplikasikan cacian (Leech, 1993). Strategi pujian dalam analisis ini diperlihatkan menerusi pujian terhadap tokoh-tokoh Islam bagi mencerminkan sokongan dan kekaguman penulis dengan sumbangan mereka sama ada dari segi ilmu pengetahuan mahupun kepakaran. Sementara kehadiran strategi pengemukaan fakta pula memperlihatkan keperluan pemberian maklumat yang benar atau sahih agar mesej menjadi efektif, berkualiti dan diyakini pembaca. Abdullah Hassan & Ainon Ahmad (1999,

hal.15) menyatakan bahawa maklumat yang disampaikan dengan tepat dan tidak palsu atau mempunyai fakta perlu diberi keutamaan kerana berkaitan dengan etika. Penggunaan peristiwa-peristiwa bersejarah dengan tahun kejadiannya dan nama-nama tokoh yang wujud secara realiti dalam data korpus ini memperlihatkan bahawa penulis sangat menitikberatkan kualiti penulisan selain memaparkan bukti yang kukuh.

Strategi penggunaan unsur metafora berdasarkan maksim Relevan berkeupayaan untuk menyampaikan mesej yang tersirat. Strategi ini dapat mewujudkan kesatuan wacana dalam penulisan agar memperlihatkan aspek koheren dan kohesi apabila unsur keindahan yang diaplikasi oleh penulis mempunyai pertalian. Pematuhan data korpus terhadap strategi kepatuhan kepada tajuk sebagaimana gagasan Asmah Omar (2000) pula menunjukkan penulis amat peka dan prihatin dengan tugas sebagai penulis bagi menyajikan wadah yang relevan dengan tajuk perbincangan agar tautan dan runtutan iatu wujud dengan efektif. Penulis juga memperlihatkan sikap berhati-hati dengan mengutamakan strategi penjagaan air muka agar tidak menimbulkan sebarang konflik mahupun mencalar maruah mana-mana pihak dalam mengetengahkan isu-isu yang melanda bahasa Melayu. Tenas Effendy (2010, hal. 24) mengungkapkan bahawa “Apa tanda orang yang bijak, berfikir dahulu sebelum bertindak, Apa tanda orang beradab, berfikir dahulu sebelum mengungkap”. Ungkapan ini membawa pengertian yang mendalam bahawa budaya Melayu bukan sahaja memberikan penegasan agar berfikir sebelum melakukan sesuatu pekerjaan malahan kita diseru agar berfikir terlebih dahulu sebelum mengujarkan kata-kata atau menulis sesuatu. Pengaplikasian strategi penjagaan air muka dipaparkan menerusi penggunaan ungkapan yang berlapis dalam usaha penulis ARPBM menzahirkan kesantunan. Penggunaan bahasa berlapis dalam penulisan artikel membuktikan bahawa penulis berhati-hati dalam mengungkapkan fikiran bidang selain mencitrakan daya keintelektualan. Noriati A. Rashid (2005, hal. 235), menyatakan bahawa orang Melayu sangat mementingkan perasaan orang lain dan dalam apa-apa juga pertimbangan, mereka senantiasa mengutamakan perasaan orang lain dan ini menjadi pertimbangan dan pengukur dalam membuat keputusan. Asmah Omar (2007) turut membuat penegasan bahawa air muka memberikan pengertian yang lebih luas dan mendalam, iaitu melibatkan didikan dan maruah sehingga boleh mengundang konflik jika tersilap percaturan.

Tuntasnya, perincian aspek kesantunan penulisan dalam data korpus memperlihatkan agenda besar Dewan Bahasa dan Pustaka dalam usaha memartabatkan bahasa Melayu agar bahasa Melayu terus *mengakar ke bumi, menjulang ke langit*. Ruangan-ruangan dalam majalh Dewan Bahasa menyajikan wadah yang memberikan manfaat yang maksimum kepada khalayak bahasa selain berupaya mentarbiyah dan mengimarahkan budaya ilmu dalam masyarakat. Oleh itu, generasi muda sejak dari zaman persekolahan sewajarnya dididik menggunakan bahasa yang betul selain dibimbing untuk mendalami akar umbi, jati diri dan budaya berbahasa sama ada dalam bentuk lisan mahupun tulisan. Arina Johari et.al (2018) menegaskan bahawa aspek pengajaran dan pembelajaran bahasa tidak seharusnya hanya berfokuskan mekanisme bahasa, sebaliknya menerapkan nilai budaya pragmatik yang berupaya mendedahkan tataadab komunikasi. Ringkasnya, bidang penulisan kekal signifikan sebagai medium untuk penyebaran maklumat namun aspek kesantunannya tidak boleh dianaktirikan oleh semua pihak khususnya yang mencintai bahasa kebangsaan.

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PENGGUNAAN CERITA KARTUN UNTUK MENINGKATKAN PENCAPAIAN KEMAHIRAN MENULIS KARANGAN JENIS CERITA MURID KENYAH (*USE OF CARTOON STORIES TO INCREASE THE ACHIEVEMENT OF WRITING SKILLS AMONG KENYAH PUPIL*)

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ABSTRAK: *Kajian dijalankan untuk mengkaji penggunaan kartun sebagai bahan pengajaran dan pemudahcaraan (PdPc) dalam mengajar kemahiran menulis karangan jenis cerita kepada murid-murid tahun enam. Penggunaan kartun ini mampu mewujudkan suasana PdPc yang seronok dan dapat mempengaruhi emosi murid-murid semasa belajar. Guru yang mampu untuk membuatkan PdPc berkesan merupakan seorang guru kreatif, inovatif dan proaktif. Kajian ini dijalankan bertepatan dengan transformasi pengajaran PAK-21 yang melibatkan penggunaan Bahan Bantu Belajar (BBB) dalam mengajar karangan jenis cerita. Sehubungan itu, kajian ini bertujuan untuk melihat keberkesanan penggunaan kartun sebagai BBB bagi meningkatkan kefahaman dan minat murid untuk mempelajari kemahiran menulis karangan. Kajian ini dijalankan secara kualitatif dan dianalisis menggunakan kaedah pemerhatian, temubual dan analisis dokumen sebagai methodologi kajian yang melibatkan 25 orang murid tahun enam dan 3 orang guru Bahasa Malaysia. Responden yang dipilih merupakan murid-murid tahun enam di sebuah Sekolah Kurang Murid (B), di daerah Bakong, Miri. Dapatan menunjukkan penggunaan cerita kartun dapat meningkatkan minat, kefahaman dan motivasi murid untuk mempelajari kemahiran menulis karangan. Hasil kajian menunjukkan bahawa penggunaan cerita kartun dalam PdPc kemahiran menulis memberi kesan positif kepada murid-murid.*

Kata kunci: *Kartun, Bahan Bantu Belajar, Karangan*

Abstract: *The study was conducted to examine the use of cartoon as a PdPc material in teaching writing skills to Year Six students. The use of this cartoon is able to create a fun PdPc atmosphere that can affect students' emotions while learning. Teachers who are able to make PdPc effective are creative, innovative and proactive teachers. This study is in line with the teaching transformation of PAK-21 involving the use of learning aids (BBB) in teaching writing skills. In this regard, the study aims to see how effective the use of cartoons as BBB to enhance students' understanding and interest in learning writing skills. This study was conducted qualitatively and analyzed using observation, interview and document analysis method as a research method involving 25 students and 3 teachers in Bahasa Malaysia. The selected respondents were Six Year students in a Lower School (B), in the Bakong area, Miri. The findings show that the use of cartoon stories can increase students' interest, understanding and motivation to learn writing skills. The results showed that the use of cartoon stories in PdPc writing skills had a positive effect on the students.*

Keywords: *Cartoon, Teaching Aid, Essay*

Pengenalan

Bahasa Melayu berperanan sebagai bahasa ilmu pengetahuan dan bahasa pengantar utama bagi hampir semua mata pelajaran di sekolah. Kemahiran menulis merupakan satu kemahiran yang sangat penting bukan sahaja kepada individu yang bergelar murid, bahkan kepada semua golongan individu tidak mengira had umur. Kemahiran menulis merupakan alat untuk melahirkan perasaan, idea dan fikiran menurut Nik Safiah Karim (2004). Kegagalan murid-murid menguasai kemahiran menulis dengan baik menyebabkan mereka gagal mendapat ilmu pengetahuan yang lengkap. Sepanjang proses pengajaran dan pemudahcaraan (PdPc) kemahiran menulis, penilaian perlu dijalankan bagi memantau dan mengenal pasti tahap pencapaian atau kemajuan murid serta keberkesanan strategi atau kaedah pengajaran yang digunakan. Berdasarkan penilaian, keperluan murid dalam pembelajaran akan dapat dikenal pasti sekali gus langkah-langkah atau tindakan sewajarnya dapat dijalankan bagi memastikan keperluan murid tersebut dapat dipenuhi dengan berkesan. Pendek kata, setiap guru memainkan peranan yang besar dan penting dalam memastikan proses PdPc murid sentiasa aktif, produktif dan berkesan.

Objektif Kajian

Objektif kajian ialah:

- i. Menganalisis pencapaian murid dalam menulis karangan jenis cerita sebelum penggunaan kartun bergambar.
- ii. Menganalisis pencapaian murid dalam menulis karangan jenis cerita selepas penggunaan kartun bergambar.

Persoalan Kajian

Persoalan tersebut ialah:

- i. Apakah pencapaian murid sebelum pelaksanaan penggunaan kartun bergambar dijalankan?
- ii. Apakah pencapaian murid selepas pelaksanaan penggunaan kartun bergambar dijalankan?

Kerangka Konseptual

Kerangka konseptual merupakan kerangka yang menunjukkan hala tuju serta panduan kajian yang ingin dijalankan berdasarkan pemboleh ubah-pemboleh ubah yang digunakan dalam kajian. Meriam (2001) menyatakan kerangka kajian bertindak untuk menjana permasalahan kajian, persoalan kajian, teknik pengumpulan dan analisis data serta cara menginterpretasikan dapatan kajian.

Oleh itu, kerangka konseptual kajian ini berdasarkan Model Pembelajaran Kolb. Model ini menekankan gaya pembelajaran adalah faktor yang mempengaruhi kognitif, afektif dan fisiologi di mana ia akan menjadi alat pengukur yang stabil tentang bagaimana murid melihat, berinteraksi dan bertindak dalam persekitaran pembelajaran di dalam kelas. Setiap murid mempunyai cara serta gaya pembelajaran yang berbeza antara satu sama lain. Pembelajaran berdasarkan pengalaman sedia ada murid memberikan satu model menyeluruh tentang proses pembelajaran. Model ini akan melibatkan bagaimana murid itu belajar, berkembang dan membangun menurut Kolb (1999). Pembelajaran yang berasaskan pengalaman merupakan teori pembelajaran yang berasaskan tentang peranan pengalaman murid dalam proses pembelajaran di dalam kelas, kepentingan penglibatan aktif murid dalam proses pengajaran dan pembelajaran termasuklah kecerdasan murid sebagai kesan kepada

interaksi antara murid dan persekitarannya. Hal ini kerana, murid gemar belajar mengikut gaya atau stail pembelajaran mereka tersendiri.

Model Pembelajaran Kolb ini telah menjadi salah satu inisiatif dalam meningkatkan prestasi pelajar terutamanya dalam kemahiran menulis karangan jenis cerita. Hal ini kerana model pembelajaran ini tidak terhad kepada mana-mana ciri yang spesifik namun mempunyai dimensi pembelajaran yang berbeza. Rentetan itu, model ini mudah diaplikasikan dalam mana-mana mata pelajaran yang diajar di sekolah rendah termasuk di sekolah rendah Daerah Miri.

Pernyataan Masalah

Kegagalan murid menguasai kemahiran menulis dengan baik akan membawa kepada keciciran murid untuk menguasai proses pembelajaran dalam pelbagai bidang. Berdasarkan laporan Kementerian Pelajaran Malaysia (2013), terdapat masih ramai murid sekolah belum menguasai kemahiran menulis. Kajian-kajian lepas juga mendapati kemahiran menulis sukar dikuasai dan memberikan masalah kepada murid-murid (Noor Aini Ahmad & Nur Liyana Abd. Latiff 2015; Rohaida Yusop & Zamri Mahamod 2015). Malah, menurut Abdul Rasid Jamian & Hasmah Ismail (2013), guru turut mengalami masalah dalam mengajar kemahiran menulis terutamanya guru-guru novis. Hal ini telah disokong oleh Magdeline Anak Nor & Zamri Mahamod (2014), menyatakan terdapat guru yang masih lemah pedagoginya untuk mengajar kemahiran menulis. Pendapat ini turut disokong oleh Abdul Rasid Jamian & Hasmah Ismail (2013), menyatakan permasalahan menulis yang berlaku di peringkat sekolah turut berpunca daripada guru-guru yang kurang menggunakan bahan bantu belajar yang menarik dan lebih banyak menggunakan kaedah lama semasa proses pengajaran dan pembelajaran di dalam kelas. Masalah pertama penyebab murid lemah dalam kemahiran menulis adalah disebabkan oleh kelemahan pedagogi guru itu sendiri serta bahan bantu belajar yang digunakan semasa proses pengajaran dan pembelajaran membosankan.

Seterusnya, murid-murid gagal mengeja dengan baik dan cenderung untuk mencampuradukkan huruf besar serta huruf kecil dalam penulisan mereka selain murid-murid lemah untuk membina ayat yang gramatis. Masalah ini dibuktikan dalam kajian Abdul Rasid Jamian (2011), yang bertajuk 'Permasalahan Kemahiran Membaca dan Menulis Bahasa Melayu Murid-Murid Sekolah Rendah Di Luar Bandar' mendapati kemahiran menulis merupakan antara masalah utama yang dialami oleh murid-murid sekolah rendah. Masalah-masalah ini turut dilihat pada kajian yang telah dijalankan oleh Yahya Othman & DK. Suzanawaty PG. Osman (2014), yang menyatakan kemahiran menulis dalam kalangan murid bertahap lemah dan sederhana.

Masalah kemahiran menulis ini juga timbul disebabkan oleh sikap murid itu sendiri. Murid cepat merasa bosan menyebabkan mereka akan menulis secara sambil lewa mengakibatkan tulisan mereka tidak cantik dan kemas. Bukan itu sahaja, murid-murid juga menunjukkan sikap kurang berminat dalam pelajaran, kesilapan dalam pemilihan tajuk, kekurangan isi penting, masalah pemerenggan, tidak membuat kerangka karangan, isi berulang, kesalahan tatabahasa, kekurangan masa, tidak mematuhi had perkataan, tidak mengikut format, penggunaan bahasa dialek, dan kelemahan strategi pengajaran yang dilaksanakan oleh guru ialah punca pencapaian murid-murid yang tidak memuaskan. Dari aspek sikap, kajian Nor Hashimah, Junaini, dan Zaharani (2010), mendapati remaja mengatakan bahawa Bahasa Melayu merupakan mata pelajaran yang membosankan dan kandungannya terlalu banyak untuk dipelajari. Masalah ini dibuktikan dalam kajian Chew Fong Peng (2015), menyatakan murid-murid Program Literasi dan Numerasi (LINUS) mudah hilang fokus semasa sesi pembelajaran di dalam kelas menyebabkan guru-guru mencari

pelbagai strategi untuk menghasilkan suasana pengajaran yang menarik misalnya menggunakan ICT semasa mengajar.

Bukan setakat itu sahaja, proses pengajaran mata pelajaran Bahasa Melayu sebagai bahasa kedua dalam kalangan murid berbangsa Kenyah yang berumur 7 hingga 12 tahun merupakan satu cabaran kepada warga pendidik di kawasan luar bandar di negeri Sarawak. Hal ini disebabkan oleh keadaan persekitaran yang kurang menggalakkan penggunaan Bahasa Melayu dalam kehidupan seharian dan kekangan dari segi pendedahan terhadap penggunaan Bahasa Melayu. Dalam situasi dan suasana persekitaran biasa di Malaysia, murid dapat berinteraksi dengan rakan daripada pelbagai kaum ataupun menggunakan Bahasa Melayu untuk memenuhi keperluan seharian. Kajian Mohammed Azlan Mis (2010), membuktikan bahawa penggunaan bahasa Melayu Sarawak dalam situasi formal membantu murid Iban meningkatkan prestasi mereka dalam penulisan karangan namun keadaan ini berbeza di kawasan pedalaman. Hal ini kerana, di kawasan pedalaman yang terdiri daripada masyarakat peribumi hidup dalam keadaan tanpa kemudahan asas seperti tiada bekalan air dan elektrik, kanak-kanak hanya terdedah dengan bahasa ibunda mereka iaitu bahasa Kenyah dalam pertuturan seharian.

Kesemua permasalahan ini perlu diatasi dengan segera agar tidak menjadi semakin teruk dalam bidang pendidikan Bahasa Melayu. Banyak pengkaji tempatan telah menjalankan kajian tentang pengajaran dan pembelajaran Bahasa Melayu tetapi kajian yang memberikan fokus tentang penggunaan kartun untuk mengajar kemahiran menulis karangan jenis cerita untuk murid-murid Kenyah masih belum dijalankan.

Batasan Kajian

Kajian ini hanya berdasarkan permasalahan kemahiran menulis karangan jenis cerita dalam kalangan murid tahun Enam sekolah rendah di daerah Miri sahaja. Sekolah ini merupakan sekolah yang dikelaskan dalam kategori Sekolah Kurang Murid Kelas B. Oleh itu, bilangan responden amat terhad kerana pengkaji hanya fokus kepada murid tahap dua sahaja iaitu tahun lima dan tahun enam. Pengkaji juga memilih 3 orang responden temu bual yang terdiri daripada guru bahasa Melayu. Salah seorang daripada guru tersebut pengkhususan utamanya bukan bahasa Melayu. Keadaan ini membuatkan kajian ini terbatas.

Kepentingan Kajian

Kajian ini akan dapat membantu guru-guru bahasa merancang strategi mengajar bahasa Melayu dengan berkesan. Kajian yang dijalankan ini juga bakal memberi maklumat yang berguna kepada pihak berkaitan seperti Kementerian Pendidikan terutamanya mereka yang terlibat dengan penyusunan kurikulum bahasa Melayu untuk sekolah rendah dengan membuat pembahagian seimbang antara kemahiran membaca dan kemahiran menulis karangan jenis cerita.

Ulasan Kepustakaan

Seseorang guru yang berkesan merupakan seorang guru yang mempunyai teknik pengajaran yang berkesan. Menurut Magdeline Anak Nor & Zamri Mahamod (2014), penggunaan pelbagai jenis pendekatan, kaedah, teknik dan strategi amat penting dalam proses pengajaran dan pembelajaran. Pengaplikasian pendekatan, kaedah, teknik dan strategi pengajaran dan pembelajaran hendaklah mengambil kira kepelbagaian murid dalam sesebuah kelas. Hal ini kerana, murid-murid terdiri daripada tingkah laku, sosiologi, budaya dan latar belakang yang berbeza. Oleh itu, guru harus bijak menentukan corak pengajarannya agar

semua murid di dalam kelas terlibat aktif dalam proses pembelajaran termasuk memahami isi kandungan pelajaran yang disampaikan.

Idea ini telah disokong oleh Noor Azlan & Nurdalina (2010), dengan menyatakan bahawa guru pelatih menggunakan pelbagai jenis bahan bantu belajar semasa sesi pengajaran dan pembelajaran mereka. Bahan bantu belajar yang digunakan adalah seperti projektor LCD, *powerpoint*, kertas majung, model-model 3D, kad manila, *hands-on* dan bahan-bahan terbuang. Guru pelatih lebih cenderung untuk membuat dan membina bahan bantu belajar sendiri berbanding menggunakan bahan bantu belajar yang disediakan oleh pihak sekolah. Penggunaan bahan bantu belajar ini didapati dapat menarik minat murid-murid termasuk membantu guru-guru menyampaikan pengajaran dengan berkesan. Pendapat pengkaji ini selari dengan dapatan kajian Abdul Rasid Jamian et.al (2012), mendapati jenis kartun yang popular yang digunakan oleh guru sebagai bahan bantu mengajar ialah kartun jenis animasi. Dalam kajian beliau, bagi strategi yang mempunyai peratusan tertinggi ialah murid diminta membina ayat berdasarkan bahan gambar kartun. Walaupun strategi ini mendapat peratusan paling tinggi, namun strategi ini tetapi kerap digunakan oleh guru, tetapi hanya kadangkala sahaja guru menggunakan strategi ini dalam pengajaran penulisan karangan. Manakala, bagi subtopik kemahiran yang mendapat peratusan tertinggi bagi jawapan setuju pula ialah pendedahan tentang kemahiran menggunakan kartun sebagai bahan bantu mengajar amat diperlukan oleh guru. Seterusnya, peratusan tertinggi yang bersetuju bagi masalah-masalah yang dihadapi oleh guru dalam menggunakan bahan kartun ialah menyediakan kartun sebagai bahan bantu mengajar penulisan tidak memerlukan perbelanjaan yang mahal. Sementara itu, peratusan tertinggi bagi kepentingan penggunaan bahan kartun dalam pengajaran penulisan pula responden mengakui bahawa mereka dapat mencetuskan suasana belajar yang ceria dengan penggunaan kartun sebagai bahan bantu mengajar.

Justeru, bagi memantapkan proses pengajaran dan pembelajaran di dalam kelas penggunaan karikatur dalam bidang pendidikan bukan sesuatu yang baharu. Terdapat beberapa kajian tentang penggunaan karikatur, antaranya kajian Abdul Hakim Abdul Majid et al. (2016), kajian Topal, Y. (2015) dan kajian Aisyah B. N. (2014). Abdul Hakim Abdul Majid et al. (2016), telah mengkaji penggunaan karikatur dalam mata pelajaran Sejarah, manakala Topal, Y. (2015), mengkaji penggunaan karikatur dalam pembelajaran perbendaharaan kata Bahasa Turki sebagai bahasa asing dan Aisyah, B. N. (2014) pula mengkaji penggunaan karikatur dalam penulisan karangan perbincangan. Ketiga-tiga kajian ini menunjukkan keberkesanan penggunaan karikatur dalam meningkatkan keberhasilan pendidikan.

Kajian yang dijalankan oleh Rahmawati Nur Kumala Putri (2016), bertajuk 'Peningkatan Keterampilan Menulis Karangan Narasi Melalui Media Film Kartun Pada Siswa Kelas IV SD Negeri Tukangan Yogyakarta'. Kajian ini menyatakan proses pembelajaran dan kemahiran menulis naratif murid-murid tahap 2 di Yogyakarta menggunakan media filem jenis kartun telah meningkat. Peningkatan penglibatan murid-murid di dalam kelas dapat dilihat melalui aktiviti murid-murid dari segi kesediaan mereka mengikuti pembelajaran, penyertaan dan motivasi murid-murid dalam pembelajaran menggunakan media filem kartun, serta keseriusan pelajar ketika menulis karangan jenis naratif. Peratusan purata aktiviti pelajar dalam kitaran pertama ialah 66.5% meningkat kepada 83% pada kitaran II. Dapatannya ini menunjukkan media jenis cerita kartun ini telah berjaya merangsang murid-murid dalam proses pengajaran dan pembelajaran di dalam kelas.

Methodologi Kajian

Reka Bentuk Kajian

Reka bentuk kajian adalah sebagai keseluruhan rangka kerja penyelidikan bagi menjawab dan mencapai objektif kajian. Kajian ini dijalankan mengikut model kajian tindakan berdasarkan model Kemmis dan McTaggart (Sukardi, 2013: 7-8). Rasional pemilihan model ini disebabkan oleh model ini popular dan sesuai bagi kajian tindakan yang dilakukan oleh guru di dalam kelas seperti dicadangkan oleh pihak Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pelajaran Malaysia (BPPDP KPM). Menurut McNiff dan Whitehead (2002), Model Kemmis dan McTaggart (1988), proses kajian tindakan menunjukkan refleksi sendiri yang bergerak dalam lingkaran berterusan dan melibatkan fasa merancang, bertindak, memerhati, melakukan refleksi.

Peserta Kajian

Pengkaji memilih subjek kajian yang terdiri daripada guru dan murid di sebuah sekolah rendah. Dalam kajian ini, peserta kajian ialah murid-murid tahun Enam. Seramai 25 orang murid akan menyertai kajian ini iaitu 15 orang peserta lelaki dan 10 orang peserta perempuan. Kesemua murid ini merupakan murid tahun Enam dan berbangsa Kenyah. Subjek kajian yang pertama ini bakal menduduki peperiksaan Ujian Penilaian Sekolah Rendah iaitu murid-murid yang berusia 12 tahun. Subjek kajian yang kedua merupakan tiga orang guru. Tiga orang guru tersebut ialah guru bahasa Melayu iaitu 2 orang guru perempuan dan seorang guru lelaki. Mereka berusia antara 20 hingga 42 tahun. Kesimpulannya, peserta kajian yang akan terlibat dalam kajian ini ialah seramai 28 orang iaitu 15 orang murid lelaki, 10 orang murid perempuan, 2 orang guru perempuan dan seorang guru lelaki Bahasa Melayu. Menurut Gay dan Airasian (2003) dalam Norhasmi Othman (2015), populasi merujuk kepada kumpulan sasaran pengkaji, iaitu kumpulan kepada siapa hasil kajian akan digeneralisasikan.

Lokasi Kajian

Kajian ini memberi fokus kepada sebuah sekolah yang terletak dalam kawasan Bakong di Miri, Sarawak. Sekolah ini merupakan salah sebuah sekolah yang dikelaskan sebagai sekolah pedalaman jenis Sekolah Kurang Murid Kelas B. Jarak sekolah dengan Pejabat Pendidikan Daerah Miri adalah sejauh 110 kilometer. Semua sampel kajian yang dipilih adalah murid dan guru di sekolah. Keadaan ini selari dengan pendapat Mohd. Majid Konting (2005), menyatakan bahawa pemilihan responden harus mengambil kira kos, tenaga dan masa kajian. Selain itu, sekolah ini sudah lama didirikan. Maka, mereka mempunyai banyak rekod-rekod pencapaian Ujian Penilaian Sekolah Rendah (UPSR), guru berpengalaman dan sebagainya.

Model Kajian

Kajian Tindakan ini dijalankan menggunakan model Kemmis dan McTaggart. Menurut Kemmis dan McTaggart (Sukardi, 2013: 7-8), model ini menggunakan empat komponen penyelidikan tindakan harus dipatuhi semasa menjalankan kajian iaitu perancangan, tindakan, pemerhatian, dan refleksi dalam sistem lingkaran bersambung antara langkah pertama dengan langkah seterusnya.

Instrumen Kajian

Berpandukan kepada kajian ini, penyelidik menggunakan instrumen temubual, keputusan ujian pelajar, dan pemerhatian. Hal ini kerana, penyelidik memilih instrumen ini kerana ianya sesuai dan mudah dikendalikan oleh penyelidik. Ianya juga mampu merungkaikan maklumat dan seterusnya mampu menjawab persoalan kajian.

Perbincangan Dapatan Kajian

Kajian ini melibatkan 25 orang responden yang terdiri daripada 15 orang murid lelaki dan 10 murid perempuan serta 3 orang guru bahasa Malaysia. Guru-guru yang terlibat ialah seorang guru lelaki dan 2 orang guru perempuan. Kesemua responden terdiri daripada murid-murid tahun Enam dari sebuah sekolah yang berstatus Sekolah Kurang Murid Kelas B dalam daerah Bakong, Miri Sarawak. Hampir kesemua responden berbangsa Kenyah dan hanya 3 orang responden berbangsa Iban dan mereka merupakan golongan bukan penutur jati Bahasa Melayu. Paparan pada Jadual 1 menunjukkan bilangan demografi responden yang diterangkan secara deskriptif.

Jadual 1: Demografi Responden

Kriteria	Perbezaan Individu	Kekerapan	Peratusan
Jantina	Lelaki	15	60
	Perempuan	10	40
Jumlah		25	100
Bangsa	Melayu	0	0
	Iban	4	16
	Kenyah	20	80
	Lain-lain	1	4
Jumlah		25	100
Lokasi	Bandar	2	16
	Luar Bandar	23	84
Jumlah		25	100

Pengkaji telah mendapatkan maklumat peribadi daripada guru data murid dengan kebenaran daripada guru besar. Berdasarkan sistem maklumat murid, pekerjaan ibu bapa pelajar terdiri dari pelbagai latar belakang yang berbeza. Rekod pekerjaan bapa terdiri daripada pekerjaan petani mencatatkan paling tinggi iaitu 72%, seramai 18 orang, diikuti dengan bekerja sebagai juruteknik 16% iaitu seramai 4 orang, 8 % bekerja sebagai pengawal keselamatan dan 4% bapa bekerja sebagai seorang guru. Manakala, rekod pekerjaan ibu mencatatkan kebanyakan ibu adalah suri rumah sebanyak 92% iaitu seramai 23 orang. Selebihnya 4 % bekerja sebagai tukang sapu dan 4% lagi bekerja sebagai kerani di sebuah syarikat swasta. Maka, berdasarkan pendapatan ibu bapa murid-murid pengkaji telah mengkategorikan pendapatan bapa. Paparan menunjukkan pendapatan bapa (Jadual 2) secara deskriptif.

Jadual 2: Taburan Julat Gaji Bapa/Penjaga

Julat Gaji	Kekerapan	Peratusan
Bawah RM850	20	80
RM851-1,000	1	4
RM1,001-1,200	2	12
RM1,201-1,400	0	0
RM1,500 ke atas	1	4
Jumlah	25	100

Hasil analisis mendapati julat gaji pendapatan bapa atau penjaga bagi peratusan yang paling tinggi adalah julat gaji di bawah RM 850 iaitu sebanyak 20 orang (80%). Julat gaji kedua tertinggi adalah di antara RM 1,001 – 1, 200 yang mana bilangannya seramai 2 orang (12 %). Seorang (4%) daripada bapa responden mendapat gaji julat sebanyak RM851 - RM

1,000 dan seorang lagi yang mendapat julat gaji melebihi RM1,500 sebulan. Berikutnya adalah pendapatan ibu pelajar seperti Jadual 2.

Jadual 3: Taburan Julat Gaji Ibu/Penjaga

Julat Gaji	Kekerapan	Peratusan
Bawah RM850	23	92
RM851-1,000	0	0
RM1,001-1,200	1	4
RM1,201-1,400	1	4
RM1,500 ke atas	0	0
Jumlah	25	100

Manakala bagi taburan julat gaji daripada pendapatan ibu atau penjaga pula adalah seperti di dalam Jadual yang mana kekerapan julat gaji yang diperoleh di bawah RM850 ialah seramai 23 orang (92%) , seorang daripada ibu responden (4%) mendapat gaji di antara RM1,001- RM1, 200. Seterusnya, seorang (4%) lagi mendapat gaji di antara RM1,201-RM 1,400. Melalui data yang dianalisis dapat disimpulkan bahawa murid-murid Tahun Enam terdiri daripada pelbagai sosio-ekonomi yang berbeza. Oleh itu, kumpulan murid-murid ini sesuai untuk mewakili murid yang heterogenus bagi melihat penggunaan kartun dalam mengajar karangan jenis cerita untuk melihat tahap pencapaian mereka. Data ini dapat membantu pengkaji memahami gerak balas responden terhadap penggunaan kaedah ini secara pendekatan kualitatif.

Selain itu, maklumat berkaitan dengan pencapaian murid-murid juga diperoleh (Jadual 4). Keputusan ujian akhir tahun 2017 digunakan sebagai rujukan tinjauan awal dan sebagai ukuran bagi kajian ini.

Jadual 4: Keputusan Peperiksaan Akhir Tahun Murid Tahun 5, 2017

Gred	Peratus Markah	Kategori	Markah	Peratusan
A	80-100	Cemerlang	0	0
B	65-79	Baik	1	4
C	50-64	Memuaskan	15	60
D	49-40	Mencapai Tahap Minimum	1	4
E	0-39	Belum Mencapai Tahap Minimum	8	32
Jumlah			25	100

Sumber: Rekod Peribadi Murid Tahun Enam

Dapatan daripada Jadual 4 merupakan prestasi individu murid-murid dalam mata pelajaran Bahasa Melayu Penulisan adalah membimbangkan. Kebanyakan murid mendapat gred C iaitu seramai 15 orang (60%), diikuti dengan gred E, 8 orang (32%) dan hanya seorang pelajar berjaya mendapat gred B (4%) dan seorang lagi mendapat gred D 4%). Keputusan menunjukkan seramai 8 orang murid yang gagal dalam subjek ini. Dari keputusan yang diperoleh di atas peratus pelajar lulus ialah 68%. Namun begitu, pengkaji beranggapan bahawa keputusan tersebut adalah satu dapatan awal mengenai pencapaian pelajar bagi mata pelajaran Bahasa Melayu Penulisan yang membolehkan pengkaji menggunakannya sebagai bahan kajian ini. Oleh itu, pengkaji telah melaksanakan satu kajian tindakan berdasarkan Model Kemmis dan McTaggart (1988) untuk menambah baik prestasi murid-murid dalam mata pelajaran Bahasa Melayu Penulisan.

Pengkaji telah membuat pemerhatian awal terhadap murid-murid sebelum mengambil tindakan selanjutnya. Pemerhatian yang dibuat adalah untuk menentukan keadaan awal proses pengajaran dan pembelajaran kemahiran menulis sebelum menggunakan bahan bantu belajar iaitu kartun. Keputusan dari pemerhatian keadaan awal pelajar menjadi rujukan dan pertimbangan dalam melakukan perancangan tindakan. Hasil pemerhatian dalam proses pengajaran dan pembelajaran telah mendapati guru menggunakan kaedah tradisional untuk menjelaskan cara-cara menulis karangan jenis cerita. Selepas membuat penjelasan, guru terus memberikan tugas kepada murid-murid untuk membina satu karangan jenis cerita yang lengkap. Penggunaan kaedah tradisional dalam proses pengajaran dan pembelajaran menjadikan murid-murid tidak terlibat secara aktif dalam pembelajaran. Hal ini kerana, murid-murid hanya mendengar penjelasan guru tanpa terlibat secara aktif.

Di samping membuat pemerhatian sebelum tindakan diambil, pengkaji bersama-sama dengan guru turut menjalankan ujian untuk mengetahui keadaan awal murid-murid menulis karangan jenis cerita. Ujian awal dilakukan dan murid-murid diminta membuat karangan tentang pengalaman peribadi mereka bertemakan “Haiwan di Taman Negara”. Ujian awal sebelum tindakan dilaksanakan adalah untuk mendapatkan gambaran awal dan data dalam bentuk skor karangan murid-murid tanpa menggunakan media kartun. Hasil ujian awal menulis karangan jenis cerita yang diperolehi menunjukkan terdapat masih ramai murid yang belum mencapai nilai ≥ 80 . Hasil ujian kemahiran menulis karangan jenis cerita pada peringkat permulaan dapat dilihat seperti dalam jadual di bawah.

Jadual 5: Data Taburan Frekuensi Hasil Ujian Awal

Gred	Peratus Markah	Kategori	Bilangan Murid	Peratusan
A	80-100	Cemerlang	0	0
B	65-79	Baik	2	8
C	50-64	Memuaskan	4	56
D	49-40	Mencapai Tahap Minimum	2	8
E	0-39	Belum Mencapai Tahap Minimum	7	28
Jumlah			25	100

Sumber: Rekod Peribadi Murid Tahun Enam

Data hasil markah ujian awal menunjukkan bahawa daripada 25 orang murid tahun enam, terdapat hanya 2 orang murid berjaya mendapat markah dalam julat 65-79 (8%). Ramai murid yang mendapat gred C iaitu 14 orang (56%), 2 orang mendapat gred D (8%) dan yang paling membimbangkan ialah seramai 7 (28%) orang murid belum mencapai tahap minimum iaitu mendapat gred E. Berdasarkan pemerhatian pengkaji hasil ujian awal yang dijalankan, pengkaji mendapati terdapat banyak aspek yang tidak dititiberatkan oleh murid-murid semasa menulis karangan jenis cerita iaitu peraturan penulisan, seperti penggunaan huruf besar dan penggunaan tanda baca yang menyebabkan mereka kehilangan markah. Bukan setakat itu sahaja, masih ramai murid-murid yang bermasalah untuk membahagikan perenggan mengikut idea-idea utama mereka. Selain itu, sesetengah murid-murid masih menulis ejaan yang tidak tepat dan isi kandungan kisah atau cerita yang disampaikan kelihatan tidak koheren. Beberapa teks karangan murid-murid juga tidak dapat dibaca dengan jelas kerana tulisannya tidak kemas serta perkataan terlalu rapat bahkan penggunaan kosa kata juga banyak yang tidak sesuai. Berdasarkan keputusan awal yang diperolehi, maka banyak tindakan perlu diambil untuk meningkatkan kemahiran menulis karangan jenis cerita murid-murid tahun Enam di sekolah rendah. Tindakan yang diambil ialah menggunakan media cerita kartun semasa mengajar cara menulis karangan jenis cerita kepada murid-murid.

Jadual 6: Data Taburan Frekuensi Hasil Ujian Menulis Karangan Selepas Penggunaan Kartun

Gred	Peratus Markah	Kategori	Markah	Peratusan
A	80-100	Cemerlang	17	68
B	65-79	Baik	5	20
C	50-64	Memuaskan	3	12
D	49-40	Mencapai Tahap Minimum	0	0
E	0-39	Belum Mencapai Tahap Minimum	0	0
Jumlah			25	100

Sumber: Rekod Peribadi Murid Tahun Enam

Hasil ujian menulis karangan jenis cerita murid-murid menunjukkan perubahan berbanding pada ujian awal yang dijalankan. Seramai 17 orang murid memperoleh markah \geq 80 iaitu lebih separuh daripada jumlah keseluruhan murid dan tiada murid yang gagal untuk ujian ini jika dibandingkan dengan markah ujian awal sebelum penggunaan kartun. Kebanyakan pelajar telah menulis karangan mengikut kriteria ini. Wabagaimanapun masih terdapat beberapa murid yang menulis cerita yang tidak teratur dan tidak menggunakan prosedur ejaan dan penulisan yang betul.

Cadangan Kajian

Berdasarkan hasil kajian yang telah dijalankan, terdapat batasan dari segi masa, subjek, pemboleh ubah kajian dan bahan. Oleh itu, batasan-batasan tersebut tidak dapat mencerminkan populasi yang sebenar dan mengatasi masalah ini adalah dicadangkan supaya penyelidikan lanjutan dijalankan seperti berikut:

Cadangan kepada Guru Bahasa Melayu

Batasan yang dapat dilihat dalam kajian ini ialah pemilihan subjek kajian yang terhad kepada 25 orang murid tahun enam, menghasilkan dapatan yang sangat terbatas. Oleh itu, penyelidikan ke atas lebih ramai peserta dari murid-murid adalah perlu untuk menghasilkan dapatan yang lebih luas dan mantap berhubung dengan penggunaan kartun untuk mengajar kemahiran menulis karangan jenis cerita sebagai pengukuhan dalam pembelajaran. Penglibatan murid yang lebih ramai menambahkan kuasa ujian. Selain itu, pemilihan subjek yang ramai melibatkan kerjasama daripada panitia Bahasa Melayu untuk memudahkan kerjasama projek kajian tindakan dapat dilaksanakan dengan lancar dan sistematik. Maka guru perlu mempunyai daya inisiatif sebagai pengkaji untuk memastikan kajian pada masa akan datang boleh difokuskan kepada subjek kajian yang mempunyai perbezaan dari segi kaum, umur dan latar belakang keluarga.

Cadangan kepada Kementerian Pelajaran Malaysia (KPM)

Kajian ini boleh dilakukan dengan menggabungkan penggunaan kartun dengan pelbagai kaedah pengajaran dan pembelajaran seperti kaedah pembelajaran koperatif, kaedah pembelajaran kolaboratif, kaedah pembelajaran konstruktivisme dan kaedah pembelajaran kontekstual bagi mengetahui kekuatan dan kelemahan guru dalam melaksanakan aktiviti berpusatkan murid. Disarankan juga agar melalui dapatan kajian yang melibatkan pelbagai jenis sekolah seperti sekolah jenis kebangsaan, sekolah agama, sekolah teknik serta sekolah di luar bandar maka dapatan kajian itu lebih menyeluruh.

Cadangan kepada Institut Pendidikan Guru

Institusi pendidikan guru merupakan pihak yang bertanggungjawab dalam melahirkan generasi guru yang berdaya saing dalam era globalisasi pendidikan. Oleh itu, penerapan modul kurikulum berdasarkan teknik belajar yang berkesan perlu diketengahkan kepada pelatih guru dalam program kursus dan latihan perguruan. Kursus-kursus dalam perkhidmatan hendaklah diberikan kepada guru-guru mata pelajaran agar mereka mengetahui bagaimana menggunakan penggunaan kartun dengan berkesan. Di samping itu, pihak ini boleh menjalankan kajian penggunaan kaedah ini menggunakan peralatan ICT atau manual seperti kad kepada pelatih guru dengan membina modul pengajaran yang mantap dan menguji keberkesanan modul berkenaan. Menerusi penggunaan modul pelbagai teknik yang telah diuji keberkesanan mampu memberi pendedahan kepada guru untuk menerapkan kaedah tersebut dalam pengajaran sebenar dan mewujudkan suasana pembelajaran yang menyeronokkan serta menghiburkan. Justeru itu, pihak institusi perguruan hendaklah merangka modul pengajaran yang menggunakan kaedah kartun ini bagi memudahkan para guru mengaplikasikan teknik pengajaran tersebut di sekolah masing-masing.

Cadangan Penyelidikan Lanjutan

Tempoh kajian yang dibenarkan oleh pihak sekolah agak singkat dan untuk melihat kesan sesuatu aktiviti diperkenalkan dalam pembelajaran dan pengajaran adalah perlu melibatkan lebih banyak pengajaran dan masa yang lebih lama supaya pelajar benar-benar dapat menyesuaikan diri dengan aktiviti yang diperkenalkan. Oleh itu, untuk penyelidikan selanjutnya, tempoh yang lebih panjang diperlukan bagi menghasilkan dapatan yang lebih tepat. Tempoh yang lama juga membolehkan pengkaji menimbang faktor sikap dan minat pelajar semasa menjalankan kajian.

Kesimpulan

Proses pengajaran dan pembelajaran dalam mengajar kemahiran menulis menggunakan media cerita kartun telah meningkatkan pencapaian murid-murid tahun enam. Keadaan ini dapat dilihat daripada peningkatan dalam aktiviti murid-murid dari segi kesediaan murid-murid untuk mengambil bahagian dalam pembelajaran, penyertaan dan motivasi pelajar dalam pembelajaran menggunakan media kartun, dan keseriusan pelajar ketika menulis karangan jenis cerita. Kajian ini telah mendapati kaedah penggunaan berjaya mewujudkan interaksi positif, sifat daya saing, memotivasikan pelajar, meningkatkan tahap kefahaman dan pemikiran serta penerapan nilai-nilai murni dalam sesi pembelajaran. Selain itu, kaedah ini turut berjaya menghasilkan seorang guru sebagai penyelidik dalam melaksanakan teknik pengajaran yang kreatif dan inovasi dalam mengukuhkan pembelajaran pelajar. Peningkatan kemahiran menulis karangan murid-murid boleh yang diketahui dari peningkatan markah purata murid-murid dari peringkat Selain itu, bilangan murid-murid yang mendapat markah ≥ 80 juga meningkat kepada 17 orang di mana bilangan ini adalah lebih separuh daripada jumlah reponden yang dipilih sebagai peserta. Justeru, kaedah penggunaan kartun ini mampu menjadi alternatif kepada kaedah konvensional dalam sesi pengukuhan. Pendekatan ini juga mampu mengatasi masalah kebosanan, jemu, tidak faham, penyampaian guru yang tidak jelas dan panjang lebar sering menjadi alasan pelajar tidak menggemari penulisan Bahasa Melayu. Proses pengajaran dan pembelajaran yang menyeronokkan adalah suatu cabaran bagi seseorang guru.

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BAHAN KARTUN DALAM KARANGAN BAHASA MELAYU

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ABSTRAK: *Penyelidikan ini tentang keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu di Sekolah Menengah Kebangsaan Kampung Jambu. Objektif pertama dalam penyelidikan ini ialah mengenal pasti keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu. Objektif yang kedua pula ialah menganalisis keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu. Dalam penyelidikan ini, seramai 20 orang pelajar tingkatan empat telah dipilih sebagai responden. Penyelidikan ini menggunakan kaedah kuantitatif iaitu melibatkan borang soal selidik, ujian pra dan ujian pasca. Penganalisisan data soal selidik, ujian pra dan ujian pasca menggunakan perisian Statistical Packages For Social Science (SPSS) versi 23.0. Penyelidikan ini memfokuskan kepada keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu yang bersandarkan kepada teori Pembelajaran Gagne (1972) dan teori Konstruktivisme (1993). Melalui dapatan penyelidikan ini, dapat disimpulkan bahawa keberkesanan penulisan karangan bahasa Melayu meningkat selepas menggunakan bahan kartun. Kesimpulannya, penggunaan bahan kartun berupaya memantapkan proses pengajaran dan pembelajaran terutamanya dalam penulisan karangan.*

Kata kunci: *Bahan kartun; karangan; bahasa Melayu*

Pengenalan

Pengajaran dan pembelajaran (PdP) yang efektif dapat dilihat berdasarkan kebolehan guru mewujudkan suasana PdP yang interaktif. Suasana PdP seperti ini dapat dihasilkan oleh guru yang kreatif dan inovatif. Guru mestilah mempunyai persediaan daripada aspek pengetahuan dan kemahiran dalam PdP. Menurut Nik Hassan Basri, Seri Lanang Jaya, Ahmad Khair dan Abdullah Yusof (2007) menyatakan bahawa, guru yang baik dalam mengajarkan bahasa Melayu perlu menguasai pengetahuan tentang isi kandungan bahasa Melayu, aspek pedagogi dan pengetahuan kandungan pedagogi dalam usaha meningkatkan lagi mutu penguasaan pelajar. Sehubungan dengan itu, dalam konteks pedagogi, guru perlu mengambil kira keperluan penggunaan bahan bantu mengajar untuk menjadikan pengajarannya lebih menarik.

Penyataan Masalah

Penggunaan BBM seperti bahan kartun yang sesuai akan mendorong minat pelajar untuk melalui proses pembelajaran yang menyeronokkan. Seterusnya, dapat membantu pelajar mencapai objektif pembelajaran seperti yang telah dirancang.

Bahan Bantu Mengajar (BBM) boleh menimbulkan rangsangan dan keinginan dalam kalangan pelajar untuk mengetahui lebih mendalam tentang aspek pengajaran, di samping boleh menjadikan pembelajaran menjadi lebih menarik dan berkesan. Kebanyakan pelajar sekolah menengah kurang berminat untuk mengikuti proses pengajaran mata pelajaran bahasa Melayu. Pendekatan pengajaran yang digunakan oleh guru pada masa ini ialah gemar

menggunakan cara tradisional. Ini menyebabkan pengajaran dan pembelajaran menjadi tidak seronok dan membosankan.

Penggunaan BBM menggunakan bahan kartun sememangnya mampu menarik minat pelajar untuk belajar tetapi BBM bahan kartun ini akan mengganggu sesuatu PdP. Di samping itu, terdapat juga sekolah yang tidak mempunyai kelengkapan yang lengkap untuk menggunakan bahan kartun secara visual ini. Hal ini akan membuatkan PdP tidak berjalan dengan lancar.

Di samping itu, guru-guru amat bergantung kepada buku teks apabila mengajar. Guru juga sering mendengar rungutan daripada para pelajar yang tidak dapat menguasai kemahiran penulisan karangan kerana faktor guru menyampaikan isi pelajaran yang tidak menarik dan membosankan. Pelajar yang kurang berminat terhadap subjek ini akan terus ketinggalan dan tidak dapat memberikan keputusan yang memuaskan apabila peperiksaan dilakukan. Oleh sebab itu, pelajar memerlukan bimbingan atau panduan daripada guru agar proses pengajaran dan pembelajaran yang berlangsung menjadi lebih menarik minat para pelajar seterusnya dapat meningkatkan penguasaan mereka dalam penghasilan karangan.

Penggunaan BBM menggunakan bahan kartun ini juga dianggap sebagai pembaziran wang oleh ibu bapa. Hal ini kerana, pelajar diminta membawa sama ada keratan akhbar yang mempunyai kartun dan gambar-gambar kartun yang diperlukan untuk membuat penulisan karangan bagi melaksanakan proses PdP di sekolah. Ibu bapa menganggap bahawa bahan-bahan itu harus disediakan oleh guru. Ibu bapa yang tidak mahu memberikan kerjasama akan membuatkan anak mereka tidak mahu meneruskan pembelajaran di dalam kelas.

Selain itu, penggunaan bahan kartun ini juga menjadi masalah kepada pihak sekolah. Hal ini demikian kerana, pihak kementerian tidak menyediakan bahan yang mencukupi untuk pihak sekolah melaksanakan kelas abad ke-21. Penggunaan bahan kartun ini amat penting bagi setiap pelajar khususnya pelajar yang bermasalah. Apabila pihak kementerian menyediakan projektor, LCD, slaid yang lengkap dalam setiap kelas, maka PdP akan berlangsung dengan lancar tanpa perlu ke bilik tayang.

Kesimpulannya, bahan kartun sememangnya sesuai untuk dijadikan bahan bantu mengajar dalam penulisan karangan. Hal ini disebabkan ciri-ciri yang terdapat pada bahan kartun itu sendiri yang sememangnya digemari oleh orang ramai dan khususnya murid sekolah.

Objektif Kajian

Berikut adalah objektif kajian yang ingin dicapai di akhir kajian ini adalah untuk:

- i. Mengenal pasti keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu.
- ii. Menganalisis keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu.

Sorotan Kajian

Norhayati Che Hat, Shaferul Hafes Sha'ari dan Mohd Fauzi Abdul Hamid (2014) menyatakan, implementasi animasi sebagai bahan bantu mengajar (BBM) dalam pembelajaran bahasa Arab merupakan satu inovasi dalam mewujudkan suasana yang mampu mempengaruhi pencapaian pelajar. Kajian ini bertujuan mengenal pasti keberkesanan penggunaan animasi dalam pembelajaran bahasa Arab dalam kalangan pelajar diploma di Universiti Sultan Zainal Abidin (UniSZA), Terengganu. Seramai 66 orang pelajar diploma tahun pertama yang dipilih secara rawak telah dibahagikan kepada kumpulan eksperimen (n=33) dan kumpulan kawalan (n=33). Keputusan yang diperolehi daripada data yang

dikumpulkan dari ujian pra dan pasca bagi setiap kumpulan telah dianalisis dengan menggunakan ujian-t dalam SPSS versi 17.0. Hasil kajian tersebut mendapati beberapa kelebihan aplikasi dapat dikenal pasti, antaranya fleksibiliti pengguna dalam mengakses aplikasi, tarikan pembelajaran yang menarik melalui persembahan elemen multimedia khususnya penggunaan teknologi animasi, di samping pengguna juga mudah menerokai semua pautan dalam aplikasi. Kajian ini menyokong idea bahawa aplikasi animasi boleh diintegrasikan dalam kelas-kelas pembelajaran bahasa bukan sebagai cara alternatif tetapi sebagai salah satu bahan bantu mengajar yang menyumbang secara positif kepada pencapaian pelajar, suasana kelas pembelajaran dan motivasi pelajar.

Kajian kedua ialah kajian yang diperolehi daripada Jurnal Pendidikan Sains dan Matematik Malaysia. Tajuk jurnal ialah Keberkesanan Penggunaan Modul Kartun dalam Meningkatkan Pencapaian Biologi Pelajar. Kajian yang dilakukan oleh Ong Eng Tek, Rosmawati Muhammad Kharuddin, Sabri Salleh dan Nurulhuda (2012), kajiannya bertujuan untuk mengkaji keberkesanan kaedah modul kartun Ekosistem Terancam (*Endangered Ecosystem*) berbanding dengan kaedah buku teks dalam meningkatkan pencapaian Biologi dalam kalangan pelajar Tingkatan 4. Kajian ini menggunakan seramai 72 orang responden. Hasil kajian mendapati pencapaian Biologi pelajar-pelajar tingkatan 4 yang mengikuti kaedah modul kartun "*Endangered Ecosystem*" adalah lebih tinggi dan signifikan secara statistik ($F=4.43$, $p=0.39 < 0.5$) berbanding dengan pencapaian Biologi pelajar-pelajar Tingkatan 4 yang mengikuti kaedah buku teks. Dapatan kajian ini menunjukkan terdapat kesan positif penggunaan modul kartun terhadap pencapaian Biologi.

Kajian ketiga pula diperolehi daripada Seminar bahasa Melayu. Azriana Manan dan Yahida Yahya (2012) dalam kajian Humor Dalam Pengajaran Dan Pembelajaran Bahasa Melayu mendapati bahawa unsur humor dapat merangsang minat dan daya kreativiti murid jika dijalankan dengan betul. Dalam kajian ini, guru menayangkan slaid peribahasa ayam yang mengandungi gambar kartun ayam atau gambar ayam yang menarik. Murid memberikan makna peribahasa dengan merujuk buku jurnal mereka yang mana mereka telah catatkan peribahasa yang mereka temui. Kajian ini juga mendapati penggunaan unsur humor dalam kelas dapat meningkatkan prestasi murid kerana tahap motivasi mereka telah meningkat. Aktiviti pembelajaran juga dapat dijalankan dengan berkesan. Murid berjaya menjawab hampir semua soalan dengan baik dan juga berlumba-lumba ingin memberikan jawapan mereka kerana mereka yakin bahawa jawapan mereka itu betul. Berdasarkan dapatan kajian, penglibatan pelajar sebanyak 87.5% pelajar ambil bahagian secara aktif di dalam kelas. 95% pelajar mendapati aktiviti dan latihan yang guru berikan membantu pelajar belajar atau memahami pengajaran. 100% pelajar dapat memberikan sepenuh perhatian terhadap pengajaran guru. 97.5% mendapati pengajaran guru sangat menarik. Hal ini menyebabkan wujudnya sesi pengajaran dan pembelajaran yang lebih menarik di dalam bilik darjah.

Kajian yang keempat diperolehi daripada Jurnal Pendidikan Bahasa Melayu. Tajuk Jurnal Pelaksanaan Pembelajaran Menyeronokkan Dalam Pengajaran Dan Pembelajaran Bahasa Melayu. Kajian yang dilakukan oleh Abdul Rasid Jamian dan Hasmah Ismail (2013) menyatakan, kesediaan guru bahasa Melayu mengaplikasikan pembelajaran menyeronokkan. Di samping itu, persepsi guru terhadap kebolegunaan dan kesesuaian pelaksanaan pembelajaran menyeronokkan dalam meningkatkan prestasi pembelajaran dan pengajaran bahasa Melayu. Kajian ini dijalankan terhadap 92 guru bahasa Melayu di lapan buah sekolah di Zon Pasir Putih, Pasir Gudang, Johor. Kajian ini dijalankan secara deskriptif dan menggunakan soal selidik. Secara keseluruhannya, guru Bahasa Melayu sememangnya bersikap positif terhadap pembelajaran menyeronokkan dalam pengajaran dan pembelajaran

Bahasa Melayu. Malah mereka menunjukkan kesediaan untuk mengubah strategi dan gaya pengajaran konvensional.

Teori Pembelajaran Gagne

Teori yang digunakan dalam kajian ini ialah Teori Gagne, (1972). Teori Gagne ini telah diperkenalkan oleh Robert M. Gagne (1972) dalam bukunya "*Essentials of Learning for Instruction*" mengemukakan satu teori bagaimana manusia boleh memperoleh maklumat dalam sesuatu proses pembelajaran. Mengikut teorinya, ransangan-ransangan daripada persekitaran luar akan diterima dalam sistem saraf melalui deria-deria manusia. Maklumat ini akan ditafsir dalam stor ingatan, kemudian dihantar kepada stor ingatan jangka panjang dan akhirnya kepada penggerak tindak balas melalui sistem saraf.

Menurut Gagne, pengalaman-pengalaman yang disimpan dalam stor ingatan jangka panjang adalah penting bagi manusia untuk mengaitkannya dengan pengalaman-pengalaman baru demi memudahkan proses pembelajaran berlaku. Gagne memilih bahan bercetak sebagai sumber pengajaran dan pembelajaran yang paling sesuai untuk diaplikasikan berdasarkan kepada teori beliau sendiri. Bahan bercetak merupakan sumber pelajaran yang paling mudah untuk didapati dan disediakan. Penggunaan bahan bercetak yang terdapat di sekolah dan di luar sekolah boleh diklasifikasikan kepada dua jenis iaitu bahan bergambar dan bahan tidak bergambar. Antara contoh bahan bergambar ialah bahan kartun, surat khabar, poster, majalah dan sebagainya. Bahan-bahan bergambar membantu pelajar meluaskan pengetahuan dan pemahaman semasa proses pengajaran dan pembelajaran berlangsung. Keadaan ini menunjukkan kesesuaian dengan teori beliau, iaitu melibatkan ransangan luaran. Sebagai contoh, bahan kartun mampu membina set-set di dalam stor ingatan seseorang individu sama ada berbentuk ingatan jangka masa panjang mahupun ingatan jangka masa pendek. Teori Pembelajaran Gagne memperkenalkan 4 jenis atau peringkat pembelajaran. Setiap jenis atau peringkat pembelajaran itu memerlukan arahan yang berlainan. Faktor luaran dan dalaman adalah berbeza mengikut setiap peringkat atau jenis pembelajaran. Keberkesanan utama pembelajaran pada peringkat ini adalah untuk mengenal pasti keperluan dan pengisian bagi melengkapkan pembelajaran peringkat tersebut. Gagne (1972) dalam Norul Haida (2011), menyatakan bahawa belajar dapat dikategorikan sebagai berikut:

- 1) Informasi verbal- merupakan kemampuan yang dinyatakan (membuat label, menyusun pernyataan atau melaporkan informasi).
- 2) Skil intelektual-menunjukkan kecekapan pelajar sebagai anggota masyarakat (menganalisis maklumat seperti berita).
- 3) Perilaku-kemampuan yang mempengaruhi pilihan pelajar untuk melakukan sesuatu tindakan. Belajar melalui model ini diperoleh melalui pemodelan atau orang yang ditokohkan atau orang yang diidolakan.
- 4) Strategi kognitif-kemampuan yang mengawal pelajar belajar mengingat dan berfikir cara yang terbaik untuk mengembangkan kemampuan tersebut adalah dengan melatih pelajar memecahkan masalah, penelitian dan menerapkan teori-teori untuk memecahkan masalah di lapangan. Melalui pendidikan formal diharapkan pelajar dapat menjadi seorang pendengar yang baik dan berfikir sendiri.

Teori yang mendasari pembelajaran ialah faktor yang sangat penting dalam perkembangan. Perkembangan merupakan hasil kumulatif daripada pembelajaran. Gagne (1972) dalam Norul Haida (2011), menyatakan pembelajaran terjadi melalui proses penerimaan informasi, kemudian diolah sehingga menghasilkan keluaran dalam bentuk hasil belajar. Dalam pemrosesan informasi terjadi apabila adanya interaksi antara internal dan

eksternal individu. Interaksi internal, iaitu keadaan dalam diri individu yang diperlukan untuk mencapai hasil belajar dan proses kognitif yang terjadi dalam individu. Sedangkan interaksi eksternal ialah rangsangan daripada lingkungan yang mempengaruhi individu dalam proses pembelajaran. Terdapat lapan tahap proses pembelajaran dalam kelas menurut Gagne (1972) dalam Norul Haida (2011):

- 1) Memotivasikan pelajar
- 2) Menarik perhatian pelajar
- 3) Merangsang ingatan semula
- 4) Menyediakan panduan pelajaran
- 5) Membantu pelajar mengingat
- 6) Menggalakkan pemindahan pembelajaran
- 7) Mengilustrasi perlakuan
- 8) Memberikan maklum balas

Pembelajaran berlaku daripada yang konkrit kepada abstrak. Pembelajaran juga mengutamakan pelajar, keupayaan pelajar mencapai celik akal dalam proses pembelajaran. Dalam pengajaran dan pembelajaran, teori ini menekankan Proses Penangkapan dan Pemrosesan Maklumat. Teori ini juga menekankan proses peneguhan supaya pengajaran dan pembelajaran dapat dijalankan dengan lebih berkesan.

Prosedur Penganalisan Data

Data Soal Selidik

Data mentah yang diperoleh daripada soal selidik dianalisis dengan menggunakan perisian Statiscal Package Social Science (*SPSS*). Pengkaji akan menilai data dan markah dalam bentuk peratus dan kekerapan terhadap borang soal selidik. Data ini digunakan untuk mendapatkan peratus bagi tahap keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu.

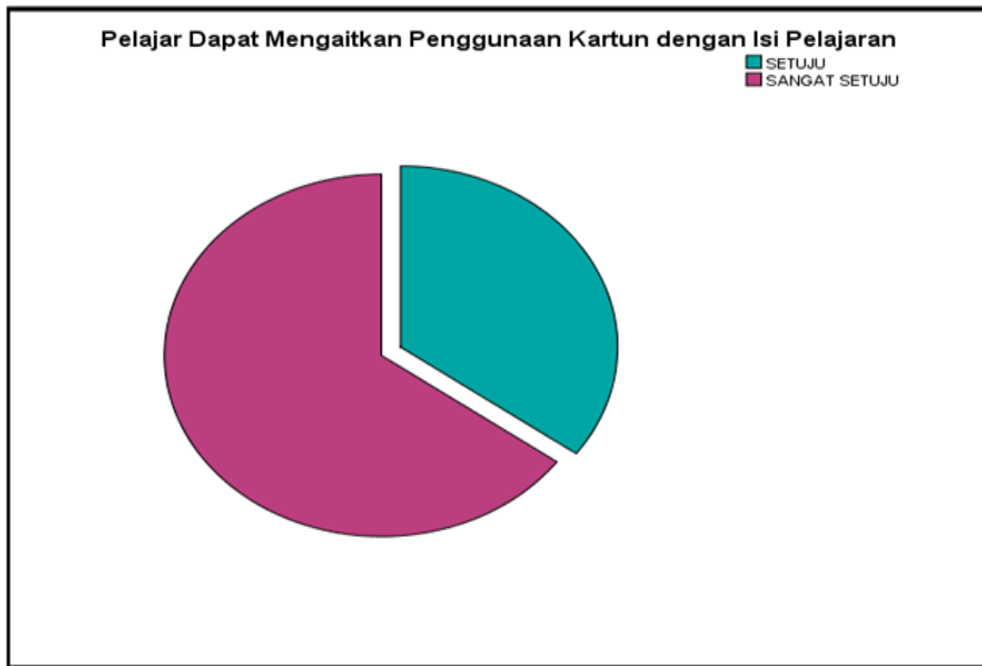
Analisis Data Kuantitatif Soal Selidik

Pengkaji telah menganalisis data kuantitatif soal selidik berkaitan keberkesanan penggunaan bahan kartun dalam penulisan karangan bahasa Melayu. Terdapat beberapa pilihan item yang menunjukkan minat pelajar terhadap penggunaan bahan kartun dalam penulisan karangan. Minat pelajar-pelajar terhadap item dinilai berdasarkan skala likert. Dapatan kajian ini dipersembahkan dalam bentuk jadual dan carta.

Pelajar dapat Mengaitkan Penggunaan Kartun dengan Isi Pelajaran

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SETUJU	7	35.0	35.0	35.0
SANGAT SETUJU	13	65.0	65.0	100.0
Total	20	100.0	100.0	

Jadual 1: Pelajar dapat Mengaitkan Penggunaan Kartun dengan Isi Pelajaran



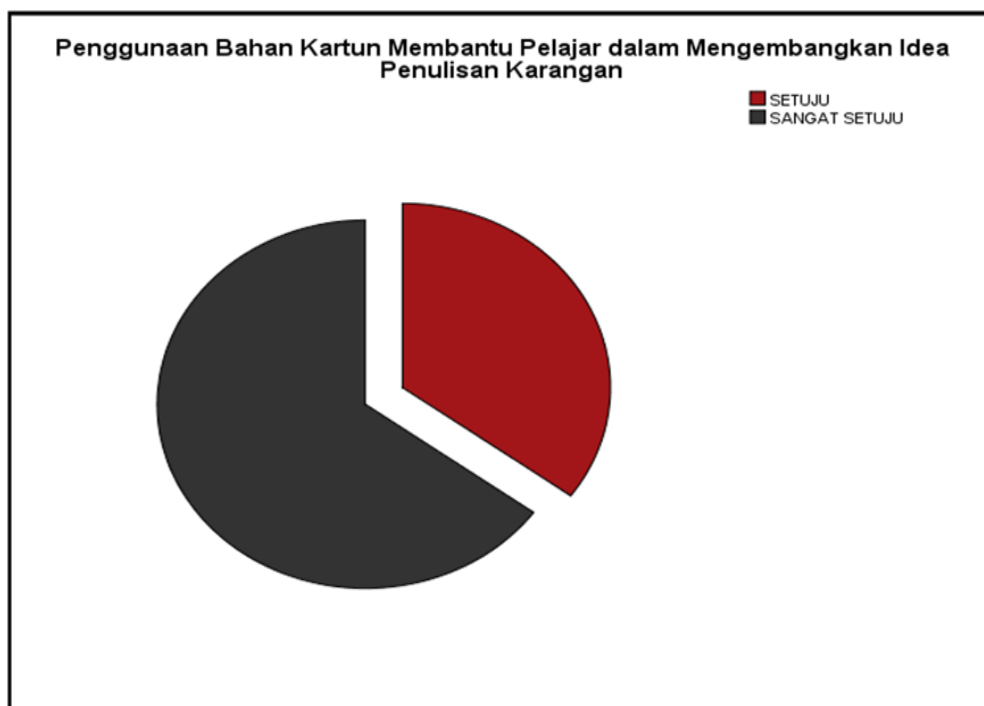
Carta 1: Pelajar dapat Mengaitkan Penggunaan Kartun dengan Isi Pelajaran

Jadual 1 menunjukkan peratusan murid dapat mengaitkan penggunaan kartun dengan isi pelajaran. Berdasarkan jadual tersebut, seramai 7 orang bersamaan 35% yang menyatakan setuju bahawa penggunaan bahan kartun dapat mengaitkan dengan isi pelajaran. Manakala, seramai 13 orang bersamaan 65% yang menyatakan sangat setuju terhadap penggunaan bahan kartun dapat mengaitkan dengan isi pelajaran. Secara keseluruhannya, penggunaan bahan kartun ini memberikan kesan yang positif kepada murid untuk mengaitkan dengan isi pelajaran yang dipelajari. Hal ini, sesuai dengan Teori Pembelajaran Gagne (1972), perkembangan merupakan hasil kumulatif daripada pembelajaran. Teori Pembelajaran Gagne (1972) dan Teori Konstruktivisme (1993), menyatakan pembelajaran terjadi melalui proses penerimaan maklumat, kemudian diolah sehingga menghasilkan mesej dalam bentuk hasil belajar.

Penggunaan Bahan Kartun Membantu Pelajar dalam Mengembangkan Idea Penulisan Karangan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SETUJU	7	35.0	35.0	35.0
SANGAT SETUJU	13	65.0	65.0	100.0
Total	20	100.0	100.0	

Jadual 2: Penggunaan Bahan Kartun Membantu pelajar dalam Mengembangkan Idea Penulisan Karangan



Carta 2: Penggunaan Bahan Kartun Membantu Pelajar dalam Mengembangkan Idea Penulisan Karangan

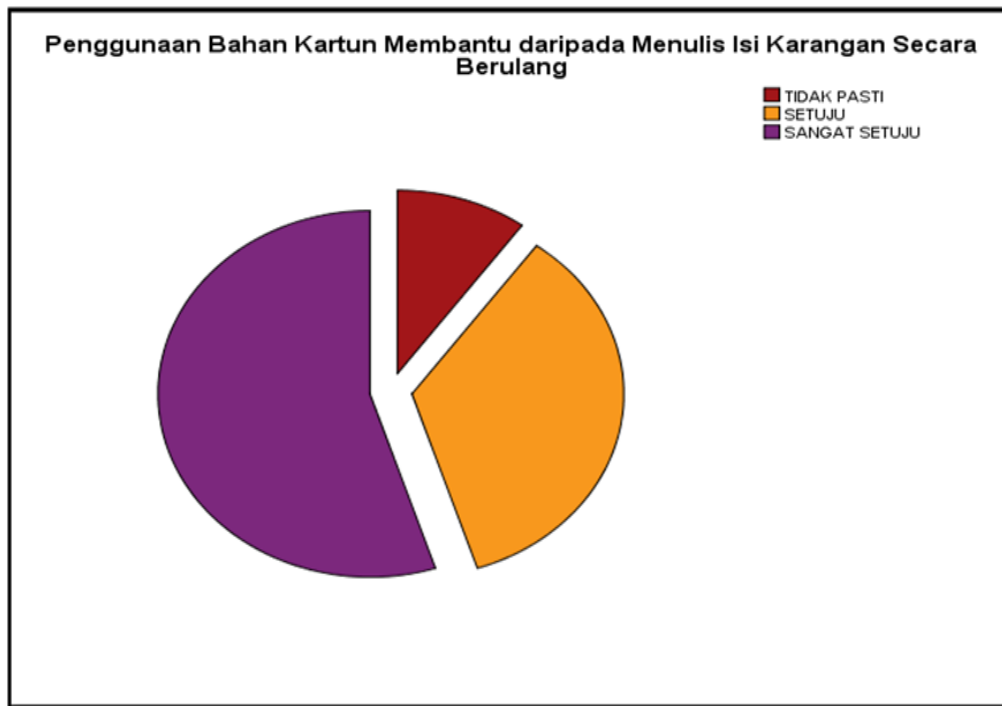
Jadual 2 menunjukkan peratusan bagi penggunaan bahan kartun membantu murid dalam mengembangkan idea penulisan karangan. Berdasarkan jadual tersebut, seramai 7 orang bersamaan 35% yang menyatakan setuju bahawa penggunaan bahan kartun membantu dalam mengembangkan idea penulisan karangan. Manakala, seramai 13 orang bersamaan 65% menyatakan sangat setuju bahawa penggunaan bahan kartun membantu dalam mengembangkan idea penulisan karangan. Dapatan ini bertepatan dengan kajian yang dilakukan oleh Faridah, Nooreiny dan Raja Mohd. Fauzi (2001), yang menyatakan bahawa kumpulan murid yang dikaji berupaya mengeluarkan idea untuk bercerita, tetapi lemah dalam kemahiran peraturan konvensi dan menyebabkan penulisan mereka secara keseluruhan sukar untuk difahami dan diikuti. Beliau juga berpendapat, murid yang lemah memerlukan pengajaran kemahiran menuliskan yang lebih efektif. Ini bermakna, sekiranya pengajaran penulisan karangan menggunakan bahan kartun dan murid diminta untuk membina ayat berdasarkan gambar tersebut, sedikit sebanyak mampu memberikan idea kepada murid dalam menghasilkan penulisan karangan. Hal ini, sesuai dengan Teori Pembelajaran Gagne (1972) dan Teori Konstruktivisme (1993), menyatakan belajar memberi kontribusi terhadap adaptasi yang diperlukan untuk mengembangkan proses yang logik, sehingga perkembangan tingkah laku ialah hasil daripada efek belajar yang kumulatif.

Penggunaan Bahan Kartun Membantu daripada Menulis Isi Karangan Secara Berulang

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TIDAK PASTI	2	10.0	10.0	10.0
SETUJU	7	35.0	35.0	45.0

SANGAT SETUJU	11	55.0	55.0	100.0
Total	20	100.0	100.0	

Jadual 3: Penggunaan Bahan Kartun Membantu daripada Menulis Isi Karangan Secara Berulang



Carta 3: Penggunaan Bahan Kartun Membantu daripada Menulis Isi Karangan Secara Berulang

Jadual 3 menunjukkan peratusan bagi penggunaan bahan kartun membantu daripada menulis isi karangan secara berulang. Berdasarkan jadual tersebut, dua orang bersamaan 10% yang menyatakan tidak pasti bahawa penggunaan bahan kartun membantu daripada menulis isi karangan secara berulang. Manakala, seramai 7 orang bersamaan 35% yang menyatakan setuju bahawa penggunaan bahan kartun membantu daripada menulis isi karangan secara berulang. Selain itu, seramai 11 orang bersamaan 55% yang menyatakan sangat setuju bahawa penggunaan bahan kartun membantu daripada menulis isi karangan secara berulang. Penggunaan bahan kartun menggalakkan pelajar berfikir secara kreatif dan kritis. Bahan kartun boleh diguna untuk menggerakkan daya pengamatan dan pemikiran pelajar berkenaan perkara sebenar yang ingin disampaikan guru dalam pelajaran. Bahan kartun bukan sahaja membawa unsur kelucuan tetapi boleh memberi kesan kepada pembelajaran terutama dalam penulisan karangan. Dapatan ini bertepatan dengan kajian yang dilakukan oleh Abdul Ghani et.al., (2007), yang menyatakan bahawa bahan kartun yang dapat dipelbagaikan kegunaan itu menjadi medan untuk murid mengasah minda dan minat bagi menghujah dan berinteraksi sesuai dengan tajuk yang dipelajari. Bahan kartun dan karikatur ini juga dapat digunakan bagi mempertajam lagi daya kreativiti dan imaginasi murid dengan aktiviti meramal sebelum atau selepas sesuatu cerita. Hal ini, sesuai dengan Teori Pembelajaran Gagne (1972) dan Teori Konstruktivisme (1993), apabila penelitiannya dimaksudkan untuk menemukan teori pembelajaran yang efektif. Belajar memberi kontribusi

terhadap adaptasi yang diperlukan untuk mengembangkan proses yang logik sehingga perkembangan tingkah laku adalah hasil dari efek belajar yang kumulatif.

Penggunaan Bahan Kartun Dalam Penulisan Karangan adalah Menyeronokkan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SETUJU	6	30.0	30.0	30.0
SANGAT SETUJU	14	70.0	70.0	100.0
Total	20	100.0	100.0	

Jadual 4: Penggunaan Bahan Kartun dalam Penulisan Karangan adalah Menyeronokkan



Carta 4: Penggunaan Bahan Kartun dalam Penulisan Karangan adalah Menyeronokkan

Jadual 4 menunjukkan peratusan penggunaan bahan kartun dalam penulisan karangan adalah menyeronokkan. Berdasarkan jadual tersebut, seramai 6 orang bersamaan 30% yang menyatakan setuju bahawa penggunaan bahan kartun dalam penulisan karangan adalah menyeronokkan. Manakala, seramai 14 orang bersamaan 70% menyatakan sangat setuju bahawa penggunaan bahan kartun dalam penulisan karangan adalah menyeronokkan. Perkara ini mungkin disebabkan reka bentuk bahan kartun yang lengkap dengan gambar, video, suara dan lagu yang sesuai, berjaya mewujudkan suasana pembelajaran yang lebih ceria dan menarik perhatian murid. Data ini pada hakikatnya selaras dengan pandangan Jamalludin dan Zaidatun (2003), yang menyatakan bahawa penggunaan bahan kartun dalam bidang pendidikan dapat menawarkan persekitaran pembelajaran yang menyeronokkan. Hal ini, sesuai dengan Teori Pembelajaran Gagne (1972) dan Teori Konstruktivisme (1993)

menyatakan strategi kognitif ialah kemampuan yang mengawal pelajar belajar mengingat dan berfikir cara yang terbaik untuk mengembangkan kemampuan tersebut adalah dengan melatih pelajar memecahkan masalah, penelitian dan menerapkan teori-teori untuk memecahkan masalah di lapangan.

Kesimpulan

Secara keseluruhannya keberkesanan penggunaan bahan kartun dalam penulisan karangan dalam kalangan pelajar tingkatan empat di Sekolah Menengah Kebangsaan Kampung Jambu, Taiping. Hal ini dibuktikan melalui perbezaan pencapaian pelajar dalam ujian pra dan ujian pasca. Pelajar didapati sangat berminat dengan pengajaran penulisan karangan yang menggunakan bahan kartun. Penggunaan bahan kartun dalam penulisan karangan ini memberikan keberkesanan terhadap pelajar untuk mengembangkan idea dalam penulisan karangan dan pelajar dapat menghasilkan karangan yang bermutu.

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UNSUR SERAPAN KATA BAHASA MELAYU STANDARD DALAM BAHASA IBAN DAN DIALEK MELAYU SARAWAK

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Abstrak: Corak serapan yang berlaku dalam Bahasa Iban (BI) dan Dialek Sarawak (DMS), diambil masuk dengan hanya menyesuaikan bunyi dan ejaan, jika perlu, supaya sesuai dengan bunyi dan sebutan bahasa ibunda. Sebahagian besar kata asal dalam BI dan DMS diambil masuk melalui kaedah serapan. Oleh yang demikian, proses integrasi kata Bahasa Melayu Standard ke dalam BI dan DMS melibatkan banyak perubahan kerana melibatkan unsur serapan. Justeru, kajian ini bertujuan untuk mengenal pasti faktor unsur serapan kata Bahasa Melayu Standard yang memacu proses integrasi bahasa sumber ke dalam bahasa penerima. Kajian ini mengaplikasikan kerangka teori kontak bahasa (language contact) yang diperkenalkan oleh Weinreich pada tahun 1953. Kajian ini merupakan kajian kuantitatif sepenuhnya dengan menggunakan instrumen soal selidik ke atas guru pelatih berbangsa Melayu dan Iban di Sarawak. Data menunjukkan bahawa 100% (234 orang) responden bersetuju bahawa bahasa yang bertindak sebagai simbol kepunyaan akan menimbulkan minat yang kuat dalam kalangan pendatang untuk menggunakan bahasa standard. Situasi ini terhasil daripada serapan bahasa sehingga menyebabkan integrasi bahasa. Dapatan ini membuktikan bahawa unsur serapan yang sudah disenaraikan dalam kamus bahasa penerima, bermakna unsur itu sudah berintegrasi. Kesimpulannya, penyesuaian unsur bahasa yang diserap masuk ke dalam BI dan DMS sebagai bahasa penerima sebenarnya telah melalui proses integrasi pada jangka masa yang lama. Impaknya, proses ini menyebabkan berlakunya penambahan kosa kata iaitu kata daripada serapan yang dimasukkan ke dalam kamus bahasa penerima sebagai kata 'asli'.

Kata Kunci: Serapan Bahasa, Integrasi Bahasa, Bahasa Penerima, Dialek Melayu Sarawak

Pengenalan

Integrasi ialah satu proses yang cuba menyatupadukan dan mewujudkan pembentukan kebudayaan kebangsaan yang tersendiri dalam masyarakat majmuk (Mohd Salleh Lebar, 1998). Dalam proses integrasi bahasa pula, unsur bahasa sumber diserap ke dalam sistem bahasa penerima sehinggakan sifat kata bahasa sumber yang asli sukar untuk dikesan. Jendra (1991) menerangkan jika sesuatu unsur bahasa sumber telah diterima masuk ke dalam kamus bahasa penerima, dapat dikatakan bahawa integrasi sudah berlaku. Ekoran daripada itu, unsur bahasa sumber yang digunakan dalam bahasa penerima dianggap menjadi sebahagian daripada bahasa penerima, bukan lagi sebagai unsur pinjaman (Chaer & Agustina, 1995).

Dalam penyelidikan ini, integrasi bahasa merujuk kepada penggunaan unsur bahasa Melayu Standard (selepas ini dikenali sebagai BMST) secara sistematik seolah-olah merupakan sebahagian daripada bahasa penutur kaum Iban dan penutur kaum Melayu Sarawak tanpa mereka sedari. Dengan kata lain, unsur BMST sudah diterima sebagai sebahagian daripada bahasa Iban dan Dialek Melayu Sarawak (selepas ini dikenali sebagai DMS). Penyesuaian unsur bahasa Melayu (bahasa sumber) yang diserap masuk ke dalam bahasa Iban dan Dialek Melayu Sarawak (bahasa penerima) telah melalui proses integrasi dalam jangka masa yang panjang. Weinreich (1953) menegaskan bahawa jangka masa

penyesuaian unsur integrasi bergantung pada faktor keperluan unsur serapan kata Bahasa Melayu. Kaum Iban dan kaum Melayu Sarawak telah menyerap pelbagai kosa kata bahasa Melayu ke dalam bahasa ibunda masing-masing melalui proses integrasi bunyi dan imbuhan. Kata serapan bahasa Melayu melalui proses integrasi terjadi berperingkat-peringkat, bermula daripada generasi terdahulu kepada generasi kini.

Tinjauan Literatur

Kajian ini mengemukakan beberapa sorotan kajian sebagai panduan untuk melaksanakan kajian. Weinreich 1953 telah mendefinisikan Integrasi Bahasa sebagai unsur interferensi yang terjadi secara berulang-ulang dalam turutan seseorang atau sekelompok orang sehingga semakin lama unsur itu semakin diterima sebagai sebahagian daripada sistem bahasa mereka. Oleh itu kajian ini merangkumi kajian tentang gangguan bahasa (language contact) yang meliputi kajian tentang interferensi, kajian tentang dan kajian tentang peminjaman kata.

Menurut pendapat Chaer (1998), interferensi pertama kali digunakan oleh Weinreich untuk menyebut adanya perubahan sistem suatu bahasa sehubungan dengan adanya persentuhan bahasa tersebut dengan unsur-unsur bahasa lain yang dilakukan oleh penutur bilingual. Interferensi mengacu pada adanya penyimpangan dalam suatu bahasa dengan memasukkan sistem bahasa lain. Serpihan-serpihan klausa daripada bahasa lain dalam suatu kalimat bahasa lain juga dapat dianggap sebagai peristiwa interferensi. Sedangkan, menurut Hartman dan Stonk dalam Chaer (1998) interferensi terjadi akibat kebiasaan-kebiasaan ujaran bahasa ibunda atau dialek ke dalam bahasa kedua.

Jendra (1991) menyatakan bahawa dalam interferensi terdapat tiga perkara utama iaitu bahasa sumber, iaitu bahasa yang menyusup unsur-unsurnya ke dalam sistem bahasa lain, bahasa penerima iaitu bahasa yang menerima atau dipengaruhi oleh bahasa sumber dan bahasa yang terserap atau unsur serapan. Dalam komunikasi bahasa yang menjadi bahasa sumber pada saat tertentu akan beralih peranan menjadi bahasa penerima dan sebaliknya. Begitu juga dengan bahasa penerima berperanan sebagai bahasa sumber. Oleh yang demikian, interferensi dapat terjadi secara timbal balik.

Zainal Abidin Bakar (1990) mengatakan dalam artikel yang bertajuk, 'Peminjaman dalam Peristilahan, menyatakan peminjaman disenaraikan sebagai pilihan terakhir dalam aturan penggubalan dan penciptaan istilah. Namun cara peminjaman kata dan istilah tidak dilakukan secara utuh. Hasilnya, terpinjamlah pelbagai kata dan istilah dalam pelbagai peringkat. Bukan sekadar kata dasar yang dipinjam, kata dan istilah yang berimbuhan pun banyak yang dipinjam. Hal sedemikian menimbulkan dua masalah. Yang pertama, ada kata dan istilah yang dipinjam itu tidak dapat hidup subur dalam Melayu dan tidak dapat berperilaku sebagai kata Melayu. Yang kedua, kata-kata yang dipinjam itu membawa masuk persoalan unsur daripada bahasa asalnya.

Permasalahan Kajian

Corak serapan yang berlaku dalam Bahasa Iban (BI) dan Dialek Melayu Sarawak (DMS), diambil masuk dengan hanya menyesuaikan bunyi dan ejaan, supaya sesuai dengan bunyi dan sebutan bahasa ibunda. Sebahagian besar kata pinjaman diambil masuk melalui kaedah serapan. Penyerapan berlaku sepanjang masa, dan asal usul kata serapan berbeza mengikut perkembangan budaya sezaman. Lama barunya sesuatu kata serapan mendapat tempatnya dalam BI dan DMS dapat dilihat dari tabii bunyinya. Oleh yang demikian, proses integrasi kata bahasa Melayu ke dalam BI dan DMS mengalami kesukaran untuk dikaji kerana melibatkan corak serapan yang berlaku mengikut kerangka Weinreich (1953). Kajian

ini juga dilihat sejauh mana serapan kata BMST berjaya diintegrasikan dalam BI dan DMS mengikut kerangka Weinreich (1953).

Objektif

Mengenal pasti faktor unsur serapan kata Bahasa Melayu Standard yang memacu proses integrasi bahasa sumber ke dalam bahasa penerima.

Kepentingan

Penyelidik perlu mencari kata serapan yang telah mengalami kehilangan ciri fonologi yang dibawa daripada bahasa sumber (bahasa Melayu). Kata serapan sedemikian sudah menjadi sebahagian daripada leksikon BI dan BMS. Walau bagaimanapun, ada juga kata serapan yang dengan sifat yang sama masih mempertahankan beberapa ciri bunyi asalnya. Ini berpunca daripada sikap atau sentimen tertentu bahasa penerima. Misalnya, kata /syurga/ tidak diubah menjadi /surga/ atau /sorga/ meskipun sudah lama ada dalam bahasa ibunda penutur BI dan BMS. Hal ini mungkin disebabkan kata berkenaan termasuk dalam kategori kata budaya tinggi. Samalah juga dengan kata /mesyuarat/ yang mempertahankan bunyi asal kerana kata ini menganggotai leksikon yang dikaitkan dengan kehidupan yang lebih canggih. Penyelidik perlu mencari bukti untuk memperkuat kenyataan ini. Sebagai contoh, kata /kerusi/ telah mengalami banyak perubahan bunyi dan jelas merupakan kata basahan yang digunakan sehari-hari untuk merujuk kepada sejenis perabot biasa. Sebaliknya, kata /mesyuarat/ lebih banyak digunakan dalam aktiviti sosial dan dilihat sebagai kata yang lebih canggih.

Metodologi

Reka bentuk Kajian

Dalam menghasilkan penyelidikan ini iaitu Integrasi Bahasa Melayu Standard dalam Dialek Melayu Sarawak dan Bahasa Iban, penyelidik menggunakan teori Kontak bahasa (language contact) yang diperkenalkan oleh Weinreich pada tahun 1953.

Teori Kontak Bahasa Uriel Weinreich (1953)

Penyelidik menggunakan kerangka teori kontak bahasa (*language contact*) yang diperkenalkan oleh Weinreich pada tahun 1953. Dalam teori ini terdapat istilah “gangguan” (*interference*) yang pertama kali digunakan oleh Weinreich untuk merujuk kepada perubahan sistem sesuatu bahasa kerana adanya pertembungan dengan unsur daripada bahasa lain oleh penutur dwibahasa, yang menggunakan dua bahasa silih berganti. Weinreich menganggap “gangguan” sebagai gejala penyimpangan daripada norma-norma kebahasaan yang terjadi pada penggunaan bahasa seorang penutur dwibahasa akibat daripada kontak bahasa. Gangguan dalam bahasa dianggap sebagai suatu kesalahan kerana menyimpang daripada kaedah atau aturan bahasa yang digunakan oleh masyarakat penutur. Kemampuan penutur dwibahasa menggunakan bahasa tertentu sehingga terpengaruh dengan bahasa lain merupakan penyebab terjadinya gangguan bahasa.

Menurut Weinreich (1953:1), istilah gangguan membayangkan penyusunan semula corak yang terhasil daripada pengenalan elemen asing dalam domain struktur bahasa yang lebih tinggi, seperti sebahagian besar daripada sistem fonemik, morfologi dan sintaksis, serta beberapa daerah perbendaharaan kata.

Selanjutnya, gangguan bahasa yang terjadi dibahagikan kepada dua peringkat, iaitu peringkat fonik dan peringkat leksikal. Kesamaan gangguan pada peringkat fonik terdiri daripada 5 jenis: iaitu pertama, perbezaan di bawah fonem-fonem, iaitu ketiadaan kesamaan yang jelas dalam bahasa penerima. Kedua, perbezaan melampau fonem-fonem apabila

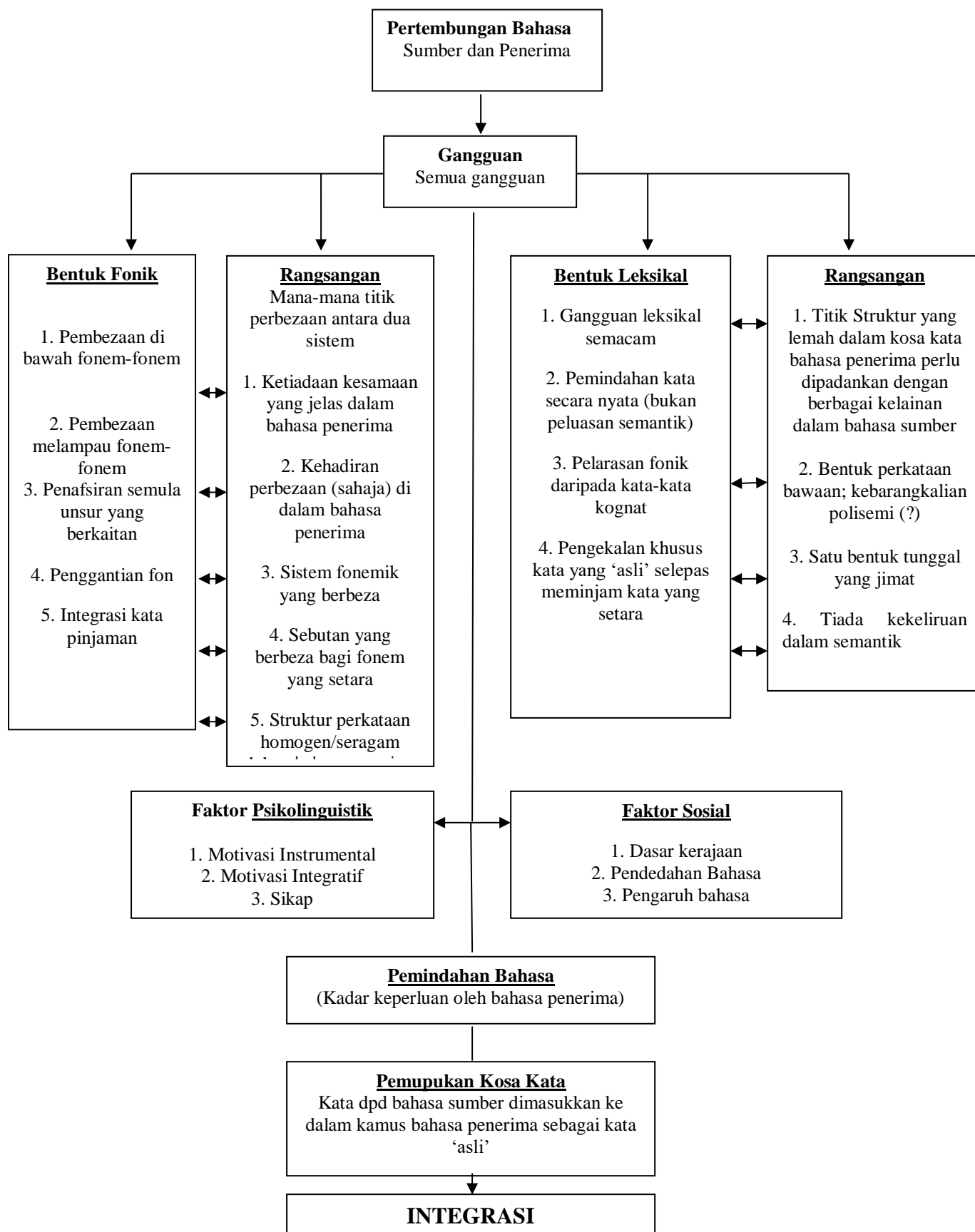
adanya kehadiran perbezaan dalam bahasa penerima. Ketiga, pentafsiran semula unsur yang berkaitan turut terjadi apabila adanya sistem fonemik yang berbeza. Keempat, penggantian fon apabila ada sebutan yang berbeza bagi fonem yang setara, dan kelima, integrasi kata pinjaman terjadi apabila ada struktur perkataan homogen atau seragam dalam perkataan.

Manakala gangguan pada peringkat leksikal pula terdiri daripada 4 jenis: iaitu pertama, gangguan leksikal semacam menerusi rangsangannya, iaitu titik struktur yang lemah dalam kosa kata bahasa penerima perlu dipadankan dengan berbagai kelainan dalam bahasa sumber. Kedua, pemindahan kata secara nyata (bukan peluasan semantik), iaitu bentuk perkataan bawaan sebagai kemungkinan polisemi. Ketiga, pelarasan fonik daripada kata-kata kognat, iaitu satu bentuk kata tunggal (perbendaharaan kata asas), dan keempat, pengejalan khusus kata “asli” selepas meminjam kata yang menunjukkan tiada kekeliruan dalam semantik.

Akibat daripada kontak bahasa adalah disebabkan oleh dua faktor, iaitu faktor psikolinguistik dan faktor sosiolinguistik. Faktor psikolinguistik terdiri daripada sikap, motivasi integratif dan motivasi instrumental. Faktor sosial pula terdiri daripada dasar kerajaan, pendedahan bahasa dan pengaruh bahasa. Serapan Teori Weinreich dalam kajian penyelidikan memanfaatkan faktor psikolinguistik dan aspek pendedahan bahasa dalam faktor sosial. Daripada faktor psikolinguistik dan faktor sosiolinguistik, Weinreich (1953) berpandangan bahawa pemindahan bahasa berlaku akibat kadar keperluan oleh bahasa penerima. Lanjutan daripada itu, pemupukan kosa kata berlaku apabila kata daripada bahasa sumber dimasukkan ke dalam kamus bahasa penerima sebagai kata “asli”. Setelah melalui semua peringkat, akan berlaku integrasi bahasa sumber dengan bahasa penerima.

Weinreich yakin bahawa Integrasi bahasa sudah berlaku sekiranya unsur sesuatu bahasa sumber digunakan oleh bahasa penerima tanpa disedari. Salah satu proses integrasi bahasa ialah peminjaman kata daripada bahasa sumber ke dalam bahasa penerima selepas beberapa lama unsur bahasa sumber sudah tidak dianggap sebagai unsur pinjaman oleh bahasa penerima. Dalam hal ini, ada bentuk leksikal tertentu sudah diterima sebagai sebahagian daripada bahasa penerima. Unsur gangguan yang terjadi secara berulang-ulang dalam percakapan semakin lama semakin diterima sebagai sebahagian daripada sistem bahasa penerima. Kamus ialah rujukan yang digunakan untuk menentukan wujudnya integrasi bahasa sumber dalam bahasa penerima. Jika suatu unsur bahasa sumber sudah dimasukkan dalam kamus bahasa penerima, dapatlah dikatakan bahawa unsur bahasa sumber yang tertentu sudah berintegrasi dengan bahasa penerima. Dalam proses integrasi, unsur bahasa sumber yang diserap telah disesuaikan dengan sistem bahasa penerima. Proses penyesuaian integrasi bahasa lebih cepat apabila bahasa sumber dengan bahasa penerima memiliki banyak persamaan. Cepat atau lambat sesuatu unsur bahasa sumber diterima oleh bahasa penerima bergantung pada kadar keperluan bahasa sumber tersebut.

Kerangka teori kajian yang dibina berdasarkan Teori Kontak Bahasa Weinreich (1953) diperturunkan pada Rajah 1 yang berikut:



Rajah 1: Model Gangguan Bahasa (Sumber: Weinreich (1953) hal:380-388)

Skop

Penyelidikan ini dijalankan di empat buah Institut Pendidikan Guru di Sarawak. Penyelidik memilih guru pelatih berbangsa Melayu Sarawak dan Iban. Kajian ini menggunakan kaedah tinjauan dan pemerhatian.

Dapatan dan Perbincangan

Mengenal pasti Faktor Unsur Serapan Kata Bahasa Melayu Standard yang Memacu Proses Integrasi Bahasa

Penyelidik menghubungkan faktor sociolinguistik dengan gangguan mengikut kajian asal Weinreich (1953:1). Menurutnya, istilah gangguan membayangkan penyusunan semula corak yang terhasil daripada pengenalan elemen-elemen asing dalam domain struktur bahasa yang lebih tinggi, seperti sebahagian besar daripada sistem fonemik, morfologi dan sintaksis, serta beberapa daerah perbendaharaan kata. Berdasarkan pemahaman penyelidik dalam kes Bib dan DMS, gangguan ialah unsur serapan kosa kata bahasa Melayu yang telah diintegrasikan ke dalam Bib dan DMS sebagai bahasa penerima.

Di Malaysia, bahasa Melayu ialah variasi standard yang dikenali sebagai variasi nasional. Keperluan akan variasi nasional seolah-olah merupakan satu lambang kebangsaan atau kenegaraan. Komunikasi rasmi bagi sesuatu negara, apabila menggunakan variasi nasional, bukan sahaja membawa makna kedaulatan negara, tetapi juga identiti negara itu sendiri (*Ensiklopedia Bahasa Melayu* (2008:52). Dengan mengambil kira status, Bib dan DMS ialah bahasa ibunda bagi penduduk Iban di negeri Sarawak dan Melayu Sarawak di Sabah. Kedua-dua bahasa itu berperanan sebagai bahasa pertama, dikuasai sejak awal hayat melalui interaksi dengan sesama anggota masyarakat. Oleh sebab itu, bahasa ialah kunci ke arah integrasi.

Data daripada soal-selidik menunjukkan sebanyak 229 bersamaan 98% sampel kajian yang bersetuju bahawa bahasa-bahasa boleh bertindak sebagai simbol kepunyaan. Sebanyak 226 atau 97% bersetuju bahawa idiolek bertindak sebagai simbol kepunyaan. Hal ini bersesuaian dengan Teori Kontak Bahasa yang diasaskan oleh Weinreich (1953) yang menyatakan bahawa kalau ada bahasa daripada idiolek yang boleh bertindak sebagai simbol kepunyaan dan ada bahasa yang digunakan maka pengintegrasian bahasa akan mudah berlaku.

Golongan warga tua masyarakat Iban dan Melayu Sarawak telah mencipta satu budaya pemurnian bahasa dalam sesetengah keperluan untuk mengekalkan kesantunan dan keterbukaan penerimaan umum terhadap satu sebutan yang dimurnikan.

Jadual 1: Unsur Serapan Kata Bahasa Melayu Standard Faktor yang Memacu Proses Integrasi Bahasa

Bil	Perkara	Ya	Tidak
1.	Bahasa-bahasa boleh bertindak sebagai simbol kepunyaan.	229 98%	5 2%
2.	Ideolek boleh bertindak sebagai simbol kepunyaan.	226 97%	8 3%
3.	Jika ada (1) dan (2) akan menimbulkan minat yang kuat dalam kalangan pendatang untuk memperoleh bahasa standard.	234 100%	0 0%
4.	Bagi pendapat anda adakah pengiktirafan masyarakat dan hubungan sosial saling berkaitan?	222 95%	12 5%
5.	Adakah kecekapan linguistik dalam bahasa baku yang relevan dengan anda berkaitan dengan pengiktirafan masyarakat.	105 45%	129 55%

6.	Saya berpendapat jika suatu unsur bahasa Melayu sudah diserap ke dalam kamus bahasa ibunda maka unsur bahasa Melayu itu sudah berintegrasi dengan bahasa ibunda saya.	199 85%	35 15%
7.	Adakah kecekapan linguistik dalam bahasa baku yang relevan dengan anda berkaitan dengan hubungan sosial?	199 85%	35 15%
8.	Adakah kecekapan linguistik dalam bahasa baku yang relevan dengan anda menimbulkan minat yang kuat untuk memperoleh bahasa itu.	196 84%	38 16%
9.	Saya berpendapat kepelbagaian linguistik di Malaysia Timur boleh mewujudkan rangsangan yang inovatif.	226 97%	8 3%
10.	Saya berpendapat kemajmukan bahasa dapat memulakan keperluan untuk satu perantaraan komunikasi yang umum.	226 97%	8 3%
11.	Saya berpendapat satu perantaraan komunikasi yang umum boleh dipenuhi melalui pembelajaran bahasa yang relevan.	222 95%	12 5%
12.	Saya berpendapat satu perantaraan komunikasi yang umum boleh dipenuhi melalui pengajaran.	189 81%	45 19%

(Kajian Lapangan, 2014)

Hal ini meletakkan bahasa sebagai simbol kepunyaan bagi masyarakat ini. Masyarakat di Malaysia Timur lebih mementingkan adab sopan dalam berbahasa bagi membentuk sahsiah sosial dalam masyarakat Iban dan Melayu Sarawak, khususnya kepada generasi muda. Kewujudan kosa kata yang dimurnikan lahir daripada kebiasaan ibu bapa berbicara dengan anak kecil, khususnya anak yang masih belum lancar bercakap. Oleh sebab itu, kosa kata yang telah dimurnikan digunakan dalam pertuturan seharian. Terdapat beberapa kata yang telah dimurnikan untuk kegunaan generasi tua ketika berbicara dengan generasi muda seperti yang berikut:

Bib	DMS
Majouh (makan) ditukar makai	Majoh ditukar makan
Kemih (kencing) ditukar kencing	Kemih ditukar kencing
Janik (babi) ditukar babi	Mampus ditukar ninggal
Nuan (kamu) ditukar dik	Iseng ditukar tidak betul
	Hantu ditukar semandin
	Datang Haid ditukar datang kotor

(Kajian Lapangan, 2014)

Sebanyak 100% (234 orang) bersetuju bahawa jika ada bahasa dan ideolek yang bertindak sebagai simbol kepunyaan disusuli pula oleh pengiktirafan masyarakat maka hal ini akan menggalakkan minat yang kuat dalam kalangan pendatang untuk memperoleh BMST.

Seterusnya, sebanyak 95% (222 sampel kajian) bersetuju bahawa pengiktirafan masyarakat dan hubungan sosial saling berkaitan. Hal ini dikukuhkan oleh Weinreich (1953) yang menyatakan bahawa gabungan bahasa dan ideolek, pengiktirafan masyarakat dan minat sudah tentu akan berkekalanlah bahasa tersebut sehingga beberapa generasi akan datang. Penggunaan kata yang sedia ada dalam kamus Bib dan DMS yang dirasakan agak kurang sopan untuk dituturkan di khalayak, apatah lagi di hadapan orang tua-tua atau di hadapan kanak-kanak. Beberapa kata yang dimurnikan telah diperturunkan kepada generasi muda hingga ke hari ini. Banyak kata atau sebutan yang agak kurang sopan tetapi telah dimurnikan agar dapat diterima oleh khalayak, terutamanya dalam perbualan golongan muda dengan

golongan yang lebih tua atau sebaliknya. Misalnya, perkataan *majuoh* (makan/makai), (merujuk perlakuan yang melampau), *kemih* (buang air kecil untuk kanak-kanak), *jemalang* (hantu untuk menakutkan kanak-kanak) dan *gatal* (miang merujuk kepada kelakuan yang tidak senonoh). DMS tidak terkecuali. Perkataan seperti *orang rumah* (isteri/bini) ditukar kepada *bini* mampus pula ditukar kepada *mati*. Tidak dapat dinafikan pengaruh bahasa asing, khususnya bahasa Inggeris telah sedikit sebanyak meresap dan mempengaruhi BMST. Dalam Bib *buku* bermaksud *bup* dan sekolah dipanggil *sekul*, manakala dalam DMS pula *versi* dipanggil *bisi* dan *jaman* dipanggil *zaman*.

Kecekapan linguistik dalam bahasa baku yang relevan dengan sampel kajian berkaitan dengan pengiktirafan masyarakat diakui oleh 85% (199 sampel kajian). Hal ini jelas dilihat bahawa Bib dan DMS sebagai salah satu rumpun bahasa nusantara yang menggunakan sebutan yang sama dengan BMST, seperti *oleh*, *di*, *ke*, *jauh*, *dekat*, *simpang*, *berjalan*, *angkat*, *simpan*, *masuk*, *keluar*, *makan* dan *minum*. Pemilihan bahasa ini menunjukkan kecekapan linguistik bahasa standard dan kepelbagaian linguistik dalam kalangan masyarakat peribumi di Sabah dan Sarawak. Kebanyakan kata amat berbeza maksudnya jika dibandingkan dengan BMST. Misalnya *berekot* (berlari), *terusuk* (terjatuh), *merinsak* (sengsara), *maok* (mahu), *mun* (kalau), *sik* (tidak), *lejuk* (jemu), *senggaut* (tergesa-gesa) *nemu* (*tahu*) dan *aok* (*ya*).

Aspek kecekapan linguistik dalam BMST yang relevan berkaitan dengan hubungan sosial dipersetujui oleh sebanyak 85% atau 199 sampel kajian. Kecekapan linguistik bahasa standard turut dilihat dalam contoh perkataan *manah* dalam Bib bermaksud *cantik* dan *baik* sedangkan dalam BMST *manah* mempunyai makna yang berbeza, iaitu *perbuatan memamanah*. DMS pula menggunakan kata *tawan* sebagai *awan* sedangkan dalam BMST *tawan* bermaksud *tahanan*.

Sebanyak 84% berpendapat bahawa kecekapan linguistik dalam bahasa standard yang relevan dengan sampel kajian akan menimbulkan minat yang kuat untuk memperoleh bahasa tersebut. Ini dapat dilihat dengan penggunaan perkataan *lawa*. Dalam BMST baku kata *lawa* membawa makna *cantik*, *bagus benar*, *elok* dan *molek*. Kata tersebut berbeza konteks penggunaan dan maknanya dalam dialek Iban di Sarawak. *Lawa* dalam Bib bermaksud *sombong dan bongkak*. Oleh itu, kecekapan linguistik yang relevan akan menjadi amalan sehingga generasi akan datang.

Sebanyak 97% (226 sampel kajian) berpendapat bahawa kepelbagaian linguistik boleh mewujudkan rangsangan yang inovatif. Hal ini ada diterangkan oleh Weinreich (1953) yang berpendapat bahawa kepelbagaian linguistik boleh membawa kepada rangsangan yang inovatif dan pertukaran antara budaya. Kemajmukan bahasa dapat memulakan keperluan untuk satu perantaraan komunikasi yang umum dipersetujui oleh 97% (226 sampel kajian). Wujud rangsangan yang inovatif dengan adanya perantaraan komunikatif. Sebanyak 95% (222 sampel kajian) bersetuju bahawa satu perantaraan komunikasi yang umum boleh dipenuhi melalui pembelajaran bahasa yang relevan. Hal ini dijelaskan oleh Weinreich (1953), iaitu kemajmukan bahasa boleh memulakan keperluan untuk menjadi perantara komunikasi yang umum yang dapat dipenuhi melalui pengajaran dan juga pemerolehan bahasa standard yang relevan. Begitu juga sebanyak 81% (189 sampel kajian) bersetuju bahawa satu perantaraan komunikasi yang umum boleh dipenuhi melalui pengajaran yang seterusnya mewujudkan proses penyesuaian linguistik.

Hal ini bersesuaian dengan Teori Kontak Bahasa yang diasaskan oleh Weinreich (1953) yang menyatakan bahawa kalau ada bahasa daripada dialek yang boleh bertindak sebagai simbol kepunyaan dan ada bahasa yang digunakan maka pengintegrasian bahasa akan mudah berlaku. Golongan warga tua masyarakat Iban dan Melayu Sarawak telah mencipta

satu budaya pemurnian bahasa dalam sesetengah keperluan untuk mengekalkan kesantunan dan keterbukaan penerimaan umum terhadap satu sebutan yang dimurnikan. Hal ini meletakkan bahasa sebagai simbol kepunyaan bagi masyarakat ini. Masyarakat di Malaysia Timur lebih mementingkan adab sopan dalam berbahasa bagi membentuk sahsiah sosial dalam masyarakat Iban dan Melayu Sarawak, khususnya kepada generasi muda.

Postal (1968) menerangkan bahawa perubahan bahasa berlaku lantaran adanya resapan unsur bahasa asing. Apabila kaum pendatang sampai di sesuatu kawasan yang baharu, atau apabila penduduk asli sesuatu kawasan berasa selesa menggunakan bahasa penjajah di kawasan itu, penduduk asli belajar bahasa penjajah tetapi menggunakan bahasa itu dengan tidak sempurna. Kemudian, golongan dewasa menurunkan bahasa yang tidak sempurna itu kepada generasi muda dan orang lain yang berada di dalam lingkungan interaksi sosialnya. Dengan perbuatan ini, bahasa itu diubahsuai mengikut keperluan masyarakat setempat. Bahasa yang diambil dan digunakan itu tidak selalu bergerak ke arah bahasa stratum bawah, tetapi berlaku juga perubahan pada bahasa yang diambil dan digunakan itu.

Situasi lain tentang resapan unsur bahasa asing yang menyebabkan perubahan ke atas sesuatu bahasa ialah kontak bahasa. Kontak bahasa antara beberapa bahasa yang berlainan biasa berlaku di kawasan sempadan bahasa. Penduduk di kawasan sempadan bahasa sering kali penutur dwibahasa atau mempunyai pengetahuan tentang bahasa di luar kawasan sempadan bahasanya, sebagai tambahan untuk bahasa jati. Dalam keadaan ini, bahasa yang berlainan saling mempengaruhi, dan semakin kerap kontak bahasa berlaku, semakin banyaklah unsur bahasa asing diserap masuk dalam bahasa jati. Kajian penyelidikan menerapkan Postal (1968) sebagai tambahan kepada Teori Kontak Bahasa yang diasaskan oleh Weinreich (1953). Weinreich memandang integrasi sebagai unsur gangguan yang terjadi secara berulang-ulang sehingga semakin lama unsur itu semakin diterima sebagai sebahagian daripada sistem bahasa masyarakat penutur.

Kesimpulan

Seterusnya, penyelidik mendapati bahawa kajian ini amat bertepatan dengan Teori Kontak Bahasa Weinreich (1953) kerana menerusi teori ini penyelidik berjaya mengolah Model Integrasi Bahasa Weinreich mengikut konteks penutur Iban dan Melayu Sarawak yang digarap daripada Teori Kontak Bahasa Weinreich (1953) tersebut. Teori ini mengetengahkan bahawa integrasi bahasa terjadi disebabkan daripada fenomena gangguan bahasa. Ukuran yang digunakan untuk menentukan integrasi suatu unsur serapan ialah kamus. Dalam hal ini, jika suatu unsur serapan atau gangguan bahasa sudah dicantumkan dalam kamus bahasa penerima, dapat dikatakan unsur itu sudah berintegrasi.

Bahasa ialah alat komunikasi yang digunakan oleh manusia dalam kehidupan bermasyarakat untuk berhubungan bagi melestarikan kebudayaannya serta menyebarkan dan mengembangkan pemikirannya dalam anggota masyarakat serta generasi akan datang. Bahasa tidak dapat dipisahkan daripada penutur. Melalui bahasa, manusia berkongsi satu sistem berkomunikasi yang akan melahirkan kumpulan manusia yang berbeza daripada kumpulan yang lain yang menggunakan sistem bahasa yang berlainan pula. Penyebaran bahasa yang berlaku bersama-sama penutur dinamakan penyebaran secara migrasi atau perpindahan. Integrasi bahasa turut berlaku apabila bahasa daripada satu bahasa atau dialek yang diambil oleh bahasa yang lain, dan kata yang dipinjam itu biasanya disebut sebagai kata pinjaman. Dalam hal ini, bahasa yang dituturkan sentiasa berinteraksi antara satu sama lain. Kata dipinjam daripada bahasa sumber ke dalam bahasa penerima.

Integrasi bahasa dalam kajian penyelidikan berasal daripada penggunaan bahasa Melayu dalam bahasa Iban dan Dialek Melayu Sarawak. Hal ini disebabkan unsur bahasa Melayu telah diterima sebahagian sebahagian daripada bahasa ibunda tersebut. Manakala penyesuaian unsur bahasa yang diserap masuk ke dalam bahasa Iban dan Dialek Melayu Sarawak sebagai bahasa penerima sebenarnya telah melalui proses integrasi pada jangka masa yang lama. Seterusnya generasi muda seperti pelajar-pelajar, belia-belia, pelajar-pelajar IPTA atau berasal daripada IPTS akan menyemai minat terhadap penggunaan bahasa yang variasi seterusnya menyebarkannya kepada generasi seterusnya. Dalam proses penyebaran bahasa ini wujudnya pertembungan bahasa hasil daripada penyimpangan norma-norma salah satu bahasa yang berlaku dalam pertuturan dwibahasa sebagai akibat daripada kebiasaan menggunakan lebih daripada satu bahasa (Hartmut Esser, 2006). Fenomena ini akan mewujudkan gangguan bahasa yang turut mewujudkan percampuran kod dan alih kod semasa pertuturan berlaku. Situasi satu bahasa membantu mengekalkan bahasa yang seragam yang konservatif manakala situasi dwibahasa pula menerima norma-norma bahasa kata pinjaman daripada bahasa asing (Weinreich, 1953:88).

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IMPLIKASI PERKHEMAHAN PENDIDIKAN LUAR TERHADAP KESEPADUAN KUMPULAN PELAJAR SEKOLAH MENENGAH

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ABSTRAK: *Kajian ini bertujuan untuk menguji tahap kesepaduan kumpulan dalam kalangan pelajar tingkatan 4 setelah menyertai perkhemahan pendidikan luar. Kajian ini juga untuk melihat sama ada faktor demografi (pengalaman perkhemahan dan lokasi tempat tinggal) memberi pengaruh kepada kesepaduan kumpulan selepas dan sebelum perkhemahan pendidikan luar. Reka bentuk kajian kuantitatif ini melibatkan 76 responden (L=38, P=38) yang mengikuti Perkhemahan Pendidikan Luar Peringkat Kebangsaan Zon Malaysia Timur (Sabah, Sarawak dan Wilayah Persekutuan Labuan). Instrumen soal selidik yang digunakan dalam kajian adalah Group Environmental Questionnaire (GEQ). Data kuantitatif dianalisis menggunakan statistik deskriptif dan statistik inferensi. Hasil keseluruhan dapatan kajian dianalisis dengan menggunakan perisian SPSS (Statistical Package for Science Social) versi 23.0. Secara keseluruhan tahap kesepaduan kumpulan meningkat pada akhir perkhemahan pendidikan luar berbanding sebelum perkhemahan. Dapatan juga menunjukkan bahawa faktor demografi pelajar lelaki lebih menyumbang kesepaduan dalam kumpulan berbanding pelajar perempuan. Diharapkan pada masa akan datang, lebih ramai pengkaji berminat menjalankan kajian berkaitan dengan pendidikan luar. Dapatan kajian ini diharap dapat menjadi rujukan dan mekanisma kepada pihak sekolah, Kementerian Pelajaran Malaysia (KPM), ibu bapa dan pelajar untuk memastikan aspek pendidikan luar sentiasa diseimbangkan bagi mencapai penilaian kokurikulum murid yang terbaik.*

Kata kunci: *pendidikan luar, perkhemahan, kesepaduan kumpulan*

Pengenalan

Pendidikan Luar merupakan salah satu daripada kaedah pengajaran dan pembelajaran yang amat menarik dan berkesan dilaksanakan secara elektif dan bijaksana. Pendidikan luar boleh didefinisikan sebagai sebarang aktiviti pendidikan yang umumnya dilaksanakan di alam semula jadi bagi mencapai matlamat pengajaran dan pembelajaran menurut Md. Amin (2011). Pendidikan luar secara umumnya, dapat dibahagikan kepada tiga iaitu pembinaan kemahiran aktiviti lasak, pembinaan kualiti modal insan dan kemasyarakatan, serta penerapan semangat cintakan alam sekitar. Gabungan daripada tiga elemen ini diharapkan dapat mencapai matlamat pendidikan negara yang utama iaitu ingin melahirkan insan yang seimbang dan harmonis dari aspek jasmani, emosi, rohani, intelek dan sosial serta mampu berbakti kepada masyarakat dan negara Kementerian Pendidikan Malaysia (1996).

Antara manfaat yang pelajar akan perolehi semasa mengikuti perkhemahan pendidikan luar adalah kemahiran memimpin, berdikari, berkerjasama, bertoleransi serta banyak amalan terbaik yang lain. Remaja merupakan pemimpin kita pada masa akan datang, remaja juga tiang negara, maka, tumpuan yang sewajarnya harus diberikan pada golongan ini. Antara lain cara untuk membimbing akhlak dan sahsiah golongan remaja selain daripada aktiviti keagamaan dan kerohanian adalah menerusi pendidikan secara tidak langsung melalui

Pendidikan Luar. Justeru itu, kajian ini bertujuan untuk mengkaji tentang tahap kesepaduan kumpulan serta faktor-faktor yang menyumbang kepada kesepaduan kumpulan hasil daripada penyertaan mereka dalam aktiviti Pendidikan Luar.

Pernyataan Masalah

Kementerian Pelajaran Malaysia (KPM) memandang serius terhadap hal yang berkaitan dengan Pendidikan Luar. Pelbagai program yang telah dirangka oleh kementerian bagi memastikan pelajar-pelajar di sekolah mendapat ilmu Pendidikan Luar yang sesuai dengan aras kesukaran mengikut umur. Jika kita membuat penelitian dalam takwim kokurikulum sekolah, terkandung elemen Pendidikan Luar yang wajib diterapkan oleh setiap Badan Beruniform di sekolah. Antara ilmu pendidikan luar yang ditekankan dalam pendidikan luar di sekolah adalah seperti kemahiran pandu arah, masakan rimba, perkhemahan, ikatan tali-temali dan sebagainya.

Hammerman, Hammerman, dan Hammerman (2001) mencadangkan pendidikan luar sebagai “suatu bidang kurikulum kontemporari yang kadangkala sukar untuk didefinisikan”. Ia boleh ditafsirkan sebagai suatu strategi, kaedah, mahupun konsep pendidikan dan merangkumi pelbagai bentuk aktiviti samada pameran bilik darjah, lawatan ke muzium mahupun mendaki gunung. Dalam bidang kurikulum di Malaysia pula, Pendidikan Luar diajar secara tidak langsung dalam mata pelajaran Pendidikan Jasmani dan Kesihatan. Silibus Pendidikan Jasmani dan Kesihatan ada mencakupi elemen aktiviti Pendidikan Luar seperti 'orienteering', kemahiran membaca peta, mempelajari kaedah membaca arah mata angin serta ilmu-ilmu keselamatan dalam hutan. Topik ini sudah pasti menarik tumpuan pelajar-pelajar, khasnya pelajar yang berada di kawasan luar bandar dan pedalaman kerana ilmu ini akan praktikal sekiranya diamalkan dalam kehidupan harian di kampung kelak.

Penubuhan Program Latihan Khidmat Negara (PLKN) juga merupakan kesinambungan daripada aktiviti Pendidikan Luar. PLKN merupakan program yang disasarkan kepada golongan remaja yang berumur 17 tahun iaitu pelajar lepasan tingkatan lima. Hampir kesemua modul yang terkandung dalam PLKN adalah berkisar kepada aktiviti Pendidikan Luar. Bagi peserta yang sudah biasa terlibat dengan Pendidikan Luar sudah pasti program yang dirangka dengan terancang ini menimbulkan rasa seronok. Peserta akan dilatih oleh tenaga profesional sepanjang program ini berlangsung selama tiga bulan. Antara pengisian yang sangat digemari oleh peserta program adalah seperti latihan menembak, kawad kaki serta 'flying fox'.

Pendidikan luar juga merupakan salah satu medium yang membekalkan pembelajaran melalui pengalaman. Perkara ini turut diakui oleh Meier dan Mitchell (1993), yang menyatakan bahawa pendidikan luar termasuklah semua jenis pengalaman yang meningkatkan pengetahuan, tingkah laku atau kemahiran luaran dan membantu membuatkan kita lebih menghargai. Selain itu, aktiviti dalam pendidikan luar juga menghasilkan pengalaman yang membolehkan interaksi dan mengetahui persekitaran alam semulajadi Brookes (1994). Maka, dengan ini adalah sangat jelas banyak amalan terbaik yang boleh disemai dalam kalangan para pelajar hasil daripada aktiviti Pendidikan Luar.

Walau bagaimanapun, sejauh manakah program serta aktiviti yang diterapkan dalam Pendidikan Luar mampu mempengaruhi kesepaduan dalam kumpulan pelajar dalam negara kita? Antara program Pendidikan Luar yang biasa dianjurkan di peringkat sekolah adalah seperti Kem Kepimpinan Pengawas dan Karnival Kokurikulum. Atas kertas program tersebut dirancang dengan begitu rapi dan teliti, untuk peringkat pelaksanaan kebanyakan program tersebut tidak mencapai standard piawai serta objektif yang ditetapkan. Antara yang sering berlaku adalah program tersebut atas nama perkhemahan namun tidak ada aktiviti

perkhemahan, hanya khemah didirikan namun pelajar tidur di rumah. Hal ini berlaku berikutan semua pihak tidak berani untuk mengambil risiko. Malahan pihak ibu bapa tidak menaruh kepercayaan kepada pihak sekolah untuk menjaga anak-anak di sekolah. Rentetan daripada perkara tersebut, maka banyak ilmu yang seharusnya disemai kepada pelajar tidak dapat disampaikan dengan sempurna berpunca daripada kekangan tersebut. Pelajar mempelajari banyak perkara sekiranya sesebuah program Pendidikan Luar dilaksanakan mengikut perancangan.

Antara manfaat yang pelajar akan perolehi semasa mengikuti Pendidikan Luar adalah kemahiran memimpin, berdikari, berkerjasama, bertoleransi serta banyak amalan terbaik yang lain. Remaja merupakan pemimpin kita pada masa akan datang, remaja juga tiang negara, maka, tumpuan yang sewajarnya harus diberikan pada golongan ini. Antara lain cara untuk membimbing akhlak dan sahsiah golongan remaja selain daripada aktiviti keagamaan dan kerohanian adalah menerusi pendidikan secara tidak langsung melalui Pendidikan Luar. Justeru itu, kajian ini bertujuan untuk mengkaji tentang tahap kesepaduan kumpulan serta faktor-faktor yang menyumbang kepada kesepaduan kumpulan hasil daripada penyertaan mereka dalam aktiviti Pendidikan Luar.

Objektif Kajian

Objektif kajian ini adalah untuk:

- a) Mengenal pasti faktor-faktor demografi seperti pengalaman perkhemahan dan lokasi tempat tinggal yang memberi kesan dominan terhadap kesepaduan kumpulan
- b) Meninjau kesan perkhemahan pendidikan luar terhadap kesepaduan kumpulan peserta.
- c) Mengenal pasti aktiviti dalam perkhemahan yang memberi impak maksima terhadap kesepaduan kumpulan peserta.

Persoalan Kajian

- a) Bagaimanakah faktor-faktor demografi berikut mempengaruhi kesepaduan dalam kumpulan peserta Perkhemahan Pendidikan Luar Zon Malaysia Timur?
 - i. Jantina
 - ii. Pengalaman perkhemahan
 - iii. Lokasi tempat tinggal
- b) Sejauh manakah Perkhemahan Pendidikan Luar Zon Malaysia Timur memberi kesan terhadap kesepaduan kumpulan para peserta?
- c) Apakah aktiviti dalam perkhemahan yang menyumbang impak maksima terhadap kesepaduan kumpulan.

Metodologi Kajian

Populasi dan Sampel

Sampel kajian ini merupakan pelajar sekolah menengah Malaysia Timur iaitu Sabah, Sarawak dan Wilayah Persekutuan Labuan. Pemilihan sampel ini adalah melalui Kem Pendidikan Luar Peringkat Kebangsaan Zon Malaysia Timur di mana setiap Negeri Sarawak diwakili oleh 40 orang peserta yang terdiri daripada 20 perempuan dan 20 lelaki. Negeri Sabah pula diwakili oleh 20 orang peserta dimana 10 orang peserta perempuan dan 10 orang peserta lelaki. Wilayah Persekutuan Labuan pula diwakili oleh sebanyak 16 orang peserta iaitu 8 lelaki dan 8 perempuan. Menurut Dane (1990, dalam Chua, 2006:109), saiz sampel 100 orang untuk kajian tinjauan yang dijalankan ke atas subjek kajian dalam sebuah organisasi adalah mencukupi. Kesemua peserta ini menjalankan kem pendidikan luar selama seminggu

bertempat di Gua Niah, Miri, Sarawak. Kem ini dijalankan pada 13 Julai 2018 sehingga 20 Julai 2018.

Tempat Kajian

Kajian ini telah dijalankan di Hutan Simpan Gua Niah, Miri, Sarawak. Seramai 76 orang peserta yang mewakili 3 Negeri telah berkampung di Hutan Simpan Gua Niah selama seminggu bagi menjalani Kem Pendidikan Luar.

Prosedur Pengumpulan Data

Pada peringkat awal, pengkaji telah berkunjung ke Pusat Kokurikulum Negeri Sarawak (PKNS) untuk mendapatkan kebenaran daripada Ketua Unit PKNS bagi menjalankan proses pengumpulan data. Setelah mendapat kebenaran, pengkaji mengumpul sebanyak 76 biodata sampel, pelajar program perkhemahan pendidikan luar Zon Malaysia Timur. Data ini diperoleh daripada aji mengurus setia program perkhemahan tersebut. Seterusnya, setelah maklumat berkaitan dengan sampel lengkap dan berjaya dikumpul, pengkaji mengadakan perjumpaan ringkas bersama dengan 76 orang sampel yang dipilih untuk memberi penerangan tentang tujuan kajian dijalankan, cara menjawab soal selidik, tarikh, hari dan masa berlangsungnya sesi menjawab soal selidik pada hari pendaftaran perkhemahan tersebut. Sampel juga diberitahu bahawa segala maklum balas yang diberikan di dalam borang soal selidik adalah sulit, rahsia dan hanya untuk tujuan penyelidikan ini sahaja. Penyelidik memberikan sampel tempoh masa selama 45 minit bagi menjawab soal selidik GEQ dan dibenarkan untuk bertanya mengenai item soal selidik yang tidak difahami bagi memudahkan responden menjawab soal selidik. Setelah semua sampel selesai menjawab soal selidik, penyelidik mengumpul semula borang soal selidik dan menyemak sama ada semua item telah dijawab atau tidak. Sekiranya terdapat item yang belum dijawab, penyelidik memulangkan semula borang soal selidik kepada sampel terbabit dan meminta item tersebut dijawab. Segala proses pengumpulan data dijalankan oleh penyelidik sendiri. Setelah pengumpulan data selesai, barulah penyelidik memulakan proses menganalisis data.

Dapatan Kajian

Data-data yang diperolehi daripada kajian ini telah dianalisis untuk menjawab persoalan-persoalan dalam kajian ini. Data dikumpul dengan mengedarkan borang soal selidik kepada para peserta perkhemahan pendidikan luar Zon Malaysia Timur iaitu merangkumi negeri Sabah, Sarawak dan Wilayah Persekutuan Labuan.

Di samping itu, perbezaan ujian pra dan pasca juga dianalisis bagi menilai tahap kesepaduan kumpulan program perkhemahan ini secara keseluruhan. Data demografi juga turut dianalisis oleh pengkaji bagi menilai faktor demografi yang mana satukan menyumbang kepada kesepaduan kumpulan. Selain itu, pengkaji turut menganalisis aktiviti yang manakah dalam perkhemahan yang lebih menyumbang kepada kesepaduan kumpulan.

Dapatan Kajian Deskriptif

Mengenal pasti faktor-faktor demografi yang paling dominan yang menyumbang kepada kesepaduan kumpulan para peserta

Taburan Mengikut Lokasi Tempat Tinggal

Tempat	Kekerapan	Peratus
Bandar	47	61.8
Luar Bandar	29	38.2
Jumlah	76	100.0

Jadual menunjukkan taburan responden berdasarkan lokasi tempat tinggal. Berdasarkan dapatan menunjukkan bahawa 47 orang (61.8%) adalah tinggal di Bandar. Manakala lokasi luar Bandar mencatatkan 29 orang (38.2%). Ini menunjukkan lokasi bandar mencatatkan bilangan yang paling tinggi dan lokasi luar bandar mencatatkan bilangan yang paling rendah. Rajah 4.5 dibawah memperincikan lagi taburan dan kekerapan responden mengikut lokasi tempat tinggal.

Taburan dan kekerapan responden mengikut lokasi tempat tinggal.



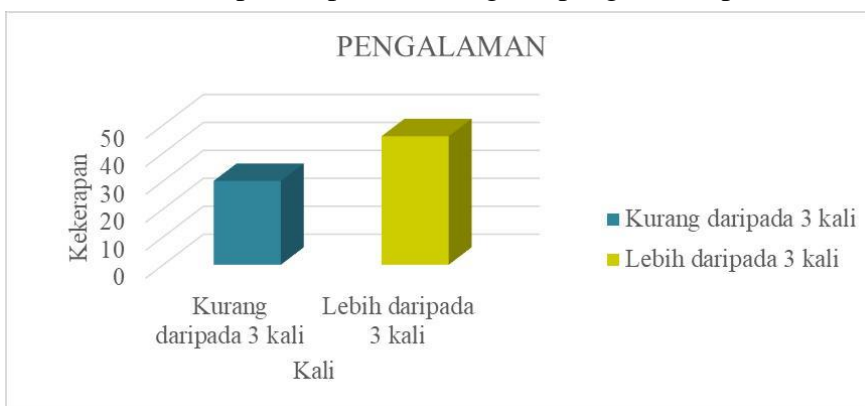
Taburan Mengikut Pengalaman dalam Pendidikan Luar

Pengalaman	Kekerapan	Peratus
Kurang daripada 3 kali	30	39.5
Lebih daripada 3 kali	46	60.5
Jumlah	76	100.0

Jadual menunjukkan taburan responden berdasarkan pengalaman dalam Pendidikan luar. Berdasarkan dapatan menunjukkan bahawa 30 orang (39.5%) adalah kurang daripada 3

kali pengalaman. Manakala lebih daripada 3 kali pengalaman mencatatkan 46 orang (60.5%). Ini menunjukkan bahawa lebih daripada 3 kali pengalaman mencatatkan bilangan yang paling tinggi dan kurang daripada 3 kali pengalaman mencatatkan bilangan yang paling rendah. Rajah 6.1.2 dibawah memperincikan lagi taburan dan kekerapan responden mengikut pengalaman perkhemahan.

Rajah Taburan dan kekerapan responden mengikut pengalaman perkhemahan



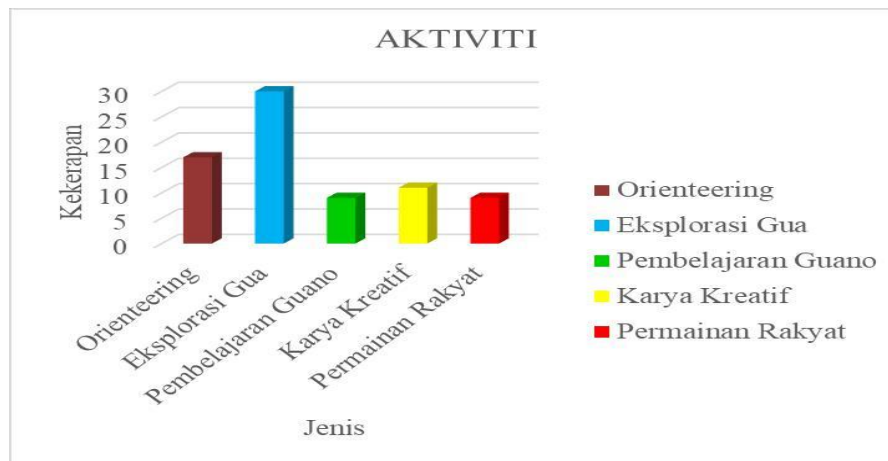
Mengenal pasti aktiviti dalam perkhemahan yang menyumbang impak maksima terhadap kesepaduan kumpulan.

Jadual Taburan Mengikut Aktiviti dalam Perkhemahan

Aktiviti	Kekerapan	Peratus
Orienteering	17	22.4
Eksplorasi Gua	30	39.5
Pembelajaran Guano	9	11.8
Karya Kreatif	11	14.5
Permainan Rakyat	9	11.8
Jumlah	76	100.0

Jadual menunjukkan taburan responden berdasarkan aktiviti dalam perkhemahan. Berdasarkan dapatan menunjukkan bahawa 17 orang (22.4%) memilih aktiviti orienteering dan diikuti dengan aktiviti eksplorasi gua adalah 30 orang (39.5%). Bagi aktiviti pembelajaran guano mencatatkan 9 orang (11.8%) dan diikuti dengan karya kreatif adalah 11 orang (14.5%). Manakala bagi permainan rakyat mencatatkan 9 orang (11.8%). Ini menunjukkan eksplorasi gua mencatatkan bilangan yang paling tinggi dan pembelajaran guano dan permainan rakyat mencatatkan bilangan yang paling rendah. Rajah di bawah memperincikan lagi taburan dan kekerapan responden berdasarkan pilihan aktiviti perkhemahan yang dirasakan dapat menyumbang kepada kesepaduan kumpulan.

Rajah Taburan dan kekerapan responden mengikut aktiviti pilihan perkhemahan.



Dapatan Kajian Inferensi

Menentukan perbezaan keputusan pra dan pos kesan perkhemahan pendidikan luar terhadap kesepaduan kumpulan

Jadual menunjukkan perbezaan skor min pra dan pos kesan perkhemahan. Berdasarkan dapatan kajian, pra kesan perkhemahan menunjukkan min yang rendah (min=3.035, sisihan piawai= 0.246). Manakala pos kesan perkhemahan mencatatkan min yang tinggi (min=3.831, sisihan piawai=0.205). Ujian T menunjukkan terdapat perbezaan antara yang signifikan antara pra dan pos kesan perkhemahan $t(75) = -24.826$, $p = 0.000$. Keputusan menunjukkan tahap signifikan adalah 0.000 iaitu signifikan disebabkan nilainya adalah kecil daripada 0.05. Ini bermaksud, terdapat perbezaan yang signifikan antara pra dan pos kesan perkhemahan terhadap kesepaduan kumpulan para peserta iaitu terdapat perubahan kesan perkhemahan terhadap kesepaduan kumpulan para peserta

Jadual Perbandingan skor min pra dan pos kesan perkhemahan

Kesan	N	Min	Sisihan	Df	Ujian T	Sig
			Piawai			
Pra	76	3.035	0.246	75	-24.826	0.000
Pos	76	3.831	0.205			

Perbincangan Dan Rumusan

Persoalan kajian 1

Apakah aktiviti dalam perkhemahan yang menyumbang kepada impak maksima terhadap kesepaduan kumpulan?

Menurut kaedah kuantitatif yang dijalankan terhadap peserta, analisis menunjukkan skor min ujian pra sebelum kem (M=3.035) dan menunjukkan peningkatan 0.796 semasa ujian pos dijalankan (M=3.831). Dapatan ini menunjukkan bahawa terdapat perubahan dan kesan yang signifikan terhadap tingkah laku pelajar kearah kesepaduan kumpulan. Keadaan ini menunjukkan bahawa dapatan yang diperolehi seiring dengan hipotesis di mana terdapat perbezaan yang signifikan antara pra dan pos terhadap kesan perkhemahan kepada

kesepaduan kumpulan para peserta kem. Menurut Goodman et al., (1987; petikan dari Thomas, 2004) menjelaskan kesepaduan kumpulan bertindak sebagai tarikan kumpulan terhadap ahli yang mana semakin ramai ahli kumpulan menyukai di antara satu sama lain maka semakin meningkat kesepaduan. Tambahan pula, kajian berkaitan dengan kesepaduan ahli kumpulan juga turut dijalankan oleh Allain (1996; petikan dari Boyle, 2003; m.s 44) di mana beliau telah mengkaji keberkesanan latihan berasaskan pendidikan luar terhadap kesepaduan kumpulan 19 pemain bola sepak wanita Universiti Kanada. Dapatan kajian menunjukkan bahawa terdapat perubahan yang ketara terhadap kesepaduan yang mana dapat meningkatkan komunikasi, kepercayaan dan keupayaan menolak gangguan yang tidak diperlukan. Kajian ini turut disokong oleh Hammerman, Hammerman dan Hammerman, (2001), menyatakan perkhemahan turut mewujudkan perhubungan yang lebih erat di antara pelajar dan guru. Ini adalah kerana suasana program (pendidikan luar) yang membolehkan wujudnya interaksi di antara keduanya. Selain itu faktor yang turut menyumbang adalah kerana persekitaran yang berstruktur dan menyokong ke arah pembelajaran menerusi aktiviti yang menarik yang memerlukan mereka untuk bekerjasama (Chenery, 1994).

Pendidikan luar bertindak sebagai satu medium pendidikan yang luas melibatkan manusia dan alam semula jadi. Pelaksanaan Pendidikan Luar adalah melalui aktiviti-aktiviti yang dirancang dengan teliti, mempunyai objektif terhadap tujuan tersebut dan hendaklah dilakukan di alam semula jadi (Neill, 2004). Pendidikan Luar telah memberi kesan yang signifikan dalam melahirkan individu yang bertanggungjawab dan berketampilan tinggi dalam menjadikan individu serba boleh (Neill, 2004). Pendidikan Luar juga mengharapkan manusia melakukan aktiviti dengan memberi tindak balas terhadap kebolehan maksimum dalam bentuk fizikal dan psikologi bagi meningkatkan keupayaan dalam mengatur dan merancang aktiviti seharian (Priest, 2004). Aktiviti Pendidikan Luar dapat disimpulkan mempunyai unsur yang boleh membuatkan peserta berfikir, mengawal emosi dan menggunakan tenaga untuk menghadapi cabaran dengan mengharapkan mampu membina jati diri.

National Education Association (1970), menyatakan bahawa pendidikan luar bukanlah satu mata pelajaran sahaja tetapi merupakan perpaduan di antara semua disiplin ilmu, persefahaman dan kemahiran di sekolah. Guru menggunakan persekitaran semula jadi atau buatan manusia, taman rekreasi atau perancangan bandar, tempat yang bersejarah atau tempat yang indah-membantu mengajar seni, matematik, sains, kajian sosial atau komunikasi dengan membantu pelajar supaya memahami hubungan antara mata pelajaran tersebut, alam sekitar, dan manusia. Pendidikan Luar merupakan kaedah pembelajaran secara langsung dan mudah, dan yang merentas kurikulum ke out-of-door demi melakukan proses pembelajaran. Kaedah Pengajaran dan Pembelajaran yang digunakan dalam pendidikan luar berasaskan kepada kaedah penemuan dalam pembelajaran dan segala pertimbangan dengan menggunakan deria-deria seperti audio, visual, rasa, sentuh dan bau-bagi pemerhatian dan persepsi (Lewis 1975).

Merujuk kepada dapatan kajian, responden menyatakan bahawa aktiviti eksplorasi gua memberi impak maksima terhadap kesepaduan kumpulan dan diikuti dengan aktiviti orienteering. Aktiviti tersebut bermatlamatkan individu yang terlibat dapat mengaplikasikan pendekatan seperti penerokaan, penghayatan serta pembelajaran ketika melakukan aktiviti luar. Ia juga dapat meningkatkan perkembangan personal, social serta pendidikan cabaran dan pendidikan persekitaran yang bakal mempromosikan perkembangan holistic individu menerusi domain kognitif, afektif dan psikomotor.

Persoalan kajian 2

Apakah kesan perkhemahan pendidikan luar Zon Malaysia Timur terhadap kesepaduan kumpulan para peserta

Pelaksanaan pendidikan luar dilihat sebagai satu platform untuk pembangunan dan pengurusan sumber manusia bagi memperolehi pengetahuan, kemahiran dan membentuk sikap. Fokus utama perkhemahan pendidikan luar melibatkan pembangunan potensi holistik individu, mendedahkan individu kepada pelbagai kemahiran aktiviti pendidikan dan menerapkan semangat cintakan alam. Program yang dilaksanakan bertujuan untuk memupuk semangat kerjasama berpasukan, hormat-menghormati, penyuburan semangat patriotik, perpaduan kumpulan pembangunan intra dan interpersonal integrity dan kepuasan terhadap kegembiraan serta pembangunan nilai-nilai murni dalam melakukan aktiviti perkhemahan pendidikan luar yang melibatkan aktiviti-aktiviti lasak bagi memberi cabaran, tekanan dan menguji keupayaan diri serta meningkatkan kemahiran seperti orienteering, mounteering dan sebagainya.

Merujuk kepada dapatan kajian, perbezaan yang signifikan dapat dilihat sikap berpasukan di mana rakan sekumpulan merupakan kumpulan social (sahabat) yang paling penting. Ini dapat dilihat menerusi skor min ujian pra perkhemahan ($M=2.986$) dan mengalami peningkatan 1.514 semasa ujian pos perkhemahan ($M=4.5$). Peningkatan ini menunjukkan terdapat satu perubahan yang signifikan terhadap kesan perkhemahan pendidikan luar.

Kesimpulan

Dapatlah dirumuskan bahawa pada masa akan datang masih ada ramai lagi pengkaji yang berminat untuk meneruskan kajian dalam pendidikan luar yang memberi impak kepada kesepaduan kumpulan dalam kalangan pelajar seterusnya meningkatkan motivasi diri dalam kalangan pelajar. Semua pihak haruslah melihat kajian ini dari sudut positif dan sama-sama berganding bahu dan sedar akan tanggungjawab masing-masing bagi meningkatkan kualiti pendidikan Negara khususnya dalam bidang Pendidikan Jasmani, Pendidikan Luar dan Rekreasi di Negara ini supaya ianya setaraf pentingnya dengan bidang yang lain.

Harapan pengkaji semoga kajian yang telah dijalankan ini akan dapat memberi kesedaran yang mendalam kepada semua pihak bahawa betapa pentingnya program Pendidikan Luar terhadap sistem pengajaran dan pembelajaran di Negara ini.

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PERANAN KAUNSELOR DALAM MENANGANI MASALAH PONTENG SEKOLAH

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Abstrak: Masalah ponteng sekolah merupakan satu masalah yang serius di dalam dunia pendidikan dan ia memerlukan peranan kaunselor bagi menangani masalah ini di sekolah. Oleh itu, kajian ini bertujuan untuk memahami peranan kaunselor bagi menangani masalah ponteng dalam kalangan pelajar sekolah menengah. Kajian ini menggunakan rekabentuk kualitatif dengan pendekatan kajian kes. Peserta kajian terdiri daripada tiga orang kaunselor sekolah yang mempunyai pengalaman lebih dari 10 tahun dan pernah mengendalikan sesi berkaitan isu ponteng sekolah. Data Kajian diperolehi melalui teknik temubual separa berstruktur. Dapatan menunjukkan peranan kaunselor dalam isu ponteng sekolah ialah menjalankan perkhidmatan kaunseling secara profesional bersama pelajar ponteng dan mempelbagaikan program kaunseling yang bersesuaian dengan pelajar ponteng sekolah. Dapatan juga menunjukkan faktor persekitaran pelajar seperti keluarga dan tempat tinggal pelajar dan faktor guru matapelajaran antara faktor utama penyumbang isu ponteng sekolah dalam kalangan pelajar sekolah menengah. Kesimpulannya, hubungan baik antara kaunselor, guru dan pelajar ponteng ini amat perlu bagi membendung isu ini dari berlarutan. Kajian ini memberikan implikasi kepada bidang keilmuan dan amalan kaunseling dan implikasi kepada penyelidik akan datang. Maklumat daripada kajian ini boleh digunakan oleh kaunselor sekolah sama ada di peringkat sekolah rendah mahupun sekolah menengah sebagai salah satu langkah untuk membendung budaya ponteng sekolah. Memandangkan kajian ini hanya melihat kepada peranan kaunselor, pengkaji akan datang boleh mempertimbangkan untuk melakukan kajian lanjutan tentang pendekatan dan strategi kaunseling yang digunapakai dalam mengendalikan sesi kaunseling.

Kata Kunci: Ponteng Sekolah, Peranan Kaunselor, Persekitaran Pelajar

Pengenalan

Bimbingan dan Kaunseling di sekolah memainkan peranan yang amat penting dalam isu ponteng sekolah ini. Kaunseling merangkumi pelbagai bidang perkhidmatan yang diperlukan oleh individu, pelajar dan juga seluruh masyarakat. Fungsi kaunselor di sekolah bukan sekadar menjalankan perkhidmatan kaunseling secara profesional kepada pelajar bahkan turut membantu guru dalam usaha pemupukan dan penyuburan nilai-nilai murni di sekolah. Tugas kaunselor di sekolah merupakan pembimbing, pemegang amanah ibubapa untuk mendidik anak-anak dan penggerak pembangunan kemajuan sekolah. Kaunselor berperanan dalam menyelesaikan isu ini dengan mengadakan pelbagai program kaunseling bersama pelajar yang ponteng sekolah seperti menjalankan perkhidmatan kaunseling individu

dan kelompok, kerjaya, psikososial dan pembangunan diri murid (Sapora Sipon,2010). Usaha berterusan ini boleh dilakukan melalui ceramah, kursus, program seminar, kem-kem motivasi, bengkel dan latihan dalam kumpulan pelajar yang dikenalpasti di sekolah terutamanya untuk pelajar yang terlibat dengan masalah ponteng sekolah (Roslee & Mohamed Sharif,2011).

Ponteng diklasifikasikan sebagai tindakan salahlaku sosial didalam pendidikan (Jonathan W Shute et al,2015). Ponteng sekolah merupakan salah satu permasalahan yang cukup serius di dunia pendidikan (Mustaffa & Jamil,2012). Kes ponteng sekolah ini sudah terjadi sejak berpuluh-puluh tahun yang lalu dan pelbagai cara telah dilakukan untuk mengurangkan kes ponteng sekolah, namun isu ini tetap berlaku (Diana Wulandri et al 2018) baik di sekolah rendah mahupun sekolah menengah (Ainonmadiyah et al 2016). Pelbagai faktor penyebab kepada gejala ponteng sekolah ini antaranya faktor guru, ibubapa, persekitaran dan juga faktor diri pelajar itu sendiri. Menurut Ujian t, terdapat hubungan yang signifikan antara tahap ponteng berdasarkan jantina dan aliran mata pelajaran (Ainonmadiyah et al 2016). Gejala ponteng sekolah ini mengundang pelbagai masalah sosial di kalangan remaja (Ahmad Firdaus et al 2016). Ia mengundang kepada masalah penggunaan dadah di kalangan remaja, masalah vandalisme dan masalah pelacuran di usia muda (Asmaliah Ismail,2017).

Memandangkan salah laku ponteng sekolah berada pada tahap membimbangkan guru-guru pada masa kini (Rogers,2014), maka seharusnya kebimbangan ini perlu di atasi segera kerana salah laku ponteng sekolah akan mempengaruhi kemerosotan akademik dan masa depan pelajar dalam membangunkan generasi yang mementingkan ilmu pada masa hadapan (Azimi et al,2012). Justeru itu, tugas seorang kaunselor amat penting dalam melaksanakan agenda ke arah melahirkan pelajar yang berpotensi tinggi bukan sahaja dari segi akademik malah dalam semua aspek diri pelajar. Oleh itu kajian ini bertujuan untuk mengkaji peranan kaunselor dalam menangani masalah ponteng sekolah di kalangan pelajar sekolah.

Metodologi Kajian

Kajian ini menggunakan rekabentuk kualitatif dengan pendekatan kajian kes. Peserta kajian merupakan tiga orang kaunselor sekolah yang mengajar di salah sebuah daerah di Johor. Pemilihan peserta kajian adalah berdasarkan kepada kriteria i) tempoh pengalaman bekerja sebagai kaunselor lebih dari 5 tahun dan ii) pernah mengendalikan kes ponteng dalam kalangan pelajar sekolah menengah. Penyelidik menggunakan temubual separa berstruktur untuk mendapatkan data kajian. Hasil temubual telah ditranskrip dan seterusnya di analisis secara manual dengan menggunakan kaedah tematik.

Dapatan Kajian

Peserta kajian yang dipilih merupakan kaunselor daripada tiga buah sekolah menengah yang berbeza. Peserta kajian adalah tiga orang kaunselor yang telah berpengalaman lebih 10 tahun dalam bidang kaunseling sekolah. Peserta Kajian juga terlibat secara langsung dalam isu ponteng sekolah dalam kalangan pelajar sekolah menengah.

Dapatan kajian menunjukkan terdapat sembilan tema utama telah muncul yang menjawab ketiga-tiga persoalan kajian. Tiga tema telah muncul daripada persoalan kajian berkaitan persepsi seorang kaunselor terhadap ponteng sekolah, Tiga tema muncul bagi persoalan kajian berfokus kepada peranan kaunselor dalam menangani masalah ponteng sekolah dalam kalangan pelajar sekolah menengah, dan empat tema dalam persoalan kajian ketiga iaitu faktor ponteng sekolah dalam kalangan pelajar ponteng sekolah. Rajah 1 menunjukkan perincian tema yang telah muncul hasil dari analisis data.



Rajah 1: Ringkasan Dapatan Kajian Ponteng Sekolah

Persepsi Kaunselor

Persepsi Kaunselor dalam kajian ini merujuk kepada pandangan dan makna ponteng dalam diri kaunselor sendiri. Tiga tema telah muncul dalam persepsi kaunselor iaitu isu yang serius, banyak aduan daripada pihak sekolah dan pelajar lelaki lebih ramai yang terlibat dalam isu ponteng sekolah ini.

Isu yang serius

Tema isu yang serius ini adalah merujuk kepada satu masalah sejangat yang serius di hadapi oleh pihak sekolah. Peserta kajian menyatakan isu ponteng ini adalah serius berlaku di sekolah dan ini dapat dibuktikan melalui temubual seperti berikut;

“oo..bagi saya ponteng sekolah itu sangat serius di kalangan pelajar sekolah menengah...”

[PK1/T1/B17]

“Sedikit serius juga..kerana ini dapatan saya selama 12 bulan disini,”

[PK2/T2/B23]

Banyak aduan daripada pihak sekolah

Banyak aduan daripada pihak sekolah bermaksud isu ini sangat banyak aduan daripada pihak guru dan juga pentadbiran sekolah. Ponteng sekolah membawa isu yang serius yang melibatkan banyak salah laku disiplin pelajar seperti dadah dan gangsterism. Bagi peserta kajian, aduan daripada pihak sekolah merujuk kepada aduan daripada pihak guru kelas dan juga Penolong Kanan Hal Ehwal Murid. Ia dapat dibuktikan dalam dapatan sesi temubual seperti berikut:

“saya banyak terima aduan daripada ketua kelas....”

“juga guru kelas akan pelajar yang ponteng kelas mereka setiap hari.”

[PK1/T1/B21.22]

“Oo..saya dapat ini hasil dapatan dari Guru Hal Ehwal Murid dan Guru Kelas pelajar tersebut.”

[PK2/T1/B30]

“ooo.. ini hasil aduan daripada Guru Penolong Kanan dan juga Pengawas sekolah”

[PK3/T1/B22]

Jantina yang terlibat

Tema seterusnya ialah pelajar lelaki ramai yang terlibat dalam ponteng sekolah di kalangan pelajar sekolah menengah. Ia merujuk kepada kekerapan perbezaan jantina dalam isu ini. Ini dapat di buktikan daripada hasil temubual bersama peserta kajian:

“kebanyakan pelajar yang ponteng adalah pelajar lelaki...”

[PK1/T1/B29]

“pelajar yang ponteng adalah pelajar yang sama sahaja dan merupakan pelajar yang bermasalah dari segi sikap dan disiplin diri. dan mereka adalah pelajar lelaki...”

[PK2/T2/B23.24]

“ramai pelajar lelaki yang terlibat dalam masalah ini”.

[PK3/T1/B23]

Faktor Ponteng Sekolah

Persoalan kedua dalam kajian ini berfokus kepada faktor ponteng sekolah yang menjadi punca utama kepada masalah ponteng sekolah di kalangan pelajar sekolah menengah. Dapatan menunjukkan empat tema utama telah diperolehi iaitu umur, persekitaran pelajar, keluarga dan personaliti.

Umur

Masalah perbezaan umur dalam kalangan pelajar memainkan peranan penting dalam menjadi punca kepada masalah ini. Mengikut pandangan peserta kajian, umur yang terlibat ponteng sekolah ini adalah antara umur 13 hingga 17 tahun. Ini dapat di buktikan dengan hasil temubual:

“pada pandangan saya, masalah ponteng bagi sekolah menengah in adalah bergantung kepada faktor umur pelajar.”

[PK1/T2/B43.44]

“umur 13-15 tahun , kebanyakan mereka yang terlibat ponteng...”

[PK1/T2/B45]

“bagi umur 16-17tahun pula, kebanyakkan mereka sudah tidak berminat untuk datang ke sekolah.”

[PK1/T2/B49]

Persekitaran Pelajar

Dalam kajian ini, persekitaran pelajar merujuk kepada kawasan tempat tinggal pelajar yang tidak sihat, terdedah dengan gejala sosial seperti tinggal di kawasan setinggan dengan kewujudan pusat-pusat hiburan. Ini disokong dengan pernyataan peserta kajian;

“juga keadaan persekitaran rumah yang banyak terdedah kepada perkara negatif seperti penagihan dadah, kawasan setinggan dan ekonomi keluarga.

[PK1/T2/B46.47]

“kemudahan-kemudahan hiburan di sekeliling mereka...”

[PK2/T1/B40]

“persekitaran mereka memainkan peranan, rumah yang terdedah kepada persekitaran yang kurang sihat”

[PK3/T1/B45.]

Keluarga

Keluarga merujuk kepada peranan ibubapa dalam memainkan peranan yang amat penting dalam membentuk peribadi remaja. Menurut peserta kajian, merujuk kepada keadaan institusi keluarga pelajar yang bermasalah seperti keluarga yang telah bercerai, tiadanya sokongan dari keluarga serta kewangan keluarga. Hasil temubual dibawah dapat membuktikan pernyataan ini;

“kebanyakan mereka yang terlibat ponteng ini adalah masalah keluarga seperti penceraian ibubapa, tiada sokongan moral daripada ibubapa.”

[PK1/T2/B45]

“dapatan saya terhadap pelajar yang ponteng itu ialah pertama sekali adalah faktor ibubapa atau keluarga lah...”

[PK2/T2/B36]

“keluarga miskin atau sederhana ialah faktor ekonomi keluarga...”

[PK2/T2/B38]

Personaliti

Personaliti ini merujuk kepada pemikiran, emosi dan tingkahlaku yang ditujukan kepada pelajar yang terlibat dalam ponteng sekolah. Pada pandangan peserta kajian, personaliti, pelajar yg berfikiran negatif menggalakkan lagi pelajar untuk ponteng sekolah.

“Mereka beranggapan sekolah ini leceh dan juga pelbagai persepsi negatif tentang sekolah...”

[PK1/T1/B50]

“beranggapan kenapa nak pergi sekolah kerana mereka mempunyai duit yang banyak...”

[PK2/T2/B50]

Peranan Kaunselor

Persoalan kajian yang ketiga melihat kepada peranan kaunselor di sekolah dalam menangani masalah ponteng sekolah di kalangan pelajar sekolah menengah. Terdapat dua tema telah muncul dalam persoalan kajian ini. Tema yang diperolehi ialah prosedur peraturan sekolah dan intervensi program yang dijalankan oleh pihak kaunseling sekolah seperti kaunseling individu, kaunseling kelompok dan program kaunseling bersama komuniti sekolah.

Prosedur Peraturan Sekolah.

Tema ini merujuk kepada prosedur pihak Kementerian Pelajaran Malaysia dan prosedur pihak sekolah sendiri dalam menangani masalah disiplin di sekolah. Hal ini dapat di buktikan dengan pernyataan daripada peserta kajian dalam temubual yang telah dijalankan;

“untuk kes tertentu seperti ponteng sekolah ini, pihak saya akan memberi surat amaran dahulu sebanyak 3 kali, kami juga akan membuat lawatan ke rumah pelajar yang terlibat ponteng ini...”

[PK1/T1/B33.34]

“Saya juga membuat lawatan ke rumah pelajar sekolah yang ponteng bersama GPK HEM dan polis angkat sekolah ini...”

[PK2/T1/B52.53]

Intervensi Program

Intervensi program merujuk kepada gerak kerja badan kaunseling sekolah terhadap masalah ponteng sekolah. Antara intervensi yang dilakukan oleh pihak kaunselor sekolah adalah kaunseling individu, kaunseling kelompok dan program bersama komuniti dalam menangani masalah ponteng sekolah di kalangan pelajar sekolah menengah.

Kaunseling individu dan kelompok melibatkan sesi secara individu dan kelompok antara kaunselor dan pelajar yang bermasalah. Hal ini dapat dibuktikan dengan dapatan sesi temubual bersama peserta kajian;

“kami juga mengadakan sesi kaunseling individu dan juga kelompok untuk pelajar ponteng ini seiring dengan surat amaran yang diberikan...”

[PK1/T1/B35.36]

“Pada dasarnya saya mengamalkan sesi individu atau kelompok bergantung kepada situasi si pelaku”

[PK2/T1/B51.52]

“Saya lebih gemar melakukan kaunseling kelompok berbanding dengan kaunseling individu bersama pelajar bermasalah”

[PK3/T2/B40.41]

“kumpulkan mereka secara kelompok dan disitu kami menjalani intervensi dan sesi bersama. Harapan kami apabila mengadakan kaunseling kelompok ini, Pelajar-pelajar yang bermasalah ini akan berperasaan ada insan yang mengambil berat atas mereka dan berjaya mengubah sikap dari kurang baik ke lebih baik”

[PK2/T2/B56.57]

Program Bersama Komuniti

Program bersama Komuniti merupakan program kaunselor bersama ibubapa dan masyarakat sekolah dalam menangani masalah ponteng sekolah. Ini dapatan daripada hasil temubual;

“kami juga melakukan konsultasi bersama ibubapa pelajar atau semasa hari bertemu pelanggan, kami akan adakan sesi bersama ibubapa akan kepentingan ke sekolah...”

[PK1/T2/B39.40]

Perbincangan

Persepsi peserta kajian terhadap perbezaan jantina memainkan peranan dalam mempengaruhi faktor gejala ponteng sekolah. Kebanyakkan pelajar lelaki yang kurang bermotivasi mempunyai hubungan dengan ponteng sekolah. Ini selari dapatan kajian Arsaythamby & Ng Chooi Kim (2014) pelajar lelaki adalah seramai 18 (52.9%) lebih ramai ponteng sekolah berbanding pelajar perempuan 16 (47.1%) dan disokong dapatan kajian Ainonmadiah et. al. (2016) terdapat hubungan signifikan antara ponteng berdasarkan jantina dan aliran matapelajaran.

Dapatan kajian ini menunjukkan setiap umur remaja dari awal remaja ke pertengahan remaja memainkan peranan dalam masalah ponteng sekolah. Umur awal remaja, 13-14 tahun lebih menjurus kepada masalah keluarga manakala umur pertengahan remaja, 15-17 tahun lebih kearah personaliti pelajar itu sendiri seperti kebosanan ketika sesi Pengajaran dan Pembelajaran di dalam kelas dan berminat untuk bekerja di ladang-ladang sawit. Kajian ini berbeza dengan kajian Johari Hasan & Nik Selma (2010) yang menjadikan faktor pelajar ponteng sekolah merupakan pelajar malas. Memandangkan lokasi kajian adalah di kawasan pinggir bandar, permasalahan ponteng sekolah di kalangan pelajar peserta kajian adalah berpunca kepada persekitaran pelajar yang terbuka kepada pekerjaan seperti bekerja di ladang sebagai pekerja ladang sawit. Ini berbeza dengan permasalahan ponteng di kawasan bandar yang lebih menjurus kepada masalah rakan sebaya dan pusat-pusat hiburan yang berleluasa. Pelajar bandar lebih utamakan hiburan berbanding dengan pelajar luar bandar yang lebih mementingkan sara hidup (Suhaiza Zainoldin, 2009) Kajian Muhammed Sharif dan Suria (2012) menyokong hasil dapatan kajian ini iaitu menunjukkan aspek diri pelajar merupakan salah satu punca utama ponteng sekolah.

Dalam menangani isu ponteng sekolah ini, peranan seorang kaunselor adalah amat penting. Kaunselor berperanan menerapkan nilai-nilai murni secara langsung dan tidak langsung kepada pelajar (Roslee Ahmad & Mohamed, 2011). Konsep perkhidmatan Bimbingan dan Kaunseling adalah sebagai perkhidmatan yang mesra murid, rakan guru, ibubapa dan masyarakat. Menerusi perkhidmatan bimbingan dan kaunseling, ia boleh membantu murid meningkatkan keupayaan berfikir dan bertindak secara positif dan berkesan (Sapora Sipon, 2012). Setiap intervensi yang di jalankan oleh pihak kaunselor sekolah seperti bimbingan kaunseling secara individu merupakan satu cara yang berkesan dalam menangani kes masalah ponteng sekolah. Pendekatan kaunseling individu didapati lebih sesuai diaplikasikan pada peringkat ibubapa, mahupun guru. Apabila pendekatan ini difahami, ia mampu memberikan sumbangan besar bagi membentuk kehidupan yang harmoni dan mengelak daripada berlakunya pertelingkahan atau perselisihan faham (Syukarmi Zakaria, 2016).

Kesimpulan

Kajian yang dilakukan telah memberi gambaran tentang peranan kaunselor dalam sekolah amatlah penting dalam menangani sikap dan disiplin pelajar di sekolah. Perbezaan umur pelajar, persekitaran, keluarga dan personaliti pelajar merupakan faktor utama punca ponteng sekolah. Peranan kaunselor membuat intervensi program seperti kaunseling individu

dan kelompok dan juga bersama komuniti bagi membantu penyelesaian isu ini. Pihak pentadbiran sekolah, guru, ibubapa dan komuniti setempat harus bekerjasama dalam membendung isu ini dari berlarutan.

Maklumat daripada kajian ini boleh digunakan oleh kaunselor sekolah sama ada yang di peringkat sekolah rendah atau di peringkat sekolah menengah sebagai salah satu langkah untuk membendung budaya ponteng sekolah. Memandangkan kajian ini hanya melihat kepada peranan kaunselor, pengkaji akan datang boleh mempertimbangkan untuk melakukan kajian lanjutan tentang pendekatan dan strategi kaunseling yang digunapakai dalam mengendalikan sesi kaunseling.

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BURNOUT DALAM KALANGAN GURU PENDIDIKAN AWAL KANAK-KANAK: SEBAB DAN IMPLIKASI

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Abstrak: *Burnout dalam kalangan guru pendidikan awal kanak-kanak dan faktor-faktor yang menyebabkan burnout akan mempengaruhi nilai dan kualiti, pencapaian pretasi serta perkhidmatan seseorang. Kajian ini mengkaji tahap burnout guru pendidikan awal kanak-kanak menerusi tiga simptom utama iaitu kelesuan emosi, depersonalisasi dan penurunan pencapaian diri dan seterusnya menganalisa punca penyumbang kepada gejala burnout serta implikasi burnout terhadap guru pendidikan awal kanak-kanak. Kajian ini menggunakan kaedah campuran dan telah dijalankan dengan melibatkan seramai 165 orang guru pendidikan awal kanak-kanak di bahagian Samarahan dan Kuching Sarawak. Seramai lima orang responden di temubual. Soalan kaji selidik yang berkaitan dengan burnout telah diedarkan mengandungi 30 item manakala item bagi soalan temubual mengandungi 20 soalan. Data telah di analisis menggunakan statistik deskriptif. Hasil dapatan menunjukkan tahap burnout dalam kalangan guru pendidikan awal kanak-kanak di Samarahan dan Kuching Sarawak berada di tahap yang rendah. Manakala faktor peribadi guru, faktor ekonomi dan juga faktor sosial telah dikenal pasti menjadi punca utama guru mengalami burnout. Burnout yang tidak terkawal memberikan memberikan impak negatif kepada guru yang dapat di lihat menerusi kesan kepada emosi, fizikal, kesihatan, sosial dan kerjaya guru pendidikan awal kanak-kanak.*

Kata kunci: *Tahap Burnout, Guru Pendidikan Awal Kanak-Kanak, Faktor, Impak.*

Pengenalan

Seiring dengan era globalisasi sekarang, profesion perguruan memainkan peranan yang penting dalam proses pembangunan manusia, masyarakat dan negara. Guru merupakan individu yang bertanggungjawab bagi menyampaikan ilmu pengetahuan kepada individu dan masyarakat. Selari dengan itu, bagi mencorakkan kaedah pengajaran yang efisien dan mencapai matlamat dunia pendidikan agar dapat di capai secara optimum, guru dilihat merupakan elemen yang paling penting pada pada masa sekarang. Dalam usaha menentukan mod pengajaran yang baik, terdapat pelbagai cabaran yang di hadapi oleh guru yang dilihat semakin kompleks dan mencabar. Peranan guru pada hari ini tidak hanya terhad sebagai penyampai pengajaran malah, turut bertindak sebagai fasilitator atau pemudah cara proses pengajaran dan pembelajaran di sekolah.

Cabaran kehidupan yang perlu digalas pada setiap bahu pendidik, amnya adalah amat kritikal dan berkaitan dengan kesejahteraan kerja guru. Kesejahteraan kerja merujuk kepada sumbangan yang sangat bermakna dari aspek fizikal dan mental serta amalan atau nilai oleh individu untuk mencapai kualiti, keperibadian dan kepuasan kerja. (Brysonet Forth, & Stoke 2017). Bagi golongan guru, bebanan tugas guru yang kian bercambah memberikan implikasi terhadap kualiti, keperibadian dan kepuasan kerja mereka. Kegagalan guru mengatasi tekanan yang datang akan menyumbang kepada ketidakselesaan dalam pekerjaan dan mengalami ketidakstabilan emosi sehingga membawa kepada burnout. Individu yang dikaitkan dengan

burnout akan merasakan tidak berupaya untuk menanggung beban emosi yang tidak stabil dan keadaan demikian memberikan kesan negatif terhadap sikap dan tindakan seseorang dalam kehidupan.

Justeru, melihat cabaran-cabaran pendidikan masa kini, guru yang tidak berjaya menghadapi cabaran hari ini, akan memberi ruang wujudnya gejala burnout dalam kalangan guru. Guru pendidikan awal kanak-kanak juga tidak terlepas mengalami gejala burnout ini. Menurut Taylor (2013) antara elemen yang di anggap penting diperlukan oleh individu yang melibatkan diri dalam profesion perguruan ialah daya tahan. Daya tahan penting bagi memenuhi cabaran serta perubahan yang mendatang agar terus kekal sebagai pendidik. Guru yang memiliki daya tahan yang tinggi akan mampu untuk mengawal situasi negatif. Namun sebaliknya jika guru mempunyai daya tahan yang berkurangan akan memberikan impak negatif seperti kemurungan, tekanan emosi yang akan menyebabkan gejala burnout di kalangan guru. Kajian mengenai gejala burnout dalam pendidikan awal kanak-kanak pada masa kini telah mendapat perhatian dan telah menjadi bahan untuk tujuan ilmiah. Terdapat pelbagai pendapat mengenai gejala burnout dalam kalangan guru. Maka kajian ini telah dijalankan bagi mengisi jurang dan menjawab persoalan tersebut. Justeru, kajian ini dilakukan adalah untuk mengkaji tahap gejala burnout dalam kalangan guru pendidikan awal kanak-kanak.

Tinjauan Literatur

Burnout

Sindrom burnout berlaku apabila seseorang mengalami keletihan dan berasa terlalu penat semasa melaksanakan kerja atau tugas yang di lakukan sehingga memerlukan rehat yang secukupnya. Ia merupakan sindrom psikologi yang terdiri daripada keletihan emosi, depersonalisasi dan pencapaian peribadi. Keletihan emosi terjadi apabila seseorang merasa kegagalan dan mempunyai keraguan sendiri. Depersonalisasi pula merujuk kepada pembentukan sikap yang negatif dan maklum balas yang dingin terhadap orang lain. Manakala pencapaian peribadi pula adalah di sebabkan oleh kurang penghargaan dan maklum balas yang positif. Dalam erti kata yang lain ia merujuk kepada perasaan kehilangan harga diri dan perasaan kurang mencapai kepuasan dalam pekerjaan. (Maslach & Jackson 1981).

Teori Conservation Of Resources (COR) yang diperkenalkan oleh Hobfoll merupakan teori yang digunakan untuk menjangkakan individu yang mengalami burnout. Hobfoll telah menjelaskan kegagalan individu menangani tekanan akan membawa kepada impak negatif terhadap dirinya sendiri. Akibatnya muncul gejala burnout seperti kecewa, mengalami gangguan emosi, kemurungan dan terdapat segelintir daripada individu mula berkelakuan defesit dan bersifat sinis terhadap orang di sekeliling dan persekitaran. Hobfoll (2001).

Faktor Burnout

Individu yang menunjukkan sindrom burnout didapati tidak berupaya untuk menghadapi tekanan kerja dan menjalani kehidupan peribadi dengan lebih baik. Terdapat tiga faktor yang mempengaruhi burnout dalam kalangan guru iaitu berkaitan dengan tiga kumpulan utama yang di pengaruhi oleh peribadi, alam sekitar dan organisasi. Shraga Fisherman (2015). Faktor peribadi ini berkait rapat dengan imej diri, pengalaman dan kekangan masa. Guru yang memiliki imej diri seperti rendah diri dan kurang keyakinan diri akan memberi impak negatif terhadap imej professional guru tersebut dan secara tidak langsung membuka ruang kepada gejala burnout dalam kalangan guru sekolah. Selain itu faktor pengalaman juga turut menjadi menyumbang burnout dalam kalangan guru pendidikan

awal kanak-kanak. Guru yang masih baru dalam bidang pendidikan menunjukkan tahap burnout yang lebih tinggi berbanding dengan guru yang sudah lama mengajar. Ini bermakna tahap burnout yang di alami oleh guru adalah berbeza berdasarkan pengalaman mengajar. Molly Fisher (2015). Manakala menurut (Matiang, Makewa & Role 2016) pula menyatakan bebanan tugasan yang banyak sehingga menghadkan masa guru juga turut menjadi punca utama burnout dalam kalangan guru. Kekangan masa guru yang terhad serta dibebani tugasan kerja yang banyak memberikan impak negatif kepada guru iaitu guru terlihat sering mengalami keletihan dan risiko untuk mendapat burnout adalah tinggi.

Faktor alam sekitar pula melibatkan interaksi pelajar bersama guru turut menyebabkan burnout dalam kalangan guru. Menurut (Richard Hastings & Mohammed Bham 2013) menyatakan tingkah laku pelajar yang pelbagai ragam sehingga sukar di kawal juga merupakan salah satu faktor yang menyebabkan guru mengalami burnout. Sementara itu, faktor organisasi juga dilihat merupakan salah satu faktor lain menjadi penyumbang utama guru untuk mengalami burnout. Faktor organisasi terdiri daripada gaji yang rendah, kurang rasa hormat dari masyarakat, kekurangan mendapat peluang kerjaya yang lebih baik dan terdapat permintaan yang tidak munasabah. Shraga Fisherman (2015). Menerusi kajian yang dilakukan oleh (Fatima Eid & Majed Mohammad 2017) pula menyatakan kekangan kewangan turut merupakan salah satu sebab burnout berlaku dalam kalangan guru swasta pendidikan awal kanak-kanak di Yordania Arab. Gaji yang rendah di berikan tidak dapat memenuhi keperluan guru sehingga mengalami kekangan dari segi kewangan.

Selain itu, perhubungan yang buruk antara guru dan pengurusan dan persekitaran juga merupakan antara sebab lain guru mengalami burnout. Menurut Sahar Mohamed (2015) menyatakan persekitaran kerja yang tidak inovatif membawa kepada tekanan dan peratusan guru untuk mendapat burnout adalah tinggi. Guru pendidikan awal kanak-kanak juga sering berhadapan dengan pelbagai masalah yang melibatkan hubungan guru dengan ibu bapa murid. Berdasarkan kajian (Fatima Al-Adwan & Majed Mohammad 2017) mendapati antara punca berlaku burnout dalam kalangan guru ialah pengurusan hubungan guru dan ibubapa murid. Guru mengalami tekanan untuk memenuhi permintaan dan harapan yang tinggi daripada ibu bapa terhadap anak-anak ketika berada di sekolah. Keadaan sedemikian menyebabkan tekanan psikologi guru menjadi lebih tinggi dan secara tidak langsung meningkatkan burnout dalam kalangan guru.

Kesan Burnout

Guru yang mengalami gejala burnout sehingga menyebabkan tekanan mental dan saraf perlu diberi perhatian dan mendapat perawatan dengan segera. Ini kerana impak negatif daripada gejala burnout menyebabkan guru tidak dapat melakukan perkerjaan dengan cara yang betul dan secara tidak langsung turut mempengaruhi kualiti mutu kerja yang tidak memuaskan. (Burnsting, Sreckovic & Lane 2014). Burnout juga memberi kesan kepada emosi dan fizikal guru. Kesan daripada tekanan kerja yang tidak terkawal menyebabkan guru kehilangan semangat untuk mengajar di sekolah. Emosi yang tidak stabil dialami oleh guru dan ditambah pula keadaan keletihan fizikal yang melampau mengurangkan semangat guru untuk mengajar, menunjukkan sikap negatif, pasif, dan bertambah buruk apabila guru mula tidak mengambil peduli terhadap pelajar mereka. Tahap tekanan yang tinggi dan berlebihan tanpa pengawalan dihadapi oleh guru memberikan impak buruk kepada emosi dan fizikal guru. (Kubiat Ineme & Mfon Ineme 2016).

Burnout juga turut memberi kesan kepada pengurangan pencapaian individu. Menurut kajian yang dilakukan oleh (Peng, Zhang, Tian, Miao, Xiao & Zhang, 2014) menjelaskan bahawa pengurangan pencapaian peribadi merujuk kepada sebagai perasaan keletihan,

mempunyai pandangan sinis dan mempunyai pandangan negatif terhadap perkerjaan seseorang. Pengurangan pencapaian peribadi secara tidak langsung turut mempengaruhi prestasi kerja individu dan memberikan pelbagai kesan negatif kepada individu yang bermula dengan gejala kemurungan di tempat kerja sehingga menjejaskan prestasi terhadap kerjaya. Begitu juga, dengan kajian yang telah dibuat oleh (Bakker, Demerouti, & Sanz Vergel, 2014) yang menyimpulkan bahawa burnout bermula daripada perasaan kesusahan dan mengalami kemurungan di tempat kerja dan boleh membawa kepada gejala burnout sehingga menjejaskan prestasi kerja seseorang. Selain itu, burnout yang tidak di rawat pada peringkat awal juga turut menyebabkan individu mengalami gangguan depresi. (Bahlmann, Angermeyer & Schomerus 2013).

Impak lain burnout ialah turut menjejaskan kesihatan dan kehidupan seseorang. Individu yang mengalami burnout didapati mempunyai masalah kesihatan seperti peningkatan penggunaan alkohol gangguan tidur, kemurungan, obesiti dan kesakitan muskuloskeletal. (Khamisa, Peltzer, & Oldenburg, & 2013). Guru yang mengalami burnout juga mempunyai hubungan yang tidak rapat dengan keluarga dan rakan-rakan. Ini kerana guru yang menderita burnout mengalami tekanan dan sering tidak berpuas hati dengan pekerjaan yang dilakukan sekarang. Kesan daripada situasi tersebut mengakibatkan guru lebih suka mengasingkan diri daripada bergaul dengan orang di sekeliling. Donna Jacobson (2016).

Metodologi

Reka Bentuk Kajian

Rekabentuk kaedah gabungan iaitu kaedah kuantitatif dan kualitatif di gunakan dalam kajian ini. Pemilihan kaedah campuran ini memudahkan pengkaji memperolehi data dengan lebih tepat serta padat dengan menggunakan data responden dan maklumat daripada informan. Selain itu, ia juga dapat memberi gambaran secara keseluruhan responden mengenai isu yang hendak dikaji dan memastikan hasil dapatan adalah berdasarkan kepada pengalaman mereka sendiri. (Mohd Fauzi Kamarudin, Karen, Aida & Kalthom Husain. 2014)

Populasi dan Sample

Seramai lima orang informan yang telah terpilih akan di temui khas oleh pengkaji dan sebanyak 160 orang responden pula akan di berikan borang kajian soal selidik. Dalam kajian ini penyelidik mensasarkan golongan yang berusia antara 20 tahun sehingga 60 tahun keatas yang terdiri daripada guru pendidikan awal kanak-kanak yang mengajar di institusi kerajaan dan juga swasta yang terdapat di sekitar Kota Samarahan dan Kuching Sarawak.

Instrumen Kajian

Set soal selidik ini telah dibahagikan kepada 4 bahagian dan setiap bahagian terdiri daripada beberapa subkonstruk iaitu Bahagian A, B, C dan D. Bahagian A mengandungi maklumat-maklumat berkaitan demografi responden seperti jantina, umur, taraf perkahwinan dan tempoh perkhidmatan. Bahagian B berkaitan dengan tahap burnout iaitu keletihan emosi, depersonalisasi dan penurunan pencapaian peribadi. Bahagian C pula berkaitan dengan faktor-faktor menjadi penyumbang guru mengalami burnout. Manakala bahagian D berkaitan dengan lima soalan yang telah dibina bagi mengetahui kesan burnout terhadap guru iaitu kesan terhadap individu, kesan terhadap persekitaran sosial dan kerjaya guru. Soal selidik tersebut telah diadaptasi dari borang Maslach, C., Jackson, S. E., & Leiter, M. P. 1996. *MBI: The maslach burnout inventory manual (3rd Ed.)*. Palo Alto, CA: Consulting Psychologists Press. Item soal selidik menggunakan skala likert mewakili skala 0 sehingga skala 6 bagi

mewakili bahagian B, (*Tidak pernah, beberapa kali setahun, sekali sebulan atau kurang, sekali seminggu, beberapa kali seminggu dan setiap hari*) Manakala untuk bahagian C dan D menggunakan skala 3 mata untuk mengukur maklumbalas dan pandangan responden. (*Tidak setuju, tidak pasti dan setuju*). Manakala untuk temubual telah menggunakan beberapa peralatan seperti kamera digital, telefon pintar, komputer riba, alat perakam suara dan buku catatan telah digunakan bagi mendapatkan data yang diperlukan.

Jadual 1: Pembahagian pemarkahan tahap burnout MBI

Dimensi Burnout	Rendah	Sederhana	Tinggi
Keletihan Emosi			
Depersonalisasi	0.0 – 2.99	3.0 – 4.99	5.0 – 6.99
Pencapaian Diri			

Jadual diatas menunjukkan pembahagian permakahan tahap burnout MBI. Bagi keletihan emosi, skor yang lebih tinggi menunjukkan keletihan emosi yang lebih besar, dan burnout yang lebih besar. Manakala untuk derpersonalisasi skor yang lebih tinggi menunjukkan kemerosotan yang lebih besar, dan burnout yang lebih besar dan untuk pencapaian diri pula markah yang lebih tinggi menunjukkan pencapaian peribadi yang lebih besar, dan kurang burnout.

Jadual 2: Analisis maklumat temubual

Burnout	
Faktor Burnout	Faktor dalaman Pengalaman/Imej diri/masa peribadi
	Faktor luaran Ekonomi/perhubungan guru dengan sekolah, murid dan ibubapa
Kesan Burnout	Kesan individu Negatif/emosi/kesihatan/pencapaian peribadi/fizikal
	Kesan persekitaran sosial dan kerjaya Berhenti kerja/tidak produktif/ kekurangan kehendak/ pergaulan sosial dan mengasingkan diri

Jadual diatas menunjukkan maklumat yang telah disalin dan dianalisis hasil daripada temubual iaitu memberi perhatian kepada faktor dan kesan burnout yang diklasifikasikan kepada 2 kumpulan utama, iaitu faktor dalaman, faktor luaran bagi faktor burnout manakala untuk kesan burnout pula terdiri daripada kesan kepada individu dan kesan terhadap persekitaran sosial dan kerjaya.

Dapatan Kajian

Bahagian ini membincangkan dapatan kajian yang telah menggunakan beberapa analisis. Analisis data yang dilakukan ialah untuk melihat kekerapan peratus dan min. Seramai 165 orang responden telah menjawab soal selidik manakala seramai 5 orang pula telah di pilih untuk dijalankan temubual secara formal dan tidak formal bergantung kepada kesesuaian responden.

Jadual 3: Analisis kekerapan dan peratus demografi

Bil	Demografi	Jantina	No bilangan	Peratus
1	Jantina	Lelaki	31	19
		Perempuan	134	81
		Jumlah	165	100
2	Umur	20-25	21	13
		26-30	50	30
		30-40	50	30
		40 Tahun keatas	44	27
		Jumlah	165	100
3	Taraf Perkahwinan	Bujang	43	26
		Berkahwin	115	70
		Lain-lain	7	4
		Jumlah	165	100
4	Tempoh Perkhidmatan	Kurang 5 Tahun	47	28
		5-10 Tahun	47	28
		10-15 Tahun	39	24
		15 Tahun Keatas	32	20
		Jumlah	165	100

Jadual 3 merupakan analisis demografi dapatan kajian. Bagi jantina majoriti responden adalah perempuan iaitu 134(81%) dan lelaki iaitu 31(19%). Merujuk kepada umur responden seramai 21(13%) berumur 20 hingga 25 tahun, 50(30%) mewakili 26 hingga 30 tahun diikuti 50(30%) yang berusia 30 hingga 40 tahun dan 44(27%) untuk yang berusia 40 tahun keatas. Manakala bagi taraf perkahwinan pula majoriti responden sudah berkahwin iaitu sebanyak 115(70%), diikuti bujang sebanyak 43(26%) dan lain-lain sebanyak 7(4%). Bagi tempoh perkhidmatan yang berkerja kurang daripada 5 tahun iaitu 47(28%), diikuti 5 hingga 10 tahun juga sebanyak 47(28%), manakala 10 hingga 15 tahun iaitu 39(24%) dan 15 tahun keatas iaitu 32(20%).

Jadual 4: Analisis min bagi tahap burnout guru

Item	N	Min(M)	Sisihan Piawai
Keletihan Emosi	165	1.747	1.347
-Saya rasa lemah emosi akibat kerja saya	165	1.7697	1.39084
-saya berasa keletihan dan tegang apabila bangun daripada tidur pada setiap pagi	165	1.8485	1.38197
- Bekerja secara langsung dengan orang yang memberi banyak tekanan dan bebanan kepada saya	165	1.6242	1.27045
Depersonalisasi		0.5495	1.055
-saya melayan setengah pelajar seperti tidak mempunyai perasaan	165	0.5212	1.12395
-semenjak menjawat tugas ini saya tidak peduli	165	0.6182	1.06194

tentang perasaan orang lain			
-saya tidak peduli apa yang berlaku kepada pelajar dan orang yang berurusan dengan saya	165	0.5091	0.97916
Pencapaian peribadi		3.694	2.891
-Saya tidak mudah mewujudkan suasana yang tenang untuk pelajar saya	165	3.9030	1.7842
-saya yakin mampu mempengaruhi kehidupan orang melalui kerja saya	165	3.3333	1.92649
-Saya rasa tidak bertenaga ketika berkerja	165	3.8485	4.96525

Jadual 4 diatas menunjukkan analisis bagi melihat persoalan kajian pertama iaitu apakah tahap burnout guru-guru pendidikan awal kanak-kanak di daerah Samarahan dan Kuching Sarawak iaitu dari segi keletihan emosi, depersonalisasi dan pencapaian peribadi.

Hasil dapatan jelas menunjukkan nilai min bagi pencapaian peribadi adalah paling tinggi iaitu ($m=3.694$, $sd=2.891$). Nilai min bagi keletihan emosi ($m=1.747$, $sd=1.347$). Manakala nilai min bagi depersonalisasi adalah ($m=0.5495$, $sd=1.055$).

Jadual 5: Analisis min dan sisihan piawai berdasarkan kepada tahap burnout guru bagi Dimensi MBI Burnout

Dimensi Burnout	No	Min	Sisihan Piawai	Tahap Burnout
Keletihan Emosi	165	1.747	1.347	Rendah
Depersonalisasi	165	0.5495	1.055	Rendah
Pencapaian Diri	165	3.694	2.891	Sederhana

Jadual diatas menunjukkan tahap burnout dalam kalangan responden. Berdasarkan markah skor min sisihan piawai diatas menggambarkan tahap burnout dalam kalangan responden bagi pencapaian diri berada di tahap yang sederhana iaitu 3.694. Manakala bagi keletihan emosi dan depersonalisasi berada di tahap rendah iaitu 1.747 dan diikuti oleh depersonalisasi iaitu 0.5495.

Jadual 6: Analisis faktor burnout

	1=Setuju	2=Tidak setuju	3=Ragu-Ragu
			Peratus
-Faktor Dalaman			
-Guru yang tidak mempunyai pengalaman mengajar	55.1	28.5	16.4
-Guru yang memiliki imej rendah diri dan kurang keyakinan diri	61.2	21.8	17
-Kekurangan masa peribadi	85	7.8	7.2
Faktor Luaran			
-Faktor Ekonomi (kewangan)	69.6	16.4	14
Faktor sosial			
-Hubungan perhubungan guru dengan pihak pengurusan sekolah dan rakan sekerja	77.6	10.9	11.6
-Hubungan guru dengan Murid	88.5	9.1	2.4

-Hubungan guru dengan ibu bapa murid	85.5	6.0	8.5
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Jadual 5 menunjukkan analisis bagi melihat persoalan kajian yang kedua iaitu apakah faktor yang menjadi penyebab utama berlaku gejala burnout dalam kalangan guru pendidikan awal kanak-kanak. Faktor dalaman dan faktor luaran merupakan punca utama dikenalpasti menyebabkan guru mengalami burnout.

Dapatan kajian menunjukkan bahawa peratusan tertinggi yang menyebabkan guru mengalami burnout ialah perhubungan guru dengan murid iaitu sebanyak 88.5% telah bersetuju dengan faktor ini diikuti dengan faktor perhubungan guru dengan ibu bapa murid iaitu 85.5%. Manakala bagi faktor kekurangan masa peribadi pula ialah 85%. Selain itu, sebanyak 77.6% responden juga telah bersetuju dengan faktor pengurusan sekolah dengan rakan sekerja turut menjadi penyumbang guru mengalami burnout. Nilai peratusan item bagi faktor ekonomi pula ialah sebanyak 69.6% diikuti oleh faktor guru memiliki imej yang rendah dan kurang keyakinan diri iaitu 61.2% dan guru yang tidak mempunyai pengalaman mengajar pula sebanyak 55.1%.

Jadual 7: Analisis kesan burnout

	1=Setuju	2=Tidak Setuju	3=Ragu-Ragu
	Peratus		
Kesan Individu			
-Burnout memberikan kesan negatif terhadap guru	91	3	6
-Mengalami gangguan emosi	90.3	3	6.7
-Kesihatan terjejas	65.5	24.8	9.7
-Penurunan pencapaian peribadi	78.2	10.3	11.5
-Perubahan fizikal	83	4	13
Kesan burnout terhadap persekitaran sosial dan kerjaya			
-Kerap tidak datang kerj dan keinginan untuk berhenti kerja	61.8	21.8	16.4
-Tidak produktif, tidak bermotivasi dan tidak bersemangat	83	9.7	7.3
-Kekurangan kreativiti atau kehendak	80	10.9	9.1
-Pergaulan sosial	72	16.4	11.6
-Mengasingkan diri	70.3	17.6	12.1

Jadual diatas menunjukkan analisis bagi melihat persoalan kajian yang ketiga iaitu apakah kesan burnout kepada guru pendidikan awal kanak-kanak. Terdapat terdapat dua kesan utama burnout kepada guru iaitu kesan individu dan kesan terhadap persekitaran dan kerjaya guru.

Hasil dapatan kajian menunjukkan mengikut kekerapan paling tinggi adalah sebanyak 91% iaitu untuk item burnout memberikan kesan negatif kepada guru. Kemudian diikuti gangguan emosi dengan peratusan sebanyak 90.3%. Manakala untuk kesan perubahan fizikal dan tidak produktif, tidak bermotivasi dan tidak bersemangat masing-masing dengan peratusan sebanyak 83%. Kekurangan kreativiti pula mewakili 80% dan diikuti dengan penurunan pencapaian peribadi iaitu 78.2% seterusnya untuk pergaulan sosial pula mewakili 72%, mengasingkan diri iaitu 70.3%, dan diikuti dengan item menjejaskan kesihatan iaitu

65.5%. Item yang paling rendah sekali adalah kerap tidak datang kerja dan keinginan untuk berhenti kerja iaitu serendah 61.8%.

Perbincangan

Dapatan kajian mendapati bunout yang dialami oleh responden berada di tahap yang rendah bagi keletihan emosi dan depersonalisasi. Manakala bagi tahap burnout dimensi penurunan pencapaian peribadi berada tahap sederhana. Terdapat dua pecahan faktor burnout iaitu faktor dalaman dan faktor luaran. Faktor dalaman meliputi faktor peribadi responden iaitu kurang pengalaman, kurang keyakinan diri dan kekurangan masa peribadi. Manakala bagi faktor luaran merangkumi dua aspek utama iaitu faktor ekonomi dan faktor sosial yang terdiri daripada perhubungan guru dengan pihak pengurusan sekolah dan rakan sekerja, perhubungan guru dengan murid dan perhubungan guru dengan ibu bapa murid. Burnout yang berlaku dalam kalangan guru tanpa pengawalan di ambil memberikan impak negatif serta turut mempengaruhi emosi, fizikal, sosial dan kerjaya guru pendidikan awal kanak-kanak. Oleh itu, bagi memastikan guru memberikan perkhidmatan yang berkualiti kepada murid, guru pendidikan awal kanak-kanak perlu dilengkapi dengan kelayakan, kemahiran, latihan, serta pengetahuan yang mencukupi. Salah satu punca utama memberikan ruang berlaku burnout dalam guru pendidikan awal kanak-kanak ialah guru yang tidak mempunyai pengalaman mengajar. Kekurangan pengalaman mengajar juga secara tidak langsung turut mempengaruhi keyakinan dan imej diri yang rendah sehingga peratusan untuk mendapat burnout adalah tinggi. Oleh hal demikian, guru pendidikan awal kanak-kanak yang telah di pilih menjadi guru seharusnya di lengkapi dengan kemahiran serta latihan yang mencukupi dan di tuntutan secara signifikan untuk meningkatkan ilmu dari segi kemahiran dan juga pengetahuan akademik dalam pendidikan. Ini boleh dilakukan dengan memberi tumpuan kepada kriteria pemilihan guru perlu diperketatkan dan memberikan latihan yang mencukupi bagi mempertingkatkan ilmu pedagogi guru dan memupuk kemahiran mengajar yang lebih berkesan. Menurut (Manning, Fleming, & Wong 2017) menjelaskan bahawa guru yang bukan opsyen dalam bidang pendidikan akan mempunyai pengetahuan yang lebih rendah berbanding daripada guru yang sudah mempunyai pengetahuan dalam bidang pendidikan. Selain itu, pihak kerajaan juga memainkan peranan yang penting bagi menyelaraskan sukatan pembelajaran di tadika dan prasekolah dengan menyediakan latihan dan mengikuti beberapa kursus pendidikan bagi guru yang tidak mempunyai sebarang sijil kemahiran pedagogi sebelum guru tersebut mengajar.

Berdasarkan hasil dapatan juga menunjukkan guru pendidikan awal kanak-kanak dilihat terbeban dengan tugas yang banyak dan rumit ketika di sekolah. Pihak kerajaan perlu mengambil alternatif yang berkesan dengan mengurangkan tugas guru dengan menyediakan jawatan yang baru seperti kerani dan mengasingkan unit kurikulum dan kurikulum di sekolah. Tugas yang berkaitan dengan kerani dan kokurikulum perlu di ambil alih oleh penjawat awam lain yang dan bukannya dalam kalangan guru pendidikan awal kanak-kanak. Selain itu, dapatan kajian turut memperlihatkan guru juga turut terkesan dengan perubahan ekonomi baru pada masa kini turut menyaksikan perubahan drastik kepada ekonomi negara. Peningkatan kos taraf hidup yang semakin meningkat menyebabkan ramai yang terkesan dengan situasi tersebut termasuklah guru tadika swasta yang mempunyai gaji yang rendah. Kekangan kewangan yang rendah merupakan faktor guru mengalami burnout dan peratusan untuk berhenti kerja adalah tinggi. Sehubungan dengan itu, guru tadika dan prasekolah perlu diberikan skim gaji khas dan gaji minimum guru bagi tadika swasta dan tadika kerajaan perlu di selaraskan dan di samarakan agar guru pendidikan awal kanak-kanak tidak tersenarai di bawah garis kemiskinan dan dapat menikmati sukurang-kurangnya gaji minimum yang

setimpal dengan hasil kerja guru. Menurut (Otilia Clipa & Amelia Boghean 2014) menyatakan alternatif yang paling berkesan mengurangkan tahap burnout yang di alami oleh guru pendidikan awal kanak-kanak ialah dengan mengurangkan bebanan kerja guru dan menaikkan kadar gaji yang lebih tinggi.

Selain itu, isu guru tertekan dan terkesan dengan sikap segilintir pihak pengurusan sekolah, murid dan ibubapa murid juga perlu di pandang serius kerana ia merupakan faktor yang boleh menyebabkan guru untuk mengalami burnout. Bagi mengurangkan gejala burnout dalam kalangan guru pendidikan awal kanak-kanak, rakan sekerja, pengetua dan ibubapa hendaklah sentiasa membantu dan memberikan kerjasama dan galakan kepada guru. Dengan adanya hubungan yang baik dengan pihak pengurusan sekolah dapat mengurangkan gejala burnout dalam kalangan guru pendidikan awal kanak-kanak. Begitu juga dengan ibu bapa murid. Persepsi negatif ibu bapa kepada guru pendidikan awal kanak-kanak seharusnya di ubah dan sebaliknya bersama-sama untuk memikul tanggungjawab untuk mendidik mereka mencapai tahap pretasi yang cemerlang pada masa hadapan. Menurut (Mohd Saifulkhair Omar, Mohd Faizul Mohd Noor & Mohd Isha Awang 2016) menjelaskan iklim sekolah yang positif membuatkan guru berasa gembira dan seronok untuk mengajar. Oleh itu, adalah sangat penting mewujudkan suasana yang sihat dan harmoni iaitu perhubungan yang baik di sekolah bagi mengelakkan guru pendidikan awal kanak-kanak mengalami burnout.

Kesimpulan

Hasil dapatan kajian memberikan kesan yang sangat mendalam kepada pihak-pihak tertentu yang terlibat secara langsung mahupun tidak langsung dalam pendidikan. Walaupun tahap burnout dalam kalangan guru pendidikan awal kanak-kanak di Samarahan dan Kuching berada di tahap yang rendah, sekiranya fenomena yang boleh menjadi penyumbang burnout di biarkan secara berterusan tanpa ada tindakan yang di ambil akan memberikan impak negatif kepada guru yang dapat di lihat menerusi kesan kepada emosi, fizikal, kesihatan, sosial dan kerjaya guru pendidikan awal kanak-kanak. Oleh itu, burnout yang berlaku dalam kalangan guru pendidikan awal kanak-kanak memerlukan kerjasama daripada pelbagai pihak termasuk kementerian, sekolah dan guru itu sendiri bagi mempertingkatkan dan memartabatkan lagi kualiti pendidikan awal kanak-kanak Malaysia.

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PENDEKATAN TERAPI SAND PLAY DALAM MENANGANI MASALAH PERGAULAN SOSIAL KANAK-KANAK: SATU KAJIAN KES DI SEKOLAH KEBANGSAAN MOYAN LAUT ASAJAYA, SARAWAK

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Abstrak: Kajian ini dijalankan untuk meneroka pengalaman kaunselor yang menggunakan modul sand play dalam pengendalian permasalahan pergaulan sosial kanak-kanak murid Sekolah Kebangsaan Moyan Laut Asajaya, Sarawak. Kaunselor menggunakan pendekatan kaedah kualitatif dalam melaksanakan kajian ini. Klien dalam kajian ini merupakan seorang murid kanak-kanak perempuan dari Tahun 4 yang dipilih mengikut kerelaan murid itu sendiri dan dia menghadapi masalah pergaulan sosial. Data diperolehi melalui pemerhatian, penggunaan sand play, laporan sesi kaunseling dan temu bual klien yang dirakamkan dalam tiga sesi kaunseling. Kajian ini menggunakan kaedah kualitatif iaitu analisis kandungan. Data yang diperolehi diproses dan telah dianalisis berdasarkan perkembangan yang berlaku sepanjang proses sesi kaunseling yang menggunakan pendekatan terapi sand play. Kajian menunjukkan klien telah berjaya mengurangkan rasa takut terhadap proses kaunseling, meningkatkan tahap kepercayaan dan memudahkan proses sesi kaunseling contohnya pada awal sesi kaunseling ini klien berasa takut terhadap masalah pergaulannya dengan kanak-kanak yang lain dan segan dengan kaunselor. Namun, setelah melalui sesi kaunseling yang menggunakan pendekatan terapi sand play, klien lebih yakin dengan dirinya sendiri.

Kata kunci: *Sand Play, Kanak-Kanak, Kaunseling*

Pengenalan

Bermain merupakan keperluan dan asas dalam dunia kanak-kanak. Fungsi bermain bukan sahaja boleh memberikan keseronokan tetapi lebih kepada kepuasan kanak-kanak. Secara asasnya, bermain perlu untuk perkembangan fizikal, emosi, mental dan sosial kanak-kanak. Oleh itu, alam sekolah rendah merupakan alam kedua untuk kanak-kanak bersekolah sekiranya mereka pernah memasuki prasekolah (Adams 2008). Bermain merupakan pendedahan awal kanak-kanak dalam aspek sosial (Jackson 2010). Pada peringkat ini, kanak-kanak lebih suka kepada pembelajaran yang bersifat aktiviti dan permainan berbanding dengan teori (Reece 2004). Namun, bukan semua kanak-kanak dapat bergaul dan berhubung secara baik dengan kawan-kawan mereka. Terdapat kanak-kanak yang berkelakuan negatif apabila berinteraksi dengan orang lain (Carey 2008). Oleh itu, pergaulan kanak-kanak dengan ahli keluarga dan juga rakan sebaya akan mempengaruhi aspek sosial, emosi dan personaliti kanak-kanak sehingga mereka dewasa kelak. Dalam hal ini, peranan ibu bapa amat penting dalam membimbing, menyokong dan menggalakkan anak-anak semasa mereka kecil berkembang menjadi individu yang positif dan berupaya untuk membuat pilihan terbaik dalam hidupnya.

Sorotan Kajian

Terapi Bermain

Dalam kajian yang dilakukan oleh Fairview Counseling (2007) menjelaskan terapi bermain merujuk kepada kaedah rawatan di mana setiap satu rawatan mengaplikasikan kebaikan daripada alat mainan. Landreth (2012) pula menjelaskan bahawa terapi bermain merupakan satu hubungan interpersonal di antara seorang kanak-kanak dengan ahli terapi yang dilatih dalam prosedur terapi bermain.

Ahli terapi tersebut berperanan membekalkan alat mainan terpilih di samping memudahkan perkembangan hubungan yang selamat untuk membolehkan seseorang kanak-kanak meluahkan sepenuhnya serta meninjau tentang dirinya melalui aktiviti bermain (James 2008; Landreth 2012). Hal ini kerana aktiviti bermain merupakan media semula jadi bagi kanak-kanak untuk berkomunikasi ke arah pertumbuhan dan perkembangan optimum.

Menurut Thampson (2004) dan (Choon 2010) dalam kajian mereka mendapati terapi bermain dapat memberikan kanak-kanak peluang untuk membuat pilihan sendiri tanpa bergantung kepada orang lain, membolehkan mereka melahirkan perasaan tidak sedar berdasarkan fantasi dan membekalkan tempat yang selamat bagi mereka meluahkan perasaan, memperoleh, pemahaman mengenai situasi mereka untuk berubah.

Berdasarkan kajian yang dilakukan oleh (Lynos 2006; Connor 2013) mendapati bahawa terapi bermain dapat menyediakan satu bidang intersubjektif bersama ahli terapi dapat membantu kanak-kanak mengekspresi perasaan, membuat perbincangan dan menghasilkan semula maksud dan nilai yang efektif yang penting untuk kanak-kanak dalam menyelesaikan sesuatu masalah menerusi pelbagai cara bermain.

Terapi bermain amat sesuai diaplikasikan terhadap kanak-kanak dan remaja yang berumur tiga sehingga enam belas tahun dan alat mainan dianggap sebagai perkataan kanak-kanak, sementara bermain dianggap sebagai bahasa kanak-kanak (Rye 2010; Forsyth 2011). Ringkasnya, terapi bermain menyediakan satu ruang terapeutik bagi mempromosikan perkembangan kompetensi kritikal dalam regulasi emosi untuk berkongsi serta perbincangan masalah yang dihadapi oleh klien dalam sesuatu hubungan sosial (O'Connor & Ammen 2013).

Terapi Sand Play

Pendekatan *sand play* adalah berdasarkan psikologi Jung dan diperkenalkan pada tahun 1930-an oleh Frau Dora (1980). Sejarah *sand play* boleh diperoleh dalam penulisan Mitchell dan Friedman pada tahun 1994. Selain menerapkan psikologi ahli terapi *sand play* menganggap hasil mengguna pasir merupakan sesuatu yang harus dihormati (Amatruda & Simpson 1997).

Dalam kajian yang dilakukan oleh Bradway dan McCoard (1997) pula mendefinisikan *sand play* sebagai sejenis pemikiran imaginatif yang aktif, tetapi imej yang digunakan *semasa sand play* adalah konkrit. Oleh itu, kuasa terapi bermain pasir dapat diperhati keberkesannya hasil gabungan antara pasir, air, miniatur dan kebebasan klien membentuk *sand play* dalam keadaan yang selamat, bersama dengan ahli terapi yang dipercayai.

Hasil kajian yang dijalankan oleh (Dale 2003; Zhou 2009) *sand play* merupakan satu teknik psikoterapeutik yang membolehkan klien menyusun miniatur dalam dulang pasir untuk menghasilkan satu dunia pasir berkaitan dengan pelbagai dimensi sosial klien. *Sand play* merupakan satu jenis terapi bermain dan aktiviti bermain inilah yang menyebabkannya sering digunakan dalam konteks sekolah (Campbell 2004; Forsyth 2011). Antara kebaikan penggunaan terapi *sand play* termasuklah mengurangkan percakapan yang sering digunakan oleh klien sebagai salah satu cara helah bela diri (Carey 2008).

Zhou (2009) juga menyokong penggunaan terapi *sand play* untuk mengatasi masalah sosial dan emosi kanak-kanak kerana terapi sand play adalah lebih generik dan dapat dipelbagaikan cara penyampaianya secara berkesan berasaskan pelbagai perspektif teoritikal seperti menggunakan pasir, patung, dulang pasir dan sebagainya.

Berdasarkan kajian yang dilakukan oleh Peridah (2009) mendapati penggunaan pendekatan *sand play* memudahkan proses penerokaan terhadap klien, khususnya melibatkan masalah pergaulan sosial. Manakala, dalam kajian Chiam (2010) pula mendapati antara keistimewaan utama penggunaan pendekatan terapi *sand play* termasuklah unsur simbolik, penggunaan deria secara maksimum, pengurangan mekanisme helah bela diri, pembentukan bagi menghubungkan zon bawah sedar dengan zon sedar serta dari bukan lisan kepada lisan.

Dalam kajian yang sama juga menunjukkan bahawa kanak-kanak dapat membuat penerokaan dengan lebih mudah, menunjukkan perubahan dari segi nilai dan sikap, serta memberi kesan yang positif kepada aspek-aspek yang berkaitan (Chiam 2010). Jesteru itu, pendekatan *sand play* menyebabkan seseorang bersikap terbuka dan berpeluang untuk menerangkan semula apa yang telah dilalui, secara verbal atau non-verbal (Cunningham 2014). Kelebihan terapi *sand play* menyebabkan kaunselor memilih terapi berkenaan sepanjang pelaksanaan sesi kaunseling dalam usaha membantu klien menyelesaikan masalah perhubungan sosial dengan rakan-rakannya di sekolah.

Metodologi Kajian

Menerusi kajian yang dilakukan oleh Bratton, Ray dan Rhine (2010) menjelaskan bahawa penggunaan reka bentuk penyelidikan kajian kes menggunakan data kualitatif amat sesuai apabila sesuatu kajian melibatkan pemerhatian seseorang individu atau unit, satu kumpulan manusia, keluarga, satu kelas, sekolah, satu masyarakat, peristiwa atau budaya. Hal ini selari dengan kajian ini yang menggunakan pendekatan kualitatif analisis kandungan yang melihat teks perbualan dengan klien sebagai interpretasi makna secara dalaman dan subjektif.

Data kualitatif dalam kajian ini diperolehi melalui tiga sesi kaunseling yang dijalankan secara berasingan bersama dengan klien. Seorang klien sahaja yang terlibat dalam kajian ini. Dalam kajian ini juga kaedah analisis kandungan kualitatif digunakan untuk meneliti pola kandungan maklumat klien kerana kaedah ini berupaya menghasilkan data yang meyakinkan.

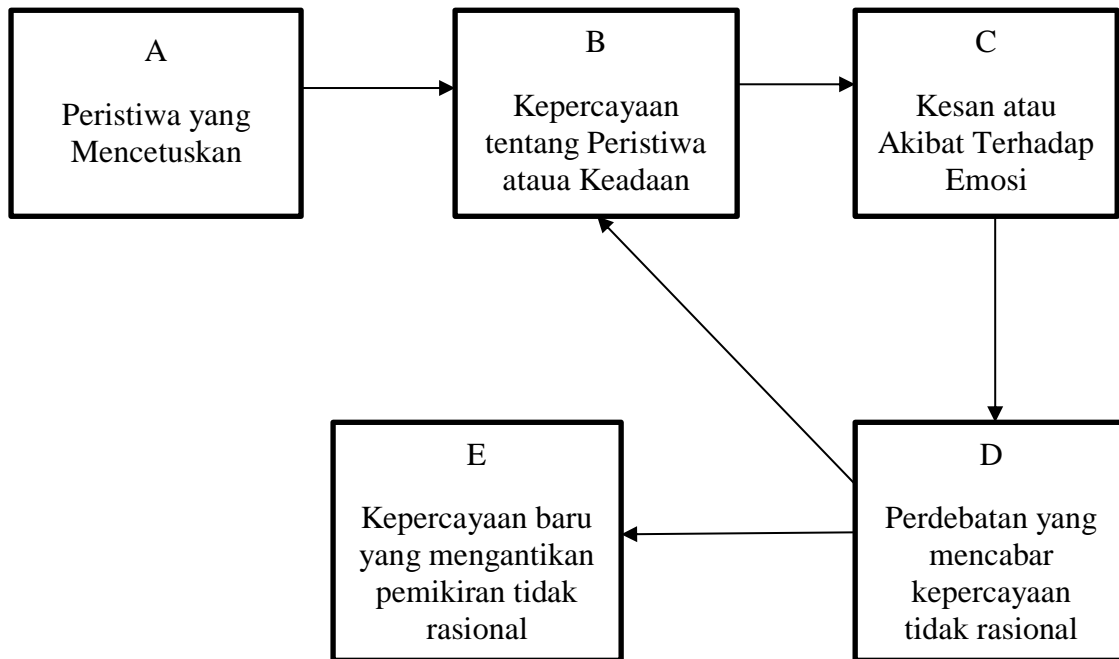
Kaedah ini dipilih dalam mengenal pasti perubahan pola pemaparan kandungan maklumat dengan lebih cepat. Segala maklumat yang diperolehi dikategorikan mengikut kategori tertentu yang telah ditetapkan. Perkara ini disokong oleh Hsieh dan Shannon (2005) yang menjelaskan analisis kandungan merupakan satu kaedah penyelidikan untuk tafsiran subjektif kandungan data teks melalui proses klasifikasi sistematik .

Kaedah Pengumpulan Data Kualitatif

Bagi kaedah pengumpulan data kualitatif kajian ini menggunakan analisis kandungan. Menurut Hsieh dan Shannon (2005), analisis kandungan merupakan satu kaedah penyelidikan untuk tafsiran subjektif kandungan data teks melalui proses klasifikasi sistematik. Analisis kandungan yang digunakan dalam kajian ini melibatkan alat-alat mainan dalam dulang pasir diteliti sebagai sumber data kajian ini. Kaunselor juga meneliti profil klien, lembaran kerja aktiviti dan laporan-laporan sesi terapi lepas yang telah disiapkan sebelum meneruskan dengan sesi terapi.

Teknik Menganalisis Data

Rajah 1: Analisis Data Menggunakan Model ABC



Kajian ini menggunakan model ABC yang menjelaskan bagaimana sesuatu personaliti terbentuk mengikut teori *Rational Emotive Behavioral Therapy (REBT)*. Menurut Wolfe (2007), seseorang kaunselor boleh merujuk model ini bagi memahami perasaan, pemikiran dan tingkah laku yang berkaitan dengan kliennya. A atau *activating event* adalah peristiwa yang mencetuskan C iaitu *emotional dan behavioural consequences* atau kesan dan akibat terhadap emosi dan tingkah laku. B adalah *belief* atau kepercayaan tentang A, yang menyebabkan C, iaitu kesan terhadap emosi. Perkara ini dapat dijelaskan melalui analisis masalah sosial yang dihadapi klien iaitu dua orang murid membencinya. Perkara ini sekadar tanggapan klien berdasarkan tingkah laku yang ditunjukkan oleh murid tersebut.

Selepas mengenal pasti ABC, kaunselor perlu membantu kliennya dengan menggunakan model seterusnya iaitu DEF. D merujuk kepada *disputing event* iaitu perdebatan yang mencabar kepercayaan tidak rasional. Terdapat tiga komponen dalam D ini iaitu mengenal pasti, membahaskan dan membuat pembezaan. Langkah pertama, klien mengenal pasti kepercayaan rasionalnya.

Kemudian klien membahaskan kepercayaan tersebut dengan menyoal dirinya dan mempertikaikan kepercayaan tersebut. Akhirnya klien membezakan kepercayaan rasional dengan tidak rasional. Proses ini dipanggil penstrukturkan kognitif. Selepas proses D, klien akhirnya sampai ke tahap E atau *effective philosophy* iaitu klien mempunyai kepercayaan baru yang menggantikan pemikiran tidak rasional. Sekiranya klien berjaya mempraktikkan E di dalam dirinya maka lahirkan F atau *new feeling* iaitu perasaan baru terhadap peristiwa yang dialami. Klien memahami kesan negatif akibat ideanya yang tidak rasional.

Pada mulanya klien merasa takut sekiranya masalah yang diceritakannya akan dihebohkan dan segan dengan kaunselor yang baru dikenali. Namun, setelah melalui sesi kaunseling dengan menggunakan pendekatan terapi *sand play*, klien kelihatan lebih yakin dan merasa lega setelah membuat perkongsian dengan kaunselor. Perkara ini seperti yang dijelaskan dalam model ABCDEF ditunjukkan pada Rajah 1. F yang merujuk kepada *feeling*

atau perasaan tidak ditunjukkan dalam model di bawah kerana ianya adalah kesan daripada E yang sudah pasti ada apabila wujudnya E *effective new belief*. Oleh itu, kaunselor berperanan medidik klien mengenal diri sendiri dengan mengenali kepercayaan-kepercayaan tidak rasional dalam diri klien dan menggalakkan klien menukar kepercayaan tersebut kepada rasional.

Dapatan Kajian

Klien berumur 10 tahun, perempuan dan bersekolah di Sekolah Kebangsaan Moyan Laut di daerah Asajaya, Sarawak. Semasa sesi kaunseling, klien dilihat begitu aktif dalam menceritakan masalahnya dan ingin sekali mendapatkan jalan penyelesaian bagi masalah yang dihadapinya.

Dapatan Sesi

Sesi 1

Dalam sesi pertama ini dapatan kajian menunjukkan klien mempunyai tahap kepercayaan yang tinggi terhadap kaunselor. Oleh itu, kaunselor telah cuba memperbetulkan tanggapan yang salah klien terhadap perkhidmatan kaunseling. Pada awal sesi kaunseling, klien menganggap bahawa kaunselor akan memberi jawapan dan keputusan untuknya menghadapi masalah tersebut. Keadaan tersebut membuatkan klien sedikit termenung tetapi tidak mengurangkan tahap kepercayaannya terhadap kaunselor. Keadaan klien yang kelihatan aktif bercerita dengan kaunselor menggunakan kemahiran dorongan minimum, parafrasa, empati dan meminta penjelasan. Hubungan kaunselor dan klien yang telah pun terbina di dalam sesi bagi membantu mengenali diri klien dengan lebih mendalam.

Alat-alat mainan mini yang dipamerkan dalam bilik kaunseling kelihatan menarik perhatian klien. Klien kelihatan malu-malu apabila kaunselor bertanya. Adakah berminat terhadap mainan tersebut. Klien kelihatan tersipu-sipu dan hanya menggelengkan kepala. Perbincangan sesi ini lebih kepada pergaulan sosial yang dihadapinya iaitu dua orang murid lain membencinya (sekadar tanggapan klien berdasarkan tingkah laku yang ditunjukkan murid-murid tersebut). Sebelum menamatkan sesi kaunseling ini kaunselor mengingatkan klien tentang etika kaunseling dan memberikan kebenaran kepada klien bermain alat mainan mini tersebut pada perjumpaan yang seterusnya.

Sesi 2

Dalam sesi kedua ini klien nampaknya datang awal. Oleh itu, klien mengambil kesempatan bermain dengan alat mainan mini yang ada di dalam bilik kaunseling sebelum kaunselor masuk. Kaunselor sempat memerhatikan keasyikannya bermain. Klien tidak menyedari kehadiran kaunselor dan sedikit terkejut apabila kaunselor menyapanya dan dengan pantas klien menepuk-nepuk tangan untuk membuang pasir yang melekat di tangannya.

Kehadiran kaunselor dengan senyuman dan tidak mempamerkan wajah marah nampaknya melegakannya. Dalam sesi ini, kaunselor memberikan kebebasan kepada klien untuk berbincang sambil bermain dengan alat mainan tersebut dan duduk di atas kerusi seperti sesi sebelumnya. Klien pada awalnya menolak untuk bermain tetapi setelah kaunselor meminta penjelasan terhadap susunan alat mainan di dalam dulang, klien terus duduk di situ dan bercerita kepada kaunselor. Oleh itu, kaunselor sendiri mengambil kesempatan itu duduk berhadapan dengan klien mendengar dengan teliti terhadap apa yang diceritakan oleh klien.

Sesi 3 (Penamatan)

Pada sesi terakhir ini klien hadir dengan penuh semangat. Klien juga telah mengetahui bahawa sesi ini merupakan sesi yang terakhir. Setelah melalui dua sesi sebelumnya, klien kini telah celik akal dan mahu bergaul dengan rakan-rakannya. Klien memahami kesan negatif akibat idea tidak rasional iaitu rakan-rakan membencinya dan tidak mahu bergaul dengannya. Setelah menjalani sesi kaunseling dengan pendekatan terapi *sand play* klien lebih berfikir rasional dan bersikap positif di mana telah melakukan perubahan hendak bergaul dengan rakan-rakannya dengan lebih baik.

Dalam sesi terakhir ini, kaunselor lebih banyak mendengar luahan perasaan klien terhadap sesi-sesi yang telah dilaluinya dan sehingga sesi ketiga ini. Pada awal sesi, klien merasa takut sekiranya masalah yang diceritakan akan dihebohkan dan segan terhadap kaunselor yang baru dikenali. Namun, setelah melalui sesi kaunseling dengan menggunakan pendekatan terapi *sand play*, klien kelihatan semakin yakin dan berasa lega setelah membuat perkongsian dengan kaunselor. Setelah melalui tiga sesi kaunseling, klien sedar kekurangan dirinya ketika bergaul dengan rakan-rakannya dan berjanji akan mengubah sikapnya sedikit demi sedikit kepada yang lebih baik dan positif. Klien sedar bahawa sesi ini merupakan sesi yang terakhir. Justeru, sebelum meninggalkan bilik kaunseling, klien memberitahu bahawa dia sudi dan ingin mendapatkan perkhidmatan kaunseling yang berterusan daripada kaunselor selepas ini apabila menghadapi masalah.

Perbincangan Dan Cadangan Pada Masa Hadapan

Sekiranya masa mengizinkan, kaunselor bercadang memanjangkan sesi terapi ini kepada enam sesi. Dengan peruntukan masa yang lebih mencukupi, kaunselor dapat meneroka masalah klien dengan lebih mendalam dan menyeluruh sekaligus dapat merancang aktiviti-aktiviti sesi terapi *sand play* yang lebih sesuai dalam usaha menangani masalah klien. Klien mengharapkan bantuan kaunselor sebagai profesional yang mampu membantu dalam pemasalahan yang dihadapi. Sekiranya pada masa dahulu sesi kaunseling hanya digunakan komunikasi verbal namun kini sesi kaunseling boleh berlaku dalam pelbagai bentuk yang memudahkan interaksi antara klien dan kaunselor. Berdasarkan dapatan kajian kes kaunseling ini, pendekatan terapi *sand play* dapat memberikan kesan positif terhadap klien kanak-kanak dari segi emosi, pemikiran dan tingkah laku mereka. Diharapkan dengan memahami masalah klien secara menyeluruh dan teliti. Pendekatan terapi *sand play* juga dapat membantu klien mengatasi masalah, lantas menjalankan kehidupan dengan lebih baik dan positif.

Kesimpulan

Dapatan kajian menunjukkan bahawa penggunaan pendekatan terapi *sand play* memudahkan proses penerokaan terhadap klien. Kes ini melibatkan faktor keluarga seperti gaya asuhan, kasih sayang dan kawalan memberi kesan terhadap pembentukan identiti klien. Kecacatan dalam aspek kekeluargaan boleh menyumbang kepada ketidakupayaan klien menangani pergaulannya semasa berada di sekolah (Rowe 2007).

Pendekatan terapi *sand play* telah memudahkan kaunselor dalam mengenali diri klien dengan lebih mendalam lagi. Penggunaan *sand play* ini menyebabkan klien bercerita sambil bermain dan tanpa sedar klien telah menceritakan perkara yang telah dialaminya (Steinhardt 2000). Setelah masalah sebenar dikenal pasti, kaunselor seterusnya bersama-sama dengan klien berusaha untuk mencari alternatif dan memberikan latihan tegas diri dalam membantu klien untuk membuat keputusan.

Kajian ini juga menunjukkan bahawa pendekatan terapi *sand play* telah membantu menangani masalah pergaulan sosial klien dengan rakan-rakan sekolahnya. Walau

bagaimanapun, terapi *sand play* ini hanya boleh dianggap sebagai salah satu cara untuk meneroka masalah klien dan menggalakkan klien untuk menceritakan semula apa yang telah berlaku sahaja. Oleh itu, perkhidmatan kaunseling ini perlu diperkembangkan dengan pendekatan terapi *sand play* bagi membantu kanak-kanak yang memerlukan sokongan emosi yang berterusan dalam menghadapi cabaran.

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MODEL KEPIMPINAN BERKESAN PEMIMPIN: SATU KAJIAN ANALISIS KEPERLUAN DI INSTITUSI PENDIDIKAN TINGGI MAJLIS AMANAH RAKYAT (MARA).

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Abstract: This study aimed to identify the views of leaders in advancing higher education institution have selected on the effectiveness of the model and requirements having model effective leadership qualities needed by leaders in Higher Educational institutions of Majlis Amanah Rakyat (MARA). For the purposes of achieving the objectives of this study, structured interviews were done on top ten leaders in higher educational institutions of Majlis Amanah Rakyat (MARA). The result of the interviews carried out which has also been supported by results of previous studies, a set of questionnaires was in the shape of instruments for the first round of the Delphi method. In addition, advancing leaders in higher education institutions must own the characteristics of effective leadership to form an institution that is led by effective and excellent institutions.

Keywords: *Higher Educational Institutions, Effective Leadership, Majlis Amanah Rakyat, Delphi Technique.*

Pengenalan

Kepimpinan dalam dunia pendidikan tidak boleh dipisahkan. Sistem pendidikan negara sentiasa mengalami transformasi dan penambahbaikan bersesuaian dengan zamannya. Oleh yang demikian, sistem pendidikan pada zaman ini amat memerlukan seorang pemimpin yang berkesan serta berkaliber dalam mencapai matlamat dan juga wawasan negara.

Seterusnya, Carter (2007) dalam pernyataannya menyebut, kepimpinan merupakan salah satu faktor penentu kejayaan sesebuah institusi. Oleh yang demikian, penekanan kepada pendidikan menyeluruh, seimbang dan sepadu antara keperluan rohani dan jasmani serta duniawi dan ukhrawi sejajar dengan konsep pembangunan manusia yang hakiki, lengkap dan sempurna menjadi tugas utama pemimpin institusi pendidikan (Wan Mohd Zahid 1993). Pemimpin perlu mempunyai kemahiran interpersonal untuk menangani konflik permasalahan yang telah berlaku serta dapat mewujudkan suasana yang positif terhadap individu-individu di tempat kerja (Byrd, 2007). Justeru, pendekatan kepimpinan yang berbeza yang diperlukan dalam persekitaran kerja yang baru. Dalam erti kata lain, ciri-ciri utama kepimpinan yang berkesan menjadi tonggak kejayaan institusi pendidikan (Wang, 2011).

Pernyataan Masalah

Kepimpinan merupakan kebolehan mempengaruhi pengikut dan melibatkan penggunaan kuasa oleh pemimpin serta tahap penerimaan pengikut. Kebolehan mempengaruhi pengikut berhubung kait dengan memenuhi keinginan kepuasan pengikut (Daft, 2004). Pada masa kini pemimpin tidak boleh lagi dilabelkan sebagai seorang pemimpin yang baik atau tidak baik, tetapi kita hanya boleh mengatakan bahawa seseorang pemimpin itu berkesan atau tidak berkesan dalam satu situasi yang tertentu, tetapi tidak berkesan dalam situasi yang lain. Keberkesanan dalam kepimpinan juga dicadangkan boleh dipertingkatkan dengan cara sama

ada dengan memodifikasikan faktor situasi supaya menjadi lebih selesa atau mengubah gaya kepemimpinan pemimpin.

Dalam menyahut cabaran ini, Majlis Amanah Rakyat kini di bawah Kementerian Pembangunan Luar Bandar dan Wilayah menerusi Bahagian Pendidikan Tinggi (BPT) merupakan bahagian di sektor pendidikan MARA yang bertanggungjawab mengawal, merancang dan menyelia aktiviti-aktiviti yang dijalankan di IPMa. BPT juga berperanan penting bagi menjayakan matlamat seiring dengan matlamat MARA iaitu:

Untuk melaksanakan tanggungjawab kearah peningkatan pendidikan professional dan separa professional dalam bidang perakaunan, perdagangan dan pengurusan perniagaan serta kejuruteraan teknologi melalui institusi-institusi pengajian di bawah kawalannya.

(MARA, 2014)

Dalam konteks sedemikian, Mariam Md Salleh, Mohammed Sani & Siti Rahayah Ariffin (2009) menyuarakan pandangan bahawa institusi pendidikan MARA perlu mempunyai anjakan paradigma menerusi cara pengurusan dan kepimpinan agar melihat semula sekaligus mengubah suai sistem kepimpinan yang diamalkan. Rentetan daripada pernyataan ini, turut sama merealisasikan impian dan usaha pihak kerajaan dalam merealisasikan hasrat untuk mewujudkan institusi pendidikan yang cemerlang melalui pemimpin yang berkesan ini adalah institusi pendidikan tinggi MARA yang telah terlibat dalam bidang pendidikan sejak dari awal penubuhannya lagi (MARA peneraju transformasi bangsa, 2011). Dengan kata lain, institusi pendidikan tinggi khususnya Majlis Amanah Rakyat (MARA) amat memerlukan kepada sebuah model kepimpinan berkesan bagi tujuan membentuk pemimpin menjadi pemimpin berkesan sekaligus menjadikan institusi pendidikan tinggi sebuah institusi pendidikan tinggi yang cemerlang.

Di samping itu juga, penulisan artikel ini juga bertujuan untuk meninjau pandangan pemimpin-pemimpin institusi pendidikan tinggi mengenai keperluan memiliki model kepimpinan berkesan di institusi pendidikan tinggi Majlis Amanah Rakyat (MARA).

Soalan Kajian

Kajian ini bertujuan untuk menjawab soalan kajian berikut:

1. Mengkaji keperluan memiliki model ciri-ciri kepimpinan berkesan untuk pemimpin di institusi pendidikan tinggi Majlis Amanah Rakyat, dan
2. Mengkaji ciri-ciri utama kepimpinan berkesan untuk pemimpin institusi pendidikan tinggi Majlis Amanah Rakyat.

Sorotan Kajian Lampau

Bahagian ini memperincikan aspek berikut:

Kepimpinan Berkesan

Dalam organisasi atau institusi pendidikan, kepimpinan yang berkesan adalah asas bagi kejayaan dan keruntuhan sesuatu institusi. Justeru, memiliki ciri kepimpinan berkesan bagi setiap pemimpin khususnya pemimpin di institusi pendidikan tinggi Majlis Amanah Rakyat (MARA) adalah satu keperluan bagi kecemerlangan dalam kepimpinan serta institusi terbabit. Dengan kata lain, seorang pemimpin yang efektif dan berkaliber akan membantu organisasi untuk mencapai objektif-objektif (Baharom Mohamad Mohamed, Johdi Salleh & Che Noraini Hashim, 2009). Kenyataan ini disokong oleh Wasim dan Imran (2010), ciri-ciri seorang pemimpin yang efektif adalah pemimpin-pemimpin memberi hala tuju kepada

kakitangan bawahan mereka dan juga menyebabkan mereka kakitangan bawahan untuk melakukan pekerjaan mereka dan untuk bekerja sebagai satu kumpulan untuk mencapai matlamat organisasi dan objektif organisasi.

Analisis Keperluan

Analisis keperluan memberikan maklumat yang penting dalam menentukan reka bentuk dan pembangunan bahan instruksi bagi fasa seterusnya (Gagne et al., 2005). Analisis keperluan adalah bertujuan untuk mengenal pasti sebab kebarangkalian berlakunya sesuatu masalah (Branch, 2009; Gagne, Wager, Golas, & Keller, 2005) serta mengambil langkah yang sesuai bagi menyelesaikan masalah yang berlaku (Reinbold, 2013). Semua maklumat yang terhasil daripada temubual bagi analisis keperluan direkod dan dilabelkan secara tematik. Oleh yang demikian, segala temubual bagi analisis keperluan dalam kajian ini ditranskripsikan serta dimasukkan tanda notasi utama bagi tujuan data dibaca dengan kaedah seperti yang dituturkan oleh peserta kajian dengan menggunakan sistem (Jefferson, 1984).

Model yang direbabentuk dalam artikel ini berupaya menjadi garis panduan serta membantu pihak pemimpin serta institusi pendidikan tinggi khususnya Majlis Amanah Rakyat (MARA) memenuhi keperluan kepimpinan berkesan pemimpin-pemimpin.

Keperluan Pemimpin Kepada Kepimpinan Berkesan

Keberkesanan dalam kepimpinan sentiasa dibincangkan dalam dunia pendidikan. Kepentingan mempunyai kepimpinan berkesan tidak dapat di sangkal dalam dunia pendidikan dan kepimpinan. Malah mereka sentiasa mengaitkan kepimpinan dengan cara pentadbiran pemimpin, di mana Amagoh, (2009); Calligiuri dan Tarique, (2012); Rich dan Small wood (2012) menyetujui dan berpandangan iaitu pengambilalihan kepimpinan berkesan akan membawa organisasi menerusi transformasi yang global sekaligus meyumbang kepada kelebihan yang lebih kukuh. Durie dan Beshir (2016) menambah menerusi pandangan mereka iaitu kepimpinan berkesan merupakan pusat kejayaan sesebuah organisasi, justeru pemimpin dalam bidang pendidikan semestinya lebih kompeten dan berkesan untuk memastikan agar kakitangan bawahan berpuas hati dengan kepimpinan yang dibawa. Pernyataan ini jelas menunjukkan bahawa keperluan kepada kepimpinan berkesan amatlah jelas dalam dunia pendidikan serta kepimpinan.

Kaedah Kajian

Bagi tujuan mencapai objektif kajian ini, temubual berstruktur telah dilakukan ke atas sepuluh pemimpin di institusi pengajian tinggi Majlis Amanah rakyat (MARA). Hasil daripada temubual yang dijalankan yang juga telah disokong oleh hasil kajian sebelumnya, satu set borang soal selidik adalah dalam bentuk instrumen untuk pusingan pertama kaedah Delphi.

Sampel Kajian

Pada peringkat ini, temu bual telah dijalankan secara perseorangan kepada sepuluh orang pemimpin yang terdiri daripada ketua jabatan, pensyarah pakar serta pensyarah kanan. Kesemua sepuluh pemimpin ini telah berkhidmat dan berkecimpung selama tujuh tahun dan ke atas dalam bidang kepimpinan.

Instrumen Kajian

Pada peringkat analisis keperluan ini melibatkan seramai sepuluh orang pemimpin di IPT MARA yang telah dipilih. Melalui penetapan jumlah saiz sampel, Satzinger, Jackson dan

Burd (2007) menjelaskan bahawa sejumlah kecil sampel sudah mencukupi sekiranya objektif rekabentuk terhad serta jelas. Justeru, kajian ini telah memilih sepuluh orang peserta kajian dan dipilih berdasarkan kepada pengetahuan serta pengalaman dalam kepimpinan mereka yang melebihi 7 tahun di institusi terbabit. Mereka terdiri daripada ketua-ketua jabatan, pensyarah kanan dan pensyarah pakar. Senarai peserta kajian berdasarkan jawatan mereka ditunjukkan dalam Jadual 3.2.

Jadual 3.1 Pemilihan Peserta Kajian Fasa Analisis Keperluan Berdasarkan Jawatan

Jawatan	Jumlah
Ketua Jabatan	2
Pensyarah kanan	6
Pensyarah pakar	2
Jumlah	10 orang

Sebanyak tujuh tema utama kepimpinan berkesan telah dikenalpasti daripada sorotan kajian turut dimasukkan ke dalam protokol temubual. Justeru, hasil kajian pada peringkat ini dijadikan panduan bagi meneruskan kajian ke peringkat yang seterusnya. Oleh yang demikian, satu protokol temubual telah terhasil berdasarkan kajian lampau telah digunakan sebagai instrumen pada pusingan ini. Format instrumen ini telah diubahsuai daripada kajian Muhammad Faizal A. Ghani (2008) bagi keperluan kajian ini. Bentuk format instrumen ditunjukkan seperti di bawah.

Soalan pengenalan. Pertanyaan khabar mengenai tugas serta latar belakang peserta kajian diajukan kepada peserta kajian. Soalan peringkat pengenalan tidak direkodkan dalam bentuk formal oleh pengkaji disamping bertujuan untuk membina hubungan serta keselesaan antara pengkaji dengan peserta kajian Delphi ubahsuai.

Soalan pembukaan. Pada peringkat ini, matlamat serta metodologi kajian diterangkan oleh pengkaji kepada peserta kajian. Pengkaji memberi jaminan bagi kerahsiaan semua maklumat kepada peserta kajian bertujuan tidak membawa mudarat dari pelbagai aspek.

Soalan utama. Soalan utama temubual ditumpukan kepada objektif kajian tentang keperluan atau kepentingan, tema-tema utama serta ciri-ciri kepimpinan berkesan di institusi pendidikan Tinggi MARA.

Soalan penutup. Maklumat yang dikehendaki oleh pengkaji berjaya diperolehi pada bahagian soalan penutup. Ini sekaligus memberi keyakinan kepada pengkaji segala yang diperlukan mengenai kepimpinan berkesan telah dicapai. Akhir sekali, pengkaji menyatakan penghargaan dan mengucapkan terima kasih kepada peserta kajian bagi kesudian peserta kajian melibatkkan diri dalam kajian.

Analisis Kajian

Segala maklumat dikumpulkan menerusi sorotan kajian lampau mengenai ciri-ciri kepimpinan berkesan di institusi pengajian tinggi. Pada peringkat ini temu bual telah dilakukan secara perseorangan kepada sepuluh orang pemimpin yang terdiri daripada ketua jabatan, pensyarah pakar serta pensyarah kanan bagi mendapatkan item ciri-ciri kepimpinan berkesan.

Terlebih dahulu, pengkaji telah mendapatkan kebenaran dan keizinan secara peribadi daripada individu yang terlibat bagi tujuan memastikan kelancaran semasa melaksanakan kajian. Kebenaran daripada dekan institusi terbabit dipohon terlebih dahulu oleh pengkaji sebelum menjalankan sesi temubual kepada individu-individu pakar terlibat. Sekiranya individu pakar tersebut tidak bersetuju untuk menjadi calon dalam menjawab soal selidik tersebut maka calon lain yang berkelayakan yang sama akan dicari oleh pengkaji. Selanjutnya, temubual secara perseorangan dijalankan bagi tujuan mengetahui keperluan pemimpin terhadap pembentukan model kepimpinan berkesan ini.

Dapatan Kajian

Keperluan Rekabentuk Model Kepimpinan Berkesan

Dapatan kajian bagi bahagian ini diperolehi menerusi temubual dengan 10 orang pemimpin yang dikategori sebagai pemimpin yang berkepakaran dalam bidang kepimpinan di institusi pendidikan tinggi Majlis Amanah Rakyat (MARA). Hasil daripada temubual yang dijalankan menunjukkan bahawa peserta kajian peringkat analisis keperluan telah bersepakat dalam menyuarakan pandangan mereka bahawa satu reka bentuk model perlu ada bagi pemimpin dan mestilah diguna pakai dalam memastikan kecemerlangan sesebuah institusi yang dipimpin. Keperluan kepada reka bentuk model kepimpinan tidak dapat di sangkal.

Model kepimpinan juga merupakan sokongan untuk pemimpin dalam mentadbir institusi dan diri ke arah kecemerlangan. Ini dijelaskan dengan lebih terperinci oleh peserta P1 dan peserta P2 seperti di bawah.

Persetujuan yang telah dinyatakan oleh peserta P1 kajian analisis keperluan mengenai keperluan sebuah rekabentuk model adalah seperti berikut

“(Perlu)(.)(Sangat Perlu) (.)bila ada satu panduan patutnya dia boleh diguna pakai sebagai panduan untuk semua...”(FIP1:3-5)

Peserta P2 turut menyokong keperluan memiliki sebuah model kepimpinan berkesan. Ini dapat dilihat menerusi pernyataan seperti di bawah.

“Pada pandangan saya panduan ni perlu ada sebab (hhh) dia adalah macam supporting ok (.) so bila ada panduan kita ada flow yang perlu kita ikut...”(F1P2:6-8)

Tidak ketinggalan Peserta P3 dan peserta P4 turut menyetujui kepada keperluan sebuah model kepimpinan khususnya untuk pemimpin dalam mentadbir institusi yang dipimpin. Ini jelas digambarkan menerusi pandangan mereka seperti di bawah.

“(Ya)(Perlu) sebab pada saya(.)skill untuk menjadi pemimpin tu mungkin mereka dah ada by nature dan ada sesetengah mungkin dia akan belajar dari satu masa ke semasa (.) kadang-kadang kalau kita tak ada guidelines kita tak akan nampak....”(F1P3:9-13)

Keperluan memiliki sebuah model kepimpinan berkesan juga merupakan perkara yang sangat perlu dan dititikberatkan untuk pemimpin. Ini digambarkan menerusi pandangan daripada peserta P4 iaitu:

“Ok guideline pada pandangan saya memang sangat perlu (.) perlu ada satu guidelines khas untuk pemimpin...”(F1P4:14-15)

Tidak ketinggalan peserta P5 dan P6 amat menyetujui keperluan kepada sebuah model kepimpinan berkesan seperti yang dinyatakan oleh mereka iaitu:

“(Ya) (Tentu sekali la) (.) dalam apa tu untuk mengasuh pihak bawahan ni pemimpin perlu (.) menjelaskan apa dia punya rules dan benda ni perlu penjelasan melalui dokumen...jadi (.) perlu ada satu peraturan bertulis yang difahami oleh orang bawahan”.(F1P5:16-19)

Di sokong oleh peserta P6 menerusi pernyataan beliau iaitu:

“Jawapannya insha Allah ya perlu kerana kalaulah manusia ini semuanya perfect maka tidak akan wujud neraka...ya perlu satu panduan tu.(F1P6:1)

Seterusnya menyetujui keperluan serta kepentingan kepada panduan rekabentuk model kepimpinan berkesan adalah peserta P7, peserta P8, peserta P9 serta peserta P10. Ini digambarkan menerusi kata-kata mereka di bawah.

“Ok (.) pada pandangan saya untuk menjadi pemimpin berkesan ni amatlah perlu kepada panduan kerana garis panduan kepimpinan ini tidak hanya tertakluk kepada apa yang kita tulis tapi yang lebih penting cara kita nak mengamalkannya”. (F1P7:2)

Peserta P8 tidak menyangkal keperluan serta kepentingan sebuah panduan model kepimpinan berkesan. Ini dapat dilihat menerusi pernyataan daripada beliau iaitu:

“Mestilah....at the end of the day result dia achieved so pentinglah panduan tu...”(F1P8:1)

Keperluan dan kepentingan model kepimpinan berkesan untuk pemimpin di institusi pendidikan tinggi Majlis Amanah Rakyat (MARA) juga amat jelas di lihat daripada kata-kata daripada peserta P9 dan peserta P10 iaitu:

“(Perlu)...perlu panduan (.) bagi saya keperluan model atau panduan ni . satu plan untuk majukan anak buah dia jadi sangat perlulah panduan. (F1P9:3)

Peserta P10 pula secara umumnya amat menyetujui perlunya sebuah panduan model kepimpinan berkesan untuk pemimpin. Buktinya dapat dilihat menerusi kata-kata beliau di bawah.

“Ya (.) bagi saya secara umumnya perlu panduan...(F1P10:1)

Kesimpulan daripada pandangan peserta kajian mengenai keperluan kepada reka bentuk model kepimpinan berkesan menjelaskan bahawa dalam mentadbir sesebuah institusi, pemimpin mestilah memiliki sebuah model kepimpinan berkesan untuk pemimpin sebagai panduan asas ke arah kecemerlangan dalam kepimpinan sekaligus membentuk institusi pendidikan yang cemerlang dan berkesan.

Kepentingan Memiliki Ciri-Ciri Kepimpinan Berkesan.

Seterusnya, dapatan kajian bagi bahagian ini juga telah diperolehi hasil daripada temubual 10 orang peserta atau pemimpin yang berkepakaran dalam bidang kepimpinan di institusi pendidikan tinggi MARA. Bagi menjawab persoalan mengenai kepentingan memiliki ciri-ciri-kepimpinan berkesan terhadap pemimpin, peserta P1 telah menyuarakan pandangan beliau dan tidak menyangkal bahawa sangat penting memiliki ciri kepimpinan berkesan. Ini disebut menerusi kata-kata beliau seperti berikut.

“ ((.)) (.) penting kerana ciri-ciri pemimpin berkesan ni dia akan (.) melahirkan pekerja yang baguslah jadi sangat penting sebab dia ketua jadi dia akan tunjukkan tauladanlah..”(F1P1:8-10)

Majoriti peserta kajian menyatakan pandangan mereka mengenai ciri-ciri yang seharusnya dimiliki oleh pemimpin dalam membentuk diri menjadi pemimpin berkesan. Ciri kepimpinan yang disuarakan oleh peserta kajian adalah pemimpin yang empathy, mengambil tahu, mengambil berat, bertanggungjawab, mempunyai misi dan visi. Pemimpin yang berkesan juga merupakan pemimpin yang jelas bagi sesuatu tujuan dalam kepimpinan dan tidak ketinggalan menjadikan Rasulullah SAW sebagai Role Model. Ini terbukti menerusi pandangan beliau seperti di bawah:

“Apa yang saya rasalah yang amat penting adalah empathy, sikap ambil tahu, prihatin, bertanggungjawab dan sangat pekalah dengan persekitaran.” (F1P1:12-13)

Peserta P2 juga turut berkongsi pendapat beliau mengenai ciri-ciri kepimpinan berkesan adalah pemimpin perlu peka dengan persekitaran dan kakitangan bawahan. Tidak ketinggalan, pemimpin berkesan juga mestilah bercirikan pemimpin yang bertanggungjawab dan turun padang untuk bersama-sama menjalankan sesebuah aktiviti bersama kakitangan bawahan. Ini digambarkan seperti berikut.

“So bagi saya ciri-ciri yang perlu ada untuk seorang pemimpin tu dia perlulah peka dengan persekitaran dan dengan kakitangan (.) So (.) selain daripada itu dia mestilah bertanggungjawab dan bila ada sesuatu aktiviti dia perlu turun padang sekali.”(F1P2:14-16)

Peserta P3 juga turut menyuarakan pendapat beliau dimana pemimpin yang berkesan adalah pemimpin yang lead by example. Ini jelas digambarkan menerusi pendapat beliau iaitu:

“Ok saya rasa penting ciri-ciri ini kerana macam saya cakap tadi lead by example (.) bila kita peka kita akan aware then lepas tu kita akan dapatkan kepercayaan...so pentinglah” (F1P3:18-20)

Manusia tidak akan terlepas daripada melakukan kesilapan. Oleh yang demikian, contoh pemimpin yang terbaik yang perlu kita ikuti sebagai ummat islam adalah menjadikan Rasulullah SAW sebagai contoh terbaik atau role model lebih-lebih lagi bagi seorang pemimpin. Peserta P4 menyatakan pendapat beliau seperti di bawah.

“ (hhh) Rasulullah SAW memang contoh yang terbaiklah (.) jadi kita sebagai apa tu insan biasa saya rasa banyak contoh-contoh daripada Rasulullah SAW perlu diikuti ”(F1P4:22-23)

Manakala peserta P5 juga turut berkongsi pendapat yang sama iaitu:

“Sejujurnya kita dah ada Role Model iaitu Rasulullah SAW (.) Seandainya semua orang mengikuti apa sahaja yang diperintahkan dalam panduan yang diberikan oleh Nabi Muhammad SAW seseorang itu akan maju dan berdaya saing” (F1P6:24-26).

Peserta P6 juga turut menambah mengenai ciri-ciri pemimpin berkesan bagi seorang pemimpin adalah pemimpin yang bertanggungjawab, pemimpin yang tahu matlamat. Tidak lengkap bagi bagi seorang pemimpin berkesan juga jika tidak dilengkapi dengan ciri kepimpinan yang jelas bagi sesuatu tujuan.

“Saya lebih suka mengatakan pemimpin yang bertanggungjawab (.) Pemimpin yang tahu matlamat dan jelas bagi sesuatu tujuan itu bagus sebab apa setiap satu pekerjaan yang kita nak lakukan kita mesti tahu apa penghujung atau kehendak sesuatu keadaan.” (F1P6:1-3).

Seterusnya Peserta P7, peserta P8, peserta P9 dan peserta P10 juga menyuarakan pandangan mereka mengenai ciri-ciri kepimpinan berkesan yang seharusnya dimiliki oleh pemimpin untuk membentuk diri menjadi menjadi pemimpin berkesan. Ini jelas dinyatakan menerusi pandangan mereka seperti di bawah.

“Ok (.) Saya percaya yer untuk menjadi pemimpin berkesan perlulah ada sekurang-kurangnya kombinasi daripada pemimpin yang bertanggungjawab, pemimpin yang peka dan prihatin. Ok (.) pemimpin tersebut mestilah seorang yang peka terhadap kebajikan pekerjaanya Ok begitu juga sifat kedua yang perlu ada iaitu keprihatinan ...dan mestilah ada sifat bertanggungjawab.” (F1P7:4-8).

“ (()) Vision,mision dan dia punya komitmen dan intergrity for the principles of leadership and the responsibility(.) peka dan prihatin is very interesting(.) this is kita kata management by working (.) ingat dulu ex dean atau provost kita Tuan Haji Megat Sulaiman Megat Hussin his always prihatin, peka dan bertanggungjawab, humble dan selalu tengok orang bawahan (hhh) sekarang ni sifat yang tu missinglah....”.(F1P8:10-14).

Pemimpin yang peka, prihatin dan bertanggungjawab juga turut dijadikan panduan bagi pandangan peserta P9 dan peserta P10 dalam membentuk pemimpin ke arah kecemerlangan institusi sekaligus membentuk pemimpin menjadi pemimpin berkesan.

“Pemimpin yang berkesan tu amanah (.) saya setuju ciri pemimpin yang peka, prihatin dan bertanggungjawab tu merupakan ciri-ciri yang penting yang perlu ada kepada pemimpin berkesan.”(F1P9:16-18)

“Ooo,banyak (.) amanah, prihatin, bertanggungjawab dan banyak lagilah.....”(F1P10:19)

Pemimpin-pemimpin di IPT Mara telah menyuarakan persetujuan dan pandangan mereka mengenai kepentingan serta mengutarakan ciri-ciri kepimpinan berkesan yang seharusnya dimiliki dan dipraktikkan oleh pemimpin berkesan. Jelasnya pemimpin-pemimpin amat menitikberatkan ciri-ciri kepimpinan berkesan dalam membentuk pemimpin ke arah pemimpin berkesan.

Perbincangan

Keperluan memiliki ciri kepimpinan berkesan bagi mencemerlangkan institusi pendidikan tidak dapat disangkal. Dapatan ini disokong menerusi pandangan daripada Ulrich dan Smallwood (2012) menyokong dapatan bahawa adalah amat penting bagi pemimpin untuk memahami hubungan kepimpinan dan tanggapan kepimpinan untuk membentuk strategi kepimpinan berkesan bagi jangka masa yang panjang.

Justeru, untuk melaksanakan tugas kepimpinan di institusi yang ditadbir, pemimpin mestilah mempunyai ciri-ciri kepimpinan yang berkesan supaya kakitangan bawahan merasa yakin dan mengiktiraf pemimpin mereka sebagai pemimpin yang terbaik. Durie dan Beshir (2016) menambah menerusi pandangan mereka bahawa kepimpinan berkesan merupakan pusat kejayaan sesebuah organisasi, justeru pemimpin dalam bidang pendidikan semestinya lebih

kompeten dan berkesan untuk memastikan agar kakitangan bawahan berpuas hati dengan kepimpinan yang dibawa.

Farrell (2011) juga turut menyetujui dapatan pemimpin yang berkesan dan bagus adalah pemimpin yang tahu di mana arah tujuan serta matlamat mereka dan mempunyai semangat misi. Mereka juga akan memimpin orang lain serta perlu mengetahui di mana mereka perlu berdiri.

Myatt (2012) menyokong dapatan dari segi faktor yang seharusnya ditekankan pemimpin sebagai penghubung terbaik adalah "penyesuaian, memperbaiki serta memperbaiki diri" terhadap pelbagai personaliti dan karakter termasuklah individu yang jarang dalam menyumbang kepada penglibatan yang lebih kolektif. Dapatan sekaligus berupa sokongan daripada Myatt inilah yang menjadi faktor bahawa kebolehan dalam kemahiran interpersonal merupakan satu faktor penting apabila bekerja dalam satu pasukan.

Pemimpin yang baik adalah pemimpin yang jujur, amanah, bertanggungjawab, prihatin dan sentiasa turun padang bersama kakitangan bawahan. Green (2012), menyokong dapatan kajian ini dengan menyuarakan pendapat iaitu, pemimpin-pemimpin yang terbaik adalah jujur dan boleh dipercayai. Faktor utama kejayaan seorang pemimpin adalah pemimpin tersebut berupaya memujuk orang lain dimana individu tersebut tidak mempunyai kuasa untuk bekerjasama dalam mengejar misi yang sama.

Jelas daripada perbincangan di atas, model kepimpinan berkesan sewajarnya di praktikkan serta ciri-ciri kepimpinan berkesan seharusnya ada dalam diri setiap pemimpin sepertimana dapatan kajian yang telah terhasil dan digambarkan menerusi temubual kesemua pemimpin pakar yang bersetuju dengan keperluan serta kepentingan memiliki ciri-ciri kepimpinan berkesan. Di samping itu juga, model kepimpinan berkesan sangat diperlukan oleh pemimpin di institusi pendidikan tinggi MARA bagi membentuk pemimpin ke arah pemimpin berkesan sekaligus mencetuskan kecemerlangan terhadap organisasi pendidikan yang ditadbir.

Kesimpulan

Kecemerlangan dan keberkesanan sesuatu institusi pengajian tinggi bergantung sepenuhnya kepada keupayaan dan kebolehan pemimpin untuk mencapai matlamat dan objektif organisasi. Oleh itu, membangunkan kepimpinan yang berkesan dengan menggunakan dan mengamalkan ciri-ciri kepimpinan yang berkesan di semua peringkat boleh memulangkan hasil yang paling positif. Oleh itu, artikel ini pula menjanakan *input* keperluan memiliki kepimpinan berkesan serta rekabentuk model kepimpinan yang sesuai di amalkan untuk pemimpin di institusi pendidikan tinggi bagi kecemerlangan pemimpin dan institusi pendidikan.

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MODUL PEMBELAJARAN BAHASA ARAB UNTUK TUJUAN SAINS

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Abstract: Bahasa Arab untuk tujuan sains merupakan salah satu komponen yang terdapat dalam “Bahasa Arab untuk Tujuan Khusus”. Bahasa untuk Tujuan Khusus merupakan salah satu kaedah pengajaran Bahasa berpaksikan kepada keperluan dan kehendak pelajar. Namun, modul sedia ada di Institusi Pengajian Tinggi (IPT) banyak yang tidak memenuhi kehendak khusus tersebut berdasarkan kepada keperluannya. Bagi pelajar bidang Sains di Universiti Islam Sains Malaysia (USIM) mempelajari bahasa Arab merupakan syarat wajib bagi mereka bergraduasi. Modul yang mereka gunakan adalah (اللغة العربية للعلوم) iaitu Bahasa Arab untuk Tujuan Sains (BATS). Oleh itu, tujuan utama kertas kerja ini adalah untuk menganalisis kandungan modul pembelajaran Bahasa Arab untuk Tujuan Sains kepada pelajar bidang sains di USIM. Dengan menggunakan pendekatan kuantitatif secara tinjauan (survey) dan soal selidik yang bersifat deskriptif, artikel ini mendapati sebanyak 235 perkataan istilah sains yang mencakupi tajuk berkenaan bidang fizik dan kimia, perubatan, senibina serta teknologi dan alam sekitar yang terdapat di dalam semua unit dalam modul yang disediakan. Daripada keseluruhan kajian yang dilakukan menunjukkan bahawa, dengan menggunakan modul khusus Bahasa Arab untuk Tujuan Sains berjaya memperkenalkan pelajar kepada istilah Sains (min 3.49) sekaligus menarik minat pelajar terhadap bahasa Arab (min 3.72). Ini merupakan sumbangan baru yang melihat kepada modul sedia ada yang dibuat secara spesifik dan jelas terhadap pelajar sasaran dalam pembelajaran Bahasa Arab untuk Tujuan Sains

Keywords: Modul Bahasa Arab, Tujuan Khusus, Tujuan Sains, Istilah Sains

Pendahuluan

Peranan bahasa Arab sebagai bahasa komunikasi internasional itu telah diperoleh sejak tahun 1973 dan diumumkan secara rasmi sebagai salah satu bahasa organisasi dunia PBB dan bagian-bagiannya. Bertepatan dengan bahasa Arab dalam arus pendidikan global, penubuhan unit dan institusi-institusi pengajian di negara-negara selain negara Arab seperti di Amerika, Britain, termasuk Malaysia membuktikan penerimaan bahasa ini di peringkat antarabangsa. Antara institusi luar Tanah Arab yang menawarkan program bahasa Arab ialah Universiti of London menerusi The School of Oriental and African studies, Heriot-Watt University, Edinburgh, Universiti Islam Antarabangsa (UIAM) dan Universiti Sains Islam Malaysia (USIM) (Wan Azura Wan Ahmad et. al, 2006).

Jelas membuktikan bahawa bahasa Arab memainkan peranan penting dalam perkembangan ilmu dalam pelbagai bidang. Bermula pada pertengahan kurun ke-20, pembelajaran bahasa diperluaskan dengan melihat kepada keperluan tertentu, iaitu mempelajari Bahasa Untuk Tujuan Khusus (BTK). Menurut Mohammad Najib (2013) bahasa Inggeris menjadi pelopor kepada bahasa-bahasa utama di dunia untuk kaedah pembelajaran ini. Olga (2015) dalam kajiannya di Rusia menyatakan pembelajaran BTK masih baru dalam proses perkembangannya. Pembelajaran Bahasa Inggeris masih lagi berpaksikan kepada pembelajaran linguistik untuk tujuan penterjemahan,

Di antara Tujuan Khusus itu ialah untuk tujuan agama, perniagaan, pentadbiran, pelancongan, ekonomi, sains dan sebagainya. Sekiranya ia bertujuan untuk bidang sains, maka kandungan modul itu hendaklah berkaitan dengan tajuk-tajuk sains. Namun, modul bahasa Arab yang sedia ada tidak memfokuskan tajuk yang berkaitan dengan Sains untuk dijadikan sumber pembelajaran bahasa Arab kepada pelajar bidang sains.

Objektif Kajian

Oleh itu, kajian ini adalah untuk menganalisis kandungan modul pembelajaran Bahasa Arab untuk Tujuan Sains (BATS) di USIM dan menganalisis minat, persepsi pelajar terhadap modul BATS dan persepsi pelajar terhadap istilah Sains dalam modul yang dipelajari

Metodologi

Untuk mengumpulkan data, pemilihan instrumen adalah sangat penting. Menurut Lay & Khoo (2012), instrumen merupakan satu alat atau prosedur yang digunakan untuk mengumpul maklumat secara sistematik.

Kajian ini dijalankan dengan menganalisis modul BATS yang dipelajari oleh sampel kajian di Universiti Sains Islam Malaysia (USIM). Penganalisaan modul menggunakan pendekatan kuantitatif secara tinjauan (*survey*) dengan melihat tajuk serta istilah sains yang ada berdasarkan maklumat yang terdapat dalam modul. Manakala instrumen soal selidik yang disediakan mempunyai empat bahagian iaitu demografi, persepsi responden tentang BATS, pengetahuan responden tentang maksud istilah Sains dalam bahasa Arab dan pengetahuan responden tentang istilah Sains dalam al-Quran. Melalui metod soal selidik, pengkaji hanya menganalisis persepsi responden yang mencakupi konstruk minat, persepsi pelajar terhadap modul BATS dan persepsi pelajar terhadap istilah Sains dalam modul yang dipelajari. Dapatan soal selidik bersifat deskriptif dengan melihat peratusan dan skor min.

Pengkaji mengenal pasti jenis responden yang dikaji dengan tujuan kajian. kerana menurut Bryman (2001) setiap penyediaan instrumen soal selidik perlu digubal mengikut kesesuaian sampel. Persampelan ini dilakukan ke atas kumpulan subjek tertentu secara rawak terpilih. Ini bermaksud populasi hanya tertumpu secara rawak kepada pelajar bidang sains yang telah mempelajari matapelajaran BATS. Populasi yang digunakan dalam kajian ini keseluruhannya adalah seramai 169 orang pelajar daripada 550 orang daripada Fakulti Perubatan dan Sains Kesihatan, Fakulti Pergigian, Fakulti Sains dan Teknologi dan Fakulti Kejuruteraan dan Alam Bina di USIM.

Data-data yang diperoleh melalui kaedah soal selidik diproses menggunakan perisian *SPSS Statistics 25* dan dianalisis secara deskriptif. Paras pengukuran skala likert digunakan seperti yang ditunjukkan di dalam Jadual 1.

Jadual 1: Skala Pengukuran Kajian

KOD

SKALA

1	Sangat Tidak Setuju (STS)
2	Tidak Setuju (TS)
3	Tidak pasti (TP)
4	Setuju (S)
5	Sangat Setuju (SS)

Sumber : Soal Selidik (2019)

Skala 5 dan 4 dalam soal selidik mewakili kecenderungan persetujuan responden terhadap pernyataan tersebut. Manakala skala 1 dan 2 adalah kecenderungan tiada persetujuan responden terhadap pernyataan tersebut. Skala 3 mewakili pernyataan bebas dan tidak berkaitan reponden dengan pernyataan tersebut.

Untuk tujuan interpretasi data penentuan tahap berdasarkan skor min, kajian ini akan mengkategorikan kepada tiga mata berdasarkan kajian Rudzi (2003) seperti berikut:

Jadual 2 Penentuan tahap berdasarkan Skor Min

Skor Min	Tafsiran
1.00 hingga 2.23	Rendah
2.34 hingga 3.67	Sederhana
3.68 hingga 5.00	Tinggi

Sumber : Rudzi 2003

Kajian-Kajian Lepas

Dalam kajian yang dilakukan oleh John (2000) menyatakan bahawa Bahasa Arab untuk Tujuan Khusus merupakan kajian awal wacana terapan. Ia mempunyai perkaitan yang sangat rapat dengan pengukuran Bahasa dan pembelajaran Bahasa Komunikasi. Hutchinson & Waters (1987) menyatakan metod Pengajaran BTK adalah dengan menggunakan silibus dan kaedah pengajaran bahasa berpaksikan kepada keperluan dan kehendak pelajar. Ini dinyatakan juga dalam kajian Rawya dan Abdul Rahman Chik (2012) di mana pendekatan tertentu digunakan berfokuskan kepada tujuannya. Kajian ini juga menegaskan pengajaran BTK mestilah berpaksikan dahulu dengan asas bahasa secara umum. Oleh itu, sebelum mempelajari BTK, keperluan kepada pembelajaran Bahasa secara umum hendaklah dipenuhi terlebih dahulu.

BATK turut menjadi pembolehubah kepada “Bahasa Untuk Tujuan Khusus”. Budsaba (2013) dalam kajiannya menyatakan Tujuan Khusus yang dipelajari di Asia selalunya menjurus kepada hala tuju pembelajaran bahasa, skop pembelajaran, metod dan kandungan dalam tujuan khusus itu.

Pengajaran bahasa Arab terbahagi kepada dua iaitu untuk tujuan umum dan khusus. Banyak kajian lepas mula meneroka tentang keperluan BATK. Pengajaran BATK adalah ditujukan kepada golongan tertentu untuk melihat tujuan, kehendak dan keperluan pelajar mempelajari dan mendalami ilmu bahasa Arab, dan mempunyai isi kandungan, modul yang tersendiri dan tempoh masa belajar yang telah ditetapkan (SolihMahgroub & Khairun Nisaa, 2016).

Bahasa Arab Untuk Tujuan Agama/Ibadah

Dalam kajian Najib, Kirembwe & Hishomuddin (2013) mengkaji kehendak dan keperluan bagi pelajar mempelajari Bahasa Arab untuk Tujuan Agama mendapati majoriti bersetuju bahawa keperluan bagi mereka belajar bahasa Arab adalah untuk memahami agama bagi membantu mereka memahami apabila mereka merujuk al-Quran dan Hadis.

Muhammad Najib (2014) juga ada mengkaji tentang penerapan kaedah pengajaran Bahasa Arab untuk Sains Islam kepada pelajar Pusat Pemata Insan di peringkat rendah di USIM. Hasil menunjukkan sumber teks Bahasa Arab untuk Sains Islam boleh diambil daripada sumber utama iaitu al-Quran dan al-Sunnah, dan juga sumber sekundu seperti doa dan teks buatan. Kaedah pengajaran perbendaharaan kata Arab dilakukan secara pengulangan.

Kajian oleh Najjah et al (2015) mendapati responden kajian yang terdiri daripada Kor Agama Angkatan Tentera (KAGAT) bersetuju akan keperluan bahasa Arab bagi membantu mereka dalam urusan tugas rasmi operasi Haji. Kajian kualitatif secara kaedah temubual oleh Khairun, Zahidah & Nonglaksana, 2016 terhadap 15 responden mengenai keperluan pengajaran bahasa Arab kepada Jemaah Haji dan Umrah mendapati majoriti tidak berminat untuk mempelajari bahasa Arab bagi keperluan Haji dan Umrah ekoran Jemaah Haji lebih memfokuskan persiapan Haji dan umrah berbanding mempelajari bahasa Arab, tambahan pula faktor usia yang telah lanjut menyebabkan mereka menganggap tidak perlu mempelajari bahasa Arab secara mendalam, cukup sekadar mereka boleh membaca bacaan dalam solat dan juga al-Quran. Dalam kajian lain oleh Husaini et al. (2015) mengkaji keperluan dan kehendak pengkhususan pembelajaran bahasa Arab kepada warga emas mendapati kesedaran mendalam ilmu agama adalah faktor utama mereka ingin mempelajari bahasa Arab.

Bahasa Arab Untuk Tujuan Selain Agama/Ibadah

Banyak kajian lepas turut merungkai penggunaan bahasa Arab yang semakin meluas selain dikhususkan dari aspek ibadah. Antaranya dalam kajian lepas oleh Sabri (2013) bahasa Arab dilihat perlu dipelajari bagi tujuan pelancongan. Hal ini jelas apabila Malaysia adalah antara salah satu destinasi pelancongan yang terkenal dalam kalangan pelancong Arab atau daripada negara Timur Tengah. Hal ini dibuktikan dalam kajian oleh Najib Jaffar (2016) apabila faktor pelancong Arab sukar untuk melawat Amerika Syarikat akibat daripada peristiwa 11 September.

Kedudukan Malaysia sebagai negara Islam dan juga aman serta mempunyai cuaca yang tidak terlalu panas dan tidak terlalu sejuk adalah antara faktor rakyat dari Timur Tengah berminat untuk melancong ke Malaysia (Ruzanna, 2011). Dengan mempelajari bahasa Arab secara tidak langsung dapat membantu pemandu pelancong dalam kemahiran berkomunikasi dan berinteraksi dengan pelancong dari Arab.

Kajian oleh Nizwan (2015) yang menjalankan temubual ke atas pemandu teksi daripada Syarikat Airport Limo (M) Sdn. Bhd jelas menunjukkan kepentingan bahasa Arab sebagai fungsi komunikasi lisan, sosial dan juga kerjaya. Selain itu dapat juga membantu para Ambassador Arab untuk berinteraksi dengan pelancong Arab yang lemah untuk menggunakan bahasa Inggeris sebagai bahasa pengantara (Imran & Najib, 2017).

Najib Jaffar (2013) dalam kajiannya yang melibatkan responden seramai 126 masing-masing daripada USIM, UiTM dan KUIS memfokuskan keberkesanan modul pengajaran bahasa Arab pelancongan ke atas pelajar mendapati majoriti responden bersetuju bahawa melalui modul pengajaran khusus untuk bidang pelancongan secara tidak langsung dapat membantu mereka mengaplikasikannya dalam kerjaya di bidang pelancongan.

Kajian oleh Rosni(2009) mendapati pelajar boleh mendapatkan pelbagai bahan pengajaran bahasa Arab khusus untuk pelancongan daripada internet melalui pelbagai laman web. Rosni

dalam kajiannya turut menyenaraikan nama laman web pengajaran bahasa Arab pelancongan. Zalika (2013) pula dalam kajiannya memperkenalkan modul pengajaran bahasa Arab untuk tujuan pelancongan yang mana menekankan keperluan bahasa yang sesuai dan yang perlu ada dalam modul. Kajian Huzanna (2012) pula menekankan bidang pelancongan dalam aspek pendidikan. Beliau menekankan kepentingan pengajaran bahasa Arab pelancongan pendidikan kerana jelas kemasukan pelajar antarabangsa ke Malaysia di peringkat pengajian tinggi semakin mendapat sambutan.

Ummu Nasibah et al. (2015) menggunakan Model ADDIE untuk mereka bentuk modul pengajaran bahasa Arab khusus dalam bidang Sains yang mana meliputi lima faktor iaitu analisis, pelaksanaan, reka bentuk, pembangunan dan penilaian. Modul merupakan perkara asas utama yang perlu ditekankan untuk menjayakan sesuatu kursus pengajaran.

Dapatan Kajian Dan Perbincangan

Modul BATS ini dibahagikan kepada 4 unit utama yang merangkumi empat kemahiran bahasa. Unit 1 berkaitan dengan Kemahiran membaca, unit 2 berkaitan dengan Kemahiran mendengar dan bertutur, unit 3 berkaitan dengan Aplikasi tatabahasa dan unit 4 berkaitan dengan Kemahiran menulis. Istilah sains dalam bahasa Arab banyak terdapat di dalam unit 1 iaitu unit kemahiran membaca. Hasil penelitian, pengkaji mendapati sebanyak 235 perkataan istilah sains yang mencakupi pelbagai bidang Sains. Unit 1 mempunyai lebih banyak istilah Sains kerana unit ini menumpu kepada pembacaan teks yang menjurus kepada tajuk-tajuk yang berkaitan dengan bidang Sains. 160 daripada istilah sains terdapat dalam unit 1, 43 di dalam unit 2, 19 di dalam unit 3, dan 13 istilah sains di dalam unit 4. Terdapat beberapa perkataan yang digunakan secara berulang di dalam modul tersebut.

Unit 1 (Kemahiran Membaca)

Istilah-istilah Sains banyak dinyatakan dalam unit ini kerana kemahiran membaca mengandungi bahan-bahan bacaan berkaitan Sains dan memerlukan penggunaan istilah yang maksimum. Bahan-bahan bacaan yang digunakan dalam modul ini dipilih berdasarkan keperluan pelajar dalam bidang Sains.

Unit ini mengandungi empat tajuk yang merangkumi bidang Sains secara khusus iaitu Tajuk 1: Bentuk-bentuk jisim (bidang fizik dan kimia). Tajuk 2: Rahsia perubatan nabi (bidang perubatan), Tajuk 3: Seni bina tamadun Islam (bidang arkitek), Tajuk 4: Tenaga nuklear **Error! Bookmark not defined.** dan alam sekitar (bidang sains teknologi). Setiap tajuk mempunyai perbincangan ilmiah mengenai bidang Sains serta mengemukakan tokoh sains dalam bidang tersebut.

Istilah-istilah Sains yang terdapat dalam bidang fizik dan kimia adalah sebanyak 52 perkataan seperti الصلب (pepejal), الغاز (gas), السائل (cecair), الضغط (tekanan), المعادن (logam). Kajian mendapati bahawa istilah sains paling banyak digunakan dalam tajuk ini berbanding tajuk yang lain. Tokoh sains yang dikemukakan dalam bidang ini ialah Ibnu Hayyan iaitu seorang ulama Islam yang mahir dalam bidang kimia, falak, kejuruteraan dan lain-lain.

Dalam bidang perubatan terdapat sebanyak 34 perkataan seperti istilah الحجامة (bekam), الصرع (sawan), الأورام (bengkak), الصداع (sakit kepala) dan العسل (madu). Tajuk ini membahaskan mengenai rahsia perubatan Nabi iaitu berbekam serta istilah-istilah perubatan yang lain. Bidang ini juga membincangkan mengenai rawatan perubatan Nabi seperti makan dengan tiga jari, tidak boleh mencampurkan ikan dengan susu, nasihat berjalan selepas isya', tidak boleh minum ketika makan dan sebagainya. Selain itu juga, dikemukakan rawatan jiwa

seperti sabar, tenang, sentiasa gembira, mendidik diri menjadi orang yang beradab, sentiasa berbuat baik dan ihsan. Tokoh sains dalam bidang perubatan ialah al-Zahrawi seorang doktor Muslim berbangsa Arab di Andalus. Beliau menulis kitab perubatan sebanyak 30 jilid. Beliau telah membuat penemuan genetik.

Dalam **Error! Bookmark not defined.**bidang seni bina sebanyak 31 perkataan seperti الضغط

التقنية (tekanan udara), المعمارية الهندسة (kejuruteraan seni bina), التنفس (pernafasan),

الدائرية (teknik bulatan) dan المقاييسات (ukuran). Tajuk ini membahaskan mengenai arkitek iaitu

berkaitan pengudaraan, teknik mampatan, ukur lilit, bunyi, tekanan udara. Teknik pembinaan bangunan yang dibina menjadikan bunyi dapat difokuskan dan dikepung sehingga dapat didengar jelas. Teknik ini digunakan oleh Jurutera muslim khususnya dalam pembinaan masjid. Di antara masjid yang menggunakan tekni ini ialah Masjid Asfahan di Iran, Masjid Al-‘Adiliyyah di Halab, Syria

dan beberapa masjid lama di Baghdad. Teknik ini membolehkan suara imam dan khatib dapat didengar dengan jelas terutamanya pada hari Jumaat dan hari raya. Tokoh sains yang diperkenalkan dalam bidang ini ialah Thabit bin Qurrah yang diberi gelaran Abu al-Hasan. Penemuan terbesar yang dibuat oleh tokoh ini ialah algebra dalam bidang kejuruteraan.

Dalam bidang sains dan teknologi sebanyak 42 perkataan seperti التيار الكهربائي (arus elektrik),

نظام المناخ (sistem iklim), النفط (petrol), ثقب الأوزون (lubang ozon) dan الغلاف الجوّ (atmosfera).

Tajuk ini membahaskan mengenai elektrik yang merupakan salah satu daripada jenis-jenis tenaga. Tokoh yang dinyatakan dalam bidang ini ialah Jabir bin Hayyan. Beliau merupakan sarjana pertama yang mengatakan tentang tenaga atom dan bahayanya.

Unit 2 (Kemahiran Mendengar dan Bertutur)

Terdapat dua tajuk yang merujuk kepada filem yang disediakan iaitu *al-hakikah allati azharoha al-ilm: Mu’jizat al-Quran al-Karim (Kebenaran yang tersingkap dari Sains: mukjizat al-Quran)* dan *Qasas al-hayawan fi al-Quran: Ankabut al-Ghar (Kisah-kisah haiwan dalam al-Quran: Labah-labah gua)*.

Pelajar perlu menonton filem dan menggunakan kemahiran mendengar untuk mengeluarkan isi-isi penting mengenai mukjizat al-Quran yang berkaitan dengan Sains daripada filem tersebut.

Unit 3 (Aplikasi Tatabahasa)

Kemahiran tatabahasa lebih tertumpu pada tajuk-tajuk tatabahasa iaitu *al-jumlah al-syartiyah, al-jumlah al-haliyyah, al-jumlah al-na’tiyyah dan al-idhafah*. Terdapat 19 istilah Sains digunakan dalam unit ini, seperti contoh الجاذبة, جذب الأرض, الكتلة, سطح القمر, رواد

الفضاء. Istilah sains dalam unit ini tidak spesifik kepada mana-mana bidang sains. Dalam tajuk *al-jumlah al-syartiyah*, tajuk *al-jumlah al-haliyyah* dan tajuk *al-idhafah* terdapat istilah sains digunakan dalam latihan yang disediakan. Manakala dalam tajuk *al-jumlah al-na’tiyyah* tiada istilah sains digunakan.

Unit 4 (Kemahiran Menulis)

Tajuk-tajuk yang diberikan dalam unit ini berkaitan dengan sains seperti kebaikan dan keburukan Internet, mempelajari eletronik dan Membeli belah dalam talian. Terdapat 13

istilah sains (rujuk jadual 12) digunakan untuk membina ayat dalam penulisan, seperti contoh الأعماء, الكبد, البنكرياس, شبكة الإنترنت, الإنترنت.

Penyediaan modul bahasa Arab yang menjurus kepada bidang khusus menjadikan pelajar seronok untuk mempelajari bahasa Arab di bidang mereka. Ini dapat dinyatakan dalam jadual di bawah.

Jadual 3: Minat Dalam Mempelajari BATS

ITEM	FREKUENSI (%)					SKOR MIN
	STS (1)	TS (2)	TP (3)	S (4)	SS (5)	
1 Saya seronok belajar modul BATS	1 (0.6%)	15 (8.9%)	49 (29%)	70 (41.4%)	34 (20.1%)	3.72
Saya suka belajar istilah sains dalam bahasa Arab	2 (1.2%)	14 (8.3%)	42 (24.9%)	76 (45%)	35 (20.7%)	3.76
Purata Skor Min						3.49

Sumber : Borang soal selidik (2018)

Berdasarkan jadual 3, majoriti responden iaitu 41.4% bersetuju dan 20.1% sangat bersetuju bahawa mereka seronok belajar modul Bahasa Arab. Manakala 15 responden tidak bersetuju dan hanya 1 reponden (0.6%) sangat tidak setuju. Secara umum, skor min bagi pernyataan 1 adalah sebanyak 3.72. Bagi pernyataan kedua tentang minat belajar istilah Sains dalam Bahasa Arab, seramai 76 responden(45%) bersetuju dan 35(20.7%) sangat bersetuju bahawa mereka suka belajar istilah sains dalam Bahasa Arab, manakala hanya sejumlah 2 responden(1.2%) sangat tidak bersetuju dan 14(8.3%) tidak bersetuju akan pernyataan tersebut. Skor min bagi minat belajar istilah sains dalam Bahasa Arab adalah 3.76.

Sebahagian besar respondan merasa modul BATS memberi kesan terhadap pembelajaran bahasa Arab. Ini dinyatakan dalam jadual di bawah.

Jadual 4: Keberkesanan Modul BATS Dalam Membantu Pelajar Bidang Sains

ITEM	FREKUENSI (%)					PURATA
	STS(1)	TS(2)	TP (3)	S (4)	SS (5)	
1 Modul BATS menambah minat saya untuk mempelajari bahasa Arab	6 (3.6%)	22 (13%)	55 (32.5%)	59 (34.9%)	27 (16%)	3.47
2 Modul BATS membantu saya memperkukuh kemahiran bahasa	7 (4.1%)	16 (9.5%)	39 (23.1%)	70 (41.4%)	37 (21.9%)	3.67

Arab saya

3 Modul membantu menambah kosa kata dalam bahasa tersebut	BATS saya kata	3 (1.8%)	12 (7.1%)	35 (20.7%)	72 (42.6%)	47 (27.8%)	3.88
Purata Skor Min							3.67

Sumber : Borang soal selidik (2018)

Jadual 4 menunjukkan dapatan persepsi responden berkaitan keberkesanan modul BATS dalam membantu pelajar bidang sains. Berdasarkan jadual di atas, seramai 59 responden (34.9%) bersetuju bahawa modul BATS menambah minat mereka untuk mempelajari Bahasa Arab berbanding 6 orang (3.6%) responden sangat tidak bersetuju dan 22 (13%) responden tidak bersetuju bahawa modul tersebut menambah minat mereka untuk mempelajari bahasa Arab. Skor min bagi keberkesanan modul BATS dalam menambah minat untuk mempelajari bahasa Arab adalah 3.47.

Bagi pernyataan keberkesanan modul BATS dalam memperkukuh kemahiran bahasa Arab, seramai 70 responden (41.4%) bersetuju dan 37 (21.9%) responden sangat bersetuju, manakala 7 responden (4.1%) sangat tidak bersetuju dan 16 (9.5%) responden tidak bersetuju akan pernyataan tersebut. Menerusi jawapan pilihan responden mencatatkan skor min bagi pernyataan tersebut adalah 3.67.

Majoriti responden iaitu seramai 72 orang (42.6%) bersetuju dan 47 (27.8%) sangat bersetuju bahawa modul BATS membantu menambah kosa kata bahasa Arab berbanding hanya 3 responden (1.8%) sangat tidak setuju dan 12 (7.1%) responden tidak bersetuju dengan pernyataan kelima yang diutarakan. Skor min persepsi responden bagi pernyataan tersebut adalah 3.88.

Jadual 5: Penggunaan Istilah Sains Dalam Bahasa Arab

		FREKUENSI (%)					
ITEM		STS (1)	TS (2)	TP (3)	S (4)	SS (5)	PURATA
1	Istilah dalam bahasa Arab mudah dipelajari	5 (3%)	42 (24.9%)	69 (40.8%)	45 (26.6%)	8 (4.7%)	3.05
2	Istilah dalam bahasa Arab wajar dipelajari oleh pelajar di IPT lain	1 (0.6%)	14 (8.3%)	33 (19.5%)	72 (42.6%)	49 (29%)	3.91
3	Sebahagian istilah Sains dalam bahasa	4	27	54	60	24	3.43

	Arab mudah diingati.	(2.4%)	(16%)	(32%)	(35.5%)	(14.2%)	
4	Sebahagian istilah Sains dalam bahasa Arab merupakan kata pinjaman bahasa Inggeris	7 (4.1%)	13 (7.7%)	57 (33.7%)	60 (35.5%)	32 (18.9%)	3.57
	Purata Skor Min						3.49

Sumber : Borang soal selidik (2018)

Berdasarkan jadual 5, data menunjukkan dapatan persepsi responden berkaitan penggunaan istilah Sains di dalam bahasa Arab. Seramai 69 responden (40.8%) memilih jawapan tidak pasti. Lima responden (3%) sangat tidak bersetuju dan 42 responden (24.9%) tidak bersetuju manakala 45 (26.6%) bersetuju dan 8 (4.7%) sangat bersetuju bahawa istilah sains dalam Bahasa Arab mudah dipelajari. Skor min bagi pernyataan tersebut adalah 3.05.

Seramai 72 responden (42.6%) bersetuju dan 49(29%) responden sangat bersetuju istilah sains dalam Bahasa Arab wajar dipelajari oleh pelajar di IPT lain berbanding hanya seorang responden (0.6%) sangat tidak bersetuju dan 14(8.3%) tidak bersetuju. Justeru, skor min yang diperolehi adalah 3.91.

Sebilangan besar responden, 60 orang(35.5%) bersetuju dan 24 (14.2%) sangat bersetuju sebahagian istilah sains dalam Bahasa Arab mudah diingati manakala 4 responden (2.4%) sangat tidak bersetuju dan 27 (16%) tidak bersetuju. Skor min yang didapati daripada kemyataan tersebut adalah 3.43.

Seramai 60 responden (35.5%) bersetuju 32 (18.9%) sangat bersetuju bahawa sebahagian istilah sains dalam Bahasa Arab merupakan kata pinjaman Bahasa Inggeris berbanding 7 responden (4.1%) sangat tidak bersetuju dan 13 responden (7.7%) tidak bersetuju. Skor min bagi pernyataan tersebut adalah 3.57.

Kesimpulan Dan Penutup

Modul BATS yang diajar untuk pelajar bidang Sains di USIM menepati pengajaran BATK.. Modul pengajaran masih berlandaskan kepada empat kemahiran Bahasa yang dibahagikan kepada 4 unit besar.. Pengkaji mengenalpasti istilah Sains dalam bahasa Arab terdapat dalam kesemua unit tersebut. Namun, unit 1 mempunyai lebih banyak istilah Sains kerana unit ini menumpu kepada pembacaan teks yang menjurus kepada tajuk-tajuk yang berkaitan dengan bidang Sains.

Pembinaan modul yang berasaskan BATS telah memberi impak yang sangat positif kepada pelajar. Purata skor min minat pelajar dalam mempelajari BATS ialah 3.49. Manakala keberkesanan modul BATS dalam membantu pelajar bidang Sains ialah 3.67. Dari segi penggunaan istilah Sains dalam bahasa Arab di kalangan pelajar pula mendapati purata skor min ialah 3.49.

Justeru, modul bagi pengajaran bahasa Arab di IPT dicadangkan berlandaskan kaedah pengajaran BATK. BATK bukan sahaja tertumpu kepada bidang sains bahkan bidang-bidang lain seperti agama, ekonomi, perniagaan, pentadbiran, pelancongan, komputer, dan sebagainya. Penawaran ini bukan sahaja memberi kesan yang baik kepada pelajar dari segi pembelajaran bahkan dapat membantu pelajar dalam menambahkan dan memperkukuhkan

kemahiran bahasa Arab melalui variasi tujuan bahasa. Pihak universiti juga dapat melahirkan pelajar dan graduan dalam pelbagai bidang yang berkeupayaan dalam mengintegrasikan bidang khusus mereka dengan bahasa Arab.

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CORAK DAN KUALITI INTERAKSI SOSIAL DALAM KALANGAN REMAJA B40 SEKOLAH MENENGAH

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Abstrak: *Interaksi sosial dalam kalangan remaja adalah aspek penting dalam kehidupan mereka. Perhubungan interaksi ini membentuk kualiti hidup remaja. Interaksi sosial remaja terbina bukan hanya di dunia nyata, malah juga di alam maya. Corak interaksi di alam maya ini, boleh mengundang ancaman tekanan yang dikenali sebagai social media depression. Kajian ini bertujuan untuk mengenal pasti corak interaksi sosial dalam kalangan remaja sekolah. Kajian dijalankan ke atas 157 orang pelajar sekolah menengah yang terdiri daripada 55 orang pelajar lelaki dan 102 orang pelajar perempuan dengan menggunakan beberapa instrument yang diadaptasi berdasarkan budaya masyarakat Malaysia bagi menentukan ciri-ciri dan tahap interaksi sosial yang ada pada remaja iaitu instrumen kekeluargaan, R-UCLA Loneliness Scale, Parent And Peer Influence Scale dan Quality Social Interaction (RIR). Dapatan kajian menunjukkan tahap kepuasan peranan keluarga, rasa kesunyian, peranan ibu bapa dan rakan, serta tahap kualiti interaksi sosial berada pada tahap sederhana. Dapatan kajian menunjukkan tahap kualiti interaksi sosial berada pada tahap sederhana sama ada interaksi itu berlaku melalui peranan keluarga, ibu bapa, dan rakan. Oleh itu diharapkan dapatan kajian ini menjadi asas kepada pembentukan Kerangka Model Interaksi Sosial Remaja Malaysia B40 yang bermatlamat untuk membangunkan satu generasi remaja yang berkualiti.*

Kata Kunci: *Interaksi sosial, peranan ibu bapa dan rakan, kualiti interaksi, remaja B40*

Pengenalan

Interaksi sosial dalam kalangan remaja adalah aspek penting dalam kehidupan mereka. Perhubungan interaksi ini membentuk kualiti hidup remaja (Shahizan et.al, 2006). Interaksi sosial remaja terbina bukan hanya di dunia nyata, malah juga di alam maya. Corak interaksi di alam maya ini, boleh mengundang ancaman tekanan atau dikenali sebagai social media depression. Social media depression wujud apabila remaja gagal berhubung dengan rakan-rakan di laman social untuk beberapa ketika, lalu mengundang fenomena kesepian dalam jiwa remaja (kesunyian sosial) walaupun hakikatnya, remaja bukanlah keseorangan kerana mempunyai keluarga, adik-beradik, jiran dan sebagainya. Kajian mendapati kesunyian atau kesepian ini mengakibatkan kemurungan, merasa bimbang, mengalami ketegangan fikiran, bosan, merasa kekosongan, resah, lebih cenderung untuk menggunakan dadah malah membunuh diri (Saks & Krupat dalam Mohd Makzan Musa, 1997). Kesunyian sosial juga berlaku apabila individu mengalami kekurangan dari segi integrasi sosial yang boleh membentuk perhubungan dengan ibu bapa dan rangkaian kawan-kawan. Implikasi kesunyian ini menyebabkan wujud sikap individualistik, menghabiskan masa melayari laman social, kurang berinteraksi bersemuka, dan meninggalkan orang-orang di sekeliling. Pergaduhan dan mungkin juga menyebabkan kecederaan, persengketaan ahli keluarga, kepuasan kehidupan berkeluarga terganggu sekiranya corak interaksi sedemikian terus berlaku (Haryati Ariffin, 2010). Akibatnya membawa kesan yang buruk, di mana keluarga tidak lagi dijadikan sebagai

pusat utama untuk seseorang dalam masyarakat. Oleh itu, bagi mewujudkan corak interaksi yang ideal dan berkesan perlunya satu kerangka konsep yang mantap berasaskan teori interaksi ekologi sosial Bronfenbrenner (1979) perlu dihasilkan. Teori ini menyatakan interaksi ekologi social adalah satu set aktiviti, peranan dan pengalaman berhubung secara interpersonal iaitu interaksi face to face dengan menyatakan ciri-ciri fizikal, sosial dan simbolik alam sekitar seseorang itu memudahkan atau menghalang penglibatan individu dalam interaksi social yang lebih kompleks. Walaupun penyelidikan ini dilaksanakan secara mikro, namun hasilnya menyumbang kepada proses sosialisasi dan impak social yang besar kepada golongan remaja masa kini. Yusof Al Qaradhawi (1982) menyatakan bahawa “Apabila kita hendak melihat wajah negara pada masa hadapan, lihatlah generasi mudanya pada hari ini, sekiranya golongan muda pada hari ini adalah dari kalangan yang berakhlak dan berhemah tinggi, tentunya negara kita akan datang adalah sebuah negara yang aman makmur tetapi jika keadaan adalah sebaliknya maka bersedialah untuk berhadapan dengan kemungkinan buruk yang akan berlaku”. Bagi melahirkan generasi yang berakhlak mulia dan berhemah tinggi, interaksi sosial dalam aspek kekeluargaan, rasa kesunyian, peranan ibu bapa, rakan sebaya dan kualiti interaksi sosial. Oleh itu, kajian ini bertujuan untuk mengenal pasti tahap kualiti interaksi sosial, peranan kekeluargaan, rasa kesunyian dan peranan ibu bapa dan rakan dalam kalangan remaja sekolah menengah. Hasil penyelidikan ini diharapkan dapat dijadikan asas kepada pembangunan Kerangka Model Interaksi Sosial Remaja Sekolah B40 Malaysia yang mantap dan komprehensif.

Literature Review

Golongan remaja di sekolah adalah aset terpenting dan tunggak kemajuan sesebuah negara. Mereka adalah agen perubahan yang menjadi harapan nusa dan bangsa untuk meneruskan pembangunan dan menentukan nasib masyarakat serta masa depan negara (Abdullah, 2006; Turiman et al., 2008; dan Mohd Fuad & Junaidi, 2012). Maju atau mundur sesebuah masyarakat turut diukur daripada kualiti generasi mudanya pada hari ini. Namun, dengan arus globalisasi yang melanda dunia, apa yang berlaku pada hari ini ialah penglibatan remaja sekolah dalam permasalahan akhlak yang menyimpang daripada nilai-nilai ketimuran dan prinsip Islam, walaupun hakikatnya mereka telah melalui proses pendidikan agama secara formal di sekolah. Ini menimbulkan persoalan adakah fenomena ini dipengaruhi oleh persekitaran mereka. Persekitaran yang dimaksudkan adalah keluarga, ibu bapa, rakan sebaya. Hal ini demikian kerana penglibatan mereka dalam tingkah-laku yang berisiko seolah-olah memberi petunjuk bahawa pendidikan di sekolah sahaja belum mencukupi untuk membentuk akhlak mereka. Oleh hal yang demikian, dalam konteks kehidupan seorang remaja, interaksi memainkan peranan yang penting. Ia melibatkan komunikasi antara satu sama lain, pendidik, ibu bapa serta masyarakat umum. Interaksi melibatkan beberapa dasar antaranya, berdasarkan perasaan, minat atau paksaan, berdasarkan tujuan dan matlamat, dan juga berinteraksi di atas pengaruh rakan-rakan (Ahmad Marzuki Ismail, 2007). Pada masa ini, remaja mula memikirkan persoalan kesedaran sosial, perhubungan interpersonal dan pertimbangan moral (Myers, 1995 dalam Azizi Yahaya, 2005). Kemahiran interpersonal remaja bermula apabila mereka mula beralih minat daripada ibu bapa kepada hubungan rakan sebaya. Perhubungan remaja dengan dunia persekitarannya mempengaruhi pembentukan personaliti mereka. Perhubungan dalam kalangan remaja adalah salah satu aspek penting kerana tanpa hubungan itu mereka tidak mempunyai keluarga, rakan, teman rapat ataupun rakan sekerja. Sebenarnya, perhubungan ini membentuk kualiti hidup remaja (Shahizan et.all, 2006: 2. Kajian-kajian lepas mendapati keruntuhan akhlak yang berlaku dalam masyarakat adalah berpunca daripada longgarnya peranan ibu bapa dalam memberi pendidikan

keagamaan di rumah (Wan Liz Ozman, 2000; Khaizir et al., 2010; dan Fauziah et al., 2012); lemahnya komunikasi serta kurangnya kasih-sayang oleh ibu bapa (Mohd Ismail, 2005; dan Che Hasniza & Fatimah, 2011); serta pengaruh rakan sebaya (Mohd Ismail, 2005; Azhar, 2006; dan Hashim et al., 2008). Tuntasnya, kepentingan interaksi social antara remaja terhadap keluarga, ibu bapa, rakan sebaya dan persekitaran social amat memainkan peranan kepada pembangunan karektoristik dan tingkah laku social remaja kini (Tietjen A 1994; Zakaria Stapa 2012). Oleh itu, kajian ini memfokuskan kepada pengenalanpastian tahap kesunyian dan, pengaruh ibu bapa dan rakan sebaya dan tahap kepuasan kekeluargaan pengasingan interaksi sosial dalam kalangan remaja sekolah Malaysia. Pemboleh ubah-pemboleh ubah dalam kajian ini seterusnya digunakan untuk membangunkan satu Kerangka Model Interaksi Sosial Remaja Sekolah B40 Malaysia (MIRSM-B40).

Methodology

Kajian ini menggunakan reka bentuk kajian tinjauan menggunakan beberapa instrument atau soal selidik yang diadaptasi berdasarkan budaya masyarakat Malaysia yang bertujuan untuk menentukan ciri-ciri dan tahap interaksi sosial yang ada pada remaja. Antaranya ialah instrumen R-UCLA Loneliness Scale (Russell et al. 1980), Parent And Peer Influence Scale (Ronald Jay Werner-Wilson, 2000) dan Family Satisfaction Scale. Konstruk-konstruk dalam soal selidik dapat menentukan bentuk interaksi remaja dengan ibu bapa, rakan dan kepuasan terhadap peranan keluarga. Elemen kepuasan peranan keluarga meliputi aspek rasa selamat, kegembiraan dan kepuasan. Sementara peranan ibu bapa dan rakan lebih kepada penglibatan mereka dalam membuat keputusan dalam kehidupan seharian pelajar/remaja antaranya ialah hiburan, persekolahan dan pengajian, pemilihan rakan dan sebarang tingkah laku yang boleh menimbulkan dilema moral. Data daripada soal selidik dianalisis menggunakan analisis deskriptif (min, mod, median dan sisihan piawai)

Dapatan Kajian

Jadual 1 menunjukkan bilangan sampel kajian berdasarkan jantina. Seramai 157 orang pelajar dalam kalangan B40 telah terlibat dalam kajian ini. 35 % atau 55 orang adalah terdiri daripada pelajar lelaki, manakala 102 orang atau 65% adalah responden perempuan. Ini menunjukkan bahawa pelajar perempuan masih mendominasi daripada keseluruhan sampel kajian.

Jadual 1 Analisis Deskriptif Sampel Kajian Berdasarkan Jantina (n=157)

Jantina	Frequency	Percent	Valid Percent
Lelaki	55	35.0	35.0
Perempuan	102	65.0	65.0
Total	157	100.0	100.0

Berdasarkan Jadual 2, dapatan kajian menunjukkan tahap kepuasan peranan keluarga, tahap kesunyian, peranan ibu bapa dan rakan adalah pada tahap yang sederhana dengan nilai min masing-masing iaitu kepuasan peranan keluarga [min 3.151 std.dev 0.273], tahap kesunyian [min 2.682 std.dev 0.314], peranan ibu bapa & rakan [min 3.248 std.dev 0.401]. Kualiti interaksi sosial juga menunjukkan tahap yang sederhana dengan nilai [min 3.927 std.dev. 0.556].

Jadual 2 Tahap Kepuasan Peranan Keluarga, Kesunyian, Peranan Ibu bapa dan Rakan, dan Kualiti Interaksi Sosial (n=157)

	N	Min	Max	Mean	Std. Deviation	Interpretation
Kepuasan Keluarga	157	2.38	4.18	3.151	.273	Sederhana
Kesunyian	157	1.50	3.55	2.682	.314	Sederhana
Peranan Ibu bapa & rakan	157	2.00	4.35	3.248	.401	Sederhana
Kualiti Interaksi sosial	157	2.67	5.81	3.927	.556	Sederhana

Perbincangan Dan Kesimpulan

Berdasarkan dapatan kajian, didapati kepuasan peranan keluarga dalam membentuk interaksi sosial dalam kalangan remaja adalah di tahap yang sederhana. Hal ini menunjukkan bahawa remaja sekolah lebih cenderung untuk tidak berinteraksi melalui peranan yang dimainkan oleh keluarga meliputi aspek rasa selamat, kegembiraan dan kepuasan. Perhubungan remaja dengan dunia persekitarannya mempengaruhi pembentukan personaliti mereka. Perhubungan dalam kalangan remaja adalah salah satu aspek penting kerana tanpa hubungan itu mereka tidak mempunyai keluarga, rakan, teman rapat ataupun rakan sekerja. Perhubungan ini membentuk kualiti hidup remaja (Shahizan et.al, 2006: 2. Di samping itu, sementara peranan ibu bapa dan rakan lebih kepada penglibatan mereka dalam membuat keputusan dalam kehidupan seharian pelajar/remaja antaranya ialah hiburan, persekolahan dan pengajian, pemilihan rakan dan sebarang tingkah laku yang boleh menimbulkan dilema moral. Penyediaan peranan dalam sesebuah keluarga perlu dan wajar diambil perhatian agar negara kita mampu menyediakan generasi pelapis yang berkualiti. Golongan remaja B40 yang masih bersekolah juga menunjukkan situasi rasa kesunyian dalam keadaan yang sederhana. Fenomena kesunyian dalam keluarga ini mungkin berlaku disebabkan oleh remaja kini lebih tertumpu kepada interaksi di alam maya yang dirasakan cara yang terbaik kepada pembinaan kerekator remaja di masa hadapan sehingga melupakan nilai-nilai kehidupan sesuatu tamadun. Corak interaksi di alam maya ini, boleh mengundang ancaman tekanan atau dikenali sebagai social media depression. Social media depression wujud apabila remaja gagal berhubung dengan rakan-rakan di laman social untuk beberapa ketika, lalu mengundang fenomena kesepian dalam jiwa remaja (kesunyian sosial) walaupun hakikatnya, remaja bukanlah keserangan kerana mempunyai keluarga, adik-beradik, jiran dan sebagainya. Kepentingan interaksi social antara remaja terhadap keluarga, ibu bapa, rakan sebaya dan persekitaran social amat memainkan peranan kepada pembangunan karektoristik dan tingkahlaku social remaja kini (Tietjen A 1994;Zakaria Stapa 2012). Bagi elemen kualiti interaksi sosial, dapatan kajian menunjukkan remaja sekolah hari ini kurang mempunyai kualiti interaksi (tahap sederhana) sama ada yang berlaku melalui peranan keluarga, ibu bapa, rakan atau persekitarannya. Oleh itu, dapatlah dirumuskan bahawa, bagi menghasilkan interaksi sosial yang mantap dalam kalangan remaja sekolah menengah ini sewajarnya semua pihak menggembelng tenaga untuk meningkatkan peranan ahli keluarga, ibu bapa, rakan serta menghindarkan rasa kesunyian yang terlampau.

Penghargaan

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TAHAP KEMURUNGAN DALAM KALANGAN PELAJAR TINGKATAN LIMA DI SEBUAH SEKOLAH DI MIRI SARAWAK

Amirah Raduan & Salleh Amat

Abstract: *This study aims to analyze the depression level experienced in Form five students. The focus of this study is to analyze the level of depression among students, as well as to investigate whether there is a significant difference between the gender of form five students in this school. The results of this study can illustrate the depression level faced among female form five students higher than male students. With this study will be able to answer various questions related to depression problems of Form five students. Research using quantitative methods, using a questionnaire as a tool of study. A total of 161 form five students were involved. Sample selection using purposive sampling. Respondents involved a total of 161 (male and female), a measure of depression level used by researchers, Beck Depression Inventory (BDI) which contains 21 questions. Data obtained, analyzed using descriptive method. The findings showed that the overall level of depression was minimal. This issue can not be underestimated by the school and parents. Some suggestions are given to control the level of depression in this early stage.*

Keyword - depression, gender, minimum level

Abstrak: *Kajian ini bertujuan menganalisis tahap kemurungan yang dialami dalam kalangan pelajar tingkatan lima. Fokus kajian ini ialah untuk menganalisis tahap kemurungan dalam kalangan pelajar, di samping menyelidik samada terdapat perbezaan yang signifikan antara jantina pelajar tingkatan lima di sekolah ini. Hasil kajian ini dapat memberi gambaran tahap kemurungan yang dihadapi dalam kalangan pelajar perempuan tingkatan lima adalah lebih tinggi berbanding pelajar lelaki. Dengan kajian ini akan dapat menjawab pelbagai persoalan berkaitan masalah kemurungan pelajar tingkatan lima. Penyelidikan dengan menggunakan kaedah kuantitatif, dengan menggunakan borang soal selidik sebagai alat kajian. Seramai 161 orang pelajar tingkatan lima yang terlibat. Pemilihan sampel menggunakan persampelan bertujuan (purposive sampling). Responden terlibat seramai 161 orang (lelaki dan perempuan), alat ukur tahap kemurungan yang digunakan pengkaji adalah, Beck Depression Inventori (BDI) yang mengandungi 21 soalan. Data yang diperolehi, dianalisis dengan menggunakan kaedah deskriptif. Dapatan kajian menunjukkan keseluruhan tahap kemurungan pelajar pada tahap minima. Isu ini tidak dapat dipandang remeh oleh pihak sekolah dan ibubapa. Beberapa cadangan diberikan bagi mengawal tahap kemurungan pada peringkat awal ini.*

Kata kunci – kemurungan, jantina, tahap minima

PENGENALAN

Kemurungan dikenali salah satu penyakit psikologi yang melibatkan tekanan perasaan yang serius kepada individu lelaki ataupun wanita. Menurut (Dacey & Kenny, 1977) kemurungan boleh dianggap sebagai satu perkataan, suatu sindrom atau suatu penyakit klinikal. Kemurungan yang berlarutan boleh memberikan implikasi yang buruk kepada individu. Namun, bukan semua individu kemurungan menunjukkan kesemua atau simpton yang sama. Kemurungan ini menjejaskan keupayaan mental dan fizikal di mana akan memberi kesan

negatif terhadap modal insan negara, kerjaya, krisis sosial dan merendahkan kualiti hidup individu. Presiden Persatuan Psikiatri Malaysia (MPA), Yen Teck Hoe (2009) menjelaskan kemurungan merupakan satu bentuk gangguan emosi yang paling biasa berlaku, namun ramai yang masih tidak memahami apa itu kemurungan dan tidak dapat membezakannya dengan kesedihan biasa. Dalam kalangan pelajar pula, masalah kemurungan dan kebimbangan ini mungkin menyebabkan pelajar kurang kemahiran untuk berkomunikasi, membuat tindakan yang tidak wajar, menghadapi masalah motivasi dan boleh merendahkan gred pencapaian dalam akademik (Arthur, 1988; Vredenburget al., 1988; Haines, Norris & Kashy, 1966). Impak kemurungan ini amat besar kepada masyarakat dan memerlukan perhatian yang lebih serius bagi membendung ia terus berleluasa sehingga boleh mengakibatkan kepincangan dalam struktur organisasi sosial.

PERMASALAHAN KAJIAN

Masalah kemurungan yang melanda para pelajar pada masa kini merunsingkan. Dengan kajian ini, akan dapat menjawab pelbagai persoalan berkaitan masalah kemurungan di sekolah ini. Ini bagi membantu pelajar menangani masalah kemurungan yang dihadapi. Kajian ini dijalankan kerana pengkaji melihat masalah ini telah menjadi satu masalah yang melanda masyarakat kita, terutamanya pelajar-pelajar sekolah. Othman dan Emely (1998) mendefinisikan kemurungan sebagai, depression can refer to a mood or clinical syndrome a combination of emotional, cognitive and behavioral symptoms. Kemurungan bukan sahaja berlaku dalam kalangan kanak-kanak, malah ia boleh dialami dalam pelbagai peringkat usia dan gender. Pada masa kini, mungkin ramai masyarakat kita yang menganggap bahawa kemurungan ini adalah masih di peringkat awal, kerana kita jarang mendengar berlakunya kes-kes tertentu yang berkaitan dengan masalah kemurungan ini melalui media-media cetak ataupun elektronik. Ini kerana kebanyakan masyarakat kita menganggap masalah kemurungan ini adalah masalah peribadi serta boleh diselesaikan dengan sendirinya oleh individu yang menghadapinya tanpa sebarang bantuan dari mana-mana pakar psikologi serta kurang mengamalkan budaya hidup sihat. Masalah kemurungan dan kebimbangan ini mungkin menyebabkan pelajar kurang kemahiran untuk berkomunikasi, membuat tindakan yang tidak wajar, menghadapi masalah motivasi dan boleh merendahkan gred pencapaian dalam akademik (Arthur, 1998; Vredenburget al., 1988; Heins, Norris & Kashy, 1966). Sesetengah masyarakat berpendapat bahawa masalah kemurungan ini adalah salah satu penyakit yang berpunca dari minda. Bagi yang mengalami kemurungan, mereka meluahkan apa yang terbuku di hati, mungkin jalan terbaik untuk melegakan perasaan. Apa yang diperlukan bukan sahaja berdialog dengan doktor, tetapi juga dengan orang tersayang. Komunikasi adalah satu bentuk terapi yang penting.

SOROTAN KAJIAN

Beck (1976) telah menyenaraikan tiga faktor yang menyebabkan individu mengalami kemurungan. Faktor-faktornya adalah penyalahan diri, kasihan diri dan rasa kasihan kepada pihak lain. Menurut Beck (1976) lagi penyalahan diri bermaksud mempercepatkan seseorang bersalah kerana kelakuan yang salah. Apabila perasaan menyalahkan diri ini wujud dalam diri sendiri, maka ia cenderung untuk terus mengkritik diri dan membenci diri sendiri. Konsep kemurungan kognitif Beck (1967) adalah teori bagi mengatasi kemurungan dalam kalangan pelajar. Kebanyakan simptom kemurungan

adalah berpunca daripada sikap dan pemikiran seseorang yang negatif iaitu gejala dan tanda-tanda menunjukkan kemurungan adalah akibat daripada pemikiran yang tidak tenteram yang boleh menyebabkan konflik dan tekanan psikologikal. Contohnya, mereka gagal melihat keluarga adalah satu persekitaran yang sihat dan boleh memberikan kebahagiaan kepada mereka. Dan punca konflik antara pelajar tersebut dengan ibubapa berkaitan dengan isu interpersonal. Kekurangan dan gangguan interaksi yang berkesan akan menyebabkan jiwa remaja memberontak dan boleh mendorong kepada tingkahlaku devian.

Mohd Sufian (2004) menyatakan kemurungan adalah suatu masalah yang tidak seimbang emosi yang mana biasanya dialami manusia yang berdepan dengan kekecewaan atau tekanan dalam kehidupan harian mereka. Menurut Bachanas dan Kaslow (2001) kemurungan dalam kalangan remaja memerlukan perhatian dan intervensi yang baik.

Iran Herman (2003) menyatakan kajian yang dilakukan terhadap kemurungan ini meliputi pelbagai tahap umur dari peringkat kanak-kanak hinggalah ke peringkat dewasa. Pada peringkat kanak-kanak kemurungan sebagai suatu masalah klinik kurang diberi perhatian. Menurut Iran Herman (2005), kajian-kajian lepas dilakukan terhadap fenomena-fenomena kemurungan ini meliputi tahap umur dari peringkat kanak-kanak sehinggalah dewasa. Pada peringkat kanak-kanak kemurungan sebagai suatu masalah klinikal kurang diberikan perhatian.

Manakala menurut Jamaludin et al. (2010) terdapat beberapa simptom kemurungan bagi mengenalpasti sama ada seseorang itu mengalami simptom kemurungan atau tidak. Simptom-simptom ini terbahagi kepada empat aspek utama iaitu afektif, kognitif, tingkah laku dan fisiologi. Setiap aspek ini berkait antara satu sama lain.

Menurut Rizal (2009) , kemurungan yang tidak ditangani dengan baik akan meninggalkan kesan ke atas tuntutan biologi seseorang dan mendorong kepada perlakuan membunuh diri.

Menurut Othman & emery (1995), kemurungan merupakan satu simptom klinikal yang menggabungkan kombinasi emosi, kognitif dan juga simptom tingkah laku.

OBJEKTIF KAJIAN

Objektif kajian ini adalah untuk menganalisis tahap kemurungan dalam kalangan pelajar tingkatan lima di sebuah sekolah di Miri. Selain itu juga, kajian ini juga bertujuan untuk mengenalpasti bentuk kemurungan berdasarkan jantina.

PERSOALAN KAJIAN

- i. Apakah tahap kemurungan pelajar tingkatan lima di sebuah sekolah di Miri ?
- ii. Apakah bentuk kemurungan berdasarkan jantina dalam kalangan pelajar tingkatan lima di sebuah sekolah di Miri ?

METODOLOGI KAJIAN

- i. Reka Bentuk Kajian

Kajian ini dijalankan dengan menggunakan kaedah kuantitatif. Dan menggunakan persampelan bertujuan iaitu pelajar tingkatan lima. Responden terlibat seramai 161 orang yang terdiri daripada lelaki dan perempuan daripada aliran sains dan sastera. Alat ukur tahap kemurungan yang digunakan adalah Beck Depression Inventory (BDI) yang mengandungi 21 soalan.

ii. Persampelan Kajian

Pemilihan sampel menggunakan persampelan bertujuan (purposive sampling) yang melibatkan semua pelajar tingkatan lima.

iii. Analisis Data

Maklumat yang diperolehi melalui soal selidik akan diproses dan di analisis. Pemprosesan data melibatkan aktiviti-aktiviti mengumpul, mengolah, menganalisis, menyimpan dan mengeluarkan data ke dalam komputer. Pengkaji menggunakan perisian Statistical Packages For the Social Sciences (SPSS) dengan mengambil kaedah bilangan dan peratusan.

DAPATAN KAJIAN

1. Analisis maklumat diri

Kesemua responden kajian yang dipilih adalah merupakan pelajar tingkatan lima di sebuah sekolah di Miri. Pelajar tingkatan lima di sekolah ini terdiri daripada 6 buah kelas. 3 kelas aliran sains, seramai 68 orang dan 3 kelas aliran sastera seramai 93 orang. Sebanyak 2 item yang dikemukakan dalam soal selidik bahagian maklumat diri seperti jantina dan bangsa. Kesemua hasil analisis dinyatakan dalam bentuk frekuensi dan peratus.

i. Jantina pelajar

Seramai 161 orang responden yang terdiri daripada pelajar tingkatan lima di sebuah sekolah di Miri yang terlibat dalam kajian ini. Daripada jumlah itu 67 orang (41.6%) merupakan pelajar lelaki manakala selebihnya 94 orang (58.4%) merupakan pelajar perempuan. Taburan responden mengikut jantina ditunjukkan seperti dalam Jadual 4.1.

Bil.	Jantina	Frekuensi	Peratus (%)
1	Lelaki	67	41.6
2	Perempuan	94	58.4
	Jumlah	161	100

ii. Bangsa

Dari segi bangsa responden, majoriti responden adalah berbangsa Cina iaitu 61 orang. Taburan frekuensi dan peratusan bagi bangsa responden ditunjukkan seperti dalam jadual 4.2.

Bil	Bangsa	Frekuensi	Peratus (%)
1	Melayu	39	24.2
2	Cina	61	37.9
3	Iban	29	18.0
4	Melanau	9	5.6
5	Lain-lain	23	14.3
	Jumlah	161	100

2. Analisis Persoalan Kajian 1

Apakah tahap kemurungan pelajar tingkatan lima di sebuah sekolah di Miri ?

Dalam bahagian ini, hasil analisis yang berkaitan tahap kemurungan pelajar tingkatan lima ialah tahap minima . Jadual 4.3 menunjukkan tahap kemurungan yang di analisis dari ujian Beck Depression Inventory.

Bil	Tahap	Frekuensi	Peratus (%)
1	Minima	59	36.6
2	Biasa	33	20.5
3	Sederhana	33	20.5
4	Teruk	36	22.4
		161	100

2. Analisis Persoalan Kajian 2

Apakah bentuk kemurungan berdasarkan jantina dalam kalangan pelajar tingkatan lima di sebuah sekolah di Miri ?

Tahap kemurungan bagi Lelaki ditunjukkan dalam jadual 4.4.

Bil	Tahap	Frekuensi	Peratus (%)
1	Minima	32	46.4
2	Biasa	14	20.3
3	Sederhana	11	15.9
4	Teruk	12	17.4
	Jumlah	69	100

Tahap kemurungan bagi Perempuan ditunjukkan dalam jadual 4.5.

Bil	Tahap	Frekuensi	Peratus (%)
1	Minima	27	29.3
2	Biasa	19	20.7
3	Sederhana	22	23.9
4	Teruk	24	26.1
	Jumlah	92	100

Hasil analisis tahap kemurungan berdasarkan jantina bagi keseluruhan adalah pada tahap minima. Pelajar lelaki mempunyai tahap peratusan tertinggi pada tahap minima iaitu 46.4%. daripada 4 tahap kemurungan, tahap sederhana merupakan tahap paling rendah bagi pelajar lelaki iaitu 15.9%.

Bagi pelajar perempuan, tahap peratusan tertinggi adalah pada tahap minima iaitu 29.3%, dan ikuti pada tahap teruk iaitu 26.1%. manakala tahap sederhana bagi pelajar perempuan adalah 23.9% dan paling rendah adalah tahap biasa iaitu 20.7%.

PERBINCANGAN

Hasil daripada kajian ini menunjukkan bahawa tahap kemurungan yang dialami responden pada tahap minima. Walaupun bentuk tahap berbeza mengikut jantina responden. Tahap kemurungan bagi pelajar perempuan lebih tinggi peratusan berbanding pelajar lelaki. Hal ini kerana pelajar perempuan memiliki sifat pemalu berbanding lelaki yang banyak mencari jalan keluar dari masalah mereka.

Bagi usaha mengawal kemurungan ini, beberapa cadangan yang boleh diberikan iaitu, pihak sekolah perlu menyedari segala isu yang dialami pelajar yang akan menduduki peperiksaan pada tahun ini bagi menjalankan aktiviti dan program yang boleh mengurangkan tekanan dalam kalangan pelajar. Dapatan ini disokong oleh Brucher (1983) telah membuat satu kajian terhadap 200 pelajar perempuan mengenai pandangan mereka tentang manfaat yang diperoleh daripada penglibatan aktiviti dan program di sekolah. Responden setuju aktiviti ini dapat menyumbangkan perkembangan jasmani dan sahsiah yang positif.

Menurut Azizi (2010) pihak sekolah perlu merangka pelbagai program untuk memberikan sebanyak mungkin ilmu kepada pelajar agar dapat melahirkan pelajar yang berkualiti.

Selain itu, ibubapa juga hendaklah mengambil berat tentang tekanan yang dialami pelajar dengan memberikan layanan yang baik. Pelajar yang mempunyai tahap kemurungan teruk, Guru Bimbingan dan Kaunseling hendaklah menjalankan program khas atau sesi kaunseling individu bagi mengurangkan tahap kemurungan pelajar. Dekan Jabatan Psikiatri dan Psikoterapi Fakulti Perubatan Universiti Putra Malaysia (UPM), Azhar Md. Zain berkata, meskipun agak sukar dikesan, namun ibubapa sebagai orang yang paling hampir dengan remaja harus mengenalpasti simptom kemurungan pada anak mereka.

Menurut Sapora Sipon (2007), guru yang gagal mengawal diri akibat tekanan akan memberikan kesan kepada perhubungan guru dan pelajar dan juga mutu pengajaran dan pembelajaran. Perkara ini seterusnya boleh menjejaskan kualiti pendidikan dan juga profesion perguruan yang seterusnya akan membantutkan usaha mewujudkan sebuah masyarakat yang mampu membawa atau memacu Malaysia ke tahap kecemerlangan dan kegemilangan mutu pendidikannya.

KESIMPULAN

Daripada hasil yang ditunjukkan dalam analisis kajian, secara keseluruhannya pelajar lelaki mempunyai tahap kemurungan minima berbanding pelajar perempuan berdasarkan nilai frekuensi yang telah di analisis. Tahap kemurungan teruk bagi pelajar lelaki, majoritinya adalah daripada kelas aliran sains. Pelajar lelaki aliran sains adalah 24 orang dan selebihnya adalah aliran sastera. Manakala pelajar perempuan merupakan turutan kedua adalah tahap teruk. Secara keseluruhannya, pelajar tingkatan lima mengalami tahap kemurungan yang minima. Walaubagaimanapun, perkara ini tidak dapat dipandang remeh dan tidak boleh dipandang ringan oleh pihak sekolah dan ibubapa. Impak pada masa akan datang sekiranya

tindakan tidak dilaksanakan pada peringkat awal ini, dan hal ini boleh menjejaskan aktiviti kehidupan seharian pelajar. Pelajar yang mengalami simptom kemurungan haruslah diberikan sokongan emosi, kasih sayang, kesabaran, galakan dan kefahaman. Dengan adanya sokongan sebegini, pelajar yang mengalami kemurungan ini akan dapat menjalani kehidupan yang sejahtera seperti orang lain.

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