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IMPLICATIONS OF TECHNOLOGY IN EDUCATION

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Abstract: *The goal of this study is to assess the impact of digital technology on academic achievement. The utilization of multimedia in education has validated its significance due to its positive impact on the teaching and learning process. This is an age of technology where science is the foundation for the wealth and prosperity of a nation. Without a doubt, science plays a very important role in the development of a country. Digital technologies are now implanted in our society. From whether or not to use them in the teaching and learning process, the focus has changed to understanding which technologies can be used for certain or specific educational purposes. It has also become very crucial to figure out how they can be used best and embedded across the range of educational contexts in schools.*

Keywords: *Digital technology, multimedia, education, school.*

Introduction

Citizens and workers tomorrow deserve an education that prepares them to thrive and flourish in a world of rapid and widespread globalization. To support education, technology integration has been underway for many years. Since the potential of computer technology to transform Skinner's teaching machines was recognised in the 1960s, the role of technology in education has been an important question. It still is a hot issue today with arguments about the impact of computer technology on our society, the effect of technology on young people's social, emotional and physical development.

The infusion of multimedia in education has successfully proven its importance through a lot of research that has been done before. One study investigated the efficacy of multimedia-aided teaching (MAT) on a student's academic achievements and attitudes. The result indicated that it is more effective than the traditional one because students' attitudes towards the lesson improved a lot more compared to the traditional method of teaching.

For meaningful learning and effective teaching, there is a need to move from conventional or traditional approaches to more innovative and unorthodox information, as well as communication technologies enhanced approaches. The technologically advanced world that we are living in now has posed challenges for both teachers and students as it is very fast-paced and diverse. The use of technologies in the teaching and learning process has certainly become an important feature. Multimedia-aided teaching is designed for meaningful learning and it is a presentation consisting of words, sound and pictures. We can show different phenomena and processes vividly, different levels of abstraction and stimulate complex content which will help in meaningful and authentic learning. As a means of instructional delivery that is normally used with the traditional method of teaching, multimedia-aided teaching is very functional and practical to use when students have low motivation and little prior knowledge.

Literature Reviews

"Multimedia is characterized by the presence of text, pictures, sound, animation, and video; some or all of which are organized into a coherent program" (Phillips, 1997). According to Bagui (1998) and Daniels (1995) (as cited in Junaidu, 2008), data communication is possible through multiple channels and if information is presented through more than one channels, it

will improve learning. Multimedia is multi-sensory that stimulates multiple senses of the audience at a time. Its interactive nature enables teachers to control the content and flow of information.

Due to the rapid expansiveness of technology and its wide array of uses, the incorporation of technology in learning has become a viable and inexpensive option. As a result, it is becoming increasingly clear that traditional textbooks will be cast aside and the adoption of the e-book will result. Almost three-quarters of Americans, 73% believe that investing in innovation and advanced technology sciences in education is the key to the country's long-term success (Harris Interactive, 2009).

The mass array of multimedia learning devices such as the iPad, iPhone, and Kindle hold the potential not only to replicate traditional textbooks but also to provide for a social interface component. Therefore, it is advantageous to utilize these current resources in order to create and to measure appropriate user interfaces that are capable of producing similar if not better learning outcomes from their predecessors, textbooks.

Discussion

The research evidence over the last few decades about the impact of computer and digital technologies on teaching and learning consistently identifies positive effects. Information communications technology (ICT) helps to broaden educational opportunities which assist students' skills. An emerging body of evidence suggests that through the infusion of ICT in normal traditional lessons students are found more engaged and able to develop a lot of soft skills. This is because integration of technology in education helps to increase students' motivations and attendance which are the main key requirements for learning. It also encourages teachers to have a more positive attitude towards their work and they are able to provide more personalized learning. ICT integration in education allows schools to turn most classrooms or learning processes to be more student-centered with highly personalized learning environments. It is multi-sensory that stimulates multiple senses of the audience at a time. Its interactive nature enables teachers to control the content and flow of information. With this aid as well, family interaction and parental involvement may increase because they will be using the technology at home to get their homework or assignment done.

However, what's important in the integration of ICT in education is not whether technology is used (or not) which makes the difference, but how well the technology is used to support teaching and learning. There is no doubt that technology engages and motivates young people. The real challenge is to ensure that technology is used to enable, or make more efficient, effective teaching and learning practices. There are few findings regarding ICT in education that have been discovered through researches done before. One of it is, even though younger children definitely need to be assisted in how to collaborate effectively and responsibly, collaborative use of technology, either in pairs or small groups, is usually more effective than individual use. They need a lot of guidance and help not only from the teachers but also from their peers to adapt to unfamiliar teaching approaches. When there is regular and frequent use which is around three to four times a week, technology can be as powerful and impactful as a short but focused intervention to improve learning.

Schools or institutions need to always bear in mind that not all children came from the same kind of family backgrounds, so in this scenario it is wise to provide remedial and tutorial use of technology. It can definitely be useful and practical for pupils with less learning ability who are those with exceptional educational needs or those from underprivileged families to ensure they will be able to catch up with their peers, because families will not be able to provide intensive support like schools can. Even though technology is very efficient and effective to be used to teach, it cannot act as a replacement of normal teaching methods. Instead, it is best used

as a supplement to enhance the traditional teaching and learning process. With that being said, schools need to be cautious in the way the technology is adopted and implemented in the lessons.

The use of technology might as well not be effective for all subjects. Gains in achievement and attainment tend to be greater in science and mathematics, in comparison to literacy or subjects that have lesser visuals but more words. In comparison with reading or spelling, the impact in literature tends to be greater in writing interventions. Either a long duration training or continuous inquiry-based approaches to support the introduction of new technology seems to be the most successful. The teaching of skills in technology should not be the only focus, instead the pedagogical use of technology to support teaching and learning aims need to be paid attention on too. Generally, the implication of technology is believed to be a starting point for a change as it has been proven a lot of times before that it can help to bring improvement by making teaching and learning practices more effective and efficient. In terms of learning, concentrating on the change and its process is very important and crucial to encourage and support effective use.

Most current studies have set their focus on multimedia learning devices, for that reason it is important to investigate and understand the intellectual functioning of pupils learning from multimedia. The processing channel of visual information might become overburdened when pupils must process on-screen graphic and text at the same particular time, in accordance with the cognitive theory of multimedia learning. Nevertheless, words can be processed in the verbal channel when they are presented as narration or description; by that means it will help reduce the cognitive load in the visual channel. As a result of several studies testing this theory in both non-interactive multimedia environments and interactive media environments, it has been proven that those who learn from graphics and narration which is more interactive than textbook-based lessons, learned better, more sincerely and effectively hence became better on problem-solving tests, compared to students who learned from non-interactive lessons.

Even though in terms of holding information multimedia technology is rather similar to a traditional textbook, students are able to work with the media as it has the capability and power to manipulate and change the text through a handable device. This will allow a more thrilling method if being compared to the traditional note taking or jotting. Different from standard textbook, the technology of multimedia has the possible potential to provide pleasure for the users. In order for any learning and teaching activity to be successful, the positive feelings like enjoyment should be instilled, not fear or unhappiness.

The influence and impact of technology on society is undeniable and inarguable. It has become quickly clearer and relevant that newly discovered advanced methods of displaying and exhibiting information through gadgets or electronic devices is prevalent in this current era. With the existence of all sorts of technologies, there is widespread concern about the outcome as the question surfaced about the effects of technology on learning is a topic in need of deeper investigation and further research. Books are no longer the only source of knowledge to be learned from. Once before, the sounds of spoken language were the main means of promoting or recommending freshly formed ideas and were the only ways of teaching and learning.

The spoken words were then interpreted into books with visuals. Quite similar situation took place and happened with textbooks today. Electronic gadgets have proved their great potential of becoming new and better means of storing information and learning from it. Younger toddlers around the world nowadays acquire a lot of knowledge quickly as they are exposed to the technologies more compared to the kids back in the 2000s when they only used cue cards or story books to learn. The traditional method of teaching made the learning process more time-consuming and required a lot of efforts from the teachers. The newest and latest mode of reading and learning is now focused in the form of e-text.

In unity, society is able to aspire to significant technological heights based on the acknowledgement that e-text will be advantageous and beneficial to learning. Without having to enforce and cultivate the importance of technology in education, the society willingly believes by investing in technology, they will be granted with long-term results of success. Our society is moving towards becoming a paperless world at full speed. The implication of this will benefit the environment greatly as no more trees need to be chopped down and it will allow a greater width of applied knowledge at one's fingertips. Society has actively taken part and persisted in developing and proceeding learning from verbal stories to textbooks and it has reached the current stage which is the e-reader devices like the portable tablets or phones.

Conclusion

Integration of technology and multimedia in education has definitely changed the game in the teaching and learning process. The lessons introduced in this way or manner are more fruitful and better comprehended. Multimedia-aided teaching helps to stimulate and trigger many senses of the children as it has multi-sensory ability. It is an effective tool for teaching and learning because it initiates help for students to motivate and prompt their learning process to aid them in understanding the information presented better.

It helps teachers to teach and present information in an effective way. Instead of being passive learners, students become active in participating and they will be well engaged in the lesson. Based on a lot of surveys that have been done before and teachers' experiences, it is said that technology-aided teaching is more efficient in grasping understanding and more effective for the development of cognitive and attitude in comparison of the traditional textbook-based lessons.

According to the study on the impact of multimedia-aided teaching by Iqbal Shah & Muhammad Khan (2015), there is a noticeable difference in the achievement score between students who were taught using the traditional method and those who were taught using the technology-infused method. Technology-aided lessons assist the development of higher order cognitive skills and appeal the student's soul, mind and spirit towards learning without having the teachers or even parents to force them. The application and use of animations, videos, sounds and visuals adequately makes the lessons attractive and fun hence the effectiveness.

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STRATEGIC CHALLENGES FOR SUCCESSFUL PROJECT MANAGEMENT

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Abstract: *In project management, strategic challenges are likely to be issues or contentions that can have significant impact on project success. Often project success depends upon how timely and effectively strategic implementations were undertaken. Nowadays, Project based organization cultures are observing seemingly ever-increasing pace of change and evolving with emerging new technologies. Digital technologies are impacting the dynamics of workplaces by rapidly changing competitive thinking amongst employees including their horizontal and vertical collaborations. After the recent unprecedented times during Covid 19 pandemic, the working methodologies to accommodate remote work cultures have been inculcated into the organizations. This has led to change management, accountability and productivity determination as more stern challenge for strategic developments. Additionally, keeping team focussed and strategically aligned with organizational mission and vision has become a vital project management aspect. The objective of this article is to explain about the strategic challenges faced by project management in strategy implementation in project-based organizations and the possible solutions to the challenges. The ways of succeeding with these challenges effectively are to put more consideration on strategy implementation and develop new strategies to meet with future technology advancements. Moreover, Management should articulate their strategy of how to improve employee capabilities and skills in certain job positions coupled with new technology, which can enhance behavioural strategies for employees. The study will contribute further on new knowledge to the existing body of knowledge on strategy implementation challenges faced by Project management. The study also established that Employees resistance to change and lack of skills to some extent affected the implementation of strategies within the organizations. However, practicing of proper change management in the organization can minimize the resistance. The knowledge gained through this research will thus be useful in improving the overall performance of Projects.*

Keywords: *(Strategic Challenges, Project Management, Change Management, Strategy Implementation, Project Based Organizations)*

Introduction

Organizations, leveraging project management tools and techniques, strategize and implement innovative business approaches to gain and maintain competitive strengths. There has been a growing need to align project management with the organization's strategy and performance improvement. In doing so, identifying common challenges the organization faces in project management can help us build a better future for this necessary body of knowledge. As a result, some of the main challenges that Project Managers have faced with them in the current times are summarized in this study.

Based on an extensive review of the literature, some of the main challenges for project managers include, but are not limited to, strategy implementation, behavior strategy

management among employees, cooperation with emerging technologies, effective change management and digitalization.

The strategic challenges of organizations and change management processes, along with problems that arise in project execution, are increasing the demand for professional experience in project management. While managing projects, project managers need to address project constraints - resources, timelines, budget, ensure proper communication, and anticipate potential risks.

Project management has been considered as the foundation of organizational strategy along with its functional approach. As organizations seek competitive advantages in today's dynamic business environments, project management proves to be the method of improving quality and work practices to improve the overall performance of the organization.

A systematic approach is required for the successful implementation of a good governance strategy that incorporates strategic planning and performance management. Therefore, implementing strategies successfully is vital for any organization. Without implementation, even the most superior strategy that seems straightforward can fail. However, transforming strategies into actions is a much more complex and strenuous task.

After the 2019 pandemic, project managers are often asked to manage projects virtually. This trend is very likely to continue into the unpredictable future and is the new normal. The Project Manager needs to adapt to this changing environment along with their approach to managing traditional project management processes. To participate in such a competitive virtual environment, project managers must be open to a new skill set and a new way of thinking. It is imperative that the project manager works on a righteous communication strategy within the remotely working teams and must manage the behavioral strategy between them along with productivity, accountability and performance management. Therefore, the project manager acts as a facilitator and needs to understand the cultural variations and potential sensitivities of different individuals in order to attempt to achieve team alignment and coordination to cohesively perform on current and future projects. The main goal of the organization in this case is to provide a stress-free environment for the project manager and his team.

In recent times, technological advancement and digitization have an intense impact on new project management tools and techniques. As digitization is a great hope for improvement in project management since it improves decision-making and provides greater transparency in projects. On the other hand, many organizations are adapting agile as a new approach to project management. There are many specific methodologies that have grown up around agile (including SCRUM, SAFE, XP, Kanban) and each of these have their passionate champions, but just as there is no single roadmap for transformation, there is no one methodology that is always best. Instead, it is far more important for an organization to find its own way and develop ways working (often through prototyping the working methodology itself) that are suited to its unique context. This process may well draw on foundational principles from Agile, Lean and design thinking in order to create a scalable approach. Alongside this it is critical to understand the fundamental mind- set shifts that are involved and how we can apply these principles effectively through the organization to support transformation. Achieving a new level of organizational agility requires continuous iteration and adaptation but we also need a compelling vision and an understood organizing direction. We need to establish the parameters to understand what need to change rapidly, and what might change far more slowly. And beyond this, to understand how feedback from faster iteration can inform the slower-changing strategy. (PERKIN, 2020)

Therefore, after all these advancements in project management approaches, it is necessary to have an effective change management strategy that must be supported by the

overall organizational vision. In defining the purpose of the change, the change objective has a clear impact on the strategy and plans required to achieve the change. The objective defines the what, why, how, when, and who. Without its objectives adequately defined, a project will run into major problems. Managers will develop their own objectives and projects will achieve inappropriate ends; resources will be committed without due analysis of their availability; and action will be carried out without taking full account of other important factors. (Morris, 1983)

Literature Review

A strategy is defined as the determination of basic long-term goals and objectives of an enterprise and the adoption of causes and actions and the allocation of resources necessary for carrying out these goals. (AD., 1996)

Strategy is the unified, comprehensive and integrated plan that relates the strategic advantage of the firm to the challenges of the environment and is designed to ensure that basic objectives of the enterprise are achieved through proper implementation process. (Glueck, 1984)

Strategic management can be defined as the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its objective. The purpose of strategic management is to exploit and create new and different opportunities for tomorrow; long-range planning, in contrast, tries to optimize for tomorrow the trends of today. (R.DAVID, 2007)

Although formulating a consistent strategy is a difficult task for any management team, making that strategy work by implementing it throughout the organization is even more difficult (Hrebiniak, 2006). It is thus obvious that strategy implementation is a key challenge for today's organizations.

Strategic and business management skills involve the ability to see the high-level overview of the organization and effectively negotiate and implement decisions and actions that support strategic alignment and innovation. (PMI USA, 2017)

According to Max McKeown, there is no guarantee that the future will turn out the way you want. Just writing a plan does not mean that the plan will happen. The world is more complex than our ability to plan, but that's part of what an effective strategist learns to accept. You learn that reacting and responding to events is just as important as planning. Progress is made when the organization moves towards strategy that learns its lessons and adapts to new opportunities. Most strategy involves change. People will have to change something they are doing to make the strategy come to life. You need to be able to translate your strategy into actions, tasks and projects. You also need to communicate the logic and of the strategy so that people get engaged with the work and are willing to help it succeed. (MCKEOWN, 2016)

Organizations have therefore resorted to using strategies in their planning and management processes to remain competitive (Pearce and Robinson, 2007).

Among the issues pointed out by (Hrebiniak, 2006) as overreaching issues that impede strategy implementation is the organizational change. He notes that managers are often trained to plan and not to execute strategies; the top managers are therefore always reluctant to soil their hands in the messy tasks of implementation. Strategy implementation always creates the need to manage change in complex organizational contexts (Kazmi, 2008).

Many of these areas of change are behavioural in nature and are therefore multifaceted and messy in nature. For instance, leadership style changes required to implement different kinds of strategies or the cultural changes to be brought about to facilitate new strategy implementation are intricate matters that call for careful handling (Kazmi, 2008)

Strategies are also connected to some kind of change and processes of renewal, and there is not a question of whether strategic changes will occur in organizations, but how and when (Höglund, 2015)

Change management is a systematic approach to dealing with change, both from the perspective of an organization and on the individual level. A somewhat ambiguous term, change management has at least three different aspects, including, adapting to change, controlling change, and effecting change. A proactive approach to dealing with change is at the core of all three aspects. (Wanner, 2013)

Changes might be big or small. They may involve evolution or revolution. They may be positive or negative. They may involve losing jobs or gaining jobs. The strategy might require new skills or actions. It might involve different areas of the business in different ways. It may be more externally or more internally focused. Change comes from different perspectives. Responses to changes come from different perspectives and changes aren't going to be welcome in the same way. (MCKEOWN, 2016)

There are five distinct steps in effectively managing a change process—in doing project management: Defining the change objective, Developing a strategy and plans to achieve that objective, Creating a project management group to effect the change, Installing a control process to monitor progress, Managing the project by implementing the above four steps. Most change processes require a full-time management effort. In managing the change process towards its defined change objective, different skills located in different organizational units must be employed at different stages of the project. (Morris, 1983).

Project management in the age of digitization is associated with the hope of saving time and costs while increasing transparency. As a result, the expectation of stakeholders has grown to realize these positive effects. The introduction of new tools requires investment in technology, the adaptation of processes and standards, and the development of new knowledge. With the advancement of digitization, consistent management decisions and a strengthening of the project culture are required in order not to fall behind the competitors. (Ryba, 2017)

Generating advantage from new technologies requires new ways of thinking and operating so that we might truly capitalize on the potential that they can deliver. Too often we look at the new through the lens of the old and misappropriate old thinking onto new technology paradigms. Too often we focus on applying new technologies to existing operating challenges, Business processes or methods without rethinking how we might need to fundamentally redesign the way in which we need to work. (PERKIN, 2020)

The implementation of strategies in organizations have therefore not been without challenges. Research has shown that more than 50% of the strategies fail at the implementation stage (Atkinson, 2006).

Research Methodology

This study adopted a descriptive survey design. It is used when the objective is to provide a systematic description that is as factual and accurate as possible and, in the case of this study, assesses the strategy implementation challenges faced in successful project management.

Descriptive designs only describe the phenomenon under study trying to establish a relationship between factors. In this study, the researcher tried to establish how various challenges affect project success and how to deal with them by effective & Smart implementation methodologies.

Primary Data Collection

Primary data for the study was collected using a questionnaire, which was formulated in order to achieve the objectives of the study. The use of a questionnaire was selected because it is a

convenient way to obtain the responses of different managers working in different project-based organizations and covers the various dynamics of Project management challenges. A questionnaire allows the researcher to obtain first-hand information. It also provides the opportunity to remain anonymous to promote a high response rate.

Before the actual data collection, the researcher explained the purpose of the study in the introduction to the survey to enable easy understanding and facilitate adequate response.

Data Analysis Results and Discussion

The findings of this study suggest that project-based organizations are dealing with several challenges. Therefore, the top management of the Organization is requested to use Oversight criteria to mitigate them in project management.

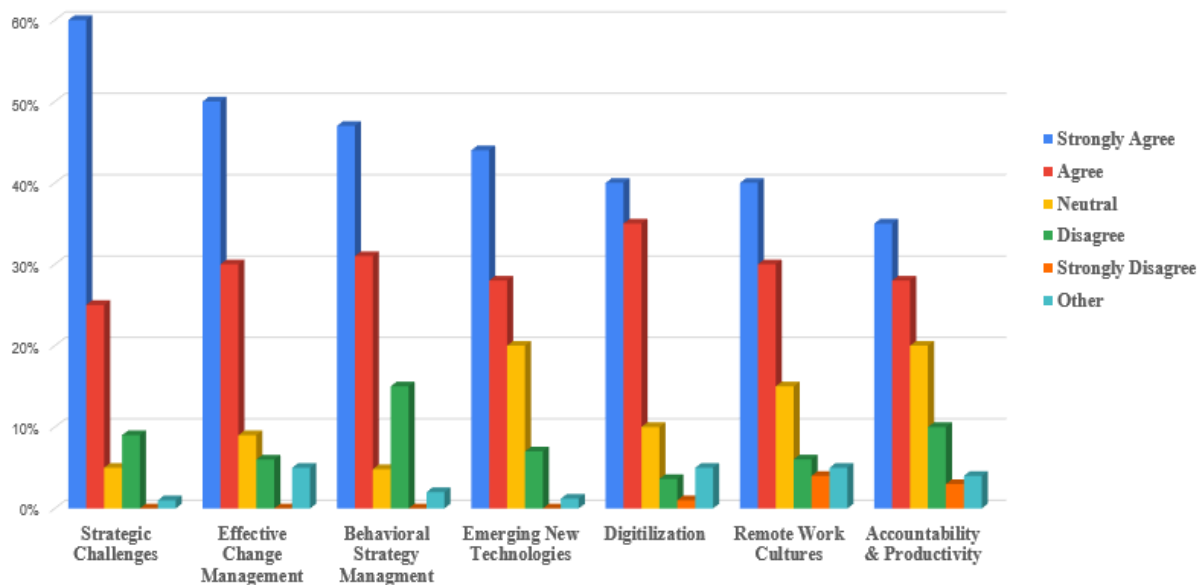


Figure 1: Current Challenges in Project Management

The bar chart in **Figure:1** illustrates the Current Challenges in Project Management which shows the responses of 88 Number of different respondents' managers from project-based organization working on different projects under different departments.

The response to each challenge area shows that **Strategic Challenges** are dominant among all other challenges. For which 60% of the respondents fully agreed, 25% agreed, 5% show a neutral response. However, 9% disagreed. there was 1% who gave other opinion, and no one was in total disagreement.

Effective Change Management turned out to be the second critical challenge, as 50% of respondents fully agreed, 30% agreed, 9% were neutral, 6% disagreed, 5% gave another opinion and 0% Strongly disagreed.

Behavioral strategy management seemed to be the third challenging aspect, obviously, as 47% of the respondents fully agreed, 31% agreed, 5% were neutral, 15% disagreed, 2% offered another opinion and 0% strongly disagreed.

New Emerging Technologies, despite being promoted due to their innovative nature, ranked only fourth, with 44% of respondents fully agreeing, 28% agreeing, 20% neutral, 7% disagreed, 1% gave another opinion, and 0% strongly disagreed.

Digitalization was declared fifth, as 40% of respondents fully agreed, 35% agreed, 10% was neutral, 4% disagreed, 5% gave another opinion and 1% was strongly disagreed.

Remote Work Cultures were placed in the penultimate position since 40% of the respondents strongly agreed, 30% agreed, 15% were neutral, 6% disagreed, 5% thought otherwise and 4% strongly disagreed.

Accountability & Productivity appeared as the least cause for concern for project managers, but it is important as 35% of respondents strongly agreed, 28% agreed, 20% were neutral, 10% disagreed, 4% offered another opinion and 3% strongly disagreed.

Further study showed that in strategic challenges as shown in Figure 2 there are the key dimensions to be focused more which are Effective Strategic Implementations, Strategy Planning, Agility (Iteration and Adaptation) and Strategic Challenges as Opportunities.

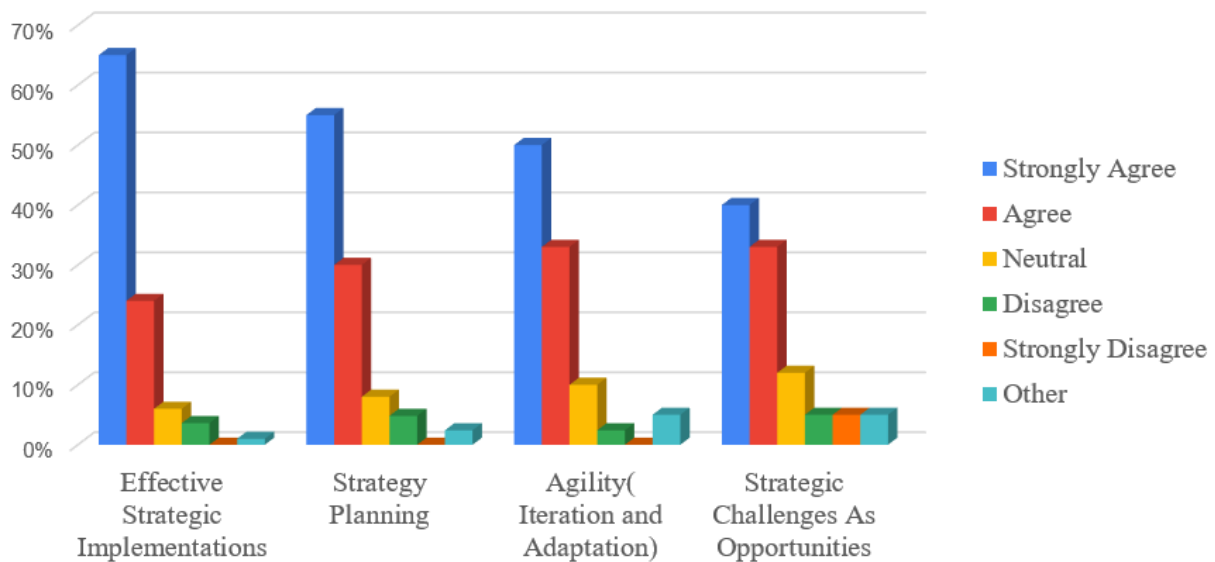


Figure 2: Key Dimensions in Strategic Challenges

The responses collected from different managers are shown in Table: 1 for each strategic area and the trend shows that Effective Strategic Implementation is the main area to be considered followed by Strategic Planning and Agility (Iteration and Adaptation). However, the study also showed that current strategic challenges can be taken as opportunities for future improvements in the field of project management.

Responses	Effective Strategic Implementations	Strategy Planning	Agility (Iteration and Adaptation)	Strategic Challenges as Opportunities
Strongly Agree	65%	55%	50%	40%
Agree	24%	30%	33%	33%
Neutral	6%	8%	10%	12%
Disagree	4%	5%	2%	5%
Strongly Disagree	0%	0%	0%	5%
Other	1%	2%	5%	5%

Table 1: Responses against each Strategic Dimension

The findings also recognize the importance of good governance, the role of top management, team empowerment and strategic team alignment along with organizational culture, measures to address current project management challenges.

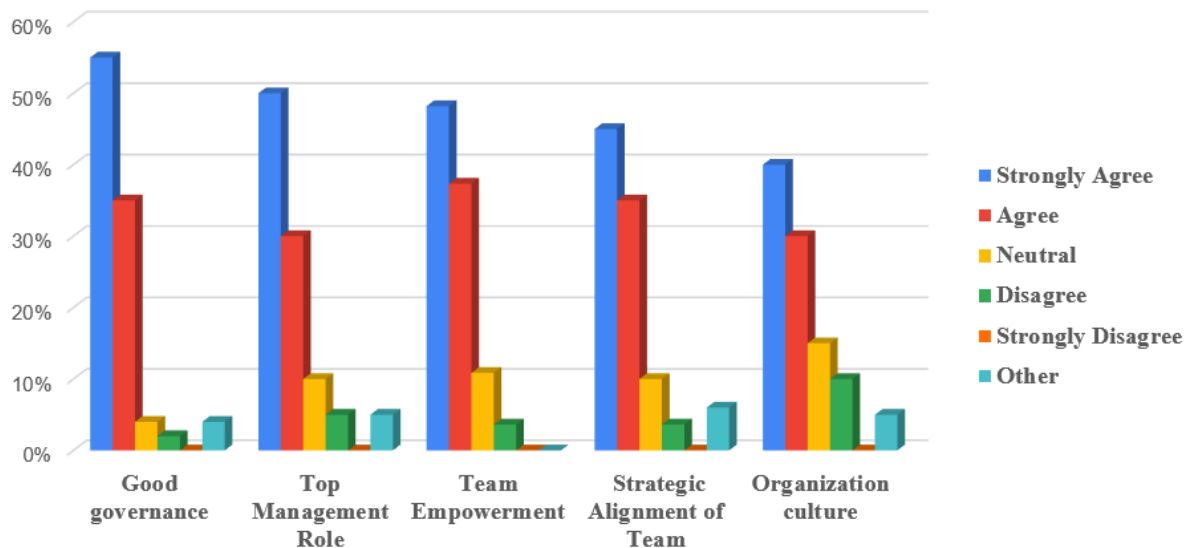


Figure 3: Measures Taken to Deal with Project Management Challenges

The top management of the organization, in coordination with the project managers, should develop the strategic management plan in the initial stage and, at the same time, should work on the policy of implementing an effective strategy. Mainly, the Project Manager deals with the challenges associated with strategic implementation in projects. Additionally, strategic thinking helps create a competitive environment for project managers. A strategy gives them the right direction between means and ends. In a way, the strategy must be competitive enough and must be linked to the actions and the implementation framework.

Furthermore, the study highlighted the importance of project management maturity at the project and organization level to establish strategies to focus on behavior management and monitor change management processes. Therefore, the project manager role goes so far as to state most of the lessons learned from experience during project execution. The strategies that organizations develop based on previous lessons learned and to verify weaknesses in existing processes and at the same time find room for improvement for future developments are considered more successful and sustainable.

To get to this point, project managers must help the organization create an environment in which employees want to become team members and work for the best of the team while staying long enough to make a difference. Undoubtedly, technological innovation represents a critical factor in managing team challenges by providing alternatives that will optimize the overall success of the project. This is evident in almost every exceptional organization trying to find the best approaches to satisfying employees.

In Project Management dealing with different behaviors of project teams effectively is therefore a challenge along with performance, efficiency and organizational best practices. Specifically, after the 2019 pandemic performance management, teamwork, productivity and accountability of those dealing with virtual teams become stern for Project Managers. Project Manager must upgrade on new technology-based systems to address the challenges that they and their project teams face while working remotely. As remote working is the new standard and at the same time, technology has further revolutionized workplaces during a pandemic that has transformed working into a hybrid working model, where teams are both remote and in the office.

This study showed that organizations should focus on a clear directive for team empowerment that can provide competitive benefits for organizational goals and strategic

objectives. A highly engaged, committed, trained, motivated and empowered team brings outstanding results of high productivity in projects. Empowering the team also creates responsibility for the results they must produce. Additionally, empowerment allows the team to share tasks with the project manager. Empowered project management teams must be strategically aligned with the organization's vision with a clear set of direction. This allows opportunities for project teams to learn and demonstrate skills and foster collaborations.

Based on the results of this review, future trends in project management are much different from what they have experienced in recent years. Hybrid project management will transform project-based organizational structures globally. Project teams will be diversified and virtual, so the focus of the project manager will be on communication & mutual collaboration between stakeholders. Lean, Agile along with other emerging technologies and digitalization will be fully implemented in projects.

Future project managers are expected to have many different competitive skills to cope with current challenges in Project Management. Strategic thinking, Effective communication, Collaborative Approach, Comprehensive knowledge of Lean, Agile, Digital technologies, Dynamic Learning, strong leadership and New software skills are of prime importance. Eventually, technology skills will become increasingly important for the successful Project management.

Meanwhile, Digitalization in project processes along with all its challenges is presented as an opportunity as it aims to save time and human resource costs while transforming the dynamics of project management. It provides competitive advantages such as automation, optimization and advanced flexibility in projects.

Organization should access the changes in project management after all these transformations and should evaluate and implement the change management process in structured and planned way. Effective change management strategy is needed to mitigate the challenges in project management approach.

Conclusion

Organizations must focus on fostering the kinds of strategic thinking and actions that create and deliver competitive advantage. Transformation of existing project processes must focus heavily on Lean, Agile, and Digitalization. The organization should make the project managers aware of the new strategy and should involve them in the development of the strategy to encourage them and give them a sense of ownership in the implementation of the strategy in the execution of the projects. In order to turn project management challenges into opportunities, the organization must empower and train project managers together with their project teams for technological advancements and changes to adapt to new requirements. If the project managers and his teams are sufficiently trained, they will take the changes as opportunities to put new techniques into practice for project success. In hybrid project management environment Project manager must combine with behavioral intelligence to deal with teams working. New strategies bring changes and organizations must evolve and transform with them. Change management processes should be adaptive and responsive. In addition, effective change management is the solution to overcome the challenges that come with new strategic implementations and new technological advancements. This study provides a comprehensive empirical perspective on the strategic challenges along with other project management challenges faced by project-based organizations that are transforming the Project Management culture in recent times with sufficient recommendations to address them in order to obtain competitive advantages in successful projects.

Recommendations

Since strategic challenges define the competitive position of the organization going forward, project management organizations must develop the strategy based on the lessons learned along with the new requirements. Project Managers should formulate the execution strategies of the project aligned with the mission and vision of the organization. Effective strategies must be transparent in nature and use recent technology to track the progress of implementations. As future project management structures are being transformed with emerging technologies and digitization, they can be seized as opportunities through effective change management and team empowerment processes.

Suggestions for Future Research

This study was done for the challenges in Project Management facing in UAE Project Based Organizations. The study therefore recommends that similar studies should be replicated other organizations in the country to determine the current challenges of Project Management

Implication of the Study

The strategist can use the recommendations to improve the development and implementation of their strategy in project-based organizations.

The management of project-based organizations can put the researcher's recommendations to improve the methodology to overcome internal strategic challenges.

The study can highlight areas for improvement that other researchers can use to conduct further research in the areas of Strategic Challenges in Successful Project Management.

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THE UTILIZATION OF CORPORATE DIGITAL REPORTING BY STAKEHOLDERS IN MALAYSIA

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Abstract: *In today's business age, the magnitude of corporate digital reporting in disseminating business information is irrefutable. The significance of this new medium of business reporting can be seen on the perspective of companies as preparers as well as stakeholders as users. This study investigates the utilization of corporate digital reporting by a hundred stakeholders from different groups in Malaysia, namely institutional investors, fund managers, investment analysts, auditors and loan managers. Data is collection through questionnaire survey and is analysed by using statistical test of descriptive, t-test and chi square test. Result of the study proved that corporate business reporting provided by corporations in Malaysia is being demanded and utilised by the Malaysian stakeholders at different levels of usage. The study is among the earliest study conducted in Malaysia that investigates the use of corporate digital reporting by stakeholders, thus contributes to the knowledge in the area of digital reporting by business entities.*

Keywords: *Corporate Digital Reporting, Stakeholders, Malaysia.*

Introduction

Corporate digital reporting is the reporting of financial and non-financial information provided by companies through the medium of corporate websites (Kerckhoven, 2002). It includes information of either a financial or non-financial nature that is not normally incorporated in the printed form of companies' annual reports (Jones and Xiao, 2004). Corporate digital reporting is essential for the corporations in presenting and disseminating business information to the stakeholders. Among the advantages of corporate digital reporting are innovative presentation of information (Jones and Xiao, 2004), dynamic multimedia formats (Debreceeny, Gray and Rahman, 2002), wider and easier access to information for larger groups of users without selection (Ettredge, Richardson and Scholtz, 2001), creating interest to potential investors and boosting corporate image (Pratt, 1996), providing timeliness and interactive information with unlimited space Joseph, 1995) as well as the faster and lower cost of information dissemination (Geerings, Bollen and Hassink, 2003)

Corporate sectors utilised significant amount of resources in setting, updating and upkeeping the corporate digital reporting. The resources used consist of expertise, money and time spent. Due to this, corporations are expecting some benefits from their practice of corporate digital reporting, in terms of its usage among stakeholders and their satisfaction. Thus, this study is conducted with the aim to investigate the utilization of corporate digital reporting by stakeholders based on the perspective of Malaysia.

Literature Review

Among the earliest attempt to study the history of corporate digital reporting is done by Lymer (1999). Lymer (1999) mentioned several stages were involved in the continuation of this new

type of reporting. Despite the age of the Internet, which exceeds thirty years, the chronological literature of digital reporting internet started in 1994 with the process of re-examination of accountant's functions as well as other parties related to the accounting profession. This literature arose from the dissatisfaction and concern about activities and regulations of business reporting. Simultaneously, this period documented basic reconsideration of the primary accounting foundation, demand for a truly global accounting standard and full international prominence by the International Accounting Standards Committee (IASC), and changes in the European Union's role relating to accounting regulation. Subsequently, the importance of information management, which was previously seen as a secondary task by business entities, has been recognized as a critical activity in ensuring business success. Consequently, the issues of information technology and its influence upon accounting activities started to evolve with the Internet as a computer-to-computer communication tool becoming one of the said elements. Only in 1995 did business entities start to pay serious attention to this technology following the development of the World Wide Web, or Web, as one of the Internet tools that has attracted increasing numbers of users around the world. As years pass, the purpose of the Internet for business entities has gone beyond advertising and electronic commerce activities to include reporting and dissemination of business information to users, resulting from the increasing demand for companies to be more responsible with regards to ethics and the environment.

A study by Verma (2010) examine the extent of internet reporting by corporations in India by using a sample of two hundred companies of BSE-200 Index from nineteen industry sectors. Specifically, the study examined the level of financial and non-financial disclosure on corporate websites based on the internet reporting disclosure index of 135 items. The items were grouped into one category of financial reporting index and six categories of non-financial reporting index, namely, corporate governance information, corporate social responsibility and human resource information, marketing information, investor relations communication, right to information act, and technological aspects and user support. The results of the study indicated a wide variation of web disclosure of the companies without standardisation of the content and presentation of the disclosure. In general, disclosure of the non-financial reporting index received the mean score of 46.52, which was much higher than the mean score of 14.16 for the financial reporting index. Specifically, disclosure for the category of technological aspects and user support was the highest, followed by financial reporting index, corporate governance information, investor relations' communication and corporate social responsibility and human resource information. However, the categories of marketing information and right to information act revealed the lowest score of disclosure. Looking at industry wise classification, it was found that companies in the sectors of information technology, diversified and transport service outperformed other sectors in average web disclosure. Companies in the diversified sector were the highest in the disclosure of financial reporting index, followed by the financial sector and chemical and petrochemical sector. However, the information technology sector was in first place with regards to the web disclosure of the non-financial reporting index, followed by the diversified sector and transport services sector. Furthermore, statistical analysis of ANOVA (sig. value of 0.001) confirmed the significant impact of industry sector upon the level of web disclosure of companies, thus, proving that the reporting practices followed by companies were determined by the industry standard and level of competition. Thus, Verma (2010) concluded that Internet reporting was used as a tool by corporations in India for the purpose of differentiation, image management and attracting stakeholders.

A study by Al-Htaybat, Alberti-Alhtaybat and Hutaibat (2011) investigated users' perceptions on internet reporting practices in emerging markets through a survey study, which focused specifically on the context of Jordan. Questionnaires were distributed to 114 respondents which consisted of four different user groups. Specifically, the user groups

identified as sample are financial analysts, academics, bank credit officers and auditors. Based on the Kruskal-Wallis test conducted, results of the study showed that there is a strong agreement among the users on internet reporting in practiced in Jordan as a source of information that is useable, accessible and available at any time and from anywhere for them to make decision. Yet, their perception on the usefulness of internet reporting was not very good whereby they were not confident in using it and relying on it as the only source of information for decision making. This is due to the low level of relevant and up to date information provided by the internet reporting of the Jordanian corporations. The users also considered cost of having internet access and cost of printing accounting information as concerns regarding the future of internet reporting practice in Jordan. Surprisingly, the users clarified that the conventional printed annual report is still preferable as a source of accounting information for them.

In Malaysia, a study was conducted by Mohd Noor Azli and Han Siang (2013) to examine users' perception towards the usefulness of 50 component of internet reporting. Questionnaires were distributed through online, particularly to public stock investor cum internet users on online forum. They are asked on questions regarding level of interest and the usage of components of internet financial reporting in the form of 5 point likert scales. Empirical results revealed annual report, dividend, current share price, balance sheet and historical share price were the top five components preferred by the respondents. On the other hand, audio visual, recording of meeting, multilingual, external link, site map and corporate calendar were deemed unnecessary.

Research Methodology

A questionnaire survey is used to collect data on the utilization of corporate digital reporting by a total of one hundred stakeholders. The respondents consist of investment analysts, fund managers, institutional investors, auditors and bank loan officers. Respondents are required to answer questions on demographic background, their extent of use of corporate digital reporting and the use of specific functionalities in the corporate digital reporting. Data was analysed by using the Statistical Package for Social Sciences (SPSS) software. The study conducted statistical test of descriptive statistics, t-test and chi-square test.

Findings of the Study

Out of 100 respondents, 89 are users of business reporting on the internet while 11 of them are non-users. Out of 89 users, 56 per cent of them are found as frequently and always use corporate digital reporting. In contrast, only 4.5 per cent and 11 per cent of them use corporate digital reporting very rarely and seldomly. Therefore, the significant percentage of high frequency of corporate digital reporting revealed that this medium of reporting has been frequently utilized by the stakeholders.

With regards to the usage item of corporate digital reporting, the highest mean score is shown by the financial statements download, followed by the usage items of financial documents download, annual report download, stock price, press release and general news. The usage item of download of non-financial documents, download of audio or video files of management presentation and download of other audio or video files revealed lower mean scores. The bottom score are shown by the usage items of audio or video files downloading of management presentation and shareholders meetings and other audio or video files downloading.

As for the functionalities of corporate digital reporting, sitemap and internal search engines are recorded as functions that have been widely used by the users. In contrast, e-mail alerts resulted in the lowest number of users.

More than a quarter of the users evaluate that corporate digital reporting provided by the corporations as easy to be used as compared to only few of them that evaluate it as difficult to be used.

Conclusion

Based on the results, the study concluded that corporate digital reporting provided by the corporations in Malaysia is utilized by the stakeholders at different extend of usage. The study is fruitful due to the contribution to the knowledge, as it is among the earliest study conducted in Malaysia that examines the usage of corporate digital reporting by the stakeholders. By looking at the perspectives of users, the study contributes to the evidence that this new medium of corporate reporting are being demanded and utilised by the users.

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ANALYSIS OF ISLAMIC CAPITAL EDUCATION APPLICATION FOR MSMEs ACTORS IN MANAGING CAPITAL AND EARNING INTEGRATED CAPITAL FINANCING WITH ISLAMIC BANKING

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Abstract: *The world is faces a virus outbreak known as COVID-19, which is increasing in population every day and has a significant impact on the economic sector. MSMEs are one of the backbones of Indonesia's economic growth and as many as 50% of MSMEs experience unworkable business conditions. According to Wahana Visi Indonesia (WVI) 2020 Research, capital is the assistance that is MSMEs currently need. Seeing these problems, MSMEs actors do capital financing from banks for the continuity of their business. Now, many conventional banks have distributed capital assistance to MSMEs actors, but in fact this financing has not been fully optimal. Many of the MSMEs actors think that when dealing with conventional banks, there will be interest to be paid. MSMEs actors feel that this is not following Islamic principles which are considered detrimental to one party. The issue in Islamic capital for MSMEs actors is the lack of Islamic financial literacy in carrying out these activities. The next issue is less optimal in managing capital during a pandemic. MSMEs actors very much need understanding Islamic capital. If MSMEs can earn capital financing with sharia-based and managing capital so well, it will build up the MSMEs in Indonesia and become one of the backbones of Indonesia's economic growth. This study aims to analyze the application of islamic capital education to help MSMEs get the capital financing that is integrated with islamic banking and do a managing capital so well. The research method used in this study is the Research and Development method which produces a product and tests the effectiveness.*

Keywords: *Application of Education, Capital Financing, Capital Management, Islamic Banking, and MSMEs.*

Introduction

The world faces a virus outbreak known as COVID-19, which is increasing in population day by day. The increasing number has had a significant impact on several sectors, particularly in the economic sector. Indonesia's economic growth in 2020 has touched a minus figure of 5.32% in the second quarter (BPS, 2020). MSMEs are essential factors in increasing economic growth in Indonesia because they can increase state income and reduce unemployment. Indonesian MSMEs contributed significantly to the Gross Domestic Product (GDP), which contributed up to Rp. 8,573.9 trillion to Indonesia's GDP (at current prices) in 2018, Indonesia's GDP in 2018 was Rp. 14,838.3 trillion, so the contribution of MSMEs reached 57, 8% of GDP (Jayani, 2020).

When pandemic conditions are in the midst of life, 50% of MSMEs are faced with business conditions that can't run (Thaha, 2020). Capital management is one of the causes of these problems (Databooks, 2020). Seeing these problems, finally, MSMEs actors borrowed capital from financial institutions as they played a role as supporting capital for MSMEs (Afkar, 2017). One of the most visited financial institutions by MSMEs in obtaining capital is banking.

Reporting from one of the news, namely detikfinance, it was explained that many conventional banks had currently distributed capital assistance to MSME actors, however, the financing has not entirely run optimally. Many of the MSME actors think that there will be interest to be paid when dealing with conventional banks. MSME actors feel that this is not following Islamic principles, which are considered detrimental to one side.

MSMEs, one of the backbones of economic growth in Indonesia, have been forced to close their businesses during of the pandemic due to the lack of reserve funds. One of the phenomena in today's society is that many people prefer to borrow money from moneylenders because the system is considered more accessible. When you want to get a capital loan without providing a guarantee, fill out a form, and the capital survey will be liquid (Umbu, 2018). The similarity of the weakness of lending by moneylenders and conventional banks is the existence of an interest system which is considered very detrimental. It is different if MSME actors do financing with Islamic banking because Islamic banks will prioritize the welfare of all parties.

The next phenomenon in MSMEs today is that they are less than optimal in managing finances and capital during the pandemic. One of the causes of the lack of optimal management is the wasteful nature which tends to want needs that are not needed. The next step is to carry out capital financing in many places intended to dig holes and cover holes. It causes more spots that take a long time to complete.

In a pandemic, Islamic banking continues to show positive developments. According to news reported by liputan6.com, Islamic banking grew by 9.22% or Rp. 545.39 trillion. That way, Islamic banks can make a significant contribution to support Islamic finance (Yuniar 2020). The development of Islamic banking is increasingly widespread, making of PT. Bank Syariah Indonesia, which is one of the results of the merger of PT. BRI Syariah, Tbk, PT. Bank Syariah Mandiri, and PT. BNI Syariah Bank. Ventje Rahardjo Soedigno, as Director of the National Committee for Islamic Economy and Finance (KNEKS) emphasized that the products and services of Bank Syariah Indonesia can to strengthen the Islamic finance industry in serving the community (Richard 2020).

Sharia capital is considered capable of solving to this problem because people do not have to think about interests that are not following Islamic principles and prioritize profit sharing (Uno, 2020). The situation in sharia capital for MSMEs is the lack of knowledge of Islamic financial literacy in carrying out these activities. MSME actors need financial literacy to access capital financing, take advantage of the required financial products and services, and avoid financial instruments that will only harm one side (Djuwita & Yusuf, 2018).

Knowledge of Islamic capital is very much needed by MSMEs today so that MSME actors can carry out capital financing to Islamic banking. Although Islamic banking continues to show a positive trend, if MSME actors do not take advantage of capital financing with a sharia system, MSMEs will still find it challenging to develop. This if reinforced by data that Indonesia has the largest Muslim population reaching 209.1 million people or equivalent to 87.2% (Databooks, 2019). So it has the potential to increase the knowledge of MSME actors related to Islamic capital.

Judging from some of the problems above, it can be concluded that MSMEs are currently having difficulties obtaining capital that prioritizes the welfare of all parties and according to Islamic principles because there is still a lack of knowledge of sharia capital. Education about sharia capital is needed to increase the understanding of MSME actors in helping to obtain capital financing. If MSMEs actors widely understand Islamic money, MSMEs can bounce back and boost economic growth in Indonesia.

Literature Review

Micro Small Medium Enterprises

MSMEs or Small Micro and Medium Enterprises, by UU No. 20 of 2008, are defined as 1) Micro businesses are productive businesses owned by individuals or individual business entities that meet the criteria for micro-enterprises as regulated in this law. 2) Small business is a productive economic business that stands-alone, which is carried out by individuals or business entities that are not subsidiaries or not branches of companies that are owned, controlled, or become part either directly or indirectly of medium enterprises or large businesses that minor small business criteria as referred to in this law. 3) Medium enterprises are productive economic businesses that stand alone, which are carried out by individuals or business entities that are not subsidiaries or branches of companies that are owned, controlled, or become a part either directly or indirectly with small businesses or large businesses with total assets net or annual sales results as regulated in this law. MSMEs are one of the backbones of economic growth in Indonesia because they can contribute to the GDP. MSMEs can become the spearhead in increasing investment, reducing poverty, and absorbing a large workforce (Sudiyarti, Ismawati, & Irwansyah, 2017). In a pandemic situation, MSMEs have a massive impact on economic growth. It can be seen that currently, economic growth has touched a minus figure in the second quarter (BPS, 2020). There is great hope from economic growth for MSMEs to quickly to recover during a pandemic and revive economic growth quickly.

Islamic Financing

According to UU No. 10 of 1998 concerning Banking, financing based on sharia principles is the provision of money or bills based on an agreement between the bank and other parties, which requires the party being financed to return the account based on the time determined by the profit-sharing system. In Islamic banking, if you want to do financing, several contacts are used and in taking profits, banks use a profit-sharing system (Prabowo & Jamal, 2017). In carrying out its activities, there is an agreement or agreement between the two parties in which the bank will carry out financing and profits are obtained following the agreement of both parties. Undertaking its activities, Islamic banking has distinctive characteristics, namely operating with the principle of profit-sharing, which is an alternative to provide fair benefits to both parties, both the community and the banking sector, focusing on justice, the value of togetherness, and brotherhood in transactions, and avoiding speculative activities (OJK, 2021). Capital financing is one of the problems in the sustainability of MSMEs. Sandiaga Uno, as the Minister of Tourism and Creative Economy, explained that, sharia capital could be a solution to MSME problems because people don't have to think about the interest they have to pay.

Islamic Financial Literacy

Islamic financial literacy is knowledge or education about Islamic financial products and services. It provides an overview of the differences between conventional banking and Islamic banking to influence someone in becoming an economic actor according to Islamic principles (Nurul, 2013). Another opinion about Islamic financial literacy is an ability carried out by a person in using financial knowledge and attitude skills by Islamic principles (Rahim, 2016). The National Financial Literacy Survey by the Financial Services Authority showed that Islamic financial literacy in 2019 increased from 8.1% to 8.93%. Although Islamic finance always offers significant development, it cannot be denied that conventional finance is also constantly overgrowing. So, as the Director of Legal, Promotion and External Relations of KNEKS, Taufik Hidayat, explained that there needs to be a correlation between literacy and other variables to support finance in Indonesia (KNEKS, 2019).

Behavioural Theory of Finance

Behavioural Finance is an attempt to unify the behavioural approach with traditional financial theory. Financial behaviour can explain the reasons for irrationality in financial decision making. Financial behaviour is related to internal and external behavioural factors that influence individuals in making financial decisions. Behavioural financial research is new research in finance. Various parties, especially academics, began to know this financial behaviour after Tversky and Kahneman (1974) proposed psychological aspects in decision making. Thaller (1985) describes Mental Accounting in numerous writings for the development of financial behaviour in the book *Beyond Greed and Fear*. According to Baker and Nofsinger (2010), common mistakes in decision making include cognitive bias, heuristics and other psychological factors that affect the financial decision-making process for individuals. Then Muhammad (2016), in *Fiqh & Financial Analysis*, explained the views of Fiqh in financial management.

Research Methods

Methods

The author uses research type is Research and Development, a research method that produces a particular product and to perfect the product, a validation test of the product is required.

Samples

In this study, the authors took a sample of 140 respondents. This sampling technique uses probability sampling techniques utilizing simple random sampling.

Site

In this study, the authors took various existing sites because the data generated were valid and provided a correct explanation regarding the research to be produced.

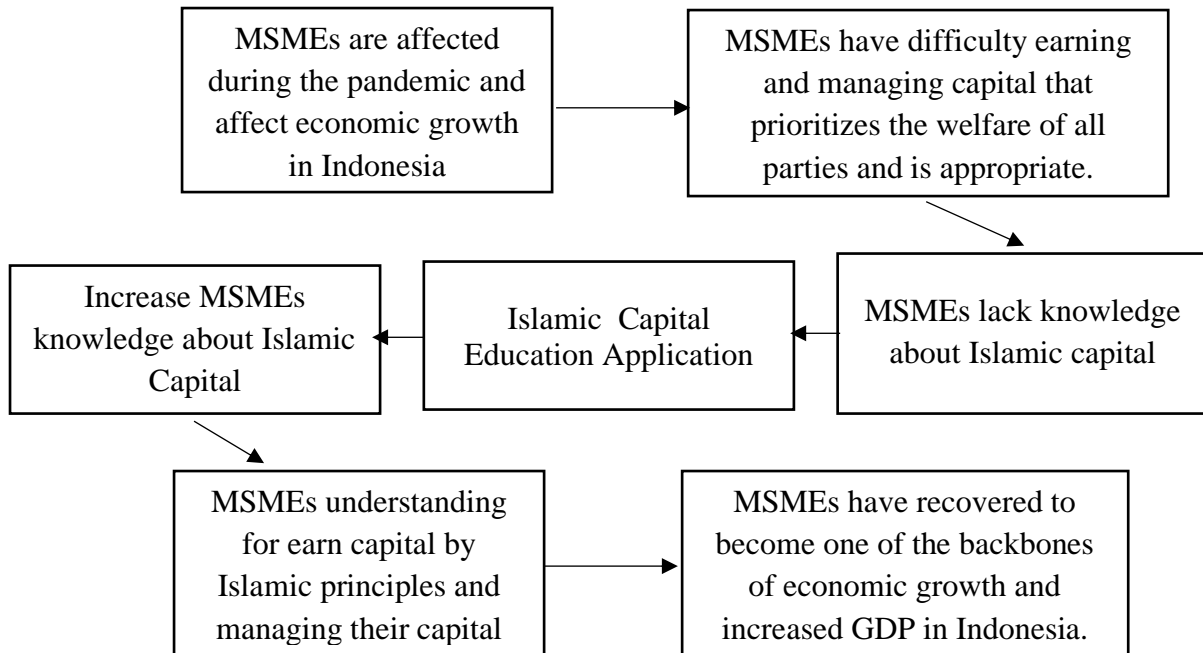
Measurement

This study uses an interval scale measurement using parametric statistics. In conducting the research, the writer gave a questionnaire to the respondents by giving 4 questions for X1, 3 question for X2, and 4 question for Y. Each question from all variables had 5 scales.

Data Analysis

In this study, the authors used the SPSS application to test the hypotheses of the research to be carried out.

Design

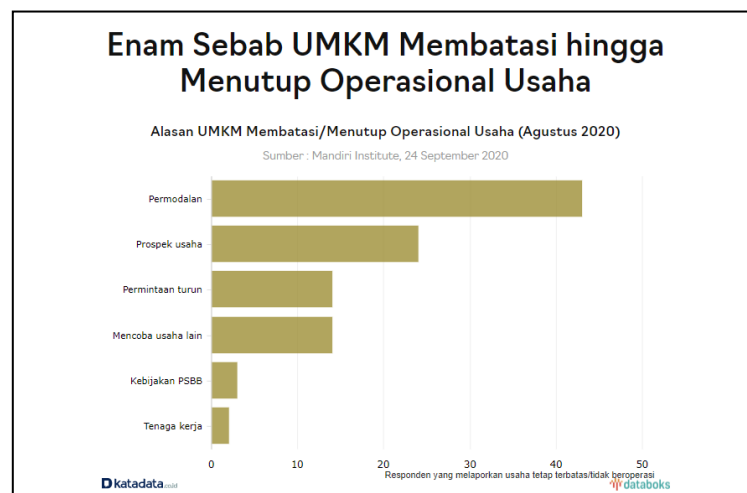


Hyphotesis

- H1: Earning islamic capital have a positive and significant influence on Islamic capital education application
- H2: Managing capital have a positive and significant influence on Islamic capital education application

Result and Discussion

MSME income has a significant figure on economic growth in Indonesia. The pandemic conditions have made it difficult for MSMEs to survive and were forced to close their businesses. MSME actors find it difficult to get capital for the continuity of their business.



Picture 1. The Causes of MSMEs Closing Their Businesses (Databooks, 2020)

In dealing with these problems, MSMEs seek to borrow capital from banks that prioritize the welfare of all parties and prioritize Islamic principles. Currently, sharia capital

has been widely discussed, but in fact, many MSME actors still lack knowledge of sharia capital. Islamic capital will be integrated with Islamic financial institutions, such as Islamic banking, which currently always shows a positive trend. Not only that, but sharia capital will also prioritize profit sharing and prioritize all parties without one party feeling disadvantaged. So, it is necessary to increase knowledge by MSME actors about sharia capital so that later MSMEs can get capital financing that has more significant potential and understand sharia principles.

An increase in knowledge about Islamic capital will help MSMEs to be empowered and increase economic growth. Based on data (BPS, 2020), MSMEs have succeeded in creating 99% of job opportunities, absorbing 97% of the workforce, and contributing to a 56-59% GDP. This proves that MSMEs play an active role in the economy in Indonesia.

Table 1. T-test for Earning Islamic Capital and Managing Capital on Effectiveness of Islamic Capital Education Application Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.741	1.272		7.656	.000
	Earning Islamic Capital	.224	.083	.247	2.715	.007
	Managing Capital	.364	.109	.305	3.349	.001

a. Dependent Variable: Effectiveness of Islamic Capital Education Application

Testing the hypothesis of Earning Islamic Capital (X1) and Managing Capital (X2) on Effectiveness of Islamic Capital Education Application (Y) "accepted". This is because the significance value on the t test on this variable is 0,007 and 0,001 and it fulfills the requirements for the acceptance of the hypothesis, namely the significant value must be less than 0.05.

Based on the result, value of the t-test for earning Islamic capital on Effectiveness of Islamic capital education application is 2.715 with the value of t-table 1.97730, so it can be concluded that H0 is rejected and Ha is accepted, it means there is an influence for earning Islamic capital on Effectiveness of Islamic capital education application. The next variables, value of t-test for managing capital on Effectiveness of Islamic capital education application is 3.349 with the value of t-table 1.97730, so it can be concluded that H0 is rejected and Ha is accepted, it means there is an influence for managing capital on Effectiveness of Islamic capital education application. Value of the t-test for earning Islamic capital is 2.715 and for the managing capital 3.349, it means there are had a positive and significant influence on Effectiveness of Islamic capital education application

Table 2. Coefficient of Determination for Earning Islamic Capital and Managing Capital on The Effectiveness Islamic Capital Education Application Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491 ^a	.241	.230	1.779

The result of the calculation of the coefficient of determination can be seen that the value of R square (R²) is 0.241. Thus, the effect of Islamic capital education application simultaneously on the earning Islamic capital and managing capital is 24.1% while the remaining 75.9% is influenced by other variables.

Conclusion

Indonesia's economic growth during the pandemic experienced a significant decline. One of the sectors that cause a decrease in economic growth is the inhibition of MSMEs in carrying out their business activities. MSMEs experience capital constraints and are looking for solutions to carry out financing that prioritizes the welfare of all parties. Currently, there is sharia capital integrated with the sharia system, which prioritizes the interest of all parties. At this time, there are still many MSME actors who lack knowledge of Islamic capital. There is a need to increase understanding about Islamic capital so that later MSMEs can also have more significant potential in carrying out capital financing for the sustainability of a business. Creative ideas related to the application of sharia capital education will help MSME actors increase their knowledge of sharia capital, which will prosper all parties and be able to consult directly with banks regarding capital and develop their business in the future. This application will also accommodate people who want to give alms to help finance capital by MSME actors.

This research was conducted with the aim of measuring the factors that help MSMEs to keep grow up. The variables tested were the Earning Islamic Capital (X1), Managing Capital (X2), and Effectiveness of Islamic Capital Education Application (Y). From the hypothesis test conducted by the researcher, the results are as follows:

1. Earning Islamic Capital has a positive and significant influence on the Effectiveness of Islamic Capital Education Application. So, it can be concluded that earning Islamic Capital is one of the factors that can affect the Effectiveness of Islamic Capital Education Application
2. Managing Capital has a positive and significant influence on Effectiveness of Islamic Capital Education Application. So, it can be concluded that the managing capital is one of the factors that can affect the Effectiveness of Islamic Capital Education Application.

From these results, the authors conclude that the Islamic Capital Education is indispensable for MSMEs actors to help them earning capital following Islamic principle that integrated by Islamic Banking or other Islamic Financial Institutions and managing their capital and will be easily done by utilizing the Islamic Capital Education Application

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THE INFLUENCE OF SELF-IDENTITY AND SELF-POTENTIAL ON LIFE GOALS COLLEGE STUDENTS IN JABODETABEK AREA

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Abstract: *The existence of the COVID-19 pandemic that occurred today causes students to find it challenging to develop and recognize their potential. Although Indonesia will experience a demographic bonus in 2045, students and young people should recognize and be confident in its potential. It is helpful to plan for the future and improve soft skills to face Indonesia's gold in 2045. But the reality is that at this time, students are not entirely sure of their ability. Many college students know that self-potential is essential but have not implemented it in everyday life. There are still many students who "lose their way" for the next few years. But by knowing the potential of ourselves, we can explore further about ourselves. The research method used in this research is to use research and development methods that produce a product and test the effectiveness of the product produced, that mobile applications that focus on developing their potential in students are expected to make it easier for students to improve their abilities. The data collected is primary data taken through surveys addressed to students in Jakarta, Bogor, Depok, Tangerang, and Bekasi, with the number of respondents collected as many as 160 respondents. Based on a survey conducted, as many as 21 out of 160 respondents know the potential, and 31 out of 160 respondents are confident in their potential.*

Keywords: *self-identity, Self-potential, Life Goals*

Introduction

The existence of the covid-19 pandemic that occurred today causes students to find it challenging to develop and recognize their potential. Although indonesia will experience a demographic bonus in 2045, students and young people should recognize and be confident in its potential. It is helpful to plan for the future and improve soft skills to face indonesia's gold in 2045. But the reality is that at this time, students are not entirely sure of their ability. Being a college student should know about self-identification to design the future and know the characteristics of her personality. But unfortunately, not all students have the sensitivity to find out about their identity. Many of the students are complacent with the situation and end up lazy to find out about it. So few found events where students do not know their characteristics and do not know themselves well. Based on the survey i conducted, most students in jabodetabek doubt whether they already know themselves well. A person who already knows his identity will easily say his characteristics and know the advantages and disadvantages possessed. Self-potential is also an aspect that every student must know. Self-potential can be in the form of knowledge or abilities possessed. Based on the survey i conducted, most students feel unsure and hesitant when discussing their potential. Many students know that self-potential is essential but have not been able to implement it in everyday life. There are still many students who "lose their way" for the next few years. But by knowing the potential of ourselves, we can explore further about ourselves. In addition, at this age, should already know about the long-term plan that will be done in the future. Set the target of what to achieve and how to fight for it. Having a purpose in life is essential to determine the direction in which our feet will go. If a person

does not know the purpose of his life, then the person will have difficulty adapting to life. To plan life goals and long-term targets, one must first know their identity and know their potential. When both things can be known, it becomes easier to plan the purpose of life. But the problem is that college students do not know their identity and potential to the maximum, so many of the students are still questioning the purpose of life and how to find the purpose of life

Literature Review

Definition Of Self Identity

Identity is self-awareness as taken from opinions and self-observation. Identification is the collection of all self-images in organizing the whole, not just about the sociability, objects of nature, and roles. Identity expresses a person's self-awareness as an individual. Self-identity is a matter of self-awareness to explain who he is, the characteristics of the self to decide what actions to be done in the future. (Nur Hidayah, 2016). According to Erikson, someone looking for identity will try to "be someone," which means trying to be a neutral, independent, unique self who has an awareness of his inner unity. If a person has succeeded in obtaining his identity, then He will realize the characteristics of his personality, aspirations, future goals to be lived. Fuhrman in Ramadhanu suggests that factors influence the process of self-identity formation, namely parenting, homogeneity, environment, models for identification, experiences, childhood, the development of cognition, individual traits, and ethnic identity (Candra Ari Ramdhanu, 2019). Self-identity is a fundamental thing that exists in every individual, and there is often a crisis in its formation. Identity can be formed and influenced by a person, group, or organization (Arif Rahman Hakim, 2021). Identity can be formed and influenced by a person, group, or organization (Arif Rahman Hakim, 2021). Self-identity is a complete unity of each individual's outlook and way of life, starting from how the individual positions himself according to his beliefs, abilities, hopes, and personal goals and gives meaning to himself as a unique person who is stable and separate from others (Evi Junita Purba, 2013).

Identity Crises In College Students

Research conducted by Alfadla (2017) shows that college students experience a career identity crisis caused by several things, including (1) Students who experience a gap between self-will and parents can manage themselves by negotiating with parents to reach an agreement between the two parties (2) College Students who experience a gap between passion and career choices can manage themselves by integrating and accommodating both, namely cultural arts passion and Guidance and Counseling.. (3) College Students who experience a gap between expectations and the reality of their advanced careers can manage themselves by actualizing themselves; Develop, develop and use its capabilities in the military field. Counseling and identity foreclosure (crisis-free commitment) to a military career (4) Each student has planned an alternative career outside of mentoring and counseling. It can be concluded that the three subjects do not have an identity achievement (complete identity) as education counselors. (Alfadla, 2017).

Definition Of Self Potency

Potential is an essential ability that is owned by everyone that becomes a characteristic of each individual. Indicators in self-potential are learning from mistakes, introspection, having a firm attitude, being relaxed, daring to correct mistakes, not blaming others, and having a sincere attitude. (Ni Luh Gede Anggarayani Sulistyawati, 2017).

Life Goals

The purpose of life is what a person has planned for his life, whether today, tomorrow, to a long-term plan. Everyone's life goals will be different according to the needs of each individual. Some experts say that someone who has a purpose in life already has an identity in living their daily lives. (Politeknik Karya Husada, 2020).

How To Find Your Purpose In Life

Focus on specific actions that can make us happy.

According to an expert named Patrick Ness, we don't write our lives in words, but instead, we carve them out with actions that we think are important. By taking actions that we think are important, we are walking towards the purpose of life that we expect. The purpose of life does not guarantee happiness for ourselves, but by applying what is essential, we will feel happier and satisfied with our own lives (Politeknik Karya Husada, 2020).

Ask These 3 Key Questions to Determine Our Life Goals.

- What do I want to leave to those around me? Is it helpful science or something else?
- What things should I fight for? Is that money? Or success?
- What is the difference between them and me?

Please answer the question honestly to measure how far we know the purpose of our lives.

Go away from media social for a while

On social media, of course, we will see the lives of others who look very pleasant when the reality is not like that. When looking at other people's lives that look more pleasant, it will unwittingly affect their mindset. So the question arises that questions the success of yourself that ends up comparing the success of others and the success that has been fought for. Staying away from social media is the right step to calm your mind and redefine life goals for the next few years.

Research Methods

Population

The population in this study were college students in Indonesia with affordable population are 160 college students in regional of Jabodetabek (Jakarta, Bogor, Depok, Tangerang, Bekasi)

Sample

In this study, the authors took a sample with slovin formula by 5% error rate, there is 110 respondent. This sampling technique uses probability sampling techniques by means of simple random sampling.

Methods

The author uses research type is quantitative methods, a research method by using statistical methods used to collect quantitative data from research studies

Data Analysis

In this study, the authors used the SPSS application to test the hypotheses of the research to be carried out.

Hyphotesis

H1: Self-Identity has a positive significant influence on Life Goals

H2: Self-Potential has a positive significant influence on Life Goals

Result & Discussion

Table 1. T-test for Self-Identity and Self-Potential on Life Goals
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.652	1.285		4.398	.000
Self-Identity	.396	.085	.374	4.668	.000
Self-Potential	.422	.116	.292	3.641	.000

a. Dependent Variable: Life Goals

Hypothesis testing of Self-Identity on Life Goals is declared "accepted". This is because the significance value in the T-test on this variable is 0,000 and it fulfills the requirements for the acceptance of the hypothesis, namely the significant value must be less than 0.05. Next for the value of the t-test for self-identity on life goals is 4.668 with the t-table 1.97519, it concluded that there is an influence for self-identity on life goals. For the value of the t-test for self-potential on life goals is 3.641 with the value of t-table is 1.97519, it concluded that there is an influence for self-potential on life goals. All the value of this t-test shows positive value, it means all this variable, self-identity and self-potential on had a positive significant influence on life goals.

Table 2. Coefficient of Determination of Self-Identity and Self-Potential on Life Goals
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596 ^a	.355	.347	1.759

a. Predictors: (Constant), Self-Identity, Self-Potential

The result of the calculation of the coefficient of determination shows that the value of R square (R^2) is 0.355. Thus, the effect of self-identity and self-potential simultaneously on life goals is 35.5%, while the remaining 64.5% is influenced by other variables.

Conclusion

This research was conducted with the aim everyone can know better for their self. The variables tested were the Self-Identity (X1), Self-Potential (X2), and Life Goals (Y). From the hypothesis test conducted by the researcher, the results are as follows:

1. Self-identity has a positive and significant influence on the Life Goals. So, it can be concluded that Self-identity is one of the factors that can affect the Life Goals
2. Self-potential has a positive and significant influence on Life Goals. So, it can be concluded that self-potential is one of the factors that can affect the Life Goals.

From these results, the authors conclude that the Life Goals is indispensable for college students to get know their self better and will be easily done to know their self start from know about the identity and potential of their self.

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OPTIMIZATION OF STUDENT LEARNING MOTIVATION AND STUDENT ACHIEVEMENT IN ACCOUNTING VOCATIONAL THROUGH INNOVATION OF LEARNING MEDIA FORM OF MOBILE APPLICATION BASED GAMES IN ERA SOCIETY 5.0

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Abstract: *Indonesia is currently preparing for the Era Society 5.0, in which people's lives are centered on humans, which will have an impact on the balance between solving community problems through technology. One of the rapidly growing uses of technology is in the field of education. According to the Ministry of Education and Culture (2021), teaching in Era Society 5.0 becomes a new challenge in the learning process, especially in Accounting Education. This is in line with the research conducted by MA. Marico (2019), that accounting education is increasingly required to balance increasingly advanced conditions, its scope is increasingly global, and the problems faced are increasingly complex. The younger generation now prefers all kinds of technology and is becoming less "effective" with traditional learning methods. Regarding accounting learning itself, there are problems faced by students who meet accounting lessons, namely the difficulty of capturing accounting lessons because of inappropriate learning media. In junior high school, they had not received lessons. Barriers that exist in these conditions will affect student achievement. Many students have difficulty capturing addresses so that they do not focus on learning and cause a decrease in student achievement. Towards the Era Society 5.0, learning media should no longer apply traditional methods but prioritize technology that will provide easy access. Currently, the younger generation is no stranger to games. So, games can be combined with accounting learning media to increase student motivation and learning achievement. The research method used in this research is to use the Research and Development method, which produces a product and tests the effectiveness of the product created so that the learning media in the form of games is expected to increase student learning motivation and student achievement.*

Keywords: *Accounting Media Learning, Digitalization, Game, Student Achievement, and Student Learning Motivation.*

Introduction

Indonesia is currently preparing for the Era of Society 5.0. People's lives are centered on humans, which will impact the balance between solving community problems through technology that connects the virtual world and the natural world (Karta Raharja Ucu, 2019). The development of technology itself continues to overgrow until now. This is because the use of technology is felt to be more effective and efficient in its use. One of the rapidly growing uses of technology is in the field of education. According to (Lestari, 2018), along with the times, technology in education is considered very important because it makes it easier for students to support the learning process. This is reinforced by data reported from the news page (bbc.com, 2018). In 2018 Indonesian students ranked second in the highest use of technology globally at 54% after the United States. (Kemendikbud, 2021) stated that the change towards Era Society 5.0 is not only on technology but must be accompanied by adequate infrastructure.

This means that education in Era Society 5.0 becomes a new challenge in the learning process, especially in Accounting Education. This is in line with the research (MA. Marico, 2019) that accounting education faces increasingly complex challenges in this changing era. The implementation of accounting applications is increasingly required to balance the increasingly advanced situation. The scope is increasingly global, technology is increasingly developed and plays an important role, the problems faced are complex. On the other hand, the younger generation now prefers all kinds of technology and is becoming less "effective" with traditional learning methods.

Accounting learning is not only theoretical but also analytical. (Sukarno, 2020) says that if someone studies a material without fully understanding it and relating it to real life, both the process and the result will only become rote and evaporate. Learning to account is memorizing and calculating, which requires accuracy and students' ability to reason to analyze questions. Regarding accounting learning itself, there are problems faced by students who meet accounting lessons. Based on research conducted by (Hidayati, 2019) 53% of High and Vocational High School (SMA/K) students have difficulty learning Accounting. According to (Sakdiah & Silalahi, 2017), this is because that the majority of teaching methods to accounting teachers are less pleasant, so that students feel bored, bored, and sleepy. So that the lessons are given by the teacher only enter the right ear and leave the left ear by students.

It's not just the learning method that is the problem in studying Accounting. Students also find it challenging to learn to account because accounting is not the main lesson students always get since elementary school. This is one of the reasons why students find it difficult to understand accounting when they enter high school, which is coupled with the demands for active learning (Rostina et al., nd). There are problems in the learning process of Accounting Education that can impact decreasing the quality of Accounting learning.

Based on the problems that have been described, there are "demands" that need to be faced by Accounting Education, namely about active learning and easy to understand by students. So, we need a learning method that facilitates this. With this, the author proposes an accounting learning media that is expected to be able to adapt to the times towards the Era of Society 5.0, namely an effectively integrated accounting learning media, especially in the accounting cycle material through business games which in the process of this game can train characters as accountants to face accounting transaction cases that are expected to adapt to the world of students with all their technological advances, facilitate the provision of accounting materials and support character education to be built in students, as well as train students to learn actively through accounting tests provided after completing business games. Accounting, in the end, can play a role in increasing student motivation and achievement. This learning media based on accounting games is also expected to be a forum for students to continue to do individual exercises regarding the accounting lessons they face. So that it can meet the challenges and problems that occur in accounting learning in the Era of Society 5.0.

Literature Review

Accounting Learning

Learning According to (Wulandari et al., 2014), accounting learning is a process for identifying, measuring, and delivering company information used in assessing and making decisions for users of that information. Even accounting is often referred to as the language of the business world (Budi Susilo, 2015). This mention is because it is a source of information exchange between one company and another through output in financial statements. Accounting can also be referred to as a process within a company that supports business continuity. In doing accounting learning, the material provided is not only theoretical but also

analytical. Thus, it can be said that learning accounting is memorizing and counting, which requires accuracy and ability in reasoning to analyze questions.

Learning Method

According to (Afandi et al., 2013), the learning method is "a method used to achieve the goals that have been set." In teaching and learning activities, of course, the learning method is needed by the teacher so that the implementation of teaching is not monotonous or continuously varies according to the learning material to be achieved after teaching ends. The learning method is critical in the learning process because it aims as a method or stage used in the interaction between students and teachers to achieve the learning objectives that have been set by the material and mechanism of the learning method. In line with research conducted by (M.Ilyas & Syahid, 2018), the learning method is an orderly way or procedure in carrying out the learning process to achieve predetermined goals. The objectives referred to here are several competencies that students must possess after participating in learning so that these goals (competencies) can be completed properly. The purpose of learning activities will never be achieved if the learning methods used are not appropriate. This is because the learning method is very influential in developing children's abilities individually to solve all the problems they face in the learning process.

Learning Motivation on Learning Achievement Learning

Motivation is a driving force in students that can lead to a desire to carry out learning activities and provide direction to learning activities to achieve the desired goals in learning activities (Santander, 2017). While learning achievement, according to (Yuzarion, 2017) is a learning result obtained from learning activities at school or in college, which is cognitive and is determined through measurement and assessment. (Literat & Indonesia, 2020) also argues that learning achievement is a change in attitudes and behavior after receiving lessons or learning something. Based on the explanation above, it can be formulated that learning motivation has a very decisive role and encourages students to study with full attention and concentration in receiving lessons so that the goals expected by students can be achieved, namely learning outcomes indicated by learning achievement will increase. So, in this case, it can be concluded that learning motivation affects student learning outcomes. The higher the motivation to learn, the learning achievement achieved will increase. Conversely, the lower the motivation to learn, the less learning achievement earned will decrease.

Mobile Application for Education

According to (citation), Mobile application is a technological sophistication that allows for long-distance mobility using mobile phones or laptops connected to the internet. Based on data (Kominfo.go.id, 2021), the use of mobile applications continues to increase every year, which is 40% with mobile applications, so they can easily carry out various activities ranging from entertainment, selling, studying, doing office work, and browsing, education is no exception. Based on research that has been done by (M.Iqbal, Yusrizal, 2016), the existence of a mobile application for education in terms of learning can facilitate learning and teaching activities because it can provide opportunities for teachers and students to learn on their own about material that is not mastered anywhere and anytime. This can positively impact teachers, and students no longer find it challenging to carry out teaching and learning activities.

Education in the Era of Society 5.0

Digital transformation has changed the habits and ways of life of people and industry. Society 5.0 is a super-smart society where technologies such as Big data, Internet of Things (IoT),

artificial intelligence (AI), and robotics are integrated into every industry and across all social segments (Deguchi et al., 2020). In Society 5.0, new values and lifestyles created through technological developments can minimize human disparities and economic problems in the future (Musnaini et al., 2020). It sounds difficult to do, considering that this problem still occurs, especially in developing countries such as Indonesia. However, that doesn't mean it can't be done. Japan itself has proven to be a country with the ten most advanced technologies today. Of course, it will impact education in various countries, especially Indonesia, where education is faced with new challenges to be able to continue to adapt to the times. As it is today, education is expected to solve problems that are balanced through humans and technology, as proclaimed in Era Society 5.0.

Solutions Offered

In solving problems in accounting learning, there are three features in supporting application-based games learning media:

1. Accounting :Learning Materials Accounting learning materials are obtained if the user has problems when making transactions in games. Later, users will get automatic information in a summary of accounting material to solve cases in games to make it easier for users to understand accounting learning materials and be a guide to continue the game.
2. Practice Accounting Transactions Through Business Games: Users will be presented with accounting transactions in the form of a game-based creative accounting cycle simulation. Through this game, players seem to control the lives of game characters. The concept of the game can be said to be a simulation of business life. There will often be conditions where players must take actions that practice their integrity as a businessman in playing these business games. Players will be faced with potentially fraudulent transactions, and players will be required to take appropriate action.
3. Testing Accounting Materials Through Practice Questions: Users will be confronted directly with cases related to accounting through the exercises that have been provided. So, users can practice working on problems related to accounting cases. In addition, a spreadsheet sheet is also provided so that users can directly answer questions using the spreadsheet provided.

Methodology and Data

Method

The research method used in this study is to use the Research and Development method, which produces a product and tests the effectiveness of the product that has been constructed so that the learning media in the form of games is expected to increase student motivation and student achievement.

Population

The population in this study is the Indonesian people, with the most affordable population is the Indonesian people on the island of Java.

Sample

For the sample in this study, the authors took a piece of 140 Indonesians in Jakarta, Bogor, Depok, and Bekasi (Jabodetabek). This sampling technique uses probability sampling techniques utilizing simple random sampling.

Measurements

The data in this study were obtained from distributing questionnaires to easily accessible to the public. Then the data were collected through questionnaires using a scaling technique consisting of 5 scales.

Data Analysis

In this study, the authors describe using regression analysis seen from the determinant coefficient table, which was then tested through SPSS.

Result and Discussion

Accounting learning faces several challenges, which are summarized as follows: Accounting education has not been able to respond to increasingly advanced environmental changes. Towards the Era of Society 5.0, accounting learning should try to adapt to existing needs and trends. It is necessary to have creative thinking related to accounting learning, including how to teach accounting. But what happens is that accounting education has not been able to adapt optimally to the changing times. There are still many traditional learning formats used in accounting learning, which make it fail to meet modern students' learning needs who demand convenience in learning activities. Based on a survey conducted by the author, almost half of the respondents, 114 out of 140 respondents, said that accounting students had difficulty studying accounting. This is due to several reasons, including the teacher's learning methods and the learning media used by the teacher.

Based on this (Kemendikbud, 2021) said that the challenges faced by Indonesian education towards the Era of Society 5.0 were related to solving problems through technology while still balancing all the capabilities of its human resources to adapt to the times. Not only that but learning is also required to shift the center from what was previously teacher-centered learning to student-centered learning. In other words, active learning or active learning must be embedded in the learning process to create progress in Indonesian education.

The Influence Accounting Games on Student Motivation Learning

Table 1. T-test for Accounting Games on Student Motivation Learning Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.634	.648		10.238	.000
Accounting Games	.048	.073	.055	.650	.517

a. Dependent Variable: Student Motivation Learning

Hypothesis testing of Accounting Games on Student Motivation Learning is declared not accepted. This is because the significance value in the T-test on this variable is 0,517 and it not fulfills the requirements for the acceptance of the hypothesis, namely the significant value must be less than 0.05.

Table 2. Coefficient of Determination of Accounting Games on Student Motivation Learning Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.055 ^a	.003	-.004	1.198

a. Predictors: (Constant), Accounting Games

The result of the calculation of the coefficient of determination shows that the value of R square (R^2) is 0.003. The effect of Accounting Games on Student Motivation Learning is 0,3%, while the remaining 99,7% is influenced by other variables.

The Influence Accounting Games on Student Achievement

Table 1. T-test for Accounting Games on Student Achievement Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.012	.911		5.502	.000
Student Achievement	.227	.101	.188	2.251	.026

a. Dependent Variable: Student Motivation Learning

Hypothesis testing of Accounting Games on Student Motivation Learning is declared accepted. This is because the significance value in the T-test on this variable is 0,026 and it not fulfills the requirements for the acceptance of the hypothesis, namely the significant value must be less than 0.05.

Table 2. Coefficient of Determination of Accounting Games on Student Achievement Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.188 ^a	.035	.028	1.178

a. Predictors: (Constant), Student Achievement

The result of the calculation of the coefficient of determination shows that the value of R square (R^2) is 0.035. The effect of Accounting Games on Student Motivation Learning is 35%, while the remaining 65% is influenced by other variables.

Conclusions

Indonesia towards Era Society 5.0 is faced with various challenges from various aspects, not least in the part of education, where education in Era Society 5.0 is a new challenge in the learning process, especially in Accounting Education. The implementation of accounting applications is increasingly required to balance increasingly advanced conditions, and the problems faced are complex. There is a need for renewal in the accounting learning process not to be left behind in the changing times of an increasingly modern era. Mobile application-based accounting learning in a business life simulation game is a place to train students' abilities, especially in the accounting cycle material. This game is designed based on technology to suit the current conditions of students who are interested in playing games. The

existence of this game learning media can also be said as a learning media to support active learning where students train their accounting skills. Moreover, in the process, this game is also expected to introduce its positive character as an accountant in dealing with transaction cases that test it. So it is expected to meet the challenges of the times and problems that occur in accounting learning to increase student learning motivation and student achievement.

This research was conducted with the aim vocational students can study better with accounting games. The variables tested were the Accounting Games (X), Student Motivation Learning (Y1), and Student Achievement (Y2). From the hypothesis test conducted by the researcher, the results are as follows:

1. Accounting games has not had an influence on Student Motivation Learning. So, it can be concluded that Accounting is not the factor that can affect Student Motivation Learning.
2. Accounting games have a positive and significant influence on Student Achievement. So, it can be concluded that accounting games are one of the factors that can affect Student Achievement.

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THE EFFECT OF ISLAMIC FINANCIAL LITERACY AND APPLICATION-BASED ISLAMIC FINANCIAL PLANNING ON THE DECLINE OF CONSUMPTIVE BEHAVIOR IN INDONESIA

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Abstract: Seeing the current economic development of financial planning is absolutely necessary for every individual either who has no family or who has a family, especially in Indonesia. This is because along with the times, it seems clear the pattern of life of Indonesian people is fairly consumptive. The Financial Services Authority (OJK) states that Indonesian society is increasingly consumptive (Lianto & Elizabeth, 2017). Reflected in lifestyle patterns that tend to squander money not according to his needs but based on desire alone. Dnature of Islam it is not disfibursed in the consumption. The existence of this consumptive behavior makes Indonesian people have a low awareness in saving. Another problem faced by Indonesian people towards finance is that people do not have the ability to manage financial management personally. Based on survei conducted by the Financial Health Index (FHI), at the age of 35 years the people of Indonesia have not done financial management management and only started at the age of 41 years or age in conducting financial management related to retirement. Konsep Financial planning based on Shariah, the ultimate goal of financial planning not only stops from the mundane side but also aims for the afterlife (Anggraini et al., 2017). This research uses research and development methods with a qualityative approach. The purpose of this study is to find out the influence of Islamic financial planning applications and Islamic financial literacy on the level of consumptive behavior in Indonesia

Keywords: Islamic financial literacy, Islamic financial planning application, consumptive behavior

Introduction

Basically, humans in carrying out daily activities are not separated from a plan. Planning occurs in every activity of a person if they want to act to do something, not least in doing financial planning. Financial planning is used to manage finances in companies, families, and no less important is personal financial planning. Seeing the current economic development of financial planning is absolutely necessary for every individual either who has no family or who has a family, especially in Indonesia. This is because along with the times, it seems clear the pattern of life of Indonesian people is fairly consumptive. The Financial Services Authority (OJK) also stated that Indonesian society is increasingly consumptive (Lianto & Elizabeth, 2017). Reflected in lifestyle patterns that tend to squander money not according to his needs but based on desire alone. Like, emerging increasingly sophisticated technology such as the latest gadgets, or branded bags that make humans willing to queue for hours just to satisfy their desires when it is not needed. In fact, it is exacerbated by the culture of following group friends in buying a branded product in order to get recognition or existence from friends.

In Fact, in Islam it is not disconded to focus on consumption. The existence of this consumptive behavior makes Indonesian people have a low awareness in saving. Based on data from the Ceicdata page, 2021 stated Indonesia's Gross National Savings ratio of 35.1% in

March 2021. The ratio continues to rise and fall, in 2020 by 29.1%. Meanwhile, Indonesia's highest Gross National Savings ratio was in 2011 at 37.8%. That is, Gross National Savings Indonesia has not experienced a significant increase can be seen the highest increase occurred 11 years ago, namely in 2011 and in 2021 has not been able to reach a figure above 37%. Another problem faced by Indonesian people towards finance is that people do not have the ability to manage financial management personally. Based on survey conducted by the Financial Health Index (FHI), at the age of 35 years the people of Indonesia have not done financial management and only started at the age of 41 years or age in conducting financial management related to retirement. In addition, based on research conducted by (Nindya Aldila, 2019) Indonesians feel financially secure on a scale of 7.5 out of 10 but only 37% have savings to meet the needs of living more than 6 months if they lose the main source of income. This can be interpreted that the people of Indonesia have not been able to manage financial management for emergency needs and needs in the future.

In addition, financial planning is also needed because Indonesian people still have a low level of literacy in financial terms. Based on research conducted by the Financial Services Authority (OJK), millennials aged 18-25 years only have a financial literacy rate of 32.1 percent while the age of 25-35 years has a financial literacy rate of 33.5 percent (Dewi Andriani, 2020). That is, Indonesian people in the productive age do not fully understand financial literacy in general. This is unfortunate because if people already understand the importance of financial literacy can foster awareness in the community to make smart financial decisions, skills in managing money effectively, forming a good budget, and controlling savings and loans. This also happens in Islamic financial literacy, according to Sutan Emir Hidayat as Director of Sharia Ecosystem Infrastructure in the National Committee on Islamic Economics and Finance (KNEKS) mentioned that Islamic financial literacy only increases 8.1 percent every year (Ni Putu Eka Wiratmini, 2020). Unfortunately, based on databoks, 2020 Indonesia has the largest Muslim population in the world of 229.62 million people in 2020 but in fact, Indonesia is still lacking in knowledge about Islamic financial literacy.

In fact, in the concept of Sharia-based financial planning, the ultimate goal of financial planning is not only to stop from the mundane side but also aims for the afterlife (Anggraini et al., 2017). Another different concept in sharia-based financial planning is to conduct Islamic financial planning that concerns including calculating income and expenditure in accordance with sharia principles, doing debt management to minimize in doing activities with debt, risk management that must be prepared in accordance with sharia principles, making Islamic investments, preparing insurance for unexpected events in the future by staying in accordance with Islamic sharia, and not forgetting to berzakat, alms, charity, and waqf and hajj and Umrah savings. It can be seen that by doing Islamic financial planning we not only expect peace of mind in the world, but also expect the blessings of life and tranquility in the hereafter. There is already a lot of digital financial planning that can be used such as Keuanganku, Halofina, Alia, DompotKu and many more but there is no Sharia-based financial planning. So that there needs to be a new renewal in terms of financial planning but still in accordance with sharia Islamic so that the people of Indonesia can dosharia principled financial planning sekaligus can improve Islamic financial literacy.

Looking at the problems that have been outlined and the potential of Islamic financial planning, there needs to be solutive and effective measures to help the people of Indonesia in conducting personal financial planning in accordance with sharia principles and the need for the right solution in improving Islamic financial literacy so as to facilitate Indonesian people in their use. It is expected that the people of Indonesia are able to do financial planning and able to understand the importance of Islamic financial planning.

Therefore, the purpose of this study is to find out the influence of Islamic financial planning applications and Islamic financial literacy on the decline of consumptive behavior in Indonesia.

Literature Review

Consumptive Behavior

A person is said to have consumptive behavior when they buy and use goods without rational thinking and without limits, they also attach more importance to the desire factor compared to needs (Maula & Kustanti, 2020). Consumptive behavior is when a person consumes goods not because of his or her functional needs, but because of the demands of prestige, status, or simply the style of life (Mitra et al., 2019).

The way a person spends their property is influenced by their income level (Baining & Ekawati, 2018), the pattern formed by someone in using their property is influenced by the level of income where if the income is high then the level of consumption is also high. So someone with high income must be careful in managing finances to avoid excessive consumption behavior.

Islamic Financial Literacy

Financial literacy is about how a person can manage his money using their knowledge of finance itself and financial literacy is not limited to proficient and knowledgeable people (Kumar et al., 2017). Financial literacy is important in a person's financial condition because financial literacy has an influence on all aspects of finance starting from planning, spending, financial management and decision making (Fatimah, 2018).

A person is said to have a level of Islamic financial literacy if they are able to manage their financial resources in accordance with Islamic teachings by using their financial knowledge, abilities and attitudes (Rahim et al., 2016). Islamic financial literacy includes financial management, aspects of financial planning and aspects of social assistance. In addition, there are several indicators used to assess the level of Islamic financial literacy, namely account ownership in Islamic financial institutions, understanding of products, services and contracts in Islamic finance (Djuwita & Yusuf, 2018).

Islamic Financial Planning

Financial planning is a process in which a person or individual strives to meet his or her financial goals through the development and implementation of a comprehensive financial plan and good financial planning will produce a clear financial plan and facilitate a financial plan like a blue print that can show where the direction of the individual's financial condition is going (Muzaimah, 2020).

Islamic financial planning is defined as the process of planning a better life by planning, selecting and managing wealth and finance in life to achieve short, medium, and long-term life goals both in the world and the hereafter.

Mobile application

Mobile application consists of software of programs that run on a mobile device and perform certain tasks for the user. Mobile application is a new and fast growing global Information Segment and mobile app communication technology is something that is easy, user friendly, cheap, downloadable and can be run on most phones including entry-level phones. The goal of developing a mobile application is to provide conditions when the maximum number of users use the app for the maximum time. This means that the application developed must have the

appropriate quality and purpose, so that maximum users around the world like it (Phongtraychack &Dolgaya, 2018).

Research Goals

This research aims to measure Islamic financial planning and Islamic financial literacy that affect consumptive levels in Indonesia by using consumptive behavior variables, Islamic financial literacy, Islamic financial planning and mobile applications.

Hypothesis

Based on the theoretical review above, so the hypothesis was born:

- H1: Islamic financial literacy has a positive and significant influence on the decline of consumptive behavior
H2: Islamic financial planning applications have a positive and significant influence on the decline of consumptive behaviour

Methods

The research approach used is quantitative research. By hypothesis test using the double linear regression statistical method using software SPSS version 25. Multiple linear regression is the most widely used multivariant technique in various studies. According to (Yuliara, 2016) the regression equation model can be used as a guideline to predict relationships between variables outside the data sampled in a population. The population in this study was students at universities in Indonesia as many as 154 people. In this study, the authors sampled as many as 114 college students in Indonesia. This sampling technique uses probability sampling technique by means of simple random sampling.

Discussion

Table 1: T-Test for Islamic Financial Literacy and Application of Islamic Financial Planning to Consumptive Behavior

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.023	.323		3.167	.002
	LKS (X1)	.459	.108	.354	4.233	.000
	PKS (X2)	.347	.094	.309	3.700	.000

a. Dependent Variable: PK (Y)

Testing of the Islamic financial literacy hypothesis and the application of Islamic financial planning is stated "accepted". This is due to the significance value on the t-test on the Islamic financial literacy variable of 0.000 and on the Islamic financial planning application variable of 0.000. Both variables meet the accepted requirement of the hypothesis that the significant value must be smaller than 0.05 (< 0.05).

Table 1: Coefficient of Islamic Financial Literacy and Application of Islamic Financial Planning to Consumptive Behavior

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602 ^a	.362	.354	.674
a. Predictors: (Constant), PKS (X2), LKS (X1)				

The results of the calculation of the coefficient of determination can be known the value of R square (R^2) of 0.362. The influence of Islamic financial literacy and Islamic financial planning application on the decline of consumptive behavior amounted to 36.2% while the remaining 63.8% was influenced by other variables. This supports the t-test, and illustrates that Islamic financial literacy and Islamic financial planning have a significant effect on the decline in consumptive behavior. Therefore, Islamic financial literacy and Islamic financial planning applications are needed to help lower the level of consumptive behavior in Indonesia.

Conclusion

This study was conducted with the aim of measuring factors that can overcome consumptive behavior. The variables tested were Islamic financial literacy (X1), Islamic financial planning application (X2) and consumptive behavior (Y2). From the hypothesis test conducted by researchers the results are as follows:

1. Islamic financial literacy has a positive and significant influence on the decline in consumptive behavior. It can be concluded that Islamic financial literacy is one of the factors that can affect the decline in consumptive behavior.
2. Islamic financial planning applications have a positive and significant influence on the decline in consumptive behavior. It can be concluded that the Application of Islamic financial planning is one of the factors that can affect the decline in consumptive behavior.

From these results, the authors concluded that Islamic financial literacy and Islamic financial planning applications are needed for Indonesian people, especially young people, to reduce consumptive behavior.

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THE INFLUENCE OF LEADERSHIP BEHAVIOR AND SKILLS ON INNOVATION INITIATIVES IN ORGANIZATIONS

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Abstract: *The purpose of this paper to study the impact that leadership plays on improving the innovation in the organizations. The research methodology is quantitative methods and a survey is distributed to a sample of employees in one of organization. Leaders' behaviors and skills usually promote the innovative initiatives of the employees. The results reveal that the provision of positive working environment is the most important variable, followed by the adoption of new and innovative strategies. The results also show that the third ranked variable is motivation and inspiration of employees, followed by innovative and appropriate commination strategies. Rewards and recognition, employee support and mentoring were found to be the least raked determinants. Future researchers may consider conducting an investigation on employees and leaders on a variety of public and private organizations and study whether the innovation initiative in the public sector is similar to those in private sector.*

Keywords: *(Leadership behavior and skills, Innovation Initiatives, Providing Positive Working Environment, Adoption of the strategies, Motivation and Inspiring, Communication, Rewards/ Recognition, Supportive and Mentoring)*

Introduction:

As market place has become more competitive and the world is evolving rapidly due to technological changes, the businesses, both public and private, are facing different challenges to sustain quality and meet customers' expectations. There are several factors that attributed to this, but lack of innovation has been cited as the main factor (Liddle, 2013).

Choi and Chang (2009) perceived innovation as a central factor in the performance of an organization. It is defined as a practice or idea that is seen as new by other individuals in a working environment or by a department that is concerned with the matters of adoption. Similarly, Robbins et al. (2013) stated that innovation is about any new and advanced process, device and idea through finding the optimized solution for existing challenges or problems, gaps and requirements. They indicate that innovation, therefore, has large impact on organization and individual performance. It is a skill that can be gained and developed by individuals, and their ability to innovate is a starting point to have innovative organization.

Gilley, Gilley and McMillan (2009) argue that leadership is a primary factor that influences the level of innovation in organizations. Leadership can be termed as a process of social influence that is aimed at optimizing the output of a group of people, who are followers, to achieving the set objective or goal, whereby one of these goals might be innovation.

Riaz and Mushtaq (2017) reveal that the governments have put a lot of efforts that aim at encouraging various sectors to be more innovative. For instance, UAE government had assigned 2015 as a year of innovation where many innovation activities took place throughout the country. Now February of each year is chosen to be the month of innovation. The aim is to promote innovation and encourage government entities and private sector to be more innovative with services they provide. Another example is the Dubai 10X initiative that was

recently launched with an aim of encouraging the government sectors to adopt disruptive innovation.

The leaders have always been seen as the main pillars of innovation adoption due to the fact that they oversee the day to day running of the organization. Therefore, the primary purpose of this study is to investigate ways in which the innovation within the organizations can be boosted, with a major focus being the role of leadership. The leaders are selected due to the fact that they are tasked with the sole responsibility of running the day to day activities of an organization.

Literature Review

Jong and Hartog (2007) investigates the impact that the leaders have on influencing the level of innovation of their employees. Their study is qualitative in nature whereby the data is obtained through a combination of in-depth interviews from both leaders and followers and the information obtained from existing literature. They describe the leadership qualities that a leader should have in order for the followers to develop positive innovative behaviors, such as their level of idea generation. The results reveal that the most significant leadership behavior is the creation of a safe and positive working environment for the employees that enable them to think independently and creatively. It also shows that consulting the employees on a regular basis on the ways in which problems can be solved as well as supporting the initiatives and solutions suggested by the employees is part of leadership merits. Further, leadership behaviors can act as triggers to the employees that influence them to be more innovative such as being innovative role model, providing vision, delegating, monitoring and supporting for innovation.

Similarly, Yasini (2016) discusses the main characteristics that an efficient innovation management process should possess. The results indicate that one way of enhancing creativity and the generation of new ideas is to pay special attention to employees who are creative. Another Employee-related features to promote innovation include facilitating their training, mentoring and awarding them for creative ideas they generate. Therefore, the innovative culture is found to be promoted by the leaders recognizing the individuals with innovative idea. The environmental factors that promote innovation are found to be making a creative space, facilitating the development of a peaceful working environment and preparing the employees for change. In addition, the results reveal that extensive communication, the creation of a common vision between the management and employees, personal development, teamwork and focusing on customer needs and preferences are essential components for a successful innovation process. Yasini (2016) argues that the innovation process must be divided into 4 major parts to be effective. These parts include the entrepreneurial manager, individual level, project level, and product efficacy.

On the other hand, Nödl (2017) considers that the leadership behavior has impact on the innovative behavior of the employees. The study finds ways in which leadership can be used in promoting innovation among employees with an aim of improving the level of business competitiveness. The results show that the leadership behaviors that promote the innovative behaviors of the employees include encouraging the culture of information sharing between the management and employees, undertaking the policies that encourage innovation and continuously motivating the employees. The leaders who develop a feedback culture, whereby the employees are able to provide helpful feedback on a certain product or innovation, improves the innovativeness of the organization in general.

Likewise, Gilley et al. (2008) study the ways in which the innovation within an organization can be improved and the impact that the leadership effectiveness has on promoting the innovation culture and thus driving change within the organization. The study illustrates that leaders' level of effectiveness, which affects their ability to drive change in an innovative

manner, their communication skills, and their ability to motivate, are the most significant leadership factors. These results reveal that leaders, who are able to coach and motivate their followers on how to be innovative, are better placed in promoting the innovation within the organization.

Detouillon and Thiollière (2011) highlight the leadership behaviors that a leader should have when managing innovation and identify the leadership characteristics, including the skills and the personal traits that promotes the extent of innovativeness of the employees. The data is obtained from a sample of five leaders, whereby the necessary information is obtained by the use of semi-structured interviews. The results shows that educational background is very relevant in promoting innovation. The results also reveal that there is a significant relationship between leaders' managerial, communication skills and innovation levels of their employees; whereby leaders who have adopted a culture that promotes free communication between the leader and followers are found to be better placed in promoting innovation. Moreover, the study finds that the satisfaction level of leaders has a positive association with innovation, whereby leaders who are more satisfied were found to promote innovation than the less satisfied.

Hrnjic et al. (2018) investigates the impact that the job satisfaction of employees has on their innovative capability. The objective of this study is to determine ways in which the innovative culture within an organization can be promoted whereby the primary intervention is job satisfaction. The results show that there is a positive relationship between job satisfaction and the innovative behavior of employees. The organizations that have the appropriate measures that promote job satisfaction, such as stress management, are found to be more innovative. These findings imply that the employees who are more satisfied with what they do are more innovative and creative. The employees are found to be more comfortable working with the leaders who have solid leadership skills and motivate them on a regular basis..

Batey et al. (2018) aims at investigating the individual, team and organizational factors that promote innovation within organization. The objective is to assess ways in which innovation and creativity can be improved in Dubai. The personal traits variables under investigation include the openness to experience, conscientiousness, extraversion and agreeableness. The findings highlight the traits that an employee should possess in order to develop their artistic, scientific and everyday creativity. They also finds that the leaders' skills play a role in promoting their innovativeness, whereby it is recommended that the organizations should adopt the necessary strategies that ensure the creativity and innovativeness skills are natured and improved. The last finding is that the innovative and creativeness culture within an organization is largely determined by the creativity within the individual and team levels.

Riaz et al. (2018) Investigate the innovative behavior of employees, with the main objective being assessing the impact that thriving at work has on the innovative capabilities of the employees. The data was obtained from a total of 402 participants who are employees of an organization in China. The data are collected at 3-time points and are analyzed by the use of regression analysis. They identify many variable as the extent of thriving at work, the innovative behavior which includes the generation, promotion, or implementation of new products. The other variables that are researched included the organizational support for education and the external work contacts. The results of the regression analysis indicate that the level of thriving at work has a positive relationship with the extent of innovativeness, whereby the employees who are found to thrive more have more positive innovative behaviors. The results also show that there is a positive correlation between the innovative behavior of employees and the organization support for culture and the external work contacts. This leads to the conclusion that thriving at work promotes the innovative behaviors at work.

Ma Prieto and Pilar Pérez-Santana (2014) investigate the role that human resource (HR) practices play in facilitating a positive innovative culture. The objective is to improve the

innovative behavior among the employees by implementing a high involvement in human resource management practices. The results find that the positive innovative work behaviors among the employees are boosted by the opportunity-enhancing and ability-enhancing HR practices. Additionally, the study finds that motivating and positive working environment have an impact on improving the employee innovative behaviors. Also, the employees who receive training on various aspects of innovation, as well as those who receive regular rewards based on their performance, are found to be more innovative and creative. Lastly, the adoption of the performance appraisal by the organization encourage the employees to be more innovative and maintain long term positive results.

Unlike the above studies, the research of Ricard, Klijn et al. (2017) highlights the leadership styles and characteristics. It investigates the impact this style has on innovation within the organizations. The data are obtained from a sample of 365 senior managers by the use of a survey instrument. The purpose of this study is to explore the leadership characteristics that are important in promoting innovation. The findings reveal that employees who practice a transformational leadership style are more motivating and encourage the employees to be risk takers thus promoting the level of innovation of these employees. The communication skills of the leader are also found to be paramount in improving employee innovation. The findings show that leaders that stimulate free communication at all levels of management encourages the employees to be innovative. This also promotes the relationship between the leader and the followers where the impact is the improvement of the innovation.

Lykke and Lewis (2014) investigate the association between innovation and leadership. The results demonstrate that the leader's characteristics have a significant association with the extent of innovation experienced by the organization. The leader who is inspirational and with good communication skills is found to boost the employees to be more innovative. Moreover, the innovation is higher among the leaders who have a higher educational background and who are committed to their work. Specifically, it is found that there is a high positive and significant association between the level of leaders' commitment, inspiration and experience.

Choi and Chang (2009) investigate how the implementation of innovation can be effectively done within the organizations. They investigate the role that the employee and institutional factors play in determining the implementation and innovation effectiveness within an organization. The results indicate that the factors that promote the positive attitude of employees towards adopting and implementing innovation are the collective implementation efficacy and the support by the management. In addition, the results indicate that the adoption of the strategies, that promote the acceptance of employees to adopting innovation, facilitates the implementation of innovation within an organization.

The main purpose of this study is to investigate the leadership skills that promotes innovation in the organizations. The study determines the leader's behavior that can encourage employees to be more innovative. In addition, the study investigates the contribution of the leaders in promoting the adoption of innovativeness culture.

Methodology and Data collection

The primary purpose of this research is to investigate the leadership behaviors and skills that have an impact on improving the innovativeness of the employees in one organizations. The target population the employees, whereby a sample is obtained and the data is collected from the individuals.

I used one research instruments that is a survey targeting the employees. The survey instrument targeting the employees' begins with a brief introduction that informs the target employees the purpose of the study. This is followed by a demographic section which contains questions regarding the gender, age, level of education and the number of years of service in

the organization. These questions are closed-ended, whereby the respondent is expected to select one of the given response categories. The survey questions are grouped into different dimensions related to leadership skills and behaviors.

These variables include communication, support for innovation, rewards, and recognition, motivating and inspiring, strategy development, mentoring and providing positive working environment. Each of the variables has 5 questions which are closed-ended with Likert type response categories. The 5-Likert scale was utilized including: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree and 5 = Strongly Agree. The respondents were expected to select one of these numerical codes to each of the survey questions.

Data Presentation, Findings, and Discussion

This research has three main objectives. The first objective is to investigate and study leadership skills that promote innovation in the organizations. Secondly, to determine the leader's behavior that can encourage employees to be more innovative. The last objective is to investigate the contribution of the leaders in promoting the adoption of innovativeness culture

Table 1: Main Determinants (Variables) of the Study

NO.	Main Determinants/ (Variables)	Average Responses / Grand weighted average (GWA)
1	Providing Positive Working Environment	4.330
2	Adoption of the strategies	4.268
3	Motivation and Inspiring	4.104
4	Communication	4.078
5	Rewards and Recognition	4.058
6	Supportive	4.056
7	Mentoring	4.012

Table 1 gives a summary of the findings of each of the 7 variables under investigation. The responses of the questions under each variable are averaged to give the grand weighted average (GWA), whereby the minimum possible score is 1 and the maximum possible score is 5. As overall all the results are positive. This summary table reveals that the variable with the highest GWA is providing positive working environment (4.33). Survey results shows the distribution of each of the questions in this variable. This findings show that the aspect of the leaders encouraging teamwork culture and encouraging the culture of knowledge sharing was the highest ranked (4.39 each), with provision of a safe, convenient and positive working environment being the lowest ranked (4.26). The variable which has the second highest GWA was adoption of strategies (4.268) as shows in the above table, whereby the variable's aspect which has the highest average score is the organization's strategy and vision being clear (4.5) while the use of goal setting to enhance creative efforts or the team members during idea creation is the least ranked (4.1).

The variable with the third largest GWA is found to be motivation and inspiring (4.104), whereby the aspect of the leaders welcoming and encouraging the employees to think outside the box received the largest average score (4.29) and the aspect of the leaders encouraging the employees to involve themselves with customer needs and interest has the lowest average score (4.03) in the survey results. The fourth variable in position was communication (GWA=4.078),

whereby the free flow of information between the employees and the leader is found to have the highest average score (4.21) while the aspect of the leaders encouraging employees to speak up has the lowest score (3.29) survey result.

The GWA for rewards and recognition is found to be 4.058 (as above Table), whereby the aspect that has the highest weighted average was recognizing employees who are innovative (4.13) while the least ranked was the leaders using the performance and creativity of employees in rewarding employees (3.79) (survey result). Supportive variable is found to have a grand weighted average of 4.056, whereby the highest ranked question was concerned with engaging the employees in seminars and workshops targeting innovative skill improvement (4.18) and the least ranked is the leaders providing the employees with sufficient resources to try new ideas (3.94) (survey result).

The least ranked variable is mentoring, which had a GWA of 4.012 (Table 1). The mentoring variables that has the largest weighted average is coaching the employees on idea generation process (4.08) while the questions with the least score were leaders undertaking necessary mentoring and coaching activities before and during idea implementation processes as well as training the team members the methods of self-solving problems, whereby each variable has a weighted average of 3.97.

These findings indicate that the employees agree that innovation can be improved by adoption of various leadership skills and behaviors. These findings are consistent with the findings obtained in the literature. One of the leadership skills that promote innovation is found to be provision of a positive working environment. This finding is similar to the results obtained in a research by Jong and Hartog (2007) that shows that the presence of a safe and positive working environment for the employees that enable them to think independently and creatively thus promoting their level of innovativeness.

The above result confirm that the ability of leader to provide a positive and right working environment can support employees to feel secure which will lead to enhance their satisfaction level and continue support to provide happy work place can reflect positively in the employee innovation initiative performance and this is what the result reveal a good rate about how employees are happy about what they are do.

In addition, other skills that are found to encourage employee innovation are the leaders' facilitation in adoption of organization's strategies and clear communication of organization's vision and strategies are major skills that a leader recommended to have in order to encourage employee innovation. Communication and creation of a common vision are cited several times in the literature as facilitators of innovation. For instance, Yasini (2016) shows that the presence of extensive communication and the creation of a common vision between the management and employees are the main components of a successful innovation process.

In addition, Gilley et al. (2008) cite effective communication skills as the most important leadership trait that an innovative leader recommended to have. One area that need to be improve more on this variable is that the leaders should make effective use of goal setting to enhance creative efforts of team members during the idea generation phases. Support of employees in enhancing innovation is also found to be a critical skill that employees should have, although it is found that some leaders in the selected organization do not sufficiently fully support employees to engage experts inside and outside the organization.

From the above, leaders should more enhance use of goal setting to support the creative efforts of the team during the idea generation and keep the staff updated during implementation of the organization strategy. It can expand the perceptions of employees by opening doors more through training and organizing business trips to meet other successful persons and organization in order learn and see the best practice.

On the other hand, it is found that there are several leader's behaviors that have a positive impact on promoting innovativeness of employees. One of these behaviors includes motivating and inspiring employees. Employee motivation is also adversely mentioned in literature as a factor that encourages employees to be more innovative. For instance, Nödl (2017) and Gilley, Dixon, and Gilley (2008) find that ability to motivate employees is a critical leadership factor that improves the leader's ability to drive change in an innovative manner as well as to encourage the employees to be more innovative. Although the results show that the leaders encourage employees to think outside the box, they are recommended to challenge them more to strongly involve themselves with customer needs and interests and this affects the employee capability of developing customer-centered decisions.

From the above, the results show that leader has the ability to inspire and motivate their employees to be creative, this behavior needs to be improved as inspiring curiosity through encouraging them to understand and involve themselves with customer wants and needs, motivate the employees when facing challenges, urge the followers to continually be up-to-date about the new in the business, addition to that the leaders should develop a platform that encourages transparency conversations when faced with challenges also providing clear vision that will reflect on the employee innovative performance and will let them to think outside the box.

The other behavior is communication, whereby the leaders are found to encourage free flow of communication with the employees. Despite this, the employees do not feel fully provided with platforms that encourage transparency conversations when faced with challenges.

Rewards and recognition, as well as mentoring, are also critical leadership behaviors that influence the level of innovativeness of employees. It is found that most employees feel that the leaders undertake necessary programs that recognize employees that develop innovative solutions to company problems, but a number of employees feel that the rewarding structures are not based on performance and creativity. This finding is consistent with the finding by Ma Prieto and Pilar Pérez-Santana (2014) which shows that the employees who receive regular rewards based on their performance, are found to be more innovative and creative. Also, a significant number of employees feel that the leaders do not undertake the necessary mentoring before and during idea implementation processes.

Hence, the leaders and management should consider adopting rewarding structures that are based on performance and creativity as this would encourage and motivate the creative and innovative employees to be more productive and leaders should undertake the necessary mentoring before and during idea implementation processes as this has a positive impact on the success of the process.

It is evident that this research brings out new knowledge on the topic of leadership skills and behaviors that promote the level of employee innovation. The first new aspect that is brought out is the ranking of various skills and behaviors according to their importance as perceived by employees. The variable that is seen to be most important is provision of positive working environment, then followed by adoption of new and innovative strategies.

Also, the results show that the third ranked variable is motivation and inspiration of employees which is followed by innovative and appropriate communication strategies. Rewards and recognition, employee support and mentoring were found to be the least ranked variables, although the employees stated that all these factors are important in fueling innovativeness culture within the organization. This research also brings out the aspects that the employees feel that the organization does not fully address and if implemented, their innovativeness can be promoted. These aspects include challenges related to goal setting strategies, structures that

encourage networking and provide a platform that encourage transparent conversation between employees and management.

Lastly, the impact of adoption of new and innovative strategies by the management on employee innovativeness was brought out in this study, and it was not mentioned in the literature. Therefore, these findings add value to existing literature because there is new evidence on how the levels of innovativeness in an organization can be promoted.

Conclusions

The findings of this research reveal that employees have view that the leadership skills and behaviors have a role to play in promoting the innovativeness of the organization. The factors that are found to be most significant to employees in promoting innovativeness include providing positive working environment, facilitation of the organization in adopting innovative strategies as well as motivating and inspiring employees. Also, the areas that need to be improved, according to employees, include mentoring, support of employees, rewards and recognition as well as communication. Sample of the employees point out that they are not sufficiently encouraged by their leader for transparent conversations when they are comforted with failures, and this affects their idea generation capabilities. Also, a number of employees state that they are not mentored beneficially by their leaders before and during idea implementation processes and does not provided the necessary training to team members on problem solving methods.

Resources to employees that enable them to try new ideas are also found to be insufficient and this hinders some employees in developing new solutions to existing problems. Below points reflect the areas that need to be improved or focused on more according to employees' feedback:

- Organization is recommended to have specific criteria that can support them to select a good leader who have innovative behavior to make effective use of goal setting to enhance creative efforts of employees.
- Organization can expand the perceptions of employees by opening doors through training and organizing business trips to meet other successful persons and organization in order learn and see the best practice.
- The management is encouraged to develop a platform that encourage transparency conversations when faced with challenges.
- The leaders and management should consider adopting rewarding structures are based on performance and creativity as this would encourage and motivate the creative and innovative employees to be more productive.
- Leaders are recommended to undertake the necessary mentoring before and during idea implementation processes as this has a positive impact on the success of the process.

This research has a significant implication in practical and theoretical implications. First, the findings of this research can be utilized in organization in making policies on how they can promote their level of innovativeness which in return would improve their performance. In addition, this research lays down the necessary theoretical background that can be utilized by other researchers when conducting similar research. It can be recommended that future researchers on this topic should consider conducting an investigation on employees and leaders on a variety of public and private organizations.

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ISU DAN CABARAN GURU CINA DALAM PENGAJARAN BAHASA MELAYU DI SEKOLAH JENIS KEBANGSAAN CINA

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Abstrak: *Kertas konsep ini membincangkan isu dan cabaran-cabaran guru Cina dalam pengajaran Bahasa Melayu di Sekolah Jenis Kebangsaan Cina (SJJC). Seiring dengan fungsi bahasa Melayu iaitu sebagai bahasa kebangsaan, maka bahasa Melayu bukan sahaja perlu dikuasai oleh kaum Melayu malahan semua kaum yang terdapat di Malaysia. Penguasaan bahasa Melayu yang baik dapat memupuk jati diri setiap rakyat di negara ini. Bahasa Melayu juga merupakan mata pelajaran wajib yang perlu dipelajari oleh setiap murid termasuklah murid di SJJC. Pengajaran Bahasa Melayu oleh guru-guru Cina di SJJC bukanlah satu perkara yang mudah kerana murid-murid Cina bukan penutur jati bahasa Melayu. Berbeza dengan bahasa ibunda mereka, bahasa Melayu hanya digunakan oleh murid Cina semasa pembelajaran di dalam kelas dan agak kurang digunakan dalam kehidupan seharian. Murid-murid Cina juga memperlihatkan tahap minat yang rendah terhadap bahasa Melayu dengan tanggapan bahawa mempelajari bahasa Melayu adalah sukar. Oleh itu, pencapaian murid Cina dalam Bahasa Melayu masih kurang memuaskan. Justeru, fokus utama kertas konsep ini adalah untuk mengupas isu dan cabaran guru Cina dalam pengajaran Bahasa Melayu. Cabaran-cabaran yang dihadapi ini menyukarkan guru dalam memastikan pencapaian murid memuaskan. Pelbagai langkah perlu dilakukan agar kualiti pengajaran Bahasa Melayu di SJJC dapat ditingkatkan dan seterusnya dapat melahirkan murid Cina yang fasih berbahasa Melayu. Justeru, guru-guru Cina yang mengajarkan Bahasa Melayu di SJJC perlu menggalas tanggungjawab ini dengan melakukan pelbagai inisiatif demi meningkatkan pencapaian murid Cina dalam Bahasa Melayu. Melalui kertas konsep ini diharapkan agar dapat mendedahkan kepada pelbagai pihak tentang isu mengenai pengajaran Bahasa Melayu oleh guru Cina di SJJC.*

Kata Kunci: *Pengajaran Bahasa Melayu, Guru Cina, Pencapaian Murid Cina*

Abstract: *This concept paper discusses the issues and challenges faced by Chinese teachers in teaching the Malay language at Sekolah Jenis Kebangsaan Cina (SJJC). In accordance with the functionality of the Malay language as the national language, the Malay language should not only be mastered by the Malays but all races in Malaysia. A good command of Malay language can foster self-esteem of every citizen in this country. Malay language is also a compulsory subject that should be studied by every student, including students at SJJC. Teaching Malay Language by Chinese teachers in SJJC is not an easy job because Chinese students are not native speakers of the Malay language. It is much different with their native language, Malay language is only used by Chinese students during lessons and they seldom use it in their daily life. Chinese students are lack of interest in learning the Malay language because it seems that learning Malay language is very difficult for them. Therefore, the Chinese students' achievement in the Malay language is still not satisfactory. Thus, the main focus of this concept paper is to analyse the issues and challenges faced by Chinese teachers in teaching*

the Malay language. These challenges make it difficult for teachers in ensuring satisfactory achievement among pupils. Various methods should be taken to improve the quality of teaching the Malay language in SJKC and thus to produce Chinese students who are fluent in speaking the Malay language. Therefore, the Chinese teachers who teach the Malay language in SJKC have to bear this responsibility by taking various initiatives to enhance the achievement of Chinese students in Malay language learning. Through this concept paper, it is hoped to reveal the issue of teaching the Malay language by Chinese teachers in SJKC to various parties.

Keywords: *Teaching of Malay Language, Chinese Teachers, Chinese Students' Achievement*

Pengenalan

Umum mengetahui bahawa bahasa Melayu menjadi bahasa pengantar utama dalam sistem pendidikan di Malaysia serta diangkat menjadi bahasa rasmi negara dan bahasa kebangsaan. Menurut Awang Sariyan (2016), melalui bidang pendidikan hasrat untuk menyatupadukan rakyat Malaysia yang berbilang kaum dapat dicapai. Pelbagai perubahan telah dijalankan dalam bidang pendidikan bagi merealisasikan matlamat tersebut. Sebagaimana yang dapat dilihat, menghasilkan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 merupakan salah satu daripada usaha yang telah dilakukan. Melalui PPPM ini, akses yang saksama disediakan kepada semua murid dalam usaha memastikan semua murid dapat menguasai kemahiran-kemahiran dalam Bahasa Melayu. Justeru, PPPM merupakan satu dasar yang mampu menjadikan sistem pendidikan di Malaysia yang berkualiti dan bertaraf antarabangsa. Selain PPPM, kerajaan juga telah melancarkan Kurikulum Standard Sekolah Rendah (KSSR). Kesepaduan terhadap pendekatan ditekankan melalui KSSR ini, iaitu beberapa prinsip diberikan penekanan seperti menggabungkan unsur nilai, kemahiran dan pengetahuan. Untuk mewujudkan kesepaduan dari aspek jasmani, emosi, rohani, intelek dan sosial, penekanan terhadap aspek-aspek ini diberikan tumpuan yang utama. Bagi mengharungi cabaran dalam kehidupan seharian serta pendidikan sepanjang hayat, pelaksanaan KSSR ini berupaya memberikan peluang yang luas dan saksama kepada semua (Amirra Shazreena et al. 2019).

Menguasai bahasa Melayu dengan baik amatlah penting untuk menambahkan ilmu, kompetensi dan kemahiran bagi seseorang murid. Namun, pada hari ini kita dapat melihat situasi sebenar kedudukan bahasa Melayu dalam kalangan murid bukan penutur jati bahasa Melayu terutamanya murid Cina yang tidak mengangkat kedaulatan bahasa Melayu sebagai bahasa rasmi negara. Kajian Abdul Rasid Jamian (2001) menunjukkan bahawa murid-murid Cina serta ahli keluarga mereka tidak menggunakan bahasa Melayu semasa di rumah. Bahasa yang menjadi pilihan murid Cina atau ibu bapa mereka sebagai bahasa utama pertuturan semasa di rumah ialah bahasa Cina atau bahasa Inggeris. Kajian Chew Fong Peng (2016) pula mendapati kebanyakan murid-murid Cina tidak gemar memilih bahan bacaan dan buku berbahasa Melayu sebagai sumber utama untuk mendapatkan ilmu pengetahuan. Keadaan ini berlaku disebabkan mereka tidak menguasai bahasa Melayu dengan baik dan masih tidak fasih untuk bertutur dalam bahasa Melayu meskipun mereka mengetahui bahawa bahasa Melayu merupakan bahasa kebangsaan dan setiap murid di negara ini adalah diwajibkan untuk lulus dalam subjek Bahasa Melayu dalam peperiksaan (Teo Kok Seong 2014). Hal ini berlaku kerana mereka merasakan bahawa bahasa Melayu tidak begitu penting serta penggunaannya hanya untuk berkomunikasi secara santai dan dalam suasana tidak formal sahaja. Bukan itu sahaja, mereka turut memandang bahasa Melayu tidak penting dan tidak perlu dikuasai dalam kehidupan. Oleh itu, mereka beranggapan bahawa tidak akan timbul masalah sekiranya mereka masih tidak cekap untuk menggunakan bahasa Melayu. Tambahan pula, golongan ini

mengatakan bahawa perkara yang menyebabkan mereka perlu menguasai sesuatu kemahiran yang terdapat dalam bahasa Melayu adalah disebabkan untuk lulus dalam peperiksaan awam sahaja (Zamri et al. 2016).

Murid bukan penutur jati bahasa Melayu di SJKC merupakan murid yang menggunakan bahasa Melayu sebagai bahasa kedua, iaitu selain bahasa ibunda mereka. Murid ini dikategorikan sebagai murid kaum Cina dan mendapat pendidikan di SJKC. Mereka turut diklasifikasikan sebagai murid bukan berbangsa Melayu dan mempunyai keluarga daripada keturunan Cina (Mahzan Arshad 2016) serta bukan penutur asli bahasa Melayu (Chew Fong Peng 2016). Bagi murid yang bukan kaum Melayu, kemahiran dalam bahasa Melayu amat berbeza dengan kemahiran dalam bahasa ibunda mereka. Hal ini menjelaskan bahawa murid bukan Melayu memperoleh satu kemahiran tambahan apabila mempelajari kemahiran dalam bahasa Melayu. Menurut Fadzilah dan Norazlina (2015), tahap penguasaan kemahiran dalam bahasa Melayu boleh didefinisikan sebagai tahap kecekapan berbahasa Melayu. Dalam aspek kecekapan berbahasa Melayu, terdapat empat kemahiran, iaitu kemahiran mendengar, kemahiran bertutur, kemahiran membaca dan kemahiran menulis. Kemahiran mendengar mendahului kemahiran-kemahiran yang lain dalam aspek menguasai kemahiran dan kecekapan berbahasa Melayu. Keempat-empat kemahiran ini mempunyai hubungan dan perkaitan antara satu sama lain. Oleh itu, semua kemahiran ini perlu dikuasai untuk mencapai tahap kesempurnaan dalam kecekapan berbahasa Melayu.

Berpandukan Standard Kurikulum Bahasa Melayu, kemahiran asas dalam Bahasa Melayu perlu dikuasai oleh semua murid, iaitu kemahiran mendengar, bertutur, membaca dan menulis (Kementerian Pendidikan Malaysia 2013). Satu dasar pendidikan telah diseragamkan oleh KPM bagi melahirkan murid yang berketerampilan dalam berbahasa Melayu. Dasar ini begitu penting dalam aspek menyediakan peluang kepada murid bukan penutur asli bahasa Melayu untuk menguasai kemahiran-kemahiran, mengembangkan keupayaan dan dapat komunikasi menggunakan bahasa Melayu dengan baik. Hasrat utama dasar tersebut adalah untuk melahirkan rasa cinta akan bahasa dan negara di bawah satu payung perpaduan di samping memartabatkan bahasa Melayu. Pihak Kementerian Pendidikan Malaysia (KPM) telah melaksanakan KSSR Bahasa Melayu untuk mengharungi cabaran murid Cina di SJKC yang mempunyai masalah tahap penguasaan bahasa Melayu yang rendah. KSSR ini mula dilaksanakan pada tahun 2011, iaitu untuk murid tahun satu dan akan dilaksanakan secara menyeluruh dari tahun satu hingga tahun enam pada tahun 2016 (Chew Fong Peng 2016). Berdasarkan pernyataan ini, untuk memastikan murid Cina dapat menguasai semua kemahiran dalam Bahasa Melayu dengan baik, guru Cina yang mengajar mata pelajaran Bahasa Melayu di SJKC perlu memainkan peranan yang amat penting.

Isu Berkaitan Pengajaran dan Pembelajaran Bahasa Melayu di Sekolah Jenis Kebangsaan Cina

Murid Cina menunjukkan pencapaian yang tidak memuaskan dalam mata pelajaran Bahasa Melayu. Banyak data yang diperolehi memaparkan murid Cina di SJKC mempunyai tahap penguasaan yang rendah dalam Bahasa Melayu. Berdasarkan keputusan Ujian Pencapaian Sekolah Rendah (UPSR) pada tahun 2018 yang dikeluarkan oleh Jabatan Pendidikan Negeri Perlis menunjukkan SK dan SJKT memperoleh peratus lulus dalam Bahasa Melayu Pemahaman yang lebih tinggi berbanding SJKC. Analisis tersebut menunjukkan SK memperoleh 95.04 peratus, SJKT memperoleh 100 peratus manakala SJKC pula memperoleh 89.67 peratus. Selain itu, pada tahun 2016 juga memaparkan keputusan UPSR SJKC amat kurang memuaskan berbanding keputusan UPSR SK. Berdasarkan analisis Gred Purata Mata Pelajaran (GPMP), GPMP Bahasa Melayu Penulisan bagi SK adalah 2.55 manakala SJKC pula memperoleh GPMP dalam Bahasa Melayu Penulisan sebanyak 2.99. Berdasarkan analisis data

di atas, keputusan Bahasa Melayu bagi SJKC dalam UPSR adalah lebih rendah berbanding SK dan SJKT. Hal ini jelas menunjukkan bahawa murid-murid Cina di SJKC menghadapi masalah dalam pembelajaran Bahasa Melayu. Tahap pencapaian yang diperoleh oleh mereka ini membuktikan bahawa mereka masih belum menguasai kemahiran-kemahiran dalam Bahasa Melayu seperti yang dihasratkan.

Permasalahan penguasaan Bahasa Melayu dalam kalangan murid Cina juga dapat dibuktikan melalui kajian Chee Hwa Ooi dan Vijaya Letchumi Subramaniam (2016). Kajian ini menjelaskan tentang keputusan UPSR bagi kertas Bahasa Melayu Pemahaman. Analisis keputusan UPSR di SJKC Batu 14, Hulu Langat menunjukkan Bahasa Melayu Pemahaman mencatatkan penurunan. Hasil analisis ini menunjukkan bahawa Bahasa Melayu Pemahaman memperoleh peratus yang paling rendah berbanding mata pelajaran yang lain. Roasharimah (2017) turut menyatakan bahawa murid bukan penutur natif menunjukkan tahap pencapaian Bahasa Melayu yang rendah berdasarkan keputusan peperiksaan UPSR. Melalui data yang diperoleh ini jelas menunjukkan bahawa pencapaian murid Cina dalam Bahasa Melayu tidak memuaskan dan mereka masih tidak dapat menguasai Bahasa Melayu dengan baik.

Selain faktor keluarga dan persekitaran, guru juga merupakan faktor yang mempengaruhi pencapaian murid Cina dalam pembelajaran Bahasa Melayu. Hal ini kerana murid Cina tidak menggunakan bahasa Melayu semasa di rumah dan mereka hanya bergantung kepada guru yang mengajar di sekolah. Oleh itu, tahap pengetahuan dan kemahiran guru dalam pengajaran Bahasa Melayu akan mempengaruhi tahap penguasaan murid Cina. Noraini Omar (2015) dan Nurhijrah Zakaria (2017) menyatakan bahawa keberkesanan pengajaran seseorang guru itu dapat ditentukan oleh tahap pengetahuan guru tersebut tentang bahasa dan budaya murid. Sebagaimana yang diketahui, pengajaran Bahasa Melayu di SJKC didominasi oleh guru Cina. Hal ini kerana kebanyakan guru yang mengajar di SJKC merupakan guru Cina. Pengajaran Bahasa Melayu oleh guru Cina tidak menimbulkan masalah dalam menyampaikan ilmu pengetahuan kepada murid. Namun, isu yang timbul ialah pengajaran Bahasa Melayu disampaikan dengan menggunakan bahasa Cina. Kebanyakan guru Cina di SJKC menggunakan bahasa Cina dalam pengajaran Bahasa Melayu mereka. Mohd Ridhuan (2020), pengajaran Bahasa Melayu di SJKC pada masa kini sudah berubah, iaitu guru-guru Cina masuk ke kelas dan mengajarkan Bahasa Melayu dengan menggunakan bahasa Cina. Penggunaan bahasa Cina dalam pengajaran Bahasa Melayu adalah untuk memudahkan murid Cina memahami apa yang diajar. Selain itu, guru Cina yang menggunakan bahasa Cina semasa mengajarkan Bahasa Melayu beranggapan bahawa murid Cina akan lebih mudah memahami isi pelajaran dek kerana bahasa Cina merupakan bahasa ibunda murid. Penggunaan bahasa Cina akan menyebabkan murid tidak dapat menguasai aspek dan kemahiran dalam Bahasa Melayu dengan sepenuhnya meskipun mereka dapat memahami maksud yang ingin disampaikan oleh guru. Hal ini kerana mereka tidak dapat mempelajari istilah serta sebutan yang betul dan tepat dalam bahasa Melayu kerana guru tidak menggunakan bahasa Melayu sepenuhnya dalam pengajaran. Mohd Ridhuan (2020) menyatakan bahawa guru Cina mendominasi dengan mengajar mata pelajaran Bahasa Melayu di SJKC. Guru Cina menggunakan bahasa Cina sebagai pendekatan mengajar dan murid pula akan menulis dalam bahasa Melayu berdasarkan apa yang diajar oleh guru. Pendekatan pengajaran seperti ini boleh menyebabkan murid Cina dan tidak terkecuali murid Melayu mengalami kekeliruan. Bukan itu sahaja, hasil pengajaran seperti ini akan menjejaskan penulisan murid, iaitu banyak kesalahan akan berlaku dalam penulisan Bahasa Melayu. Situasi ini akan menimbulkan masalah kepada murid Cina untuk mempelajari Bahasa Melayu di SJKC dengan baik dan sekiranya hal ini berterusan, mereka mungkin tidak akan mencapai keputusan yang cemerlang dalam Bahasa Melayu meskipun telah tamat pembelajaran di tahun enam (Mohd Ridhuan 2020).

Cabaran-cabaran Guru Cina dalam Pengajaran Bahasa Melayu

Dunia pendidikan pada hari ini kian mencabar dan pelbagai anjakan telah berlaku demi meningkatkan mutu sistem pendidikan agar setanding dengan negara-negara maju yang lain. Dalam usaha mencapai matlamat tersebut, guru-guru tidak terkecuali dalam berhadapan dengan banyak cabaran kerana guru merupakan salah satu pihak yang bertanggungjawab untuk menjayakan matlamat sistem pendidikan negara. Dalam konteks pengajaran Bahasa Melayu di SJKC, guru-guru Cina sememangnya menghadapi pelbagai cabaran. Antara cabaran tersebut termasuklah tahap minat murid Cina yang rendah terhadap Bahasa Melayu, kurang motivasi murid Cina untuk mempelajari Bahasa Melayu, pengaruh bahasa ibunda dalam kalangan murid Cina dan murid Cina tidak menguasai kemahiran asas dalam Bahasa Melayu.

Tahap Minat Murid Cina yang Rendah Terhadap Bahasa Melayu

Dalam pembelajaran Bahasa Melayu, murid Cina di SJKC menunjukkan tahap minat yang rendah. Abdul Rasid Jamian (2001) dalam kajiannya mendapati murid Cina tidak menguasai Bahasa Melayu kerana kurangnya minat disebabkan menganggap Bahasa Melayu agak sukar serta mengelirukan dan mereka juga mempamerkan minat yang rendah terhadap Bahasa Melayu dengan tidak memberikan perhatian semasa guru mengajar di dalam kelas. Hal ini berlaku disebabkan bahasa Melayu bukan bahasa ibunda atau bahasa pertama mereka. Kajian yang dijalankan oleh Ang dan Che Radiah (2012) menunjukkan bahawa murid Cina menggunakan bahasa ibunda mereka dengan sepenuhnya dalam kehidupan seharian manakala bahasa Melayu yang merupakan bahasa kedua mereka hanya digunakan semasa pembelajaran subjek Bahasa Melayu di sekolah. Menurut Archibald et al. (2004), penguasaan murid Cina dalam bahasa pertama atau bahasa ibunda mereka menyebabkan bahasa pertama mereka mengganggu pembelajaran bahasa kedua, iaitu bahasa Melayu. Keadaan ini menyebabkan murid Cina menjadi tidak berminat untuk mempelajari bahasa Melayu. Penggunaan bahasa Melayu yang kerap dalam komunikasi harian dapat menjamin penguasaan bahasa Melayu yang baik dalam kalangan murid Cina. Murid Cina yang mempelajari bahasa Melayu bermaksud mereka melalui proses mempelajari lakuan baharu. Hal ini dikatakan sedemikian kerana alat artikulasi mereka sudah biasa dengan bahasa ibunda mereka yang mereka gunakan setiap hari semasa bertutur. Menurut Khairul (2017), proses penerimaan bahasa Melayu tidak berlaku secara semulajadi dan hal ini memerlukan murid bukan natif mempelajari kemahiran-kemahiran dalam bahasa Melayu terutamanya aspek kemahiran membaca dan menulis. Chee Hwa Ooi dan Vijaya Letchumi Subramaniam (2016) menyatakan bahawa murid Cina yang mempelajari Bahasa Melayu di SJKC gagal dalam Ujian Bahasa Melayu kerana mereka mempunyai tahap minat yang rendah terhadap bahasa Melayu. Mohamad Yazid (2016), murid bukan Melayu beranggapan bahawa mempelajari bahasa Melayu adalah tidak penting. Mereka mempelajari Bahasa Melayu bukan bermatlamat untuk memperoleh ilmu sebaliknya mereka ingin lulus dalam peperiksaan sahaja. Chew Fong Peng (2016), pengajaran Bahasa Melayu perlulah dirancang serta ditadbir dengan baik dan sempurna untuk memastikan murid Cina dapat mempelajari Bahasa Melayu dengan berkesan dan kesilapan dapat dikurangkan.

Kurang Motivasi Murid Cina untuk Mempelajari Bahasa Melayu

Kurang motivasi juga merupakan salah satu faktor murid-murid Cina tidak dapat menguasai kemahiran asas dalam bahasa Melayu dengan baik. Nur Khazinatul Fateha dan Zamri (2016) turut menekankan aspek motivasi dalam membantu meningkatkan minat serta mempengaruhi sikap seseorang murid dalam mempelajari bidang bahasa. Sudah terang lagi bersuluh, murid-murid Cina akan berkomunikasi dalam bahasa Cina dengan ibu bapa, rakan-rakan dan jiran mereka semasa di rumah. Oleh itu, mereka tidak mendapat galakan dan motivasi untuk bertutur menggunakan bahasa Melayu dalam kehidupan seharian. Chee Hwa Ooi dan Vijayaletchumi

Subramanian (2016) dalam kajian mereka terhadap motivasi murid Cina SJKC menunjukkan bahawa interaksi sosial sekeliling dan persekitaran memainkan peranan yang penting terhadap murid yang menjadikan bahasa Melayu sebagai bahasa kedua. Kajian tersebut membuktikan bahawa persekitaran murid yang menjadikan bahasa Melayu sebagai bahasa kedua mempunyai pengaruh yang besar. Murid-murid ini juga tidak mendapat motivasi daripada ibu bapa dek kerana ibu bapa mereka terlalu sibuk dengan hal atau urusan pekerjaan. Mereka amat kurang mendapat bimbingan dan tunjuk ajar daripada ibu bapa sekiranya menghadapi masalah dalam pembelajaran Bahasa Melayu semasa di rumah. Kurangnya motivasi untuk mempelajari Bahasa Melayu semasa di rumah memberi satu beban kepada mereka, malah mereka akan menganggap Bahasa Melayu terlalu sukar. Kajian Tengku Nor Adila (2017) berkenaan faktor keluarga yang dapat memberi pengaruh terhadap pencapaian pelajar dalam mata pelajaran Bahasa Inggeris menunjukkan bahawa faktor yang mempunyai kaitan paling rapat dengan pencapaian bahasa murid ialah minat keluarga dengan pencapaian bahasa tersebut. Hal ini menunjukkan keluarga memainkan peranan yang amat penting dalam membantu penguasaan bahasa kedua murid-murid.

Pengaruh Bahasa Ibunda dalam Kalangan Murid Cina

Pengaruh bahasa ibunda amat kuat dan menjadi halangan dalam kalangan murid Cina untuk mempelajari Bahasa Melayu dengan berkesan. Di Malaysia, murid bukan Melayu telah terdedah dengan bahasa ibunda sejak mereka dilahirkan (Khairul Nizam 2017). Kesan daripada pengaruh dialek yang kuat menyebabkan mereka juga sering melakukan kesalahan semasa bertutur. Menurut Roasharimah (2017), jika setiap gangguan tidak diatasi dengan baik, maka akan menyebabkan penguasaan bahasa kedua akan terhalang. Halangan yang dihadapi dalam menguasai bahasa Melayu sebagai bahasa kedua telah menjejaskan tahap pencapaian murid-murid Cina dalam pembelajaran Bahasa Melayu. Hal ini disokong oleh Mohamad Yazid (2016) yang mengatakan bahawa pengaruh bahasa ibunda telah mengakibatkan prestasi pembelajaran murid terjejas. Chew Fong Peng (2016) telah mengenal pasti masalah yang menghalang murid Cina di SJKC untuk menguasai kemahiran bertutur dalam Bahasa Melayu, iaitu murid kurang mengaplikasikan penggunaan bahasa Melayu dalam pertuturan disebabkan alat artikulasi mereka sudah biasa menggunakan bahasa ibunda yang digunakan sejak kecil. Mereka berkomunikasi menggunakan bahasa Cina sepenuhnya semasa di rumah dan di sekolah. Kebanyakan ibu bapa dan keluarga mereka turut menggunakan bahasa Cina dan kadangkala menggunakan bahasa Inggeris sebagai bahasa utama pertuturan di rumah. Oleh itu, murid-murid Cina ini hanya menggunakan bahasa Melayu sewaktu di sekolah sahaja. Apabila di rumah, mereka tidak lagi mempraktikkan dan menggunakan bahasa Melayu yang dipelajari oleh mereka di sekolah. Hal ini menyebabkan murid-murid Cina tersebut tidak mahir menggunakan bahasa Melayu dan akan menyukarkan mereka untuk menguasai bahasa Melayu dengan baik. Pengaruh bahasa ibunda ini telah menjejaskan penulisan Bahasa Melayu dalam kalangan murid-murid Cina. Ayat-ayat yang ditulis oleh mereka menjadi tidak gramatis dan terlalu banyak terjemahan langsung daripada bahasa Cina yang menjejaskan keseluruhan ayat mereka. Hal ini selari dengan kajian Punitha et al. (2017) terhadap pelajar bangsa asing dewasa yang cenderung menghafal kosa kata dan mengamalkan terjemahan langsung daripada bahasa jati masing-masing untuk melancarkan perbualan dalam bahasa kedua.

Murid Cina Tidak Menguasai Kemahiran Asas dalam Bahasa Melayu

Murid Cina kerap menghadapi masalah dalam aspek pertuturan dan sebutan. Hal ini telah mengakibatkan mereka menjadi tidak fasih berbahasa Melayu. Kemahiran bertutur amat penting untuk dikuasai oleh semua murid sama ada dalam situasi formal atau tidak formal. Menurut Syofia Ulfah, Zamri dan Jamaludin (2015), kemahiran bertutur mempengaruhi

kemahiran membaca dan kemahiran menulis murid. Menurut Zamri (2015), seseorang individu itu dapat menterjemahkan fikiran serta perasaan mereka dengan lebih berkesan apabila menguasai kemahiran bertutur. Selain kemahiran bertutur, masalah murid Cina juga adalah dalam kemahiran mendengar. Misalnya, murid Cina banyak melakukan kesalahan semasa melakukan latihan imlak. Mereka melakukan banyak kesalahan dalam latihan menulis imlak disebabkan perbendaharaan kata dalam bahasa Melayu yang kurang. Perkara ini juga berlaku kerana mereka tidak menguasai kemahiran mendengar Bahasa Melayu dengan baik.

Kelemahan murid Cina juga ialah mereka tidak menguasai kemahiran membaca. Murid-murid Cina kebanyakannya tidak dapat membaca dalam bahasa Melayu dengan lancar dan ini menyebabkan mereka menghadapi masalah dalam pembelajaran Bahasa Melayu. Mereka juga lemah dalam membaca suku kata. Setengah murid masih tidak boleh membatangkan suku kata seperti KKKVK. Contohnya, perkataan skrip. Mereka akan menghadapi masalah untuk membatangkan suku kata seperti ini. Menurut Wan Dyarudin (2017), jika murid masih lemah dalam menguasai kemahiran kefahaman membaca, mereka akan mengalami kesukaran untuk menguasai kemahiran membaca pada peringkat yang lebih kompleks. Masalah ini menjelaskan bahawa murid Cina akan menghadapi masalah dalam penguasaan Bahasa Melayu sekiranya mereka tidak dapat menguasai kemahiran membaca dengan baik.

Selain itu, kesalahan yang paling banyak dilakukan oleh murid Cina di SJKC ialah kesalahan dalam kemahiran menulis. Untuk menulis ayat yang gramatis menjadi satu kesukaran dan masalah kepada murid-murid Cina. Kesalahan ejaan dan struktur ayat yang tidak tepat banyak dilakukan oleh murid Cina dalam penulisan mereka. Sebagai contoh, mereka kerap mengeja perkataan secara salah dan tidak betul seperti berkerja, bertanggung jawab. Sepatutnya bekerja, bertanggungjawab. Kesalahan-kesalahan ejaan yang dikenal pasti ini adalah disebabkan mereka kurang membaca, kurang bertutur dalam bahasa Melayu dan lemah dalam penguasaan kota kata Bahasa Melayu. Oleh itu, mereka menghadapi masalah untuk menghasilkan penulisan yang baik. Mereka tidak dapat memilih kosa kata yang sesuai untuk digunakan dalam penulisan mereka meskipun mereka mempunyai idea yang bernas untuk ditulis dalam penulisan mereka. Implikasinya, murid-murid Cina akan menjadi sukar untuk mengembangkan idea dalam penulisan mereka. Disebabkan itu, murid Cina akan melakukan terjemahan terus daripada bahasa Cina ke dalam ayat bahasa Melayu mereka. Zamri (2016), bahasa ibunda akan mempengaruhi pembelajaran Bahasa Melayu murid bukan Melayu. Makna dalam ayat mereka akan menjadi terpesong disebabkan berlakunya terjemahan seperti ini di samping struktur ayat pula menjadi tidak gramatis. Situasi ini menggambarkan bahawa satu perancangan pengajaran yang sesuai dan menarik amatlah perlu untuk meningkatkan lagi kemahiran menulis murid. Hal ini bertepatan dengan kajian Sumarni (2017) yang menyatakan bahawa pembelajaran kemahiran menulis murid berada pada tahap yang baik apabila guru mengaplikasikan penggunaan Internet dalam pengajaran.

Seterusnya, murid Cina di SJKC juga kerap melakukan kesalahan dalam aspek tatabahasa. Mereka kerap melakukan kesalahan dalam aspek imbuhan. Contohnya, kesalahan imbuhan yang melibatkan huruf p, t, k dan s. Murid tidak tahu menggunakan imbuhan yang betul dan melakukan banyak kesalahan seperti menulis mempukul, menarik, penkarang, menserah. Sepatutnya perkataan ini ditulis seperti memukul, menarik, pengarang, menyerah. Berdasarkan hukum tatabahasa, huruf p, t, k dan s akan menghasilkan perubahan bunyi apabila diimbuhkan kepada awalan meN dan peN (Nik Safiah Karim 2014). Selain itu, kesalahan dalam imbuhan yang dilakukan oleh murid Cina juga seperti meletakkan imbuhan yang tidak tepat pada kata tunggal. Contohnya, perkataan hitung apabila diimbuhkan dengan imbuhan meN- akan menjadi menghitung. Tetapi, murid Cina kerap menulis perkataan ini menjadi

menhitung. Berdasarkan kesalahan-kesalahan ini jelas menunjukkan bahawa tahap penguasaan murid Cina di SJKC dalam aspek imbuan adalah rendah (Noor Zila Md. Yusuf 2015).

Chee Hwa Ooi (2014) turut menjalankan kajian dan hasil kajian tersebut menjelaskan bahawa murid SJKC masih tidak menguasai penggunaan imbuan awalan yang betul bagi perkataan gunakan dengan kekeliruan alomorf men dan me. Kajian tersebut juga menjelaskan bahawa terdapat murid Tahap 2 mengemukakan jawapan yang tidak tepat berkenaan imbuan. Selain itu, terdapat ramai murid yang tidak dapat mengemukakan imbuan yang betul bagi perkataan basuh. Imbuan yang diberikan oleh mereka tidak tepat, iaitu mereka menyatakan bahawa imbuan bagi perkataan basuh ialah men. Keputusan kajian tersebut membuktikan bahawa murid Cina di SJKC masih tidak menguasai proses pengimbuhan, terutamanya imbuan awalan meN. Kurang penguasaan dalam aspek pengimbuhan ini akan menjejaskan penulisan Bahasa Melayu murid. Justeru, murid perlu disediakan dengan latihan yang sesuai agar masalah dalam aspek imbuan ini dapat diatasi dan tidak berterusan. Hal ini kerana imbuan memainkan peranan yang sangat penting untuk menyampaikan sesuatu maksud perkataan atau ayat. Sesuatu maksud dapat disampaikan dengan baik melalui perkataan atau ayat yang ditulis atau diujar serta dari sudut yang berbeza, maksud sesuatu perkataan atau ayat yang dituju kepada seseorang dapat difahami dengan jelas apabila aspek imbuan difahami dengan baik (Salinah Jaafar dan Rohaidah Haron 2016).

Sesungguhnya, masalah penguasaan bahasa Melayu dalam kalangan murid Cina di SJKC ini memberikan cabaran kepada guru Cina yang mengajarkan Bahasa Melayu di SJKC. Nur Syafiah Mohd Isa (2014) telah menjalankan satu kajian kes tentang penguasaan bahasa Melayu sebagai bahasa kedua dalam kalangan pelajar etnik Cina di Sekolah Menengah Persendirian Cina. Dapatan kajian ini menunjukkan bahawa faktor-faktor yang mempengaruhi tahap penguasaan bahasa Melayu dalam kalangan murid Cina ialah faktor keluarga, persekitaran, bahasa ibunda, sikap dan motivasi. Faktor-faktor ini menyebabkan pembelajaran Bahasa Melayu murid akan terhalang dan menyukarkan mereka untuk menguasai Bahasa Melayu dengan baik. Mereka juga masih tidak dapat bertutur dengan fasih meskipun bahasa kebangsaan di Malaysia ialah bahasa Melayu. Kesalahan tatabahasa pula kerap berlaku dalam pertuturan dan ini memperlihatkan masalah yang dihadapi oleh murid Cina dalam penguasaan Bahasa Melayu.

Cadangan

Terdapat beberapa cadangan untuk meningkatkan kualiti pengajaran Bahasa Melayu di SJKC dan memastikan pencapaian murid Cina memuaskan. Antaranya, guru perlu merancang dan menggunakan pendekatan, strategi, kaedah atau teknik yang sesuai untuk membantu menanam sikap dan persepsi positif dalam diri murid tentang Bahasa Melayu. Hal ini supaya dapat membantu murid Cina meningkatkan pencapaian dan menguasai Bahasa Melayu dengan baik. Menurut Nor Amalina dan Zanaton (2018), dalam mengikut arus perkembangan dunia teknologi dan permintaan kerjaya pada hari ini, guru harus melakukan perubahan dan menggunakan pendekatan pengajaran yang sesuai. Zamri (2015) menyatakan bahawa gaya dan strategi pembelajaran yang digunakan mempunyai hubungan dengan kejayaan dan kecemerlangan dalam sesuatu mata pelajaran. Walau bagaimanapun, sekiranya guru masih menggunakan kaedah pengajaran tradisional manakala murid pula lebih menggunakan kaedah mengingat dan mengeluarkan kembali apa yang dihafal tanpa memahami konsep pembelajaran yang sebenar, matlamat murid ini untuk mencapai kejayaan dan kecemerlangan tidak akan menjadi kenyataan. Guru yang menggunakan kaedah yang pelbagai dalam pengajarannya dapat menarik minat murid untuk melibatkan diri secara aktif serta seronok dalam pembelajaran dan mampu meningkatkan kefahaman dalam kalangan murid (Zamri et al. 2015). Merancang pendekatan, strategi, kaedah atau teknik pengajaran amatlah penting kerana guru

berhadapan dengan murid yang pelbagai latar belakang semasa mengajar di dalam kelas dan perancangan ini penting agar pengajaran yang berlaku sesuai dengan tahap kecerdasan dan keupayaan murid dalam menerima isi pembelajaran pada hari itu (Zamri et al. 2015). Hal ini jelas menunjukkan bahawa guru memainkan peranan penting dalam membantu murid menguasai Bahasa Melayu dengan berkesan.

Selain itu, guru mestilah mendalami bidang Bahasa Melayu untuk menjadi insan pendidik yang mahir dan pakar serta berupaya merancang dan menyampaikan pengajaran Bahasa Melayu dengan lebih berkesan. Magdeline dan Zamri (2014) menyatakan bahawa apabila guru memiliki ilmu pengetahuan yang mendalam tentang kandungan pengajaran, mereka mudah untuk membuat persediaan serta perancangan mengajar yang lebih baik dan menarik kepada murid. Menurut Nurzarina dan Roslinda (2017), dalam mendepani dunia pendidikan pada masa kini, para guru dituntut agar mendalami bidang kurikulum, meningkatkan keterampilan diri, menguasai serta mahir dalam ilmu pedagogi dan mempunyai ilmu pengetahuan dalam bidang psikologi pembelajaran. Roa'ani dan Nor Rul Azlifah (2019) pula mengatakan bahawa guru perlu merancang pengajaran dan pembelajaran (PdP) Bahasa Melayu yang berkesan terutamanya guru bukan opsyen Bahasa Melayu yang mengajar mata pelajaran Bahasa Melayu. Perancangan ini amat penting supaya strategi yang digunakan dalam PdP sesuai dengan tahap murid.

Bukan itu sahaja, guru juga haruslah mengenal pasti kepelbagaian murid di dalam kelas agar pengajaran Bahasa Melayu dapat berjalan dengan lancar tanpa ada murid yang tercicir. Zamri et al. (2015) berpendapat bahawa guru harus mengambil berat dan memberikan perhatian yang lebih terhadap perbezaan murid di dalam kelas semasa berlakunya proses PdP. Tindakan ini amat wajar untuk mengelakkan murid daripada ketinggalan atau keciciran dalam pelajaran Bahasa Melayu. Guru yang sentiasa berusaha untuk mendekati dan mengenali murid secara lebih dekat dapat menghasilkan pengajaran yang lebih berkesan dan bermakna. Graue (2016) memberikan cadangan agar aspek perkembangan murid sentiasa diberikan perhatian dan penekanan oleh guru kerana melalui cara ini guru dapat mengenal pasti sama ada seseorang murid itu mempunyai keperibadian seperti emosi, bahasa, sosial, fizikal dan kognitif. Implikasinya, guru akan menjadi lebih prihatin untuk meletakkan harapan kepada murid tersebut semasa proses PdP di dalam kelas. Seterusnya, salah satu elemen dalam mengenal pasti individu murid adalah menyedari kepelbagaian latar belakang serta keunikan murid seperti minat, bahasa, pengalaman, kehendak, ilmu, kemampuan dan kesabaran. Kenyataan yang dikemukakan oleh Bredekamp dan Copple (2016) ini bermaksud sekiranya guru peka akan latar belakang dan sosial murid, maka seseorang guru itu akan bersikap terbuka serta menerima pendapat daripada pelbagai pihak dalam membuat perancangan dan keputusan tentang perkembangan murid.

Seterusnya, ibu bapa hendaklah sentiasa bekerjasama dengan guru untuk menanam sikap suka belajar Bahasa Melayu dalam diri anak-anak sejak mereka kecil lagi. Ibu bapa perlu mengambil berat tentang perkembangan Bahasa Melayu anak-anak mereka dengan selalu bertanya kepada guru. Peranan ibu bapa amat penting kerana ibu bapa berupaya untuk mempengaruhi anak-anak agar meminati dan memupuk rasa cinta akan bahasa Melayu dalam diri. Hal ini kerana apabila anak-anak mempunyai kesedaran akan hal ini, mereka sudah pasti ingin mempelajari dan menyukai bahasa Melayu. Zaliza Mohamad Nasir dan Zaitul Azma Zainon Hamzah (2014) menyatakan bahawa faktor paling utama yang mempengaruhi seseorang untuk mempelajari sesuatu bahasa ialah faktor diri sendiri. Selain itu, ibu bapa harus menerangkan kepada anak-anak mereka tentang kepentingan mempelajari Bahasa Melayu. Hal ini secara tidak langsung dapat membantu menanam sikap dan persepsi yang positif serta dapat meningkatkan motivasi dalam diri anak-anak mereka untuk meminati Bahasa Melayu. Individu yang mempunyai motivasi untuk mencapai kejayaan dalam pendidikan bahasa, mereka akan

lebih mudah untuk menguasai bahasa kedua mereka (Zamri et al. 2015). Ibu bapa boleh memberi sokongan dengan membeli buku Bahasa Melayu yang disukai oleh anak-anak. Ibu bapa juga perlu memantau anak-anak dalam membuat tugas Bahasa Melayu yang diberikan oleh guru. Selain itu, ibu bapa perlulah sentiasa membiasakan anak-anak mereka menggunakan bahasa Melayu dalam pertuturan. Perkara ini boleh menjadi satu latihan secara tidak langsung untuk murid-murid. Selain murid menggunakan bahasa Melayu dalam komunikasi harian, ibu bapa harus memberikan rangsangan yang kuat kepada mereka untuk terus menggunakan bahasa Melayu.

Kesimpulan

Sesungguhnya, pengajaran Bahasa Melayu kepada penutur bahasa kedua amat bergantung kepada kebijaksanaan dan kreativiti pengajar dalam merancang dan melaksanakan rancangan pengajaran mereka. Peranan guru dalam pengajaran Bahasa Melayu sangat penting dan hal ini disokong oleh kajian Sharala et al. (2014). Dalam konteks ini, tenaga pengajar perlu melengkapkan diri dengan pengetahuan dari aspek bahasa dan budaya bahasa pertama dan bahasa kedua supaya dapat meningkatkan pencapaian murid bahasa kedua agar menjadi lebih berkesan dan bermakna. Para guru, pihak sekolah dan KPM harus sentiasa meningkatkan usaha bagi memastikan setiap murid menguasai bahasa Melayu dan mahir dalam kemahiran asas bahasa Melayu. Penguasaan bahasa Melayu semasa berkomunikasi perlu dipupuk sejak murid di bangku sekolah rendah untuk membentuk jati diri dan keperibadian warganegara Malaysia yang cemerlang. Usaha memartabatkan bahasa Melayu hanya boleh dicapai jika setiap individu menguasai kemahiran mendengar, bertutur, membaca dan menulis dengan baik (Fadzilah dan Norazlina 2015). Berdasarkan kertas konsep ini, beberapa isu dan cabaran yang dihadapi oleh guru Cina dalam pengajaran Bahasa Melayu di SJKC dapat dirungkai dan dijelaskan untuk perhatian semua pihak. Isu dan cabaran yang diketengahkan melalui kertas konsep ini dapat dijadikan satu perkara penting yang perlu diatasi oleh KPM agar pengajaran Bahasa Melayu di SJKC dapat mencapai tahap optimum dan mampu mencipta kecemerlangan setanding dengan sekolah-sekolah lain di negara ini. Justeru, semua pihak dalam bidang pendidikan perlu memandang serius terhadap isu ini agar cabaran-cabaran yang dinyatakan dalam kertas konsep ini berjaya diatasi dengan segera demi kejayaan bersama.

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KESAN PENGGUNAAN PEMBELAJARAN KOPERATIF (STAD) DAN PEMBELAJARAN KONVENSIONAL TERHADAP PENCAPAIAN DAN SIKAP MURID DI SEKOLAH RENDAH

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Abstract: *Kajian ini bertujuan mengkaji kesan penggunaan kaedah instruksional pembelajaran koperatif (STAD) dan instruksional pembelajaran konvensional terhadap pencapaian dan sikap dalam matapelajaran Matematik di Sekolah Rendah. Objektif kajian ini untuk mengesan satu kaedah instruksional pembelajaran yang dapat meningkatkan pencapaian dan sikap murid sejak di sekolah rendah lagi dalam matapelajaran Matematik. Kajian ini mengaplikasikan reka bentuk kuasi eksperimen siri masa. Instrumen kajian yang digunakan adalah ujian pra, ujian 1, ujian 2, ujian pasca, borang soal selidik sikap 1,2 dan 3. Bagi mengenalpasti perbezaan antara kumpulan rawatan (n=40) dan kumpulan kawalan (n=40), data dianalisis melalui One Way Anova. Selain itu, temu bual juga digunakan dalam kajian ini. Dapatan kajian untuk pencapaian ujian pra untuk kumpulan koperatif adalah $M = 38.20$ ($SD = 8.321$), ujian 1 adalah $M = 44.75$ ($SD = 8.20$), ujian 2 adalah $M = 55.28$ ($SD = 7.03$), dan ujian pasca adalah $M = 66.53$ ($SD = 9.48$) manakala kumpulan kawalan min untuk ujian pra adalah $M = 42.20$ ($SD = 10.80$) ujian 1 min $M = 41.75$ ($SD = 10.07$), ujian 2 min $M = 41.78$ ($SD = 8.78$) dan min ujian pasca $M = 43.33$ ($SD = 9.74$). Dapatan soal selidik adalah soal selidik 1 $M = 43.10$ ($SD = 9.17$), soal selidik 2 $M = 56.05$ ($SD = 3.47$), dan soal selidik 3 adalah $M = 63.70$ ($SD = 3.79$) bagi kumpulan rawatan manakala kumpulan kawalan pula soal selidik 1 $M = 40.33$ ($SD = 10.63$), soal selidik 2 $M = 45.44$ ($SD = 8.63$) dan soal selidik 3 nilai min $M = 48.71$ ($SD = 7.66$). Dapatan kajian melalui temu bual juga menunjukkan terdapat perbezaan signifikan memihak kepada kumpulan koperatif dalam pencapaian murid dan juga sikap murid. Hasil kajian menunjukkan murid dalam kelas pembelajaran koperatif mengatasi murid-murid pembelajaran konvensional.*

Kata kunci: *Pembelajaran Koperatif (STAD), Pembelajaran Konvensional, Pencapaian Murid, Dan Sikap Murid*

Pengenalan

Matematik merupakan penggerak kepada pembangunan dan perkembangan dalam bidang Sains dan Teknologi (Marzita Puteh, 2012, Wan Hanim Nadrah, 2017, Eow Yee Leng, 2019, Wan Naliza & Siti Mistima, 2020). Maka, penguasaan ilmu matematik perlu ditingkatkan bagi menyediakan tenaga kerja yang sesuai dengan perkembangan dan keperluan membentuk negara maju. Selaras dengan hasrat untuk mewujudkan sesebuah negara yang berorientasikan ekonomi berasaskan pengetahuan, kemahiran dalam bidang matematik perlu dibina dari peringkat sekolah, dan lebih penting di sekolah rendah lagi (Marzita Puteh, 2012, Fatim, Salleh, Bilal, & Salmiza, 2014; Janet & Hyde, 2016, & Norhafinas Abd. Latib, 2021). Walaupun mata pelajaran Matematik merupakan salah satu mata pelajaran penting dalam sistem pendidikan di

negara ini (Wan Naliza & Siti Mistima, 2020, Erma & Kwan, 2014), namun begitu sering kali terdengar keluhan daripada pelbagai pihak tentang tahap penguasaan matematik yang lemah di kalangan majoriti murid di negara ini (Kamel Ariffin, 2002; Erma & Kwan, 2014, Fatin et al., 2014; Noor Erma Abu & Eu, 2014; Stacy et al., 2017). Pada masa kini, murid-murid yang pencapaian rendah semakin meningkat di sekolah rendah (Subramaniam, 2015, Chung & Jamaludin Badusah, 2010). Dengan demikian, pembelajaran dalam bilik darjah memainkan peranan yang amat berat dalam pencapaian murid-murid (Ishak & Zakaria Kasa, 2009). Oleh itu, mengikut Chung dan Badusah (2010) terdapat keperluan untuk meningkatkan pencapaian murid-murid sekolah rendah supaya dapat mengikuti pembelajaran dengan baik melalui kaedah instruksional yang sesuai. Menurut Lee, Sau, Kim, Kuan (2008) menyatakan bahawa pembelajaran koperatif merupakan aktiviti pembelajaran dalam kumpulan yang berstruktur di mana pembelajaran adalah bergantung pada pertukaran maklumat secara sosial antara ahli-ahli kumpulan, setiap ahli kumpulan adalah bertanggungjawab terhadap pembelajaran sendiri dan juga ahli kumpulannya. Menurut Mahizer and Mohd Azli (2016) dan Shahuimi (2014), mendapati bahawa ramai guru telah kembali kepada kaedah instruksional konvensional kerana terdapat persepsi bahawa murid-murid memerlukan lebih banyak pembelajaran berpusatkan guru secara bersemuka. Ini mungkin disebabkan oleh dapatan kajian-kajian lepas telah menunjukkan bahawa tidak terdapat perbezaan antara pencapaian murid yang diajar dengan kaedah instruksional pembelajaran koperatif dan kaedah instruksional konvensional (Iya, 2015). Kaedah instruksional konvensional adalah lebih bermanfaat kepada murid sekolah rendah kerana mereka memerlukan perhatian guru yang lebih intensif, terutama murid yang lemah dalam pembelajaran. Namun, Noraziah Ramli (2016) mendapati bahawa kaedah instruksional pembelajaran koperatif adalah lebih berkesan kerana kaedah ini bukan sahaja membantu meningkatkan pencapaian akademik tetapi juga berkesan untuk memupuk kerjasama dan sikap yang positif. Kaedah instruksional pembelajaran koperatif adalah jenis strategi pembelajaran di mana komunikasi semuka disediakan dan interpersonal tugas disampaikan kepada murid-murid di samping peluang belajar yang ditentukan di kumpulan yang dibina (Johnson & Johnson, 1994). Kajian ini menyiasat perbezaan dalam pencapaian matematik dan sikap murid-murid tahun 5 melalui dua kaedah instruksional tersebut.

Latar Belakang

Pendidikan matematik tahun 5 adalah penekanan terhadap konsep, fakta, kemahiran mengira dan menyelesaikan masalah. Matematik biasanya dianggap sebagai suatu mata pelajaran abstrak dan memerlukan murid-murid yang boleh berfikir secara sistematik. Bersesuaian dengan sukatan matematik di peringkat sekolah rendah yang menjadikan matematik sebagai satu subjek teras yang menekankan lebih dari satu kemahiran (Suhaimi, 2017). Menurut Toh (2009), Nadrah (2017), Nizam & Rosli (2021) murid-murid sekolah rendah tidak berminat untuk mendalami ilmu matematik kerana mereka beranggapan negatif terhadap mata pelajaran dengan menyatakan matematik sangat susah dan membosankan, dan ini dapat menurunkan pencapaian mereka dalam matapelajaran ini.

Dalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025) ini dibangunkan secara khusus untuk mengarahkan sistem pendidikan Malaysia ke arah pembangunan prestasi dan cabaran semasa dalam sistem pendidikan dengan tumpuan untuk meningkatkan akses kepada pendidikan, menaikkan piawaian (kualiti), dan menutup jurang pencapaian seperti yang dinyatakan dalam PPPM 2013. Walaubagaimanapun, menurut pelaporan Pentaksiran sekolah rendah pencapaian Matematik dalam Ujian Pencapaian Sekolah Rendah (UPSR) bagi tahun 2018 dan 2019 berada di tahap rendah seperti ditunjukkan dalam jadual 1.

Jadual 1: Analisis Prestasi matapelajaran matematik dalam UPSR mengikut gred bagi tahun 2018 dan 2019.

GRED	PERATUS (%)					JUMLAH CALON
	A	B	C	D	E	
2018	18.22	15.52	16.96	29.80	19.50	427 126
2019	19.43	16.84	16.63	30.23	16.87	431 610

Jadual di atas menunjukkan pencapaian UPSR bagi matapelajaran Matematik masih berada di tahap tidak memuaskan. Hal ini kerana Gred yang banyak murid mencapai adalah gred D iaitu 30.23% tahun 2018 dan 29.80% tahun 2019. Gred A hanya mendapat 18.22% tahun 2018 dan 19.43% tahun 2019. (Lembaga Peperiksaan, 2019). Selain itu, peningkatan dalam pencapaian dalam tahun 2019 (Wan Naliza & Siti Mistima (2020) di Trends in International Mathematics and Science Study (TIMSS), masih lemah dan telah gagal melebihi purata antarabangsa (Wan Naliza & Siti Mistima (2020). Kedudukan Malaysia di TIMSS masih jauh ketinggalan jika berbanding dengan jiran kita seperti Singapura (Wan Naliza & Siti Mistima (2020). Lantaran itu, kaedah instruksional adalah sangat penting dalam membantu murid meningkatkan pencapaian matematik murid-murid di negara Malaysia (Alis Puteh (2008), Laily, Sri & Wana (2012). Ini membuka persoalan bahawa lebih penyiasatan tentang kaedah instruksional yang paling sesuai untuk meningkatkan pencapaian murid-murid dari sekolah rendah diperlukan lagi supaya mereka dapat menunjukkan peningkatan pencapaian di arena antarabangsa.

Pernyataan Masalah

Kajian mengenai pembelajaran koperatif masih sangat kurang yang menyiasat untuk menentukan mana satu yang paling efektif dalam meningkatkan pencapaian murid sekolah rendah. Ini adalah kerana masih kurang kajian yang membuat perbandingan terhadap kaedah-kaedah instruksional yang berbeza (Laily, Sri & Wana (2012), terutama dalam matapelajaran Matematik, dan lebih khusus mata pelajaran Matematik Tahun 5.

Dalam kajian Pate-Clevenger, Dusing, Houck & Zuber, (2008) telah menunjukkan kaedah instruksional pembelajaran koperatif merupakan strategi yang berkesan untuk mengurangkan masalah gangguan di bilik darjah serta berupaya meningkatkan kemahiran sosial yang positif. Ini disokong Noraziah Ramli (2016) yang mendapati kaedah instruksional pembelajaran koperatif bukan sahaja membantu meningkatkan pencapaian akademik tetapi juga berkesan untuk memupuk kerjasama, minat pada sekolah, kemahiran berinteraksi dan berkomunikasi. Dalam kajian. Selain itu, penggunaan kaedah ini memerlukan masa yang lama dan guru takut tidak dapat habiskan silibus. Tan (2007) turut menegaskan kaedah ini sukar dilaksanakan kerana murid sekolah rendah kurang pengetahuan lepas tentang topik-topik yang akan dipelajari. Keadaan yang berbeza menurut Azizi (2017) pula menegaskan sikap bekerjasama yang wujud melalui kaedah ini dapat memberi peluang untuk memberi idea dalam perbincangan dalam kumpulan,

Namun, Strayer (2012) berpendapat bahawa masih terdapat keraguan samada pembelajaran dalam bentuk pembelajaran koperatif lebih unggul daripada pembelajaran konvensional untuk murid-murid di sekolah rendah bagi matapelajaran matematik. Kajian Koh, Choy, Lai, Khaw and Seah (2008) pula mendapati bahawa pembelajaran koperatif tidak mempunyai kesan yang signifikan dalam pencapaian murid kalau dibandingkan dengan pembelajaran konvensional yang berpusatkan guru. Shahaimi dan Kahlid (2004) yang berpendapat bahawa murid yang lemah lebih baik diajar secara konvensional supaya boleh mendapat perhatian guru. Namun, Ishak, Selamat dan Abu Samah (2009), tidak bersetuju

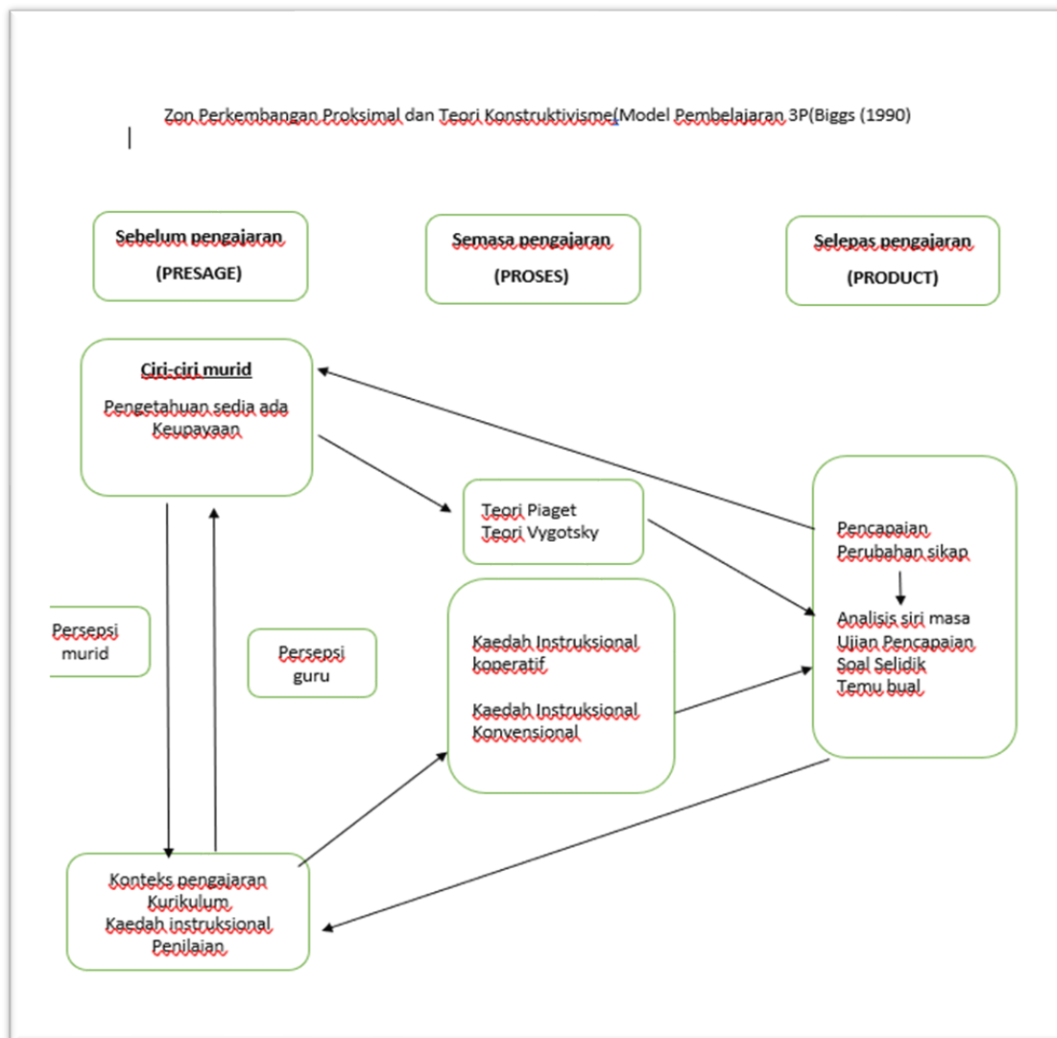
kerana menurut mereka, dengan menggunakan kaedah pengajaran konvensional, murid-murid akan kehilangan minat dengan mudah.

Kerangka konseptual

Kajian ini menggunakan teori konstruktivisme, Zon Perkembangan Proksimal (ZPP) dan Model 3P untuk membimbing kajian. ZPP dalam kajian ini melibatkan peningkatan kebolehan murid-murid dengan sokongan melalui kaedah-kaedah instruksional yang berbeza. Dalam kajian ini, kaedah instruksional pembelajaran koperatif dan melalui kaedah instruksional konvensional merupakan dua kaedah mengajar yang bertujuan membantu meningkatkan pencapaian dan sikap murid dan dalam masa yang sama menjayakan proses pembelajaran.

Kerangka Konseptual untuk kajian ini (Rajah 1) telah diubahsuai oleh penyelidik mengikut teori konstruktivisme, ZPP dan Model 3P sebagai bantuan dan rujukan untuk menjalankan melalui kaedah instruksional pembelajaran koperatif dan melalui kaedah instruksional konvensional di bilik darjah tahun 5 bagi mata pelajaran matematik.

Rajah 1: Kerangka Konseptual kajian



Pada peringkat *presage* merujuk kepada ciri-ciri pembelajaran yang stabil yang merangkumi gaya dan konsep pembelajaran (Adnan, 2008). Selepas itu, bagi memperkukuhkan

peringkat proses, elemen pengajaran dan pembelajaran dimasukkan pada peringkat ini (Campbell at al., 2001). Elemen dalam peringkat proses bagi kajian ini merujuk kepada penggunaan kaedah instruksional pembelajaran koperatif (melalui STAD) atau kaedah instruksional konvensional. Pada peringkat ini, pendedahan secara terperinci melalui pengaplikasian penggunaan sama ada STAD atau instruksional konvensional (chalk and talk) berupaya menjana pencapaian dan sikap positif murid.

Objektif kajian

Objektif penyiasatan ini adalah untuk menentukan samaada terdapat perbezaan pencapaian dan sikap di kalangan murid tahun 5 yang menerima arahan melalui melalui kaedah instruksional pembelajaran koperatif atau melalui kaedah instruksional konvensional. Oleh itu, objektif khusus kajian ini adalah seperti berikut:

1. Untuk menyiasat kesan kaedah instruksional pembelajaran koperatif ke atas pencapaian murid-murid tahun 5 berbanding kaedah instruksional pembelajaran konvensional yang berkaitan dengan mata pelajaran matematik.
2. Untuk menyiasat kesan kaedah instruksional pembelajaran koperatif ke atas sikap murid murid tahun 5 berbanding kaedah instruksional pembelajaran konvensional yang berkaitan dengan mata pelajaran matematik.

Metodologi kajian

Kajian ini dilakukan di daerah Kinta Utara, Perak, yang melibatkan Sekolah Rendah Kebangsaan (SK). Kajian ini menggunakan reka bentuk kajian kuasi eksperimen siri masa (Creswell, 2012). Dalam kajian ini, kaedah kuasi eksperimen digunakan untuk mendapatkan keberkesanan apabila responden kajian tidak dapat diedarkan secara rawak (Chua, 2011). Keadaan ini berlaku kerana pengkaji tidak dapat mengagihkan responden dari kelas sebenar secara rawak agar tidak mengganggu pelajaran harian. Oleh sebab-sebab tersebut, reka bentuk kuasi-eksperimental pra-pasca ujian siri masa terganggu (*Pretest-postest Interrupted Time-Series Designs*) (Cook & Campbell, 1979; Linden, 2015; Creswell, 2012). digunakan di dalam kajian ini. Data kualitatif melalui soal selidik selama 3 kali dan temu bual murid telah dijalankan sebagai sokongan kepada data kuantitatif yang diperolehi dari reka bentuk kuasi-eksperimental ini. Kaedah soal selidik digunakan untuk menilai sikap murid terhadap matapelajaran matematik. Kaedah kualitatif temu bual juga digunakan sebagai sokongan kepada hasil kajian yang diperolehi daripada analisis kuantitatif. Jadual 1 menggambarkan reka bentuk siri masa seperti di bawah. Kajian ini menggunakan kaedah kajian deskriptif kajian. Kaedah ini melibatkan maklumat mengenai pemboleh ubah, dan digunakan untuk mengukur fenomena yang ada.

Jadual 1: Reka bentuk kajian

MINGGU \ KUMPULAN	0 Ujian pra	1-4	5		6-9	10		11-12	13 Ujian pasca		
Kumpulan rawatan (KIPK)	U1	X2	U2	Q1	X1	U3	Q2	X2	U4	Q3	T1
Kumpulan kawalan (KIK)	U1	X3	U2	Q1	X2	U3	Q2	X3	U4	Q3	T1

Skala:

X1= Kumpulan koperatif

X2= Kumpulan konvensional

U1 = Ujian pra

U2 =Ujian 1

U3 = Ujian 2

U4 = Ujian 3

Q1 = Soal selidik 1

Q2 = Soal selidik 2

Q3 = Soal selidik 3

T1 = Temu bual 1

Responden kajian

Kelas Tahun 5 yang dipilih sebagai sampel terdiri daripada dua kelas pada tahun 2021. Penyelidik telah meletakkan nombor untuk setiap kelas menggunakan perisian penjana nombor rawak untuk memilih salah satu daripada dua kelas sebagai sampel rawatan dalam kajian ini. Setelah semua nombor kelas dimasukkan ke dalam sistem penjana nombor rawak, sistem dijalankan untuk mendapatkan nombor kelas yang akan diambil sampelnya. Perisian penjana nombor rawak dijalankan dua kali dan nombor kelas yang disenaraikan digunakan sebagai kumpulan rawatan seramai 40 orang murid. Sebagai perbandingan, nombor kelas yang tidak tersenarai digunakan sebagai kumpulan kawalan yang terdiri daripada 40 orang murid. Berdasarkan kumpulan pelajar yang dipilih, kumpulan rawatan mempunyai 40 orang murid yang mengadakan kelas pembelajaran koperatif (KIPK). Kumpulan kawalan akan terdiri daripada 40 orang yang menjalankan pembelajaran konvensional (KIK). Rasional persampelan rawak mudah mengikut kelas dilakukan untuk memastikan bahawa murid yang terlibat dalam kajian ini mempunyai kemungkinan yang sama untuk diambil sampel dan dibandingkan mengikut kaedah pembelajaran yang berbeza (Noraini, 2013). Jadual 2 menggambarkan bilangan murid dalam kumpulan sampel kajian:

Jadual 2: Bilangan murid dalam kumpulan sampel kajian

Kumpulan	Bilangan sampel
Kumpulan rawatan (KIPK)	40
Kumpulan kawalan (KIK)	40

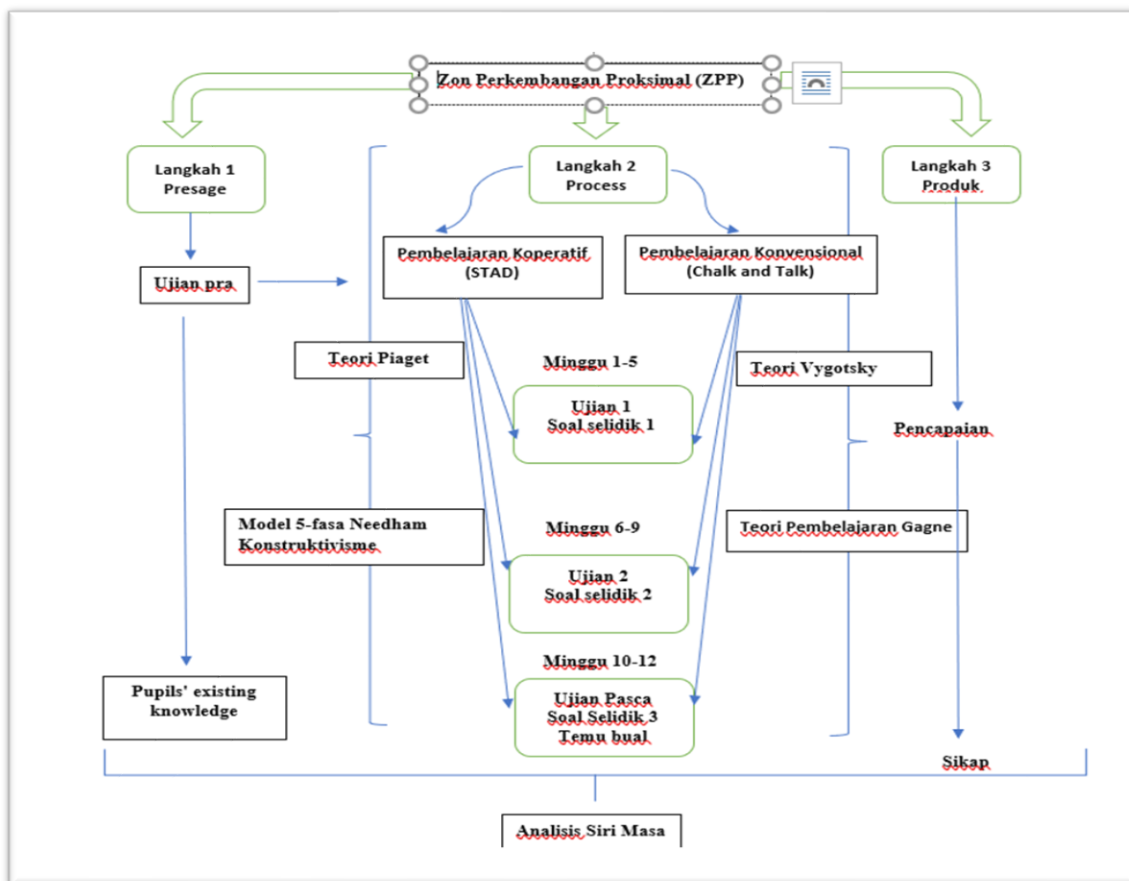
Instrumen Kajian

Ujian matematik adalah instrumen utama kajian (ujian pra, ujian 1, ujian 2, dan ujian pasca) yang terdiri daripada 40 soalan pelbagai pilihan. Pada peringkat awal, penyelidik merumuskan objektif kajian, dan pada masa yang sama, penyelidik menyenaraikan pemboleh ubah yang digunakan dalam kajian ini. Pra-ujian ini, ujian 1, ujian 2, dan ujian pasca, dibentuk berdasarkan Dokumen Standard Kurikulum dan Pentaksiran Matematik Tahun 5 (DSKP). Tajuk bab matematik Tahun 5 yang dipilih merangkumi penambahan, pengurangan,

pendaraban, pembahagian, pecahan, dan perpuluhan. Pilihan ini ditetapkan setelah berbincang dengan jurulatih matematik ketua daerah mengenai keperluan pelajar untuk topik ini. Ini adalah topik yang sering kali pelajar menghadapi masalah dalam peperiksaan. Melalui pengukuran pada ujian pra, pengkaji dapat memperoleh maklumat mengenai keadaan asal responden dan kemudian membandingkannya dengan keputusan ujian 1, ujian 2 dan ujian pasca setelah responden diberi rawatan (Chua, 2011). Dalam merancang dan menjalankan kajian ini, penyelidik telah melibatkan dua kumpulan yang mengamalkan kaedah pengajaran yang berbeza, iaitu kumpulan rawatan (KIPK) dan kumpulan kawalan (KIK). Item-item tersebut diperiksa dan dibina oleh sepasukan penyelidik dan guru sekolah yang mempunyai kepakaran dalam mengajar matematik untuk menjamin kesesuaian, kejelasan, dan kesahan kandungan instrumen ke tahap gred murid.

Rajah 2 menunjukkan reka bentuk kuasi eksperimen siri masa ujian pra-ujian pasca terganggu antara rawatan kumpulan rawatan (KIPK) (X1) dan kumpulan kawalan (KIK) (X2) yang dijalankan selama 13 minggu. Sebelum memulakan rawatan, responden telah menduduki ujian pra (U1) pada minggu pertama. Dari minggu 2 - 4, rawatan X1 dan X2 dilakukan dan diikuti dengan ujian 1 (U2). Kemudian, rawatan X1 dan X2 dilakukan selama enam minggu lagi (Minggu 6-9 dan Minggu 10 -12). Akhirnya, ujian kedua (U3) dan ujian pasca (U4) dijalankan pada minggu ke-10 dan ke-13.

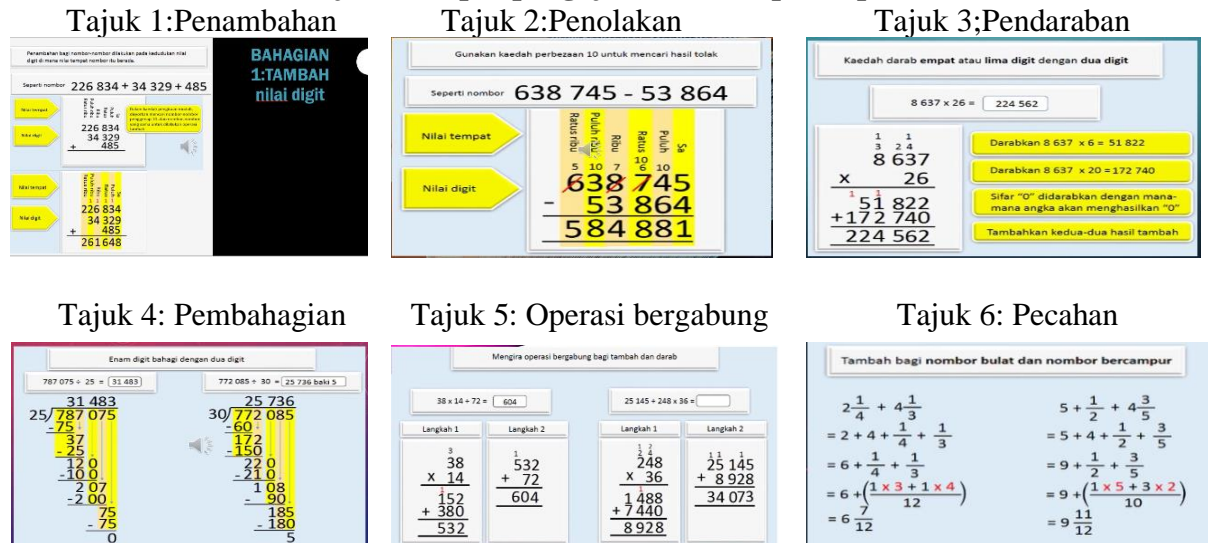
Rajah 2: Reka bentuk Kuasi Eksperimen siri masa



Pembelajaran koperatif menggunakan STAD dalam kajian ini. Penyelidik menyediakan bahan PowerPoint sebagai permulaan dan penerangan guru sebelum responden memulakan

aktiviti dalam kumpulan untuk setiap topik pengajaran, seperti yang ditunjukkan dalam Rajah 3.

Rajah 3: Topik pengajaran secara powerpoint



Menurut Chua (2011), sampel hanya dapat menumpukan perhatian pada item soal selidik selama 10-20 minit sahaja. Oleh itu, terdapat 21 item yang menguji sikap dalam soal selidik ini. Ini adalah soal selidik skala Likert 1-4 di mana murid-murid diperolehi untuk menentukan sama ada mereka sangat setuju, setuju, tidak setuju, atau sangat tidak setuju dengan perkara yang dikemukakan. Soal selidik ini ingin mengukur sikap pelajar terhadap instruksional yang diikuti. Kumpulan soal selidik ini diadaptasi dari Nik Hartini (2010). Soal selidik ini sesuai untuk diubahsuai kerana soal selidik ini menanyakan tentang sikap pelajar setelah mengikuti instruksional.

Selain itu, temu bual juga digunakan dalam kajian ini. Tujuan penggunaan temu bual dalam kajian ini adalah untuk menyokong dan melengkapkan penemuan kualitatif. Rancangan pelajaran ini akan disusun berdasarkan model Gagne. Model Gagne adalah penerapan kaedah, dan model pengajaran penting agar objektif pembelajaran dapat dicapai. Berdasarkan model ini, rancangan pengajaran akan dibentuk untuk semua pengajaran selama 13 minggu.

Pelaksanaan Kajian

Dalam kajian ini, murid belajar matematik dengan dua cara iaitu pembelajaran koperatif yang melibatkan STAD (kumpulan eksperimen) atau pembelajaran buku teks (kumpulan kawalan). Murid-murid di kedua-dua bilik darjah terdedah kepada bahan yang sama bagi kedua-dua kumpulan. Kumpulan rawatan diajar menggunakan kaedah pembelajaran koperatif yang berkaitan dengan STAD. Murid-murid di kelas koperatif ini mengikuti pembelajaran matematik di dewan terbuka selama 13 minggu. Hal ini kerana walaupun murid-murid duduk dalam kumpulan namun perjarakkan sosial di jaga dan segala peraturan SOP dipatut supaya keselamatan murid-murid dijaga. Melalui pembelajaran koperatif, guru telah membahagikan murid dalam kumpulan kecil yang terdiri daripada 5 orang murid. Selepas mengikuti proses persembahan kelas (powerpoint), murid telah diberi tugas dalam kumpulan. Di mana murid-murid dikehendaki berbincang bersama rakan-rakan dalam kumpulan untuk menyelesaikan persoalan tersebut.

Dalam permulaan pengajaran, guru akan menggunakan memberi keterangan tentang topik (powerpoint) manakala murid-murid pula memainkan peranan yang penting dalam

aktiviti kumpulan masing-masing Hasil perbincangan dalam kumpulan ini murid perlu menjawab dengan menggunakan I-THINK map. Seterusnya, setiap kumpulan akan mengambil bahagian dalam kuiz, bersaing antara kumpulan untuk menyumbangkan skor yang tinggi untuk kumpulan masing-masing. Tugas murid-murid akan dinilai oleh guru dari segi sikap murid, usaha, kerjasama serta perkongsian ilmu, kreativiti murid penyampaian hasil kerjanya.

Pembelajaran konvensional pula, guru akan memberi penjelasan tentang topik yang hendak diajar. Set induksi dan permulaan pengajaran akan menggunakan buku teks, kad manila dan papan putih. Guru banyak memberikan input serta ilmu sepenuhnya sehingga akhir pengajaran. Komunikasi satu hala yang dilaksanakan oleh guru dalam kelas ini.

Dapatan kajian

Hasil ujian pencapaian kelas rawatan dan kawalan menunjukkan bahawa murid-murid yang diajar melalui pembelajaran koperatif berprestasi lebih baik daripada yang diajar menggunakan kaedah konvensional. Ini dapat dilihat pada skor min apabila sisihan piawai dipertimbangkan. Jadual 3 menunjukkan data pencapaian kajian dengan lebih jelas. Malangnya, kajian yang dikemukakan di atas tidak mencukupi untuk membuktikan bahawa pembelajaran koperatif mempunyai kesan terhadap pencapaian murid. Hasilnya, ujian ANOVA diperlukan untuk mendapatkan maklumat ini.

Jadual 3: Statistik Deskriptif antara kumpulan eksperimen (Kumpulan rawatan (KIPK) dan kumpulan kawalan (KIK)).

Kumpulan	Analisis	N	Ujian Pra	Ujian1	Ujian 2	Ujian pos
Rawatan	Min	40	38.20	44.75	55.28	66.53
	SP		8.321	8.2049	7.027	9.484
Kawalan	Min	40	42.20	41.75	41.78	43.33
	SP		10.799	10.075	8.784	9.739

Nilai min kumpulan rawatan (KIPK) dalam ujian pra adalah ($M = 38.20$, $SD = 8.321$). Nilai min kumpulan kawalan (KIK) lebih tinggi berbanding kumpulan rawatan (KIPK). Nilai min lebih tinggi daripada tahap 0.05. Maka ini menunjukkan tidak ada perbezaan yang signifikan secara statistik antara dua kumpulan eksperimen, $t(80) = 1.856$, $p > .05$. Nilai min kumpulan rawatan (KIPK) dalam ujian 1 adalah ($M = 44.75$, $SD = 8.205$) sementara kumpulan kawalan (KIK) (Pembelajaran Konvensional) adalah ($M = 41.75$ $SD = 10.075$). Ini menunjukkan tidak ada perbezaan yang signifikan secara statistik antara dua kumpulan eksperimen, $t(80) = 1.460$, $p > .05$. Pada ujian 1, kumpulan rawatan menunjukkan sedikit peningkatan dalam nilai min dibandingkan dengan kumpulan kawalan. Ini jelas menunjukkan bahawa murid-murid menguasai dan menerima perubahan dalam pengajaran matematik. Nilai min kumpulan rawatan (KIPK) dalam ujian 2 adalah ($M = 55.28$, $SD = 7.03$) sementara kumpulan kawalan (KIK) adalah ($M = 41.78$ $SD = 8.784$). Ini menunjukkan tidak ada perbezaan yang signifikan secara statistik antara dua kumpulan eksperimen, $t(80) = 7.590$, $p < .05$. Nilai min kumpulan rawatan (KIPK) dalam ujian pos adalah ($M = 66.53$, $SD = 9.484$) sementara kumpulan kawalan (KIK) (Pembelajaran Konvensional) adalah ($M = 43.98$ $SD = 9.437$). Ini menunjukkan perbezaan yang signifikan secara statistik antara kumpulan rawatan dan kumpulan kawalan, $t(80) = 10.794$, $p < .05$). Kesimpulannya, nilai min pembelajaran koperatif menunjukkan peningkatan berterusan dari ujian 1 ke ujian pasca. Berbanding dengan pembelajaran konvensional, nilai min pada awalnya lebih tinggi daripada pembelajaran koperatif dalam ujian pra.

Kesan pembelajaran koperatif terhadap matapelajaran matematik dalam pencapaian murid ditentukan dengan menggunakan Analisis Varians sehalu (ANOVA SEHALA). Dalam

kedua-dua keadaan, Jadual 5 menunjukkan skor min, sisihan piawai, dan ukuran kesan yang dianggarkan. Tidak ada perbezaan yang signifikan antara kumpulan rawatan dan kumpulan kawalan ($F(1,79) = 3,44, p > 0,05$) pada ujian pra. Penemuan ini menunjukkan bahawa keadaan awal kedua-dua kumpulan untuk pengetahuan sebelumnya adalah sama. Dalam ujian 1 keputusan juga menunjukkan tidak ada perbezaan yang signifikan antara kedua perlakuan tersebut ($F(1,79) = 2,133, p > 0,05$). Setelah itu, dalam ujian 2, terdapat perubahan antara kedua-dua kumpulan yang jauh berbeza antara kedua perlakuan tersebut ($F(1,79) = 57,61, p < 0,05$). Untuk data ujian pasca kesan utama rawatan adalah signifikan ($F(1,79) = 116,51, p < 0,05$). Terdapat perbezaan yang lebih besar antara kaedah pembelajaran koperatif dan kaedah konvensional, menghasilkan keputusan ini di bawah ujian pasca. Murid-murid yang belajar menggunakan teknik pembelajaran koperatif mempunyai skor min yang lebih tinggi daripada yang diajar menggunakan kaedah konvensional, seperti yang ditunjukkan dalam Jadual 4.

Jadual 4: Kesan ukuran kumpulan rawatan dan kawalan

Kumpulan	Ujian Pra Min (SP)	Ujian 1 Min (SP)	Ujian 2 Min (SP)	Ujian Pasca Min (SP)	Kesan ukuran
Rawatan	38.20 (8.321)	44.75 (8.204)	55.28 (7.027)	66.53 (9.48)	1.25
Kawalan	42.20 (10.799)	41.75 (10.07)	41.78 (8.78)	43.33 (9.74)	0.91

Seterusnya, data soal selidik mengenai sikap murid terhadap mata pelajaran matematik juga dianalisis untuk menunjukkan min dan sisihan piawai yang diperoleh oleh sikap murid, seperti yang ditunjukkan dalam Jadual 5. Soal selidik ini dilakukan tiga kali dengan minggu 6 (soal selidik 1), minggu ke-10 (soal selidik 2), dan minggu ke-13 (soal selidik 3). Pengumpulan data dijalankan dengan lancar, di mana murid-murid yang menjawab soal selidik bekerjasama. Jadual 5 menunjukkan bahawa skor sikap murid pada soal selidik 1 hampir serupa. Ini menunjukkan bahawa kedua-dua kelas dimulakan dengan sikap keadaan awal yang sama terhadap mata pelajaran matematik.

Jadual 5: Skor sikap murid terhadap soal selidik 1 bagi kumpulan rawatan dan kumpulan kawalan

Kumpulan	Soal selidik 1 Min (SP)	Soal Selidik 2 Min (SP)	Soal Selidik 3 Min (SP)	Kesan Ukuran
Rawatan	43.10 (9.172)	56.05 (3.47)	63.70 (3.79)	1.19
Kawalan	40.33 (10.63)	45.44 (8.63)	48.71 (7.66)	0.89

Jadual 6: Ujian ANOVA sehalu untuk menilai sikap pelajar terhadap soal selidik 1.

Sumber	Ujian statistik	sig	alpha	Kesimpulan
Between	ANOVA SEHALA	0.601	0.05	Tiada Perbezaan

Jadual 6 menunjukkan bahawa tidak ada perbezaan antara kumpulan rawatan dan kumpulan kawalan, ($F(1,79) = 1,356, p < 0,05$).

Jadual 7: Ujian ANOVA sehalah untuk menilai sikap murid terhadap soal selidik 2.

Sumber	Ujian statistik	sig	alpha	Kesimpulan
Between	ANOVA SEHALA	0.201	0.05	Tiada Perbezaan

Jadual 7 menunjukkan bahawa tidak ada perbezaan antara kumpulan rawatan dan kumpulan kawalan, ($F(1,79) = 1,078, p < 0,05$).

Jadual 8: Ujian ANOVA sehalah untuk menilai sikap murid terhadap soal selidik 3.

Sumber	Ujian statistik	sig	alpha	Kesimpulan
Between	ANOVA SEHALA	0.00	0.05	Perbezaan

Jadual 8 menggambarkan bahawa murid-murid di kelas rawatan mempunyai perubahan sikap positif terhadap pembelajaran koperatif berbanding pembelajaran konvensional. Ini membuktikan bahawa murid-murid yang belajar menggunakan kaedah pembelajaran koperatif memahami matematik, dan terdapat perubahan sikap terhadap subjek berbanding kaedah pembelajaran konvensional. Jadual 8 menunjukkan bahawa terdapat perbezaan antara kumpulan rawatan dan kumpulan kawalan, ($F(1,79) = 31.204, p > 0,05$). Penemuan ANOVA sehalah menunjukkan perbezaan yang signifikan secara statistik, jadi ujian post hoc (LSD) diuji menggunakan Tukey HSD untuk memastikan perbezaan yang signifikan secara statistik antara kumpulan rawatan (Pembelajaran Koperatif) dan kumpulan kawalan (Pembelajaran konvensional) untuk soal selidik 3, seperti yang ditunjukkan dalam Jadual 9.

Jadual 9: Ujian Post hoc Tukey dilakukan untuk menilai perbezaan sikap murid terhadap soal selidik 3

Sumber	Ujian statistik	sig	alpha	Kesimpulan
Koperatif dan Konvensional	Post hoc Tukey	0.00	0.05	Perbezaan

Di setiap kelas berpasangan, terdapat perbezaan yang signifikan dalam sikap murid, seperti yang ditunjukkan dalam Jadual 9. Hasilnya, dapat dinyatakan bahawa murid dalam kelas pembelajaran koperatif mempunyai skor sikap rata-rata yang lebih tinggi berbanding dengan pelajar di kelas pembelajaran konvensional.

Dalam temu bual persepsi murid mengenai pembelajaran koperatif, majoriti murid menyatakan bahawa pembelajaran sangat menarik dan mudah faham matematik. Lebih daripada 89% murid bersetuju bahawa mereka dapat belajar matematik dengan lebih mudah kerana mereka berbincang bersama rakan dalam kumpulan dan bukannya membaca buku teks. Ini menunjukkan bahawa mereka menyukai pembelajaran koperatif dalam pelajaran matematik. Dalam pembelajaran koperatif, pelajar boleh bersemuka dan berbincang serta bertukar maklumat, membantu rakan-rakan, berkongsi pandangan yang berbeza, mendapat maklumbalas segera dan memberi galakan antara satu sama lain. (Davidson, 1985).

Kesimpulan

Dapatan kajian ini jelas menunjukkan bahawa pembelajaran koperatif memberi impak yang positif kepada murid-murid dalam matapelajaran matematik. Dapatan kajian menunjukkan pembelajaran koperatif merupakan satu pendekatan yang sesuai bagi murid-murid mengambil bahagian secara aktif di dalam pembelajaran mereka. Keadaan ini terbukti bahawa sikap terhadap Matematik telah menunjukkan perubahan selepas murid-murid mengikuti pembelajaran koperatif. Pembelajaran koperatif menyebabkan murid menjadi semakin positif

dari segi sikap terhadap matapelajaran matapelajaran matematik. Kajian ini terbukti murid-murid harus digalakkan belajar secara berkumpulan kerana sebarang masalah yang dihadapi boleh dibantu oleh rakan-rakan dalam kumpulan. Penglibatan aktif murid-murid semasa perbincangan boleh membawa perubahan terhadap peranan guru sebagai penyampai maklumat kepada pemudahcara yang berkesan. Kajian ini boleh dijadikan panduan dalam membentuk aktiviti pembelajaran yang sesuai bagi murid-murid.

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Email: ircaseofficial@gmail.com; conference2@egax.org



5th ICIEL 2021

5th International Conference on Islamic, Education and Law 2021 (5th ICIEL 2021)

Date: 18-19 December 2021

Venue: Ipoh, Perak, Malaysia

Website: <https://submit.confbay.com/conf/iciel5> @ <http://iciel2021.egax.org/>

Email: icielofficial@gmail.com; conference2@egax.org



**International Virtual Conference on Social Sciences, Engineering and Technology 2021
(IVCoSET 2021)**

Date: 8 September 2021

Venue: Online

Website: <https://submit.confbay.com/conf/ivcoset2021> @ <http://ivcoset2021.egax.org/>

Email: ivcosetofficial@gmail.com; conference2@egax.org



**International Virtual Conference on Engineering, Innovation and Social Sciences 2021
(IVCEIS 2021)**

Date: 2 December 2021

Venue: Online

Website: <https://submit.confbay.com/conf/ivceis2021> @ <http://ivceis2021.egax.org/>

Email: ivceisofficial@gmail.com; conference2@egax.org



**International Virtual Conference on Social Sciences, Education and Innovation 2021
(IVCoSEI 2021)**

Date: 14 June 2021

Venue: Online

Website: <https://submit.confbay.com/conf/ivcosei2021> @ <http://ivcosei2021.egax.org/>

Email: ivcoseiofficial@gmail.com; conference2@egax.org

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