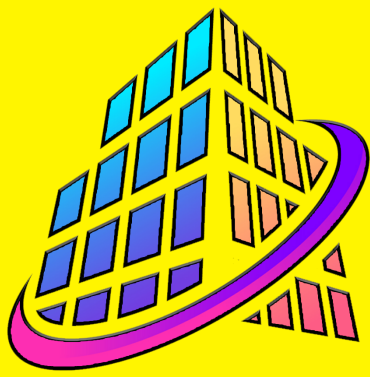


3rd LIMC 2021

**PROCEEDING:
3RD LANGKAWI INTERNATIONAL
MULTIDISCIPLINARY CONFERENCE 2021
(3RD LIMC 2021)**

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3rd LIMC 2021

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THE ROLE OF POLITICAL SOCIALIZATION ON FACEBOOK AMONG MALAYSIAN

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Abstract: *Political engagement by citizens around the world has increased in recent years. In view of this increased political consciousness among all, a worthy and important research topic is the mechanism in which users of social media can establish political attitudes and get interested in politics. This study therefore focuses on whether political socialization in social media will build a political opportunity for Malaysian people. In investigating how social media propaganda can provide Malaysians a political viewpoint, these studies argue that the internet and social media have led to unparalleled complexity in Malaysia's political socialization process. A bottom up, constructivist approach is used to decide how social media played their position as Malaysian political socializer.*

Keywords: *Political Socialization, Facebook, Malaysia*

Introduction

According to the Department of Statics of Malaysia (2019), it was projected at 32.63 million for the third quarter of 2019, up 0.6 percent compared with the third quarter of 2018. (32.43 million). With 69.3 percent, ethnic Bumiputera reported the highest percentage, followed by Chinese (22.8 percent), Indians (6.9 percent) and others (1.0 percent). It is in this sense that the study aims to examine Malaysian roles by using the social network site such as Facebook to become inspired to engage in a political socialization process. This study will explore online media political socialization mechanisms in a culture that dominates political information in conventional media and, in turn, forces people to look for political information in traditional media. and, in turn, compels citizens to seek alternative news sources online.

Research by Lars, Wong, Ezhar and Annette (2013) found that higher levels of political participation among Malaysian voters were positively correlated with online media use. Link between social media with political advocacy have been demonstrated by the usage and visibility of social networking sites, political blogs, political online videos, party websites, and political advertising on mobile phones.

Literature Review

Political Socialization and Social Media as a Political Tool

Hess and Torney (1967) classified political socialization as a process of social learning and socialization refers to the process by which the beliefs, attitudes, and other conduct of a junior or new member of a community or institution is taught.

Hyman (1959) proposed his own concept of political socialization, which naturally concerns learning; in particular, his learning of the social trends which correspond to his social positions as mediated through diverse social agencies. Langton (1969) defines politics as a mechanism mediated by various societal agencies, in which an individual acquires political significance in his attitudes and behaviour. The environmental categories of these organizations

include family, peer group, education, adult and mass media organisations. Political socialization function at the level of the person and of the group, as Dawson and Prewitt (1969) have noted. It is better described at group level as cultural diffusion and political socialization explores the individual's political interactions. Gimple, Lay and Schluknecht, 2003, noted in the sense of political science that political socialization is the mechanism by which new generations are introduced into political culture, acquire the skills, values and behaviors that enable the political system to be supported.

In comparison with these definitions, it is clear that the majority of political socialization definitions have four components: (1), political socialization is a study process by which (2) the person (3) learns political attitudes and actions from one generation to the next, (4) is influenced by actors of political socialization. Although often there are minor variations in wording, both individual (learning) as well as group (cultural transmission) levels relate to the same unidirectional method of obtaining knowledge about the political system (Dawson & Prewitt, 1969).

Research Methodology

Digital Ethnography explains the ethnographic study process and methodology in a digital space (Murthy, 2008; 2011). Creswell describes ethnography as "a research strategy that the researcher studies through observational data and interviews in an intact cultural group in a natural environment over a lengthy time. For this study MCA's leadership, Nicole Wong's discussion posts were investigated on the Nicole Wong Facebook page from the span of 16 days (02/11/2019 to 18/11/2019). Due to the material and the large number of participants of the Tanjung Piai elections, the Nicole Wong Facebook page was selected. The objective was to obtain a sample of at least five discussion papers relating to the Tanjung Piai by-election and to review Malaysian social interaction on Facebook with at least five answers each.

Research Findings

There are 50 by-election related posting published by the MCA Youth Leader. Of these, 5 randomly-selected posts were accepted for analysis, cumulatively attracting 2,232 comments.

Table 1: Five Randomly Chosen Post from Nicole Wong Facebook Page

| Date | Topic | # of likes to the Topic | Total # Participants in Comment |
|------------|--|-------------------------|---------------------------------|
| 02/11/2019 | Kita Pilih No.2 Wee Jeck Seng #TgPiai #BNPilihanKu | 2263 | 177 |
| 04/11/2019 | Jom kita berganding bahu dan #tawanbalik Tanjung Piai bersama sama! Undi Calon No.2 Wee Jeck Seng pada 16.11.2019. Jgn lupa ya! #JomTukar | 3016 | 263 |
| 05/11/2019 | Ketika saya ingin bergegas ke Tanjung Piai, saya didatangi seorang pemuda yang menyatakan hasrat untuk menyertai Pemuda MCA. Dia turut meluahkan rasa kagum terhadap segala usaha Pemuda MCA selama ini, bukan sahaja dalam mempertahankan semangat Perlembagaan Negara dan hak-hak kaum Cina, malah sebagai parti pembangkang. Katanya Pemuda MCA telah memainkan peranan yang cukup baik di negara ini. Saya memberitahunya bahawa masa depan Pemuda MCA bukanlah mudah dan mencabar, tetapi kami pasti akan memberi yang terbaik demi masa depan Malaysia. Saya berharap dia dapat bersama kami untuk memperjuangkan masa depan negara. #PEMUDAMCA #TidakBerputusAsa #BerharapLebihRamaiAkanMenyertaiBarisanKami | 3178 | 305 |

| | | | |
|------------|--|--------|------|
| 09/11/2019 | kita bersama. #BN4TgPiai #ApaLagiMauTipu #TanjungPiaiTolakPakatan | 2104 | 169 |
| 10/11/2019 | Teruskan Perjuangan, kita pilih Biru. #BN4TgPiai #ApaLagiMauTipu #TanjungPiaiTolakPakatan | 7200 | 244 |
| 13/11/2019 | Nyanyian lagu-SETIA dgn gelombang lautan biru anak muda di Tanjung Piai sem Alam. #PemudaTerasKebangkitan #BangkitKembali #BN4TanjungPiai | 19,328 | 1074 |

A number of members participated in the discussions on the Nicole Wong Facebook page, including Malaysia and the Indians. 2,232 comments have been shared from five subjects to examine the way that participants use top-down and bottom-up methods in the Nicole Wong Facebook page. Based on the previous literature, coding began in a deductive manner with the three categories: knowledge, emotions, and connection with the online community (Oh, Kwon et al., 2010; Tampere et al., 2016).

Table 2: Categories and Subcategories of Comments (Adapted from Pal, A. Et Al., 2017)

| Categories | Subcategories | Descriptions | Comments |
|--|--------------------|--|--|
| Providing information | Pro BN | Comments that provide information to support BN | <p>“Tanjung piai ingat bakti budi ingat calon no 2 saudara kita wee jeck seng... x perlu menahan rindu lagi ini kalilah u- turn pd BN.... muafakat nasional berjuang utk rakyat Malaysia....”</p> <p>“Saya yakin BN akan menang.. Kerana rakyat sudah muak dgn tipu helah ph dgn janji2 manis....”</p> <p>“Mahathir cakap orang melayu mudah lupa, saya cakap orang muda tak akan lupa apa yang Mahathir buat menyebabkan duit Malaysia jatuh teruk 2 kali. 2 kali menjadi Perdana Menteri, 2 kali duit Malaysia jatuh bertubi-tubi!!!!!!”</p> |
| | Anti BN | Comments that provide information to criticize BN | <p>“ruu355 kau tolak...”</p> <p>“Saya akui saya memang tak cerdik....sekolah tak tinggi....saya betul2 tak faham macam mana orang yang waras boleh terima pemimpin dan parti politik yang dikaitkan dengan rampasan duit hampir satu ribu juta dalam puluhan bag disimpan dalam condominium ????”</p> |
| Forging connection with the online community | Call to action | Comments that encourage the followers to support BN | <p>“Terbaik tanjung piai.teruskan menyokong BN...”</p> <p>“Tahniah MCA kerana menunjukan sikap positif, semoga kemakmuran di negara kita kembali gah di zaman era BN...”</p> |
| Others | Irrelevant content | Comments that are unrelated to the Tanjung Piai by-election. | <p>“lawa org nya...”</p> <p>“Ni please find attached the invoice...”</p> |

Discussion

Overall, Pro BN commented on posts made on the Facebook page of Nicole Wong. All 50 posts on the Facebook page have been written in Malay and not one in English. And the commentators are mostly from different ethnic groups as all the articles are written in Malay. The #takebackourcountry hash tag was one of the most widely used hash tags in the comment section. Instead, the anti-BN comments are based on attempts by the MCA to oppose the RUU355 law and on those who support the #VMF or Vote Muslim First movement focused on the candidate from BERJASA.

While it was very aggressive with the Vote Muslim First (#VMF) movement, Gerakan Pengundi Sedar (GPS) overall did not impact the 'Muafakat Nasional' propaganda. It was very aggressive. Comments like 'Terbaik Nasional Muafakat' and 'Undi Nasional Muafakat' belong to the most popular comments found in nearly all posts on this Facebook page. Knowledge acceptance is based on top-down methods. The best example is based on the reporting of the MCA and PAS policy partnership on 13/11/2019, which earned 19,036 likes and 1,074 observations. This sends a strong message that the political position of the commentators on this Facebook page is already driven by top-down facts and misinformation. Malaysians are socialized politically through social media which have been an agent for shaping their political attitude.

Conclusion

This top-down knowledge opens the way to an active dialogue on social media policy issues. Although this is basically a good step in the process of democratic participation involving the people but this process also does not basically reflect the participation of all Malaysians because the use of fake accounts to provoke an issue has also damaged this process of political socialization. However, this process of political socialization is no longer just mainstream but has also transcended to digital democracy and digital politics which at the same time provides unlimited access to every layer of society to participate in this digital political process.

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INTER-CULTURAL MARITAL RELATIONSHIP: RECRUITING PARTICIPANTS FROM BANGLADESHI IMMIGRANTS COMMUNITY

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Abstract— *Inter-cultural marriage is increasingly common in many societies, yet inter-cultural relationships remain at a higher risk of failure, with higher divorce rates and lower marital satisfaction. The present study analyzed a growing phenomenon in Bangladesh and Malaysia known as inter cultural or mixed families. The main objective was to explore challenge associated with inter-cultural relationships, and to determine how these relate to marital satisfaction among foreign partners in inter-cultural families. This study explores five inter-cultural married couples' experiences using a qualitative inquiry. In this study, we demonstrated the condition of inter-cultural married couples by examining their challenges with respect to inter-cultural adjustment, religious practice and parental commitment.*

Keywords—*Inter-cultural marriage; marital Satisfactions; Bangladesh, Malaysia, cultural adjustment*

Introduction

There is a growing phenomenon of inter-cultural marriages in many countries (1). An inter-cultural marriage between two different cultures may double due to the fact that both partners face challenges related to language and religious barriers, cultural constraints, marital satisfaction and parental commitment. Inter-cultural couples are engaged in a marriage, the 'new' family becomes enclosed with a mixture of different values, beliefs, customs and lifestyles. Thus, a mixture of different values, beliefs, customs and lifestyle of inter-cultural couples start out their relationships with a higher risk for an unsuccessful union (2). In some cases, these contribute to marital dissatisfaction and divorce (2, 3).

Inter-cultural married couples may be at a greater risk for domestic violence than their same-culture peers (4). Children of inter-cultural relationships may be at a higher risk for parental abductions when the relationship ends than children from same-culture relationships (3). There are the positive perspective views on inter-cultural marriage as beneficial in contributing towards social cohesion in the society, creating new generations that are more open towards others, as well as possibility of producing progeny who are more advantageous in terms of intelligence, beauty, emotional and behavioral stability (5, 6). There are the negative views on intermarriage with respect to low marital satisfaction and higher rate of conflict (7, 8). Studies revealed that a mixture of different values, beliefs, customs and lifestyle of inter-cultural couples start their relationships with a higher risk for an unsuccessful union (2). In some cases, these contribute to marital dissatisfaction and divorce (2, 3).

We attempt to draw a deep description of how inter-cultural married couples experience their relationships in Malaysian context. To achieve the research objective of understanding inter-cultural married couples' experience, we have chosen a qualitative approach It is appropriate as qualitative research sees the world as experienced by people in their interactions with each (9, 10). According to this paradigm the nature of inquiry is interpreted and the

purpose of inquiry is to understand a particular phenomenon, not to generalize to a population (11).

Literature Review

Inter-cultural marriage is a growing phenomenon in Europe, America and East Asia. Studies show that In Helsinki, such marriages are more common, currently at the rate of 12 percent, and marriages between Finnish national and a foreign national comprised 15 percent of all marriages in Helsinki in 2011 (12). With respect to the factors influence on inter-cultural marriage, researchers have long viewed inter-cultural relationships as evidence of status-caste exchange (13). This theory suggests that people of the dominant racial group exchange their racially-based social status for another resource such as beauty and novelty provided by individuals of a minority race (14, 15). These studies argued that individuals from the minority race must therefore offer something extra to the relationship to reward for the higher status of individuals from the dominant race. The present study can be also related to the study was developed by Marriage, Becker (16, 17) assume that people marry to maximize their own well-being, benefits from marriage are most efficiently utilised when individuals match up with others of similar traits. In his or her social interactions, an individual seeks to maximise 'social income', which is own income plus the value of his or her social environment (18). Thus, apart from factors such as education and religion, there may be benefits arising from cultural similarities in marriage.

Inter-cultural marriage can have several effects on marital relationship, raising children and family well-being. How inter-cultural marriage effects on marital relationship, raising children and family well-being that we understand what lies behind the phenomenon. Marriages between individuals of different groups and cultures reflect social interaction and social acceptance between social groups (19). Other studies showed this might result in cultural conflict as the children's perspectives might differ than that of their parents (20).

A study was conducted by Favero-Karunaratna (21) on inter-cultural marriages and nation building processes: Sri Lanka and Malaysia. The study argued that the problems raised by 'inter-cultural, inter-religious, multilingual and inter-racial marriages' or 'mixed marriages' not only show the intricacies and complexities of nation-building processes, but also raise issues concerning the goal of 'unity in diversity', as regulations regarding intermarriage may affect basic human rights of the nationals of a country.

Research Methodology

We designed a qualitative research design. I used two techniques for data collection such as depth interview and participant observation using semi-structured interview as a tool to collect the data. A deeper understanding of inter-cultural married couples' experiences is important on how they deal with their marital relationship, cultural adjustment and parental commitment.

The author has the experiences of living in Bangladeshi community and had the opportunities interacted with many inter-cultural married couples. I chose this topic because inter-cultural marriage is a growing phenomenon in Malaysia. Although inter-cultural marriage tends to have a positive impact on building social cohesion and contributing to social integration, this marriages may be at a greater risk for domestic violence than their same-culture peers, and are more prone to divorce (22). In line with this background, a deeper understanding of inter-cultural married couples' experiences is important on how they deal with their marital relationship. We focused on inter-cultural marriage in two Muslim countries - Malaysia and Bangladesh. As a part of the community, I was interested to explore how inter-cultural married couples' relationships in Muslim country context. The author's experiences of living in

Bangladeshi community have been extremely valuable in shaping her analysis of inter-cultural relationship.

Sampling Methods

A total of five intermarriages couples were interviewed using snowballing sampling technique. Participants were recruited from Kuala Lumpur, the capital of Malaysia. Initially, we aimed to recruit only inter-cultural married women. Subsequently, we decided to seek also the perspectives of husband, and therefore I have involved intermarried couples in order to get a clear picture. One important criterion for the respondents in this study was that the respondents of this study were intermarried families belonging to Malaysian brides or grooms who marry a person who is from Bangladesh. The respondent's age range was between the ages of 24 and 60 years. We recruited all the respondents through my friendship networks and the snowballing techniques.

Research Procedure

The consent process entailed one route such as community-based settings. We recruited the participants through my friendship networks in my community. We obtained the consent through social networking site and phone calls. At the beginning of the interview, the objective of the study was clearly explained to the respondents and they were assured that the study was fully academic purposes. We also informed them they could withdraw from the study if they feel sensitive or uncomfortable and there would be no adverse effect on them.

The main technique for the study was in-depth interview. We conducted in-depth interview with five inter-cultural married couples. Husband and wife were interviewed separately and interview was conducted on Sunday or other public holy day in their houses and community social gathering events. Each interview usually lasted between 30 minutes and one hour. To understand the inter-cultural marriage context couple's daily life has been observed as much as possible, by joining them in social gatherings, sharing ideas with each other through the socialization process.

The interview session were tape-recorded with the consent of the respondents. It was observed that some respondents were feeling uncomfortable when tape recorder was used. Once the respondent had started to talk, they forgot the tape-recorder we usually used. In this way there was nothing to divert me from the interview itself. After the interview session, we noted down some details about the talk and the situation in general. However, this method not only gave me the opportunity to listen how inter-cultural married couples formulated themselves in a discussion, but also to draw inferences from observing how they interacted with each other. Overall, the most valuable part of this method lies in the fact that respondents could talk freely and therefore issues that we had not thought about may emerge. We tried to capture the brief comments made by the participants. The discussions were so pleasant that the participants not only participated willingly but it seemed they finally found a listening ear to share their happiness, struggles and difficulties encountered in their inter-cultural marriages. The written notes were edited by the researcher and were transcripts were typed for data analysis. After the interview, another session was scheduled for data vilification to check if the researchers had captured their perspectives and if the participants had any comments to add on.

Method in Action

A number of considerations arose when using depth interview and participant observation as tools to collect the data. The interview questions were framed careful and avoided response bias. Sometimes, we had to deal with unexpected answers and therefore it was required to modify the interview questions. After considering all aspects, we re-started the interview

process and the questions were asked related to husband-wife relationship, communication between couples, children and family members, raising children and community relationship. The interview was conducted individually to each respondent at their household. Our experience of interviewing inter-cultural married couples was extensive. Using the narrative approach, we encouraged participants to share their experiences, their marital satisfaction, parental relationship and their relationship with the wider community. By using a qualitative approach and a narrative design, we have learned the following lessons that could help to others for further investigation: In carrying out this qualitative research, we have added our experiences that reflected on how we interpreted the data. Upon reflecting our own experiences, it is believed that conducting a good quality of qualitative research, it is important to share researcher's own experience. Studies support that the credibility of the researcher is especially important in qualitative research, as it is he or she who is the major instrument of data collection and analysis (23). Participant observation has been used as a tool to gather information. As the researchers, we had the opportunities to get an insight into inter-cultural married couple's lives closer. During the conversations, we observed the daily activities of the respondents within their homes. During data collection and staying in the field, different incidents that happened in a natural setting were observed and recorded by the researcher. Through this observation we were able to realize the respondent's real situation in their own contexts. We, therefore, was able to examine of the respondent's situation critically. Through this qualitative practice, it is possible to obtain a more holistic picture about the issues. As researchers, we need to be patient and be able to show respect to the participants so that the participants can trust us. These would assist us to capture their inner feelings. Through this research we obtained a more holistic picture about the issues, which could be an important lesson for the researchers. This research process might be helpful for other researchers to build more creativity in qualitative research. Through this qualitative practice, it is possible having positive results and obtaining more holistic picture about the issues.

Results and Discussion

Demographic profile of the respondents

The demographic information of the respondents includes ethnicity, religion, education level, employment status, years of marriage and numbers of children they have. The majority of the respondents were from middle-class. The respondent's age range was between the ages of 24 and 60 years. With respect to religious status, respondents tend to have only Muslim. The respondent's number of children was between the ages of 2 to 4 children only.

Factors Influence Inter-cultural Relationship

Regarding marriage's concern, we noted that most of the respondents considered their marriage based on their love and mutual understanding and they were pretty concerned about their different cultures. From the interview, most of the couples reported that they attracted each other by their personality. According to respondent 1 "My wife tended to have a great personality; she was a passive lady that attracted me to marry her". Another respondent, also attracted to his wife's personality when they met each other in the army camp. He stated that: "I was attracted to her independent and active personality". Similarly another respondent was attracted by his wife's personality. He further elaborated "Her polite behaviour and morality and always being nice to others attracted me to marry her".

Although all male respondents are attracted with their wives' personality, results showed that most of female respondents attracted by their husband's appearance. For instance, one female respondent claimed that "He looks so handsome when saw him for the first time".

Similarly, another female respondent claimed that she was attracted by his husband's intelligence and merit.

Exploring Inter-cultural Couples 'Challenges

The practice of inter-cultural marriage is facing various challenges related to the societal attitude, marital and familial relationship and cultural aspects.

Language Barriers and Cultural Constraints

With regards to dual languages, there was difficulty and stressful for the children to cope with two languages. Generally, children in intermarriage families tend to follow the mother language. The mother's culture was observed as the dominant culture in these families. This study also revealed that there was not much difficulty for children to speak in their mother tongue. However, difficulty and tension occurred when the children needed to communicate with their relatives from the father's side. Challenges in inter-cultural marriage may double if both partners faced a language barrier that impact on communication with children and family members. These may contribute to marital satisfaction and parental commitment. Literature supported that a mixture of different values, beliefs, customs and lifestyle of inter-cultural couples start out their relationships with a higher risk for an unsuccessful union (24). The findings of the study showed there is the language barrier among the respondents. Most husbands made significant efforts to learn the language. One respondent Mizan Hoque who tried to learn some Malay language from in order to communicate with his mother-in-law. It is interesting to note that husband tried to learn Chinese, the wife also tried to learn her husband's language. It could be said that inter-cultural married couples are willing to learn each other languages in order to communicate with their spouse and family members. The results revealed that the husband put effort into learning his wife's culture in order to keep his marital relationship and to perform the role as a parent to their children. However, on some aspects, wives were regarded positively to family bonding.

Eating Habits

Inter-cultural couples have to adjust themselves as they are two different people who grow up in a different cultural background and have different eating habits. As remarked by a husband who is from Bangladesh stated that he will eat all the foods that cooked by his wife as he used to eat Malaysian food. However, he never forced his wife to follow his eating habits. Similarly, another respondent, Mr Ali, who shared that he eats what his wife cooks as. However, another respondent Amalina, who tends to change her cooking style in order to satisfy her husband's eating habits. Her husband likes to eat Bangladeshi food. Thus, inter-cultural married couples are more willing to tolerate with each other when comes to eating habits. It can summarize that these couples put efforts into adjusting each other eating habit to strengthen family relationship. They wanted to carry on both traditions and culture in their eating habits.

Marital Relationship and Raising children

We observed some of inter-cultural couples refused to attend social gathering where they need to meet the community. Once they married they become to be isolated themselves from the community. Thus, the biggest obstacles faced by the inter-cultural community is societal negative attitudes. With regard to community attitudes and perceptions, there were stresses and tensions between both partners, including the values of the husband's native country especially the matter of raising children and their schooling. Wives faced more challenges when they needed to deal with the school going children. Their children always wondered from where their father came. The respondent preferred to introduce the father as the white man rather than

a Bangladeshi because of the stigma attached and negative attitude towards the nation. Even in some cases the wife was thinking “turning off” from the job and settled a third country where they might not require facing such question. Some couples stressed on balancing between the two cultures and traditions. They were concerned that practicing two languages and cultures would be confusing to the children. It was observed that children in inter-cultural married couple followed the mother’s culture. Even it was observed that the children rarely familiar with father’s culture and practices.

Conclusion and Implication

The study aimed in exploring the experiences of inter-cultural married couples in their marital relationships and possible challenges using a qualitative inquiry. The findings of the study suggest that couples shared similar experiences around their marital satisfaction, religious, cultural differences and language barriers that they faced in their families. Furthermore, they shared their insights on relationship maintenance processes with respect to cultural adjustment and passing on the two cultures and religious practices. Some couples emphasized on the balancing between the two cultures and traditions. They were concerned practicing two languages and cultures would be confusing to the children. Most of the cases we noted that children in inter-cultural married couple’s children adopted mother’s culture and they rarely familiar with fathers’ culture and practices. The study suggests that it might be beneficial to investigate about the contextual circumstances in which inter-cultural relationship was formed. During the interview the researcher was informed that educational institution, working place and social event have motivated them for entering the inter-ethnic relationship. Further research would explore other factors such as the social networking site and external factors influencing them to be involved in such relationship. Through this research, we obtained a more holistic picture about the issues, which could be an important lesson for the researchers. This research process might be helpful for other researchers to build more creativity in qualitative research.

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CLIMATE CHANGE AWARENESS AND RISK PERCEPTION AMONG FINANCIAL INSTITUTIONS' EMPLOYEES IN MALAYSIA

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Abstract: *Climate change is really happening, extreme events related to it are on the rise globally and Malaysia for sure, will not be spared from the effects of the phenomenon. For the past few years' numerous studies attempted to explore the public awareness and educating the public about climate change. Realizing that the global financial industry has started to play an important role in fighting climate change since it interconnects with all sectors, this study was conducted for exploring the awareness and risk perception among the employees in Malaysian financial institutions scope. The result found that majority of the respondents were acknowledged about the climate change as a threat to the environment and they also aware about the impacts of climate change to the stability of the financial systems as a whole. Knowledge about climate change seemed to play an important role in creating awareness and risk perception among the employees in the financial industry. Findings of this study have important implications to the financial institutions in Malaysia so that they are made aware of these issues and able to be ready in supporting the mandate given by the regulators to effectively frame climate change adaptation strategies as a risk management process. Thus, it is important to organize outreach programs and trainings supported by the respective institutions to increase climate change adaptation knowledge levels as well as to improve their employee's ability to promote the awareness about climate change and reach a large proportion of the public in Malaysia.*

Keywords: *climate change, awareness, risk perception, financial institutions, employees.*

Introduction

Climate change is currently in the spotlight of researchers, policy-makers, regulators as well as the financial players. As the World Economic Forum's Global Risks Report 2020 ranked environmental crises as the top five global risks, climate action failure is in the first ranked among all top five in terms of the impact. Furthermore, in 2019 the UN Climate Action Summit also highlighted that climate change is now becoming an increasingly important component of the international response. Other recent report also examined how climate change could affect 22 different sectors of the economy under two different scenarios: if global temperatures rose 2.8° C from pre-industrial levels by 2100, and if they increased by 4.5° C. The study projected that if the higher-temperature scenario prevails, climate change impacts on these 22 sectors could cost the U.S. \$520 billion each year. If we can keep it to 2.8°C, it would cost \$224 billion less. In any case, the U.S. stands to suffer large economic losses due to climate change, followed by India.

Malaysia, like all other countries in the world also experienced warming and rainfall irregularities particularly in the last two decades. Areas mostly affected in Malaysia include agriculture, forestry, biodiversity, water resources, coastal and marine resources, public health

and energy (Tang K.H.D, 2018). The energy and waste management sectors are the major contributors to climate change. Further, this impacts the natural systems and resources, agricultural productivity, reduced growth and leading to insecurity of the labour productivity. This can be seen when the agriculture sector in Malaysia shrank by 5.2% due to the El Nino drought in 2016 which has jeopardise the domestic food production and cause the prices to inflate. For example, the prices of fresh vegetables rose by 7.7% due to the irregular whether in 2015. (Economic Development Annual Report, 2015). Other than that, the floods that hit Kelantan and Terengganu in 2014 had seen that almost 200,000 people were affected and displaced. Businesses and economic activities were disrupted and had to temporarily shut their operations. Due to this, banks has to bore the costs of moratoriums on loan repayments that were provided to those who affected by such disasters and these costs will keep on escalate if this climate-related events intensify.

The connection between climate-change and financial services is clear as it brings in significant financial risks for the financial sectors. Recognizing what has come to be known in the impact on these occurrences towards financial institutions can be seen through the disruption in businesses' and counterparties' operations, supply chain, damaged property, reduced agricultural produce and many more. In fact, according to Francesco and Valentina (2019), climate change increases the frequency of banking crises from 26 percent up to 248 percent as compared to rescuing insolvent banks which will cause an additional fiscal burden of approximately 5 percent to 15 percent of gross domestic product (GDP) per year. Somehow, these crucial areas such as biodiversity, environmental sustainability and climate change have had relatively little attention paid to them, and there has still been a lack of development of evaluation tools for the financial institutions to effectively measure the impact of their environmental policies. Many research on climate change in Malaysia is dedicated to studying the effects of climate change rather than examining the general public awareness about climate change and how the risk could affect in terms of financial and economic situation in this country. According to several previous studies, climate change policies have been insufficient to sensitive people in society to the meaning and importance of the problem and in particular for mobilizing to take action (Westerhoff and Robinson, 2013).

Recognising climate change risks and its impacts towards the stability of the financial system in this country, Bank Negara Malaysia (BNM) has released a discussion paper on Climate Change and Principle-Based Taxonomy which aims to provide an overview of climate change and its effect on the financial system. Importantly, among the objectives of this document are to increase awareness and serves as a guide to promote the detection and classification of economic practices by financial institutions that could contribute to climate change objectives. BNM and the Securities Commission (SC) also have started to lead the newly-formed joint committee on climate change or also known as (JC3) to encourage the Malaysian financial sector towards a low-carbon economy while facilitating businesses to transition towards sustainable practices to protect and heal the earth.

In order to make environmental and social impact compensation structures possible, it will be necessary to connect the financial institution employees starting at the board, senior management and even the managerial level with a holistic training tools to build awareness about the impact of climate change causes by the financial sector. It will also be necessary to build the awareness among the institutions' employees. Assessing the financial institutions' employees' awareness and understanding related to climate change impact as a financial risk is a critical section for some reasons. First, it is important to have a better adaptive capacity for the financial industry. As a simple example, if they could understand that how climate change can be a threaten to the stability of the financial system, they will apply appropriate actions to reduce climate risks at the same time to increase public concern about climate change through

the financing activities. Knowing the respondent's preference of climate change source information is an essential part to provide effective and efficient information for this support group.

Second, a financial institutions' employee also can be a proper agent of change whose possible role as a climate change message carrier. Some researchers have successfully engaged with financial professionals and policymakers in the area of banking and investment. Nevertheless, very few empirical studies have considered how the employees in financial institutions interprets and respond to climate change. Even though previous research was conducted to capture the perception of this target group in a similar scope, somehow it was organized in a small setting. Therefore, it is essential to come out with an outcome in broader context. Considering the whole background, the perception of employees who work under the financial industry regarding climate change as a financial risk is important to be observed in preparing financial institutions on climate change impact.

Hence, this study aims to investigate the awareness and perceptions towards the climate change risks by the employees in the financial institutions in Malaysia. This research will also make the much needed contribution to climate finance research especially at providing recommendations of appropriate action towards increasing the people's knowledge of climate change at the same time examining the different kinds of information that are to be used to create awareness and promote the understanding of climate risk among the financial institution's employees in Malaysia.

Literature Review

Awareness and Knowledge on the Impacts of Climate Change

Several factors determine and describe the engagement of the financial institution's employees in the creation of a climate-friendly community. Whether they are able and willing to contribute to creating a climate-friendly society depends on their knowledge of climate change and its causes and effects (Metag et al., 2015). This knowledge is crucial to making informed and well-considered decisions about one's behavior (Taber & Taylor, 2009).

As stated by Lorenzoni and Pidgeon (2006), most individuals relate to climate change through personal experience, knowledge, the balance of benefits and costs, and trust in other societal actors. In terms of general public awareness regarding climate change, visible changes such as an increase in temperatures and a decrease in precipitation are effective in impacting public perceptions (Rankoana, 2016). Additionally, the views in the society about climate change are also shaped by communication. Since climate change is an unobtrusive issue, that is, abstract, complex and not directly perceivable (Moser, 2010), the views are usually made based on the information provided by the news media or interpersonal communication (Schäfer, 2012). This is supported by Lee et al., (2015) where the public awareness and other important factors related to risk perceptions underscore the need to develop the specific climate communication strategies for each country. However, Yayar et al. (2014) found that level of education has contribute to the awareness level towards climate change.

Somehow, the understanding of the climate and its impact on our society is not widely held by most persons. As a result, people rely on local knowledge possessed by communities to make prediction and long term assessment of climate change in the face of uncertainty (Asuquo and John,2007).

Attitude towards Climate Change

An additional factor contributing to the awareness of climate change among the public is the attitude towards climate change. Boyes & Stanisstreet (2012) stated that there is a so-called knowledge-behavior gap which means that they could not ascertain the direct interaction between knowledge and behavior. This is because the behavior is also influenced by having a positive attitude towards climate change and towards taking action.

In other study, Geir et al. (2010) demonstrate the climate change attitude through the survey of college students in China and Norway and they discover that the college students in both countries generally are of the view that the both China and Norway governments should take more efforts to reduce greenhouse gas emissions. Meanwhile a study conducted by Y. Zhang et al (2013), the community in China is satisfied and confident with the actions of government and the policy influence to address climate change, but there are still exist some wait-and-see attitudes.

Risk Perception towards Climate Change

Climate change is a systematic risk that is impacting the finance industry, as it is impacting all sectors of the global economy. According to the central bank of Malaysia (BNM 2019), the climate change and its impacts can be categories into three types of risks which are the namely physical risk, transition risk and liability risk. The physical risk is caused by the climate-related events that damage property, reduce productivity and disrupt trade. Meanwhile, transition risk arises from transitioning to a lower-carbon economy which may entail extensive policy, legal, technology and market changes to address mitigation and adaptation requirements related to climate change and liability risk is assessed as part of physical and transition risks.

According to Environmental Impact in Islamic Finance Report 2018, many Muslim-majority countries including Malaysia, Indonesia, Morocco, Jordan, Pakistan and the United Arab Emirates, as well as multilateral institutions working within this country have recently undertaken or financed projects to combat climate change, expand renewable energy generation, develop sustainable transportation and enhance policies around environmental sustainability.

The public perception towards risk regarding the possible consequences of climate change is of great importance. Other than shaping climate policies, risk perception also plays a central role in adaptation and reduction initiatives (Lujala et al.,2015). Meanwhile, O'Connor (1998) examines the relationship between risk perceptions and willingness to address climate change and the survey includes measures of risk perceptions and knowledge tied to climate change.

Based on the literature above, it is shown that most the previous studies are about the relationship between the awareness and knowledge on the impact of climate change, their attitude and the risk perception towards climate change.

Research Methodology

Research Design and Sampling

This study was conducted using quantitative research approach. The target population was the financial institutions' employees in the commercial city of Kuala Lumpur, Malaysia. The research instrument was a questionnaire developed by the researcher to collect data from the subjects. The survey was conducted fully through online. The particular reason for circumstance was the limited access due to the re-imposition of movement control order in Malaysia. A total of 84 sample size respondents over various financial institutions, including investment house, insurance and Takaful operators, financial association in Malaysia to answer the questionnaires for research and analysis.

Data Collection Method

The multiple-choice questions in the questionnaires used a Likert scale with the intention to figure out about the climate change awareness, attitude of the employees, their risk-perception towards climate change and the accessibility to sources about climate change information.

The questionnaire is divided into five sections. Section A collects the basic demographic information of the respondent's background information such as gender, age, education background, working experience and etc. This will enable the researcher in preliminary analysis. While section B until consisted of some set of questions which were specifically tailored at examining the awareness on the impact of climate change among the financial institutions' employees in the general framework. The section C concerned respondent's attitude towards climate change (6 questions), section D inquiries about the risk-perception about climate change and lastly in Section E covers their preference of the sources of information about climate change. Each of the questions in this section will be using a five-point Likert scale ranging from 1 (Strongly Disagree) to (Strongly Agree) in order to efficiently elicit the exact responses from the respondent.

Data Analysis and Interpretation

The data from the questionnaire then were evaluated using statistical methods through IBM SPSS Statistics 26. Descriptive statistics such as frequency, percentage, mean and standard deviation were used to present the demographic information for each respondent. The result shows the summary of reliability statistics or Cronbach's Alpha coefficient was conducted to identify the relationship between the variables.

Results and Analysis

Six statistical items are examined in the Table 1, which are min, max, mean and standard deviation in which each item reflects specific characteristics of the variables. For example, the mean reflects the average behavior of the corresponding variable in the sample; whereas the standard deviation will show its distribution. Gender equals on if male. Age is one of two groups; which are the Millennials (between 23-38) and Gen Y (39-54 years old). Next, is the education background that is equals to one of other four groups which are; SPM/Certificate, Diploma, Degree and Postgraduate which cover Masters and the PhD holders. Other than that, the type of financial institutions which are conventional institutions (commercial bank, investment bank, insurance company and investment house) and Islamic financial institutions (Islamic bank, Takaful operator, Islamic financial advisory and training institutions and development financial institutions). Lastly is the position background which are Executive level, Non-Executive, Managerial level and Senior Management level.

Table 1: Demographic Data (N=84)

| Variable | N | Min | Max | Mean | Std. Deviation |
|--------------------------------|----------|------------|------------|-------------|-----------------------|
| Gender | 84 | 1 | 2 | 1.62 | 0.489 |
| Age | 84 | 1 | 2 | 1.10 | 0.295 |
| Education Level | 84 | 1 | 4 | 2.93 | 0.788 |
| Type of Financial Institutions | 84 | 1 | 8 | 3.24 | 2.714 |
| Position | 84 | 1 | 4 | 2.05 | 0.579 |
| Working Experiences | 84 | 1 | 4 | 1.45 | 0.999 |

Table 2 reports demographic measures. From the 84 respondents in this study, 52 out of 84 (61.9%) of the respondents were female and the remaining 32 respondents (38.1%) are male. Respondents in age group of 23-38 years old or also Millennials were the majority with

75 persons (89.3%). This followed by the group of Gen Y which the age group were 39-54 years old with 9 (10.7%) respondents.

Moreover, among the 84 respondents, 8 (9.5%) of the respondents were SPM/certificate holders, following by 56 (66.7%) of them are Bachelor holders, while other 15(17.9%) respondents were postgraduates either Masters or PhD holders. On the other hand, through the distribution of the questionnaires, most of our respondents are from Executive level (62 respondents, 73.8%), followed by the Non-Executive and Managerial level which both are 10 (11.9%), and those who are from the Senior Management level only 2 respondents (2.4%).

Last for the working experience tenure, 68 (81%) are from the 1-5 years of working experience group, 9 (10.7%) are from 15 years and above, followed by 11-15 years' group which are 4 (4.8%) and lastly 6-10 years (3, 3.6%).

Table 2: Demographic Data (N=84)

| Variable | Frequency | Percentage (%) |
|---|------------------|-----------------------|
| <i>Gender</i> | | |
| Male | 32 | 38.1 |
| Female | 52 | 61.9 |
| | 84 | 100% |
| <i>Age</i> | | |
| Millennials (23-38 years old) | 76 | 90.5 |
| Gen X (39-54 years old) | 8 | 9.5 |
| | 84 | 100% |
| <i>Education Level</i> | | |
| SPM/Certificate | 8 | 9.5 |
| Diploma | 5 | 6.0 |
| Degree | 56 | 66.7 |
| Masters/PhD | 15 | 17.9 |
| | 84 | 100% |
| <i>Type of Financial Institutions</i> | | |
| Commercial Bank | 36 | 42.9 |
| Islamic Bank | 15 | 17.9 |
| Investment Bank | 2 | 2.4 |
| Development Financial Institutions (DFIs) | 8 | 9.5 |
| Insurance Company | 2 | 2.4 |
| Takaful Operator | 3 | 3.6 |
| Investment Company | 4 | 4.8 |
| Financial Advisory/ Research House/Training Centre/ Regulator | 14 | 16.7 |
| | 84 | 100% |
| <i>Position</i> | | |
| Non-Executive | 10 | 11.9 |
| Executive | 62 | 73.8 |
| Managerial | 10 | 11.9 |
| Senior Management | 2 | 2.4 |
| | 84 | 100% |
| <i>Working Experiences</i> | | |
| 1-5 years | 68 | 81.0 |
| 6-10 years | 3 | 3.6 |
| 11-15 years | 4 | 4.8 |
| 15 years & above | 9 | 10.7 |
| | 84 | 100% |

Table 3 determines the level of climate change awareness among the financial institutions' employees in Malaysia. The result indicated that almost 96.4% agreed that change

is real and it is happening while only 1 person disagreed. Meanwhile, 38.1% agreed that climate change is a natural phenomenon and we can't do anything about it, while 33.4% disagreed and other 28.6% were not sure with this statement. 92.8% also believed that the effects of climate change are already being felt in Malaysia while only 1 person think oppositely. It can be seen that 35.7% of the respondents agreed that climate change is only because of the pollution from industries while 39.3% were disagreed. Other than that, majority of the respondents (70.3%) acknowledged that the recent floods and drought in this country are due to climate change while other 13.1% still disagreed. Lastly, 82.8% from the financial institution employees agreed that climate change caused the increase of weather events such as typhoons, floods, droughts, hurricanes, heat waves and wildfires all around the world.

Table 3: Determining the Level of Climate Change Awareness

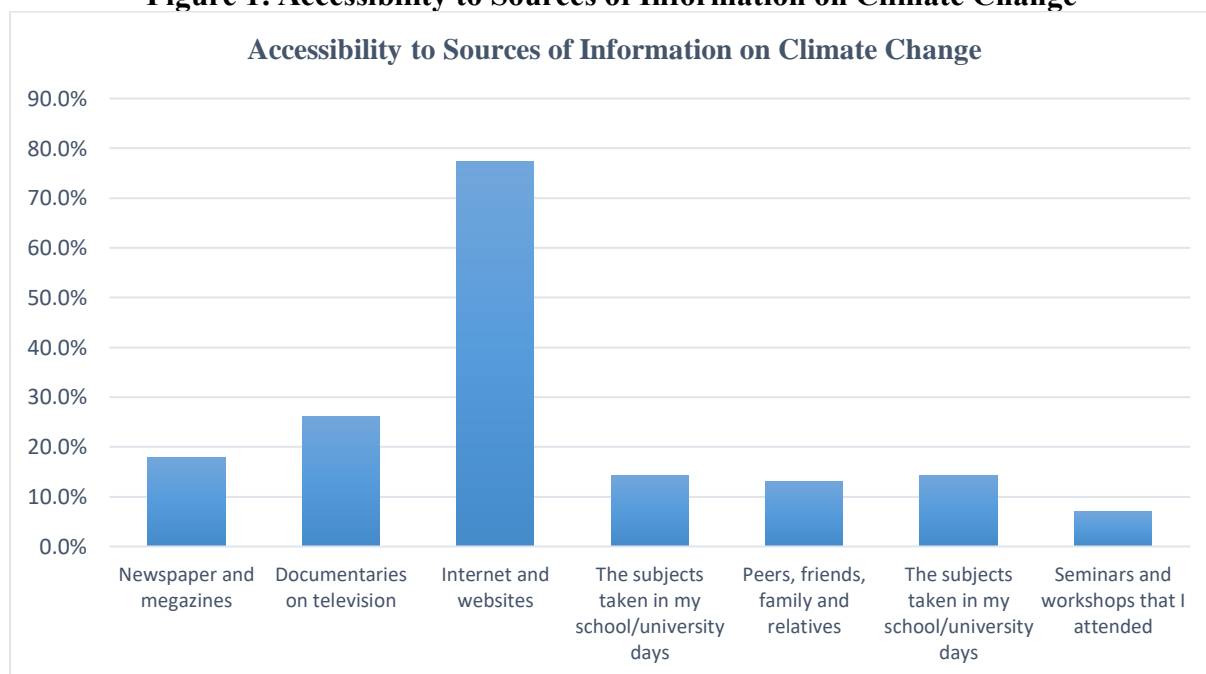
| Question | Classification | N=84 | % |
|--|----------------|------|------|
| <i>Climate change is real and it is happening</i> | Yes | 81 | 96.4 |
| | No | 1 | 1.2 |
| | Not Sure | 2 | 2.4 |
| <i>Climate change is a natural phenomenon; we can't do anything about it</i> | Yes | 32 | 38.1 |
| | No | 28 | 33.4 |
| | Not Sure | 24 | 28.6 |
| <i>The effects of climate change are already being felt in Malaysia</i> | Yes | 78 | 92.8 |
| | No | 1 | 1.2 |
| | Not Sure | 5 | 6 |
| <i>Climate change is only because of the pollution from industries</i> | Yes | 30 | 35.7 |
| | No | 33 | 39.3 |
| | Not Sure | 21 | 25 |
| <i>Recent floods and drought in this country are due to climate change</i> | Yes | 59 | 70.3 |
| | No | 11 | 13.1 |
| | Not Sure | 14 | 16.7 |
| <i>Worldwide increase in extreme weather events such as typhoons, floods, droughts, hurricanes, heat waves and wildfires caused by climate change.</i> | Yes | 69 | 82.2 |
| | No | 3 | 3.6 |
| | Not Sure | 12 | 14.3 |

Table 4 shows the risk perception towards climate change among the financial institutions' employees in Malaysia. The results interpreted that 82.1% agreed that climate change is supposed to be a concern for the financial institutions sector in Malaysia while other 3.6% disagreed. Meanwhile, 78.5% believed that climate change can increase the operating costs due to the vulnerability of its area of operations, but only 2 of the respondents disagreed, while other 19 of the respondents were not sure. Other than that, 71.4% acknowledged that many businesses income will decrease due to climate change impacts while other 7.2% disagreed and other 21.4% were neutral. Additionally, it can be seen that most of the respondents agreed that the financial institutions should integrate climate considerations into financial risk management while only 1 respondent disagreed. Lastly, about 76.1% agreed that financial institutions should appoint staff or team to manage the financial risk of the climate change to its assets while only 1 person disagreed. Somehow, 22.6% of the respondents were not sure with this stand.

Table 4: Risk Perception towards Climate Change

| Question | Classification | N=84 | % |
|--|----------------|------|------|
| <i>Climate change is supposed to be a concern for the financial institutions sector in Malaysia</i> | Yes | 69 | 82.1 |
| | No | 3 | 3.6 |
| | Not Sure | 12 | 14.3 |
| <i>Climate change can increase the operating costs due to vulnerability of its area of operations</i> | Yes | 66 | 78.5 |
| | No | 2 | 2.4 |
| | Not Sure | 16 | 19 |
| <i>Many businesses income will decrease due to climate change impacts</i> | Yes | 60 | 71.4 |
| | No | 18 | 7.2 |
| | Not Sure | 6 | 21.4 |
| <i>The financial industry plays an important role in achieving a low carbon and fighting climate</i> | Yes | 64 | 76.2 |
| | No | 4 | 4.8 |
| | Not Sure | 16 | 14.3 |
| <i>Financial institutions should integrate climate considerations into financial risk management</i> | Yes | 71 | 84.5 |
| | No | 1 | 1.2 |
| | Not Sure | 12 | 14.3 |
| <i>Financial institutions should appoint staff or team to manage the financial risk of climate change to its assets.</i> | Yes | 64 | 76.1 |
| | No | 1 | 1.2 |
| | Not Sure | 19 | 22.6 |

Figure 1: Accessibility to Sources of Information on Climate Change



This study also revealed the methods for the respondents to obtain access to information on climate change. The result shows that almost 77.5% of the respondents said that their primary climate change information sources is from the internet and websites. It is not surprised by the fact that in the digital era, our societies used to get most of the latest news and updates through social media or online news. This is followed by 26.2% of the respondents where they were provided information and awareness of climate change through documentaries on television. Since climate change is a global phenomenon, such platforms can affect societies around the world and the prominence of media is clearly evident.

Table 5: Differences in the Level of Awareness of Financial Institution Employees on the Impact of Climate Change Based on Gender

| | N | Means | Std. Deviation | t | df | Sig. (2-tailed) |
|--------|----|-------|----------------|------|--------|-----------------|
| Male | 32 | 4.69 | 0.535 | 1.1 | 82 | 0.274 |
| Female | 52 | 4.54 | 0.641 | 1.49 | 74.545 | 0.254 |

The t-test is used to test for a significant difference between genders on the level of awareness of financial institutions' employees on the impact of climate change. A significant value of $p=0.274$ which is greater than .05 the critical alpha value. Therefore, it can be concluded by accepting the null hypothesis that there is no significance difference in the level of awareness on the impact of climate change between the male and female employees.

Table 6: Level of Concern towards Climate Change Risk for the Financial Institutions Sector based on Type of Financial Institution

| | N | Means | Std. Deviation | t | df | Sig. (2-tailed) |
|---------------------------|----|-------|----------------|-------|--------|-----------------|
| Conventional | 44 | 4.05 | 0.861 | -.987 | 82 | 0.327 |
| Islamic Fin. Institutions | 40 | 4.22 | 0.800 | -.990 | 81.957 | 0.325 |

The t-test is also used to test for a significant difference between the types of financial institutions group on the level of concern towards climate change risk for the financial institution sector. A significant value of $p=0.327$ which is greater than .05 the critical alpha value. Therefore, it can be concluded by accepting the null hypothesis that there is no significance difference in the level of concern towards climate change risk for the financial institution sector between conventional and Islamic institutions group.

Table 7: Summary of Reliability Statistics

| <i>Construct</i> | <i>Cronbach's Alpha</i> | <i>Number of items</i> |
|--|-------------------------|------------------------|
| Knowledge on the Impacts of Climate Change | 0.565 | 6 |
| Attitudes Towards Climate Change | 0.825 | 6 |
| Risk Perception On Climate Change | 0.854 | 6 |

The overview of reliability statistics is shown in Table 6. The Cronbach's Alpha testing was used by way of the most well accepted reliability test tools practical by social researcher. According to Sekaran and Bougie (2010) a questionnaire consider attain a high level of reliability when the value of Cronbach's Alpha exceeds 0.70. The closer the Cronbach's Alpha value is to 1.0, the higher the internal consistency reliability of the questionnaire.

The results of estimation then reveal that attitudes of the financial institutions' employees towards climate change have the strongest relationship with the dependent variables (0.825) as well as their risk perception on climate change (0.854). Somehow, the scale for knowledge on the impacts of climate change provides the opposite direction which is below the reliability level (0.565).

Conclusion and Recommendations

This study discussed the awareness and risk perception among the financial institutions' employees in Malaysia. As the first known study carried out in Malaysia to determine awareness and risk perception of financial institutions' employees in the country, the results provide insight on how knowledgeable our financial industry employees with regard to awareness and risk perceptions on climate change in Malaysia. Since this study explore the

level of awareness, attitudes of the employees, risk perceptions on climate change and the accessibility to sources of information on climate change, the findings may give an insight into future actions. Somehow, the study further buttressed the point that a strong relationship exists between financial institutions' employees level of awareness and their perception towards climate risk. However, there is the need to enlighten the entire public on climate change issues and its consequences.

One of the main findings of this study are showing that most of the financial institutions' employees acknowledged that the global climate change is happening and the effects are already being felt in Malaysia but not aware of its problems and how to tackle it. In addressing climate change issues of the country, most of the employees in this study also were of the opinion that climate change is supposed to be an immediate and urgent concern for the financial institutions sector in Malaysia. This is in line with BNM's governor speech during the Regional Conference on Climate Change in 2019 where financial institution can no longer be passive about climate change and its effects.

While this study found a large percentage of the financial institutions' employees who are agreed that the financial institution should integrate climate considerations into financial risk management, majority also agreed that the financial institutions should appoint staff or team to manage the financial risk of climate change to its assets. Hence, it is recommended that more rigorous efforts of additional training for staff and management on climate change or sustainable finance. It can be done by expanding SME presence to focus on environmental and climate change impacts to guide their adaptation strategies. This can also begin within the areas of business which there are already several actions being taken by some of the financial institutions in Malaysia such as renewable energy financing that offered a lower profit rate for hybrid car and residential properties under Green Building Index. Somehow this is to encourage people to take sustainability and climate change issues more seriously.

Additionally, the financial sectors journey in combating climate change activities cannot confer lasting benefits unless environmental considerations and climate ecosystem related awareness are protected as integral parts of the planning and decision making. The sector has come a long way but it is clear that much works needs to be done, both by the industry and government. One of them is through the appropriate treatment of climate risks within the prudential and supervisory framework for the financial institutions by the regulators and government such as increasing its engagements with individual financial institutions to better understand how they consider climate risks in their risk management approaches. These actions combined, will help to redirect the large pool of private sector financial flows towards activities that support a low carbon and climate resilient world.

Nevertheless, these results should be confirmed in future studies, especially in respect of ensuring a larger and more representative sample. Future studies can examine the effect of climate change among the group from the non-financial sector. There is also a scope for further research on business approaches to identify effective strategies and proactive practices of financial institution responses to the climate change issues in Malaysia as the first step of climate change strategies and actions.

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THE EFFECTS OF EMPOWERMENT ON TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN SELANGOR

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Abstract: *The purpose of this research was to explore the effect of empowerment and teachers' job commitment. The effect of empowerment and teachers' job commitment in Malaysia not only expected and regarded as important in enhancing knowledge but also to be responsible in molding and shaping an excellent student. This research was conducted in Selangor using the quantitative research method. The total respondents of this study is 120 teachers, who teaches in secondary school in Selangor. Survey questionnaire was used as a main tool for the data collecting. The results of the analysis show that there is a significant relationship between the effects of empowerment and teachers' job commitment ($r = .396, p < .05$).*

Keywords: *Structural Empowerment, Psychological Empowerment, Job Commitment*

Introduction

The understanding of teachers' empowerment has received a great competence to take charge of their own growth and resolve their own problems. The empowerment is gained through professional growth and knowledge. Meanwhile, the management practices that they adopted will lead to competition among the organizations. The quality of students are proceed with the teachers' experience and commitment (Fasoyiro, 2016). As a teacher they are playing an important role in schools and students' well learning process shows they are performing excellence in their studies. The quality of education will be ruined, if teachers failed to perform well in their teaching profession (Tai, Omar, Mohamad Sahari & Khuan, 2017). The competitors are merged, rather than the organization more proactive among the organization (Narang and Singh, 2010). Boudrias, Gaudreau, Savoie and Morin (2009) argue that the employees are proactive that able to increasing productivity in human resource practices. Sweetland and Hoy (2000), claimed that empowerment is very significant in all sectors, including education where is most importance to teachers' empowerment. Hence, its supported with four assumptions regarding teacher empowerment. First the teachers' professionalism are increase when teachers' empowerment became most effective. Second, empowerment able to least two dimensions, organizational and classroom environment. Then, the third one is empowering teachers' has great changes in students achievement when they emphasis the usage of ICT in learning. And, the forth part is teachers' needs to be effective on their empowerment. Teachers' empowerment is a key component in restricting schools.

Literature Review

Structural Empowerment

Structural empowerment is recognised and provides acknowledged environment for employees. The structure of opportunity defined as a form that supports employees in their professional development while the power structure defined as a form that enables them to reach and use sources within the organisation (Altinkurt et al., 2015). Structural empowerment conceived as an organisational environment (Meng et al., 2015). Teacher empowerment is a measure of teacher development in operational and pedagogical culture (Talbert, 2003).

Empowerment used to express appreciation and support the educational organisations and the teachers (Bogler & Nir, 2012).

Psychological Empowerment

Psychological empowerment is achieved by encouraging teachers to believe that their work is committed to their ability to carry out their self-determination tasks and their impact on the outcomes of their work (Boonyarit, Chomphupart & Arin, 2010). The psychological empowerment of teachers will increase their job satisfaction and the commitment to work plays an important role in the academic and behavioural performance of teachers. The academic and behavioural performance of teachers will also motivate students to attend school, do their homework and have a positive impact on their learning.

Job Commitment

In the school environment, a greater autonomy of work commitment is needed on the basis of the school context. (Nir, 2002; Watson & Hatton, 2002). The commitment of teachers is based on the belief and acceptance of the objectives and values of the organisation. Haris, A. (2001) Empowerment comes under the authority of the organisations by taking the right decisions on organisational issues. In addition, school cultures, one of the ways to build environments with uncertainty, stress, and high expectations, contribute to a reduction in the level of employment commitment (Easthope & Easthope, 2000).

Methodology

This study incorporated a quantitative research method to actually analyse the effect of empowerment on the commitment of teachers to work in secondary schools in Selangor. This study was conducted in the district of Selangor and the sample size of the study is a secondary school teacher in Selangor. According to the number of secondary schools in Selangor is 220. Likewise, the total schools involved in this study are 140 schools based on the sample size suggested by Krejcie and Morgan (1970). The use of the questionnaire may speed up the data collection process, make it cost-effective and keep the respondent's details confidential. Focus on questions about the extent of empowerment that has been practised among secondary school teachers in Selangor.

Reliability of Instruments

The study is to carry out a reliability and validity test on the items in the questionnaire. Therefore, the result indicated that the questionnaire constructed and showed good reliability Cronbach's Alpha score, which is 0.844.

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .844 | 31 |

Findings and Analysis

Data was successfully collected from 120 respondents, achieving a response rate of 100. This was considered sufficient to make it possible to generalise the findings of the study among secondary school teachers in Selangor on their integration of creative teaching methods into teaching and learning.

Table 1 Demographic Background of Respondents

| Factors | Frequency | Percent |
|-----------------------------------|------------|-------------|
| Gender | | |
| Male | 52 | 43.30% |
| Female | 68 | 56.70% |
| Age | | |
| 20 - 30 | 79 | 65.80% |
| 31 - 40 | 33 | 27.50% |
| 41 - 50 | 7 | 5.87% |
| 51 -60 | 1 | 0.83% |
| Teaching Experience | | |
| <5 | 58 | 48.30% |
| 6 -10 | 42 | 35.00% |
| 11 - 20 | 14 | 11.70% |
| >20 | 6 | 5.00% |
| Education Qualification | | |
| Certificate | 6 | 5.00% |
| Diploma | 13 | 10.80% |
| Undergraduate | 84 | 70.0% |
| Masters graduate | 17 | 14.20% |
| Duration in Current School | | |
| 1 - 3 years | 26 | 21.70% |
| 4 - 6 years | 81 | 67.50% |
| More than 6 years | 13 | 10.80% |
| Total | 120 | 100% |

Table 1 above, 56.70% of respondents were females higher than males. 65.80% of respondents were between the ages of 20 and 30. The results show that 48.30% of respondents had more than 5 years of teaching experience. The findings show that the high respondents are those with Master's degree qualifications, 14.20%. Finally, the demographic results show that 21,70% of respondents have been in the current school for 1-3 years.

Table 2 Extent of Empowerment

| Items | SD (%) | D (%) | A (%) | SA (%) | Mean | S.D |
|--|--------|-------|-------|--------|------|------|
| 1. Delegation of responsibility | 56.7 | 35.8 | 7.5 | 100 | 1.51 | .635 |
| 2. Participation in school | 45.8 | 46.7 | 6.7 | 0.8 | 1.62 | .649 |
| 3. Rewarding teachers | 30.8 | 60.0 | 7.5 | 1.7 | 1.80 | .643 |
| 4. Training teachers in basic skills | 30.0 | 49.2 | 17.5 | 3.3 | 1.94 | .781 |
| 5. Training teachers in pedagogy | 40.0 | 45.0 | 11.7 | 3.3 | 1.78 | .780 |
| 6. Organising team-building | 36.7 | 44.2 | 15.8 | 3.3 | 1.86 | .802 |
| 7. Providing materials | 39.2 | 46.7 | 14.2 | 0 | 1.75 | .689 |
| 8. Remunerating teachers | 49.2 | 38.3 | 10.8 | 1.7 | 1.65 | .741 |
| 9. Encouraging teachers | 43.3 | 47.5 | 7.5 | 1.7 | 1.68 | .688 |
| 10. Teachers learning | 41.7 | 50.0 | 7.5 | 0.8 | 1.67 | .650 |
| 11. Participation in development | 27.5 | 47.5 | 23.3 | 1.7 | 1.99 | .761 |
| 12. Involve in school budget | 30.8 | 55.0 | 9.2 | 5.0 | 1.88 | .769 |
| 13. Given rights in decision making | 36.7 | 40.8 | 18.3 | 4.2 | 1.90 | .844 |
| 14. Self-belief in empowering students | 30.0 | 43.3 | 21.7 | 5.0 | 2.02 | .850 |
| 15. Freedom in schedule decision | 32.5 | 42.5 | 19.2 | 5.8 | 1.98 | .869 |

In this study shows, the extent of empowerment of secondary schools in Selangor. The high mean score is self-belief in empowering students delegate responsibilities to teachers, mean of 2.02 and a standard deviation of 0.850. Moreover, the participation in development,

mean of 1.99 and a standard deviation of 0.761. followed by, Freedom in schedule decision, mean of 1.98 and a standard deviation of 0.869. These are the top three dominant aspects integrated into teacher empowerment, and the items were supported by findings but maintained at a moderate level.

Commitment of Teachers

Table 3 Extent of Job Commitment

| Items | SD (%) | D (%) | A (%) | SA (%) | Mean | S.D |
|--|--------|-------|-------|--------|------|-------|
| 1. Minimal teacher absenteeism | 27.5 | 35 | 15 | 22.5 | 2.32 | 1.109 |
| 2. Lower teacher turnover | 26.7 | 35 | 15 | 23.3 | 2.35 | 1.113 |
| 3. Teachers consult each other | 25.8 | 39.2 | 22.5 | 12.5 | 2.22 | .972 |
| 4. Teachers performance high in school | 26.7 | 36.7 | 12.5 | 24.2 | 2.34 | 1.119 |
| 5. Teachers are highly motivated | 35 | 45 | 15 | 5 | 1.90 | .834 |
| 6. Little supervision by management | 41.7 | 45 | 11.7 | 1.7 | 1.73 | .730 |
| 7. Feel like being a part of the school | 33.3 | 44.2 | 15 | 7.5 | 1.97 | .888 |
| 8. Recommend teaching position | 22.5 | 50.8 | 20 | 6.7 | 2.11 | .828 |
| 9. High accountability among teachers | 31.7 | 54.2 | 14.2 | 0 | 1.83 | .657 |
| 10. Teacher stay late hours in school | 31.7 | 57.5 | 10.8 | 0 | 1.79 | .620 |
| 11. Teacher always in school | 33.3 | 53.3 | 10.8 | 2.5 | 1.83 | .718 |
| 12. Cooperation with other members of staff | 32.5 | 57.5 | 8.3 | 1.7 | 1.79 | .660 |
| 13. Do things sincerely | 33.3 | 59.2 | 7.5 | 0 | 1.74 | .587 |
| 14. Prepare before class | 30.8 | 55.8 | 13.3 | 0 | 1.83 | .644 |
| 15. Follow up on students' progress | 39.2 | 51.7 | 7.5 | 1.7 | 1.72 | .676 |

The study sought to determine whether teachers who monitor students' progress in school are considered to be a sign of commitment among secondary schools in Selangor. The findings as shown in Table 3 confirm that the teacher has a lower teacher turnover with a mean score of 2.35 and a standard deviation of 1.113. There is no doubt that teachers' performance high in school score high mean score the study established with the mean score of 2.34 and standard deviation of 1.119. The findings also reveal that there was minimal absenteeism among teachers with a mean of 2.32 and a standard deviation of 1.109. This confirms that most of the respondents strongly agree on their job commitment.

Effect of Empowerment on Teachers' Job Commitment

The relationship between the effect of empowerment and teachers' job commitment were explored by using the Pearson correlation test analysis. This analysis was used to determine the strength and direction of the relationship between the two independent and dependent variables.

Table 4 Correlation between Empowerment and Teachers' Job Commitment

| | | Empowerment | Commitment Sum |
|----------------|---------------------|-------------|----------------|
| Empowerment | Pearson Correlation | 1 | .396** |
| | Sig. (2-tailed) | | .000 |
| | N | 120 | 120 |
| Commitment Sum | Pearson Correlation | .396** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 120 | 120 |

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

Based on Table 4, empowerment was significantly linked to teachers' job commitment [$r=0.396$, $n=120$, $p < 0.05$]. Moreover, there was a strong and positively significant correlation between the two variables. However, based on the criteria of Cohen (1988) in which $r > .03$ - $< .05$ are indicative for a moderate correlation. As a result, the results of the analysis show that there is a significant relationship between the effects of empowerment and teachers' job commitment hence, the null hypothesis is rejected.

Conclusion

Based on the results the creation of empowerment in a school system contributes to the productivity of teachers. Basically, empowerment is shown to be the process by which schools provide space to develop the competence of teachers to advance themselves and solve their own problems. In addition, teachers who have been empowered to believe that they have the skills and knowledge to act on the situation and to make improvements. These schools exist in schools which provide them with the opportunity to develop and demonstrate their competence. From here, there are certain ways to reflect the empowerment of teachers. The results show that committed teachers spend long hours in school on a voluntary basis.

This study found that involving teachers in decision-making at school is one of the ways that secondary schools in Selangor use to empower teachers. From the regression results it's concluded that there are significant relationships between two variables on the effects of empowerment of teachers on their job commitment. As an evident it's a great significant effect on the empowering and teachers job commitment of secondary schools in Selangor. The study also showed that secondary schools in Selangor empower their teachers by encouraging them to pursue further education; by training them in pedagogy and by organising team building activities.

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MONITORING AMBIENT CARBON MONOXIDE IN MALAYSIAN URBAN AND INDUSTRIAL AIR WITH CUMULATIVE SUM CONTROL CHART

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Abstract: *Despite being one of the major pollutants that causes threat to human health, Carbon monoxide (CO) is highly correlated with greenhouse gases, in consequence, contributing to climate changes. In Malaysia, industrialization and urbanization contribute loads of anthropogenic sources to CO air pollutants. Whilst issues of short-term high CO exposure have received much attention among researchers in medical and public health field, not many dwells into the low-concentration CO exposures. This study aims to investigate the long-term trend of small-scale CO emissions in selected industrial and urban areas in the South and North region of Peninsular Malaysia. These states are the second and third most populous state in Malaysia which have experienced rapid urbanisation and increased usage of vehicles and often associated to air pollution. This study employs two-phase CUSUM control charting technique: parameter estimation by utilizing 2007-2011 CO emission data in Phase I and actual monitoring of CO emissions throughout a 5-year period: 2012 to 2016. Findings reveal that the 'process' of CO emissions in both areas in the North and South are not in-statistical control'. Also, there is significant increase in the average CO level in the urban compared to the industrial areas for both regions. Results from the Phase II CUSUM control charting scheme uncover, despite small scale, alarming sustained upsurge mean deviation of CO concentration are evident throughout the five-year period of study.*

Keywords: *Low CO exposures, Control charts, CUSUM chart, Carbon Monoxide, Carbon emission, air quality*

Introduction

Carbon monoxide (CO) is the most widely distributed pollutants affecting more than 50% of global air pollution. The abundance presence CO emission is a great concern because it has effect on the concentration of greenhouse gases (GHGs) like methane and ozone (Buchwitz, et al., 2006, Rajab et al., 2011) which has direct impact on global climate change. Goal 13 of the Sustainable Development Goal (SDG13) underlines the urge to combat climate change and its impacts. Over the last decade, the highest global emission of CO is from Northern Hemisphere, mostly from Europe, North America and Asia where the automobiles are the largest anthropogenic CO sources (Barret et al., 2005; Levy 2015). Nonetheless, also reported is the declining trends on CO emissions, for example in South Korea from 1989 to 2013 which were much lower than the earlier years (Kim, et al., 2015). A declining trend of CO level has been observed in East Asia from 2005 to 2016, with an average annual decrease of 0.41% in CO

concentrations. In those countries with once high CO emissions areas such as East China, South Korea and Japan, a reduction of 2000 to 4000 kg/km of CO per year was later noticed. Meanwhile the whole part of China showed CO reduction of 2.16% annually. China was the biggest contributors to the whole reduction (84%) in East Asia (Zheng et al., 2018). On the contrary, CO emissions in Malaysia from 2008 until 2016 showed a reverse trend (Zakaria et al., 2017). It was reported CO concentration in Malaysia was sourced from vehicles in dense urban and congested areas. In 2016, approximately 98% of CO load came from the same source, while combustion of fossil fuels account for almost 70 to 75% of total air pollution. In short, industrialization and urbanization are the major contributor to loads of anthropogenic pollutants in Malaysia (Chin et al., 2019). With studies have shown the health complications that are caused by emissions from heavy industrialization and urbanization (Tajudin et al., 2019), CO might also have contributed to this.

CO is listed as a hazardous substance by many safety and health agency for example the Occupational Safety Health Administration, Agency for Toxic Substances and Disease Registry, American Conference of Governmental Industrial Hygienists and National Institute Occupational Safety and Health (New Jersey Department of Health, 2016). CO air pollutant has a long lifetime in the troposphere (i.e. the lowest atmosphere) of about one month that it persists to be transported long distance by winds (Voiland, 2015) and makes it easily spread through narrow space (Ruas et al., 2014). Little is known about air quality problems associated to long term exposure to small-scale impact and non-haze related pollutants such as CO. Despite the well known facts that CO emissions originates from activities of heavy industrialization and urbanization, and severe poor air quality conditions in the urban and industrial of Peninsular Malaysia (Azmi et al., 2010), studies on the trend of CO emission are still scarce. Previous air quality studies in Malaysia put more emphasis on large-scale haze and its associated air pollutants; mainly on PM10 where Malaysia has suffered couples of severe air pollution problems. This was mainly due to the choking smoke from Indonesian illegal burning and forest fires. The issue of CO concentrations and its effect on air quality must be addressed properly to reduce its long-term impact on the climate change although studies on the long-term health effect of low CO exposure is still sparse. This study aims to investigate the long-term trend of CO emission in the urban and industrialized areas in Peninsular Malaysia. The rest of the paper is organized as follows: the two next sections review CO air pollutants and its impacts on human health and Malaysian air quality standards on CO emissions. The following section provides a very basic background on the Cumulative Sum (CUSUM) control chart its methodology. Then, the analysis and results are presented before the discussion and concluding remark in the last section.

Carbon Monoxide (CO) Air Pollutant And Its Health Impacts

While carbon dioxide (CO₂) occurs naturally in the atmosphere, carbon monoxide (CO) does not. CO is created when there is incomplete combustion of fossil fuels, oil, coal, and natural gas (Voiland, 2015). Other than by natural resources like volcanic eruption, and wildfires. But because many human activities involving fuel combustion emits CO to a large extent, CO is the abundant air pollutant in atmosphere. Almost two decades ago, the CO concentration in the global troposphere has an average approximation of 50 to 120 ppb and 60% of these levels were caused by human activities (Raub, 1999). Of recent, around two to five gigatons of CO produced annually from both human and natural sources (UCAR, 2017). Man-made or anthropogenic sources of CO emissions can be categorized as mobile, industrial and residential activities (Mustafa, et al., 2012; Colville et al., 2001). The main mobile source come from the on- and off-road vehicles and the stationary source of CO come from industrial and residential activities. Whereas sources of industrial activities are from the incomplete combustion of

carbonaceous fuels released from industrial processes, power plants, chemical production, petroleum refining and other industrial-related activities (Yao, et al. 2009; Levy, 2015). Although the natural CO concentration in the air is usually found at a very low level, approximately 0.2 parts per million (ppm) and deemed as safe to humans (Department of Environment and Energy, 2015), CO contents in urban areas can go up to about 10 ppm, which is 100 times greater than the overall contents of CO in the Earth's atmosphere. Worse is during traffic congestion where CO levels can reach at 50 ppm, or even higher in semi-closed area like tunnels and parking garages that are exposed to automobile exhaust. Automobile exhaust contains almost 100,000 ppm of CO (Levy, 2015). On a larger scale, CO pollution predominantly come from forest fires like in South America and Australia (Voiland, 2015), while deforestation and agricultural burnings are common in Africa and Indonesia. Perennial air pollution from illegal burning of peatlands and forest fires in Indonesia has caused large-scale impacts of haze to neighbouring countries including Malaysia. Burning of peat giving rise to high amounts of gases, predominantly CO, other than the particulate matter. Nonetheless, Malaysia has also been exposed to local small and large scale of domestic open burnings. Amongst reported was, more than 6,000 open burning cases were detected on the ground in 2014 (Maizatun, 2016 citing DOE, 2014) Although the domestic open burning often categorized as small-scale impacts, this has caused large variations in the ambient CO.

On the unhealthy effects of CO, it is also known as the unnoticed poisons and silent killer of 21st century. The effect of inhaling CO can cause hypoxic injury, neurological break and even death (Subhashish, 2019). The Clean Air Act of 1970 has listed carbon monoxide (CO) as one of the major pollutants causing threats to human health. The unmodified forms of CO (primary pollutant) released to the atmosphere in adequate quantities can pose risk to human health (Mabahwi et al., 2014), for example, the affinity of CO for hemoglobin (red blood cell) is 200 times greater than oxygen (Ruas et al., 2014). This makes it quickly binds with hemoglobin and forms carboxyhemoglobin (COHb) and COHb level which is greater than 2.5% is hazardous to human while a minimum concentration of 400 ppm of CO leads to mortality (Rajab et al. 2011). Patients with health issues such as chronic obstructive pulmonary disease (COPD), heart failure, anemia, multiple co-morbidities and cerebrovascular disease (CBD) are also susceptible to the adverse effect due to CO (Barn et al., 2018). While some other empirical studies suggest CO causes neurotoxin and premature birth (Levy, 2015; Rani et al., 2018) as fetus and newborn babies are more susceptible to CO toxicity. Such incident leads to neurodevelopment deficits (Levy, 2015) whereas children exposed to CO with increase of 10 ppb are associated with 37% of risk diagnosis with autism disorder (Jung, et al., 2013). These could be the long-term effects of CO while short-term health issues related to CO are headache, nausea, dizziness, disorientation, unconsciousness, and cardio-respiratory arrest.

Malaysia Air Quality Standards on CO emissions

Improving air quality has been made a top priority for sustainable development (Melamed, et al., (2016) citing UNEA, 2014) as it is critical to protect human health as well as to benefit climate, ecosystems and food security and its wider implications for socioeconomic development.

Environmental policy and law directives in Malaysia mainly aim at pollution free environment and are regularly updated for prevention and control of pollution and to deal with any form of pollution including air pollution (Maizatun, 2011). The most important legislation on air pollution control, the Environmental Quality Act 1974 was revised to Environmental Quality (Clean Air) Regulations 1978, and then again, revised in 2014. At global level, Malaysia has also worked with neighbouring countries to address this issue under the ASEAN Haze Agreement that include recognising the precarious effect of transboundary haze pollution.

Among others under this agreement, each party not only will take appropriate measures to monitor haze pollution arising from own land and forest fires, but also the environmental conditions conducive to such land and forest fires. In the Sustainable Development Report (SDG) 2020, such the negative transboundary impacts set off from a country to other countries and which may in turn undermine the other countries' capacities to achieve the SDGs. At national level, the Malaysian Industrial Air Pollution Control Systems (IPCS) has been made mandatory for industries to be equipped with an Air Pollution Control Systems (APCS) (Mustafar, et al.. Under the Malaysian Ambient Air Quality Guidelines (MAAQG) developed by Malaysian Department of Environment (DOE), the standard recommends a maximum level of CO concentrations are 35 parts per million or 40.075 $\mu\text{g}/\text{m}^3$ for 1 hour average times and 11.45 parts per million or 40.075 $\mu\text{g}/\text{m}^3$ for 8 hour average times. The average time indicates the period of time over air pollutants concentrations monitored and reported for the assessment of air quality and human health. These standards were derived based on empirical studies on evaluating air pollutants impact on human health (DOE, 2000). Table 1 below shows the CO breakpoints for Air Pollution Category and Index and the related health impact categories.

Table 1: Air Pollution Index and CO breakpoints and health impact category.

| Category | API | CO Breakpoints (in ppm) (Averaging time at 8 hours) |
|--------------------------------|---------|--|
| Good | 0-50 | 0.0-4.4 |
| Moderate | 51-100 | 4.5-9.4 |
| Unhealthy for Sensitive Groups | 101-150 | 9.5-12.4 |
| Unhealthy | 151-200 | 12.5-15.4 |
| Very Unhealthy | 201-300 | 15.5-30.4 |
| Hazardous | 301-400 | 30.5-40.4 |
| Highly hazardous | 401-500 | 40.5-50.4 |

Source: DOE (2000); ASM Task Force (2016)

The choice for 1-hour and 8-hour standard averaging time was made based on its health effect to human due to CO exposure (U.S.EPA, 2008; WHO, 2000). Most individuals, even at rest, appeared to approach equilibrium levels of COHb after 8 hours of exposure. It is also blocks of time where people are often exposed in a particular location or activity like sleeping and working. Whereas the 1-hour averaging period provided a better indicator of short-term health effects and protection from effects that might be encountered from very short duration peak exposures in the urban environment. To prevent blood COHb levels from rising above 2.5%, WHO gave the guidelines for CO levels in the air: 100 mg/m³ (87.1 ppm) for 15 minutes; 60 mg/m³ (52.3 ppm) for 30 minutes; 30 mg/m³ (26.1 ppm) for 1 hour; 10 mg/m³ (8.7 ppm) for 8 hours. These CO levels and their respective durations of exposure time is to provide guidance short timeframe as justified by the choice of averaging times. There are numerous studies conducted on short term high CO exposure and personal human exposure as these issues has received much attention among researchers in medical and public health field. Nevertheless, the health outcomes of low-concentration and long-term CO exposures are less well understood. This, nonetheless, has been raised and suggested that long low level exposure to CO may have subtle effects on the brain (Townsend & Maynard, 2002). A much earlier study has found a positive association between ambient levels of CO and hospital admission (Burnett, 1997). Although WHO guideline on the lowest CO levels is 8.7 ppm is for 8 hours exposure, there is no additional guideline on various time periods of CO exposures for example in duration of months to years. While the global background concentrations of carbon monoxide are in the range between 0.06 and 0.14 mg/m³ (0.05– 0.12 ppm) (WHO, 2000).

Cumulative Sum (CUSUM) Control Chart

The main purpose of quality monitoring is to alert if there are any deviation observed in the quality characteristics from the main target. In statistical quality approach, deviations from main target signifies presence of variations leading to unstable conditions. Ultimately, this leads to quality deterioration. Control chart is a popular statistical process control tool (SPC) applied to study variations and indicate if there changes in the quality variables that could lead to a situation of 'out of control'. Control chart was originally developed to monitor the quality of outputs from production process and takes into consideration the time factor. This technique allows one, not only to instantaneously uncover the existence of 'problematic' conditions which could affect the quality of finished products, but also enable to detect when it has occurred. The evolution in SPC methods, particularly, control charting techniques, also allows its applications on measuring the environmental performance and its data analysis (Follador et al., 2012). This particular study employs a time-weighted type control chart namely Cumulative sum (CUSUM) control chart to study the long-term trend of CO emission. CUSUM control chart is a memory type control chart which combine information from current and past observations. This technique is effective in detecting if there are any small magnitudes of shifts from the target value which is usually the mean value. For a two-phase CUSUM control charting scheme, the target mean value is determined during Phase I and applied in Phase II for monitoring purposes.

To establish a good control charting scheme, another important aspect of a control chart scheme is its performance. Good performance will ensure the effectiveness a control chart to unveil the existence of 'problematic' variations in the 'process' of interest. The most employed technique for this purpose is by computing average run length (ARL) of the control chart (Montgomery, 2013). ARL is random variables that represent the average number of samples required in detecting the first out of control signal (Corbert & Pan, 2002). There are two types of ARL: ARL_0 is the in-control ARL where there are no shifts has occurred or termed as zero-valued shift; ARL_1 is the out-of-control ARL where shifts have occurred or with non-zero valued shift. ARL reveals the capability of a control chart to expeditiously identify any shift in the process. As such, when the process is on target or the control chart is optimal, the ARL_0 value should always be large, so that the rate of false alarm signals is smaller. However, if any shifts are observed in the process, the ARL_1 values should be smaller so that the presence of such 'problems' can be detected faster. Despite its wide usage in manufacturing industries (Montgomery, 2013), the application of CUSUM control chart is apparent in health-care industries, too. For instance, a study on the adverse effect of drug treatment, monitoring the competency of trainee and discovering bioterrorism used Poisson-based CUSUM charts (Woodall, 2006). Among the applications of CUSUM in environmental work traceable are epidemiological study to compare mortality rates of two different time periods associated to the presence of chemical plants (Barratt et al., 2007); a study on CO concentration after implementing compressed natural gas for vehicles in New Delhi, India (Chelani, 2011); effect of light-duty and high-duty vehicle emissions of air pollutants in Sao Paulo, Brazil NO_x and PM₁₀ (Pérez-Martínez et al., 2015); and implementation of shipping air pollutant emission policy (Mason et al., 2019). Notwithstanding there is still sparse implementation of CUSUM in environmental fields, especially in Malaysia.

This study is one of the very limited studies in Malaysia aiming to propose a control charting approach, namely, cumulative sum (CUSUM) control chart scheme to investigate the CO concentrations. With the effect of rapid urbanization and industrialization, inevitably, CO concentrations will continue to escalate. This study also compares the mean deviations of small-scale CO concentrations between the industrial and urban areas in the two regions. It is imperative to periodically monitor the variations of ambient CO. Understanding the

distribution of CO can improve the knowledge on atmospheric CO budget so that any causative factors of the variations in quality of CO can be measured, controlled and monitored, not to protect the vulnerable groups from the adverse effects of CO, but also to mitigate its effect on greenhouse gases that adversely impacting the climate change.

Methods and Materials

This study proposes CUSUM chart to monitor CO concentrations in air quality monitoring stations of the industrial and urban areas in Perak and Johor. These are two states located in the North and South regions of Malaysia. Table 2 below details the category and locations of the selected monitoring stations for this study.

Table 2: Selected Monitoring Stations of North and South Regions, Malaysia.

| Region | Category | Area, State | Location |
|--------|------------|---------------------|-----------------------------|
| North | Industrial | Ipoh, Perak | Sek. Men. Jalan Tasek, Ipoh |
| North | Urban | Ipoh, Perak | Sek. Men. Pegoh, Ipoh |
| South | Industrial | Pasir Gudang, Johor | Sek. Men. Pasir Gudang 2 |
| South | Urban | Muar, Johor | Kolej Vokasional Sg Abong |

Source: (DOSM, 2000)

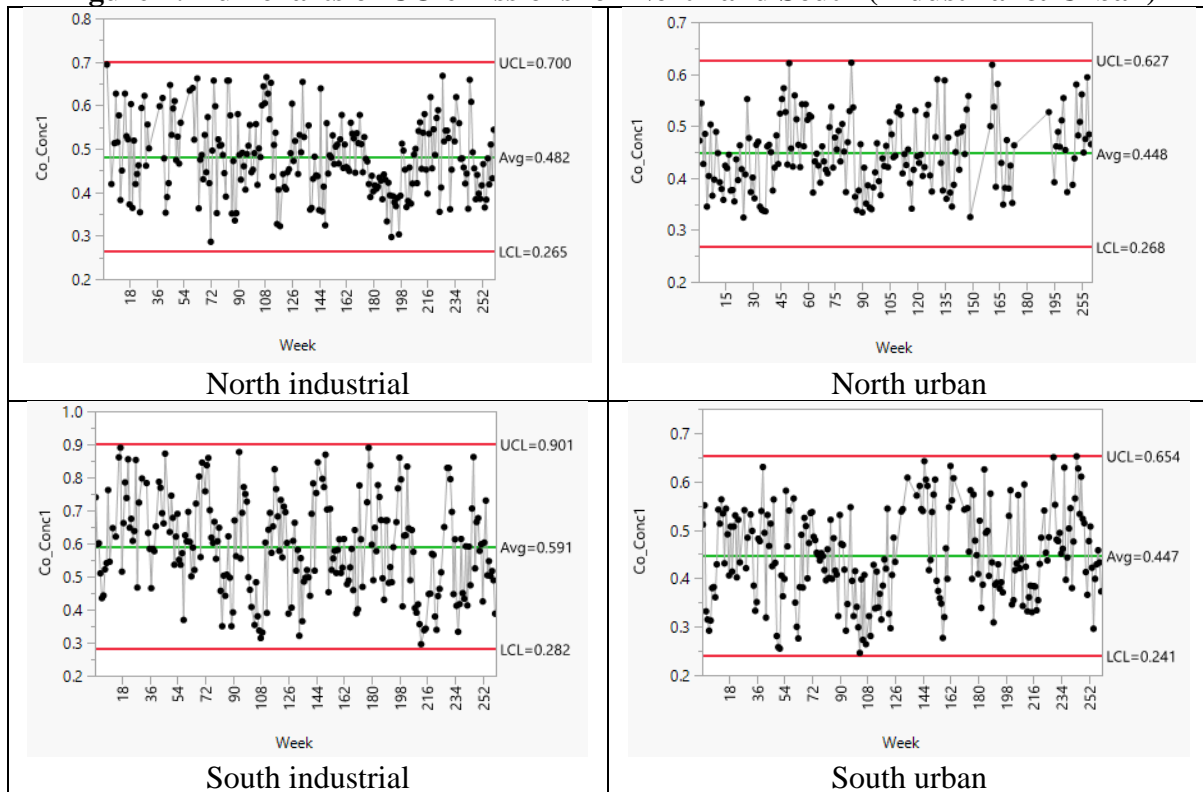
The secondary data on CO concentrations, measured in ppm units, gathered from the Malaysian Open Access Data (MAMPU), Department of Environment (DOE) under the Ministry of Water, Land and Natural Resources. DOE collects different types of major air pollutants including CO air pollutant, organic pollutants and meteorological parameters (Rani et al., 2018) to monitor and control air pollution and to improve the environment consistent with the Environmental Quality Act 1974 (Department of Environment, 2016). The daily CO concentration data for the year 2007 to 2016 employed for this study yield 365 observations per year. However, the daily data were transformed into weekly data by taking the weekly average resulting in approximately 52 mean readings for each year. For the two-phase CUSUM control chart of this study, Phase I utilizes the Individual and Moving Range (IX-MR) control chart to establish the parameters (mean and true standard deviation) derived from a reference sample of CO concentrations (data set: 2007 to 2011) which is believed to be ‘in-control’. As such Phase I involves an iterative process of outlier deletions until all points are within the control limits where the sample is said to be in the state of statistical control. Phase II is where the actual monitoring process of CO take place. By utilizing the parameters estimated from Phase I (Woodall, 2006), CUSUM control charting scheme is established to monitor CO emission throughout 5-year period: 2012 to 2016. Large number of sample size at each phase (252 samples), could produce larger ARL_0 and smaller ARL_1 (Ding, 2007).

Phase I (Dataset: 2007-2011): Individual and Moving Range Control Chart

In Phase I CO concentration data is considered as individual units ($n=1$) (Montgomery, 2013) and is analysed using IX-MR control charts. These charts suit the nature of CO concentrations which is of little difference and the standard deviation values are very small. To develop the individual control chart, moving range of two successive observations (the differences between current and immediate previous observation) is used to estimate the variation of a process. The moving range of a series of samples x_i ($i= 1, \dots, n$) is usually defined as $MR_i = |x_i - x_{i-1}|$ where $i = 2, \dots, n$, and the upper control limit, center line and lower control limits are: $UCL = \bar{x} + 3 \frac{\overline{MR}}{d_2}$; Center line = \bar{x} . The moving range control chart was developed from: $UCL = \overline{MR} + 3d_3\hat{\sigma}$; Center line = \overline{MR} ; $LCL = \overline{MR} - 3d_3\hat{\sigma}$, where \bar{x} is the average of all individual measurements; \overline{MR} is the average of all moving ranges of two consecutive observations and

\overline{MR} as $\frac{\sum_{i=2}^k MR_i}{k-1}$; $d_2 = \frac{E(MR)}{\sigma} = \frac{\mu_{MR}}{\sigma}$ and $d_3 = \frac{\sigma_{MR}}{\sigma}$ are the factors to compute center and control limits. Constant 3 in the UCL and LCL computation determine the likelihood of false alarms when the process is in control. During Phase I, all observations plotted outside of control limits are discarded reiteratively until all points lie within the control limits and that the ‘process’ is believed to be in statistical control. The parameters for the individuals and moving range control chart are estimated: Mean, $\bar{x} = \frac{\sum_{i=1}^k x_i}{k}$, where k is the total number of observations; Sigma, $\hat{\sigma} = \frac{\overline{MR}}{d_2}$ (Corbert & Pan, 2002; NCSS, 2019). Phase I run charts of CO emissions in Figure 1 below, generally demonstrate varied CO distribution in all areas under study.

Figure 1: Run charts of CO emissions for North and South (Industrial & Urban)



During Phase I (2007-2011), the average CO in North industrial from 2007 towards end of 2009 followed by reduced variation until 2011. In the North urban, larger variation are detected towards end of 2019. South industrial has huge variation of CO emission during Phase I duration whereas cyclical pattern is generally, observed in South urban. After an iterative process of outlier deletion, all points lie within the trial control limits. The IX–MR charts of this reference sample naturally depicts stable state for both mean and variability that the processes are believed to be in control. The parameters: means and standard deviations are derived from this reference sample and applied to monitor CO concentration during Phase II. Table 3 presents the descriptive statistics of CO reference sample for the four monitoring stations. Both urban stations show lower mean CO concentrations than the industrial stations. But the variation of CO emission at the North region stations are lower than the stations from South. But the maximum concentrations of CO in both regions are much lower than the recommended standard concentration of MAAQG (9 ppm for 8 hour and 30 ppm for 1 hour).

Table 3: Descriptive statistics on Phase I CO concentrations (2007-2011).

| Category | Monitoring Stations | | | |
|-------------------------|---------------------|-------------|------------------|-------------|
| | North Industrial | North Urban | South Industrial | South Urban |
| Min | 0.286 | 0.324 | 0.296 | 0.246 |
| Max | 0.694 | 0.622 | 0.890 | 0.652 |
| Mean | 0.4823 | 0.4476 | 0.5915 | 0.4472 |
| Standard Deviation | 0.0872 | 0.0688 | 0.1433 | 0.0933 |
| 95% Confidence Interval | | | | |
| Lower Bound | 0.4711 | 0.4375 | 0.5730 | 0.4350 |
| Upper Bound | 0.4935 | 0.4577 | 0.6099 | 0.4594 |

Source: Authors

Phase II (Dataset: 2012-2016): CUSUM Control Chart

The cumulative sum (CUSUM) control charts of Phase II utilises the mean and standard deviation estimated during Phase I. CUSUM chart is proposed to monitor any assignable causes of CO emissions as it is the best method for data with many missing values and data that violates the assumption of normally distributed (Manly & Mackenzie, 2003). CUSUM chart is capable to detect small sustained shifts in the mean values (Woodall, 2006) that would occur during Phase II monitoring of CO emission as these shifts would develop a substantial cumulative sum of mean deviations (NCSS, 2019; Prajapati, 2015). In short, CUSUM technique accumulates all information on current and previous observations from a specific sample size (Montgomery, 2013) as such any cumulative sum of mean deviations can easily be detected. By considering all sample values in sequence, the cumulative sums of deviation of sample values from target value is computed as: $C_i = \sum_{j=1}^i (\bar{x}_j - \mu_0)$; where C_i =cumulative sum up to and including the i th sample; \bar{x}_j = average of j th sample; μ_0 = target process mean. C_i is defined as a random walk when the process is in control at a distinct target value μ_0 . Upward mean shifts as such $\mu_1 > \mu_0$, results in positive drift of C_i , whereas downward shifts mean where $\mu_1 < \mu_0$, a negative drift of C_i is observed. However, process mean remains adjusted to target value when positive and negative drifts are balanced (Follador et al., 2012), and samples are distributed randomly around zero mean (Montgomery, 2013). In cases where C_0 is always be zero, the derivative of CUSUM equation is $C_i = (\bar{x}_i - \mu_0) + \sum_{j=1}^{i-1} (\bar{x}_j - \mu_0) = (\bar{x}_i - \mu_0) + C_{i-1}$ where $(\bar{x}_i - \mu_0)$ is current value and C_{i-1} is the memory (CUSUM is a memory control chart). The corresponding increase (or decrease) in the process mean will similarly increase (or decrease) the value of C_i where: as $E(C_i) = E(C_{i-1})$, C_i will remain same which means there is no mean shift. When $E(C_i) = E(C_{i-1}) + (\bar{x}_i - \mu_0) > E(C_{i-1})$, this indicates upward mean shift; and $E(C_i) = E(C_{i-1}) + (\bar{x}_i - \mu_0) < E(C_{i-1})$, depicts a downward mean shift. The significant upward or downward movements trends will be plotted and any points showing process mean has shifted will actually signal the presence of some special causes or problems in the quality of air pollutants (Ding, 2007).

This study specifically employs tabular CUSUM scheme that accumulate deviations which are above the target value. For this study, the CUSUM chart is based on statistics known as one-sided upper CUSUM, C_i^+ . One-sided upper control chart befits the nature of air quality control to detect any air pollutant levels that go beyond a target value, as such any values lie below the target value will not pose any significant problem. In general, there are no minimum limits for pollutant emission levels in environmental contexts (Corbert & Pan, 2002). In a one-sided upper CUSUM control chart, the function $C_i^+ = \max[0, x_i - (\mu_0 + K) + C_{i-1}^+]$ determines if deviations from the target value that is above K value. This is a reference value or slack value which often expressed $K = k\sigma$. To determine if the process is within control and not experiencing mean changes, a decision interval or control limit H will be determined (Awaits

& Haq, 2018). Any case of C_i^+ exceeding H , this is the signal that process mean has changed or it is out of statistical control. Similar to K , H is expressed as $H=h\sigma$ where σ is the standard deviation estimated from Phase I. Both H and K are fundamental in determining the performance of CUSUM chart. For the reasonable value for H is five times of the process standard deviation (σ_0) (Montgomery, 2013), the selection for good ARL is based on $h=4$ or $h=5$ and $k=0.5$ or $k=\frac{1}{2}\delta$ where δ is the size of mean shift in standard deviation units i.e. $|\mu_1 - \mu_2|$. Of the same, $k=\frac{|\mu_1-\mu_2|}{2\sigma}$. In this study, h and k parameters are selected based on an optimal ARL performance. The optimal ARL are larger ARL_0 when the process is in control and smaller ARL_1 when the process in out of control (Ding, 2007). The computation of overall ARL is based on Siegmund's technique where h and k are applied is illustrated in the Appendix.

The overall ARL (Ding, 2007) is $\frac{1}{ARL} = \frac{1}{ARL^+} + \frac{1}{ARL^-}$. ARL_0 is calculated for $\delta^* = 0$, while ARL_1 is calculated corresponding to a shift of size δ^* , where $\delta^* \neq 0$.

The computation of overall ARL using Siegmund's technique shown in the Appendix for South Industrial area as an example. The computation has shown that by using $k=5$, ARL_0 is larger, which is used as the basis for selecting $h = 5$ to establish the CUSUM control chart scheme for this study. Table 4 includes the estimated parameters μ_0 and σ_0 derived from Phase I (2007-2011) and the corresponding average CO from year 2012 to 2016 (Phase II) to establish the CUSUM control chart. Also includes $h = 5$, which is selected based on the optimal combination of ARL_0 and ARL_1

Table 4: Estimated parameters for CUSUM control chart establishment

| | μ_0 | σ_0 | μ_1 | δ | k | h | ARL_0 | ARL_1 |
|------------------|---------|------------|---------|----------|-------|-----|--------------------|---------|
| North Industrial | 0.482 | 0.0872 | 0.576 | 1.07 | 0.5 | 5 | 469 | 9.22 |
| North Urban | 0.448 | 0.0688 | 0.677 | 3.33 | 1.667 | 5 | 7.59×10^7 | 3.52 |
| South Industrial | 0.591 | 0.1433 | 0.705 | 0.79 | 0.5 | 5 | 469 | 15.48 |
| South Urban | 0.447 | 0.0933 | 0.782 | 3.59 | 1.794 | 5 | 3.16×10^8 | 3.28 |

Source: Author

Note:

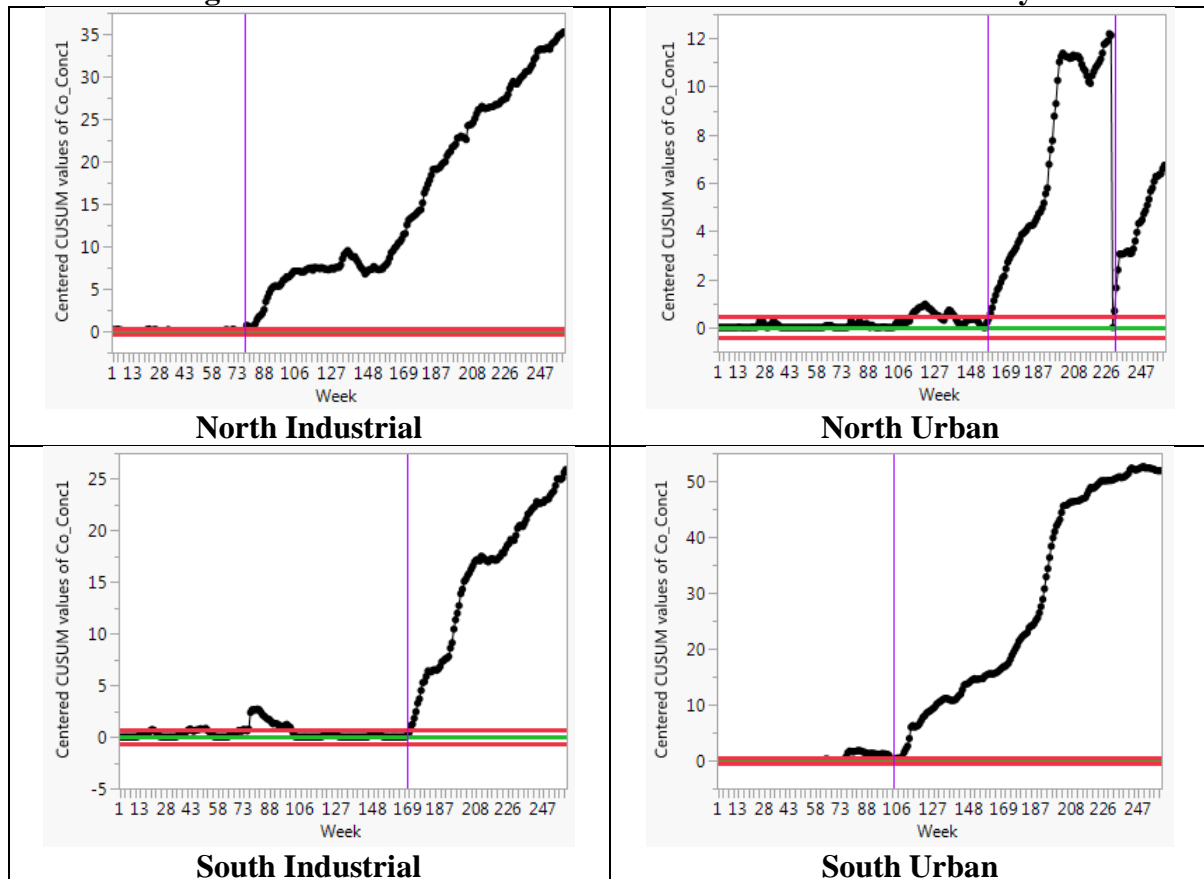
μ_0 = estimated mean from phase I, σ_0 = estimated sigma from phase I, μ_1 = mean from phase II.

δ = mean shift, k = parameters used for reference value, h = parameters used for decision value.

From Table 4, the mean of CO concentrations for all stations have shown increment in a range of 0.10 – 0.33 ppm between the two time periods of Phase I (2005 to 2011) and Phase II (2012 – 2016). Significant magnitude in mean shifts are shown in both urban areas (North: $\delta = 3.33$; South: $\delta = 3.59$) where urban area is slightly higher than the South region. Notably, the magnitude of shifts in the urban areas are approximately more than 3δ compared to the respective industrial stations. On the increase of CO mean levels in the industrial areas, the North region is higher compared to its South counterpart.

CUSUM Control Chart of Carbon Monoxide (CO)

Figure 2: CUSUM control charts for all four areas under study.



Source: Author

Figure 2 shows the CO concentration in the North Industrial was in statistical control until week 113 (early March, 2014) ($C_{113}^+ = 0.463 > H = 0.436$). The first mean shift in CO level was detected between week 156 and 157 (end of December 2014 to early January 2015). The reading was off target value starting week 159 (mid-January 2015), indicated by the sharp increasing trend of CUSUM until week 201 (early November, 2015). This was also the time when CO level drop slightly before it rises up again from week 218 to 229 (early March to end of May, 2016). Nonetheless, week 230 experience sudden fall to hit the target value. But not for long, the process started to go off target, again at week 232 (mid-June, 2016). The process was last in control at week 230 (end of May, 2016) after the second process mean shift likely occurred between week 230 and 231, mean CO continues to increase. While the CO concentrations in North Urban was stable until week 78 ($C_{78}^+ = 0.725 > H=0.344$). CO process was last in control at week 76 that mean shift start to occur in between week 76 and 77 (June, 2012). Overall, the process starts to undergo mean shifts and start to continue to be out of control as the CUSUM plot shows slight fall before the CO concentration in North urban areas further increase again in week 157 and this continues until end of the study period.

The industrial areas in the South region experience stable CO emission until week 76 (middle June, 2013). For a short period of the following weeks, CUSUM chart starts to depict a state of out of control as shown in Figure 3. CO concentration process, however, got on target value in week 84 (early August, 2013). As CUSUM values set back to 0, industrial areas in South region continue to remain in stable CO for a considerable period of time until week 69 (end of March, 2015). A positive drift of CUSUM was noticed at week 170 (early April, 2015).

The process was last in control at week 167 (middle March, 2015), thus the process mean shift occurred in between week 167 and 168. Figure of CO emissions in South urban region depicts a condition of statistical control throughout 2012 until mid of 2013. The CUSUM chart depicts out of control at week 76 ($C_{76}^+ = 0.682 > H = 0.466$) but positive mean shift was observed in between week 103 and 104 (end of December, 2013). Afterwards, the process was on target for three weeks, week 102 to 105 (December 2013). However, the process started to hit off target value at week 109 (early February, 2014), as shown by the upward shift of the CUSUM in Figure 4. CO concentration process detected to last its state of in-control starting week 103 after which continuous increase in mean shift persists until end of study period.

Discussion and Conclusion

The long-term trend of CO emissions has been examined in this study and it is apparent that CO concentration level has increased, particularly, in the Malaysian urban air over the period of study. The tabular CUSUM control charting technique further confirms the presence of persistent CO shifts way above the target value for both urban dan industrial areas. CO emissions is highly likely the product of urbanization and industrialization. However, pockets of heavy CO pollutants are so obvious with percentage increase in the mean values of around 15% in the industrial areas and ominously more than 50% and 70% in the North and South urban areas, respectively. These could be related to increasing number of vehicles in the urban areas (Abdullah et al., 2012; UK, 2018) and the growing numbers industrial units for the same time period (Department of Environment, 2014.) Since the year 2009, motorcars have been the dominant vehicles in Malaysia and both states of Perak and Johor have showed more than 40% increase in the number of registered vehicles from 2007 to 2016 (Department of Environment, 2007, 2016). Other than urbanization and industrial activities, the other common attribute of CO pollutants, as discussed earlier is open burning. Although the domestic open burning often categorized as small-scale impacts, not likely as large-scale impacts of haze, yet the number of incidents have increased in states of Perak and from year 2008 to 2016 (43.7% to 88.1%, respectively) (Department of Environment, 2008, 2016). On the larger scale, Perak and Johor were also largely affected by the regional air pollution from illegal burning of peatlands and forest fires in Indonesia and from those in Sabah in 2016. Burning of peat giving rise to high amounts of gases predominantly CO, coupled with the effect of dry season, meteorological factors, and geographic locations.

Carbon monoxide is a major troposphere air pollutant affecting the concentration of greenhouse gases that are closely related to climate change. Continuous efforts to control air pollution from various sources have been made through the existing Malaysian acts and regulations. Nonetheless, the statistically alternative methods put forward by this study has tracked the continuous upsurging trend of CO over the period of study. Vast increase in the anthropogenic pollutions, peat burning and open fires from local areas as well as from neighbouring country causing perennial haze episodes in Malaysia, could have resulted in the tenacious upward shifts of CO as unravelled in this study.

While CO emissions is decreasing across the globe, the trend is reverse in the Malaysian urban and industrial ambient air. Urbanization and industrialization are inevitable and likely to continue. Despite a drop of GHG in 2020 due to travel bans and economic slowdowns because of COVID-19 pandemic, projected by the UN, emissions will increase back to higher levels when economic recovery takes place. The perilous transboundary haze is likely to hit Malaysia every year. Most recently reported, is the forest and bush fires in Indonesia are estimated to occur in May to July this year (2021) and the peak are predicted in August and September 2021. On long term low CO exposures, its associated effect to human health (for example, on birth outcomes) and the safe range of CO level for longer time exposure - all remains enigma.

In conclusion, long term sustained increase of CO concentration level is an important issue that must not be neglected. CO emissions is the precursor to GHGs and inexorably, link to climate change and would have impacts on human health, ecosystems and food security. These need to be addressed in order to build the integrated policies for a safer and more sustainable future of the citizens.

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Appendix:

Computation of Overall ARL performance for $k = \frac{\mu_1 - \mu_0}{2\sigma_0}$ and $k = 0.5$

Example of computation for South Industrial where the selection of h is made on ARL performance.

| | |
|---|--|
| $ARL^\pm = \begin{cases} b^2 & \text{if } \Delta = 0 \\ \frac{\exp(-2\Delta b) + 2\Delta b - 1}{2\Delta^2} & \text{if } \Delta \neq 0 \end{cases}$ <p>where, $\Delta = \begin{cases} \delta^* - k & \text{for } C_i^+ \\ -\delta^* - k & \text{for } C_i^- \end{cases}$</p> | $b = h + 1.166 \quad \delta^* = \frac{\mu_1 - \mu_0}{\sigma}$ |
| <p>Overall ARL performance: $\frac{1}{ARL} = \frac{1}{ARL^+} + \frac{1}{ARL^-}$</p> | |
| <p>Mean shift</p> $\delta = \frac{\mu_1 - \mu_0}{\sigma_0} = \frac{0.705 - 0.591}{0.1433} = 0.79$ | $k = \frac{\mu_1 - \mu_0}{2\sigma_0} = \frac{0.705 - 0.591}{2(0.1433)} = 0.398$ |
| <p><u>Let h = 4</u> For ARL_0, $\delta^* = 0$ $ARL_0 = 176.652$ where, $\Delta = \delta^* - k = 0 - 0.398 = -0.398$ $b = h + 1.166 = 4 + 1.166 = 5.166$</p> $\frac{1}{ARL_0} = \frac{1}{ARL_0^+} + \frac{1}{ARL_0^-} = 0.0113$ $ARL_0 = \frac{1}{3.69 \times 10^{-7}} = 88$ | <p><u>Let h = 5</u> For ARL_0 the $\delta^* = 0$ $ARL_0 = 408.698$ where, $\Delta = \delta^* - k = 0 - 0.398 = -0.398$ $b = h + 1.166 = 5 + 1.166 = 6.166$</p> $\frac{1}{ARL_0} = \frac{1}{ARL_0^+} + \frac{1}{ARL_0^-} = 0.0049$ $ARL_0 = \frac{1}{0.002131691} = 204$ |
| <p>For ARL_1, $\delta^* = \frac{\mu_1 - \mu_0}{\sigma} = 0.79$ $ARL_1^+ = 9.981$</p> <p>where, $\Delta = \delta^* - k = 0.79 - 0.398 = 0.392$ $b = h + 1.166 = 4 + 1.166 = 5.166$ $ARL_1^- = 75861.485$</p> <p>where, $\Delta = -\delta^* - k = -0.79 - 0.398 = -1.188$ $b = 5.166$</p> | <p>For ARL_1, $\delta^* = \frac{\mu_1 - \mu_0}{\sigma} = 0.79$ $ARL_1^+ = 12.502$</p> <p>where, $\Delta = \delta^* - k = 0.79 - 0.398 = 0.392$ $b = h + 1.166 = 5 + 1.166 = 6.166$ $ARL_1^- = 816448.8848$</p> <p>where, $\Delta = -\delta^* - k = -0.79 - 0.398 = -1.188$ $b = 6.166$</p> |

| | |
|--|--|
| $\frac{1}{ARL_1} = \frac{1}{ARL_1^+} + \frac{1}{ARL_1^-} = 0.100199523$ $ARL_1 = \frac{1}{0.156515527} = 9.98$ | $\frac{1}{ARL_1} = \frac{1}{ARL_1^+} + \frac{1}{ARL_1^-} = 0.079990866$ $ARL_1 = \frac{1}{0.079990866} = 12.5$ |
|--|--|

Note: Both ARL_0 is not more than 370 for the $k = \frac{\mu_1 - \mu_0}{2\sigma_0}$, by using the estimated mean and sigma, ARL_1 is lower.

| | |
|--|---|
| <p>Mean shift</p> $\delta = \frac{\mu_1 - \mu_0}{\sigma_0} = \frac{0.705 - 0.591}{0.1433} = 0.79$ | <p>$k = 0.5$ (most likely used in many empirical studies)</p> |
| <p>Let $h=4$ For ARL_0 the $\delta^* = 0$ $ARL_0 = 338.093$ where, $\Delta = \delta^* - k = 0 - 0.5 = -0.5$ $b = h + 1.166 = 4 + 1.166 = 5.166$ $\frac{1}{ARL_0} = \frac{1}{ARL_0^+} + \frac{1}{ARL_0^-} = 0.005915529$ $ARL_0 = \frac{1}{3.69 \times 10^{-7}} = 169$</p> | <p>Let $h=5$ For ARL_0 the $\delta^* = 0$ $ARL_0 = 938.222$ where, $\Delta = \delta^* - k = 0 - 0.5 = -0.5$ $b = h + 1.166 = 5 + 1.166 = 6.166$ $\frac{1}{ARL_0} = \frac{1}{ARL_0^+} + \frac{1}{ARL_0^-} = 0.002131691$ $ARL_0 = \frac{1}{0.002131691} = 469$</p> |
| <p>For ARL_1 the $\delta^* = \frac{\mu_1 - \mu_0}{\sigma} = 0.79$ $ARL_1^+ = 12.166$ where, $\Delta = \delta^* - k = 0.79 - 0.5 = 0.29$ $b = h + 1.166 = 4 + 1.166 = 5.166$ $ARL_1^- = 184577.565$ where, $\Delta = -\delta^* - k = -0.79 - 0.5 = -1.29$ $b = 5.166$ $\frac{1}{ARL_1} = \frac{1}{ARL_1^+} + \frac{1}{ARL_1^-} = 0.08227$ $ARL_1 = \frac{1}{0.08227} = 12.16$</p> | <p>For ARL_1 the $\delta^* = \frac{\mu_1 - \mu_0}{\sigma} = 0.79$ $ARL_1^+ = 15.483$ where, $\Delta = \delta^* - k = 0.79 - 0.5 = 0.29$ $b = h + 1.166 = 5 + 1.166 = 6.166$ $ARL_1^- = 2435947.357$ where, $\Delta = -\delta^* - k = -0.79 - 0.5 = -1.29$ $b = 6.166$ $\frac{1}{ARL_1} = \frac{1}{ARL_1^+} + \frac{1}{ARL_1^-} = 0.064586$ $ARL_1 = \frac{1}{0.064586} = 15.48$</p> |

The h and k were selected based on larger ARL_0 (>370) and smaller ARL_1 . Based on Siegmund's technique for one station, the $k=0.5$ and $h=5$ have ARL_0 greater than 370, even though it has larger ARL_1 compared to other combination. Similar process applied for other stations.

YOUTH ENTREPRENEURSHIP: CONTRIBUTING AND PROMOTING TO SUCCESS IN SMES

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Abstract: *To reduce youth unemployment is one of the major global challenges for decades to come. While bound up with the overall employment situation, this challenge has its own dimensions and therefore requires specific responses. Unemployment or job difficulties have always been problems especially towards youth as they need to face it once they graduate. Nowadays, students need to deal with unemployment problem or job difficulties as they graduate because it is difficult to obtain employment soon after graduate. The government invent lot of activities to cope with the unemployment issue in the country by cultivate entrepreneurship in society with focus on students and youth to transform them to be an entrepreneur. So that this could lessen the problem at an early stage. Therefore, this study aims to identify the factors that contribute to successfulness of youth in entrepreneurship. A total of 200 youth respondents were collected from the youths who have become entrepreneurs and youth entrepreneurship has never been to obtain relevant data. The data collected, analyzed using Statistical Package for Social Sciences for Windows (SPSS) using Non-Probability Sampling and the sample size by Roscoe. Results from this study revealed that all the listed factors contribute to successfulness of youth to become entrepreneurs. The study revealed that the most contributing factor to the successfulness of youth in entrepreneurship is Business Support Program. At the end of the research also suggested that some action can be taken as an effort to attract the youth to become entrepreneurs.*

Keywords: *Youth entrepreneurs, successfulness, business plan, business support program, risk taking*

Introduction

In Malaysia, youth is one of the valuable asset that constitute to the economic development of the country. Thus, youth should be well prepared for their future, as it is important to the course of poverty reduction and growth. Entrepreneurship is the main key in order to build success and encourage regional growth among youth, as stated by the most government and local communities across the world. Therefore, Malaysia government is encouraging youth to move towards self-employment as a part of action taken to control the unemployment issues. By promoting youth to join entrepreneurship because it can make the young people understand that they have many ways to create their future path by starting their own business rather than waiting to be employed.

The Government are intended to produce more entrepreneurs so that the country could compete with other develop countries until the international level like United Kingdom (UK).

This is because small industries in UK growth twice in the 80th era and drastically rise around 1990 (David Deakins, 1999 as cited in Warman, et al., 2010). Such growth is encouraging and should be example for a country especially Malaysia as it can reduce unemployment rate among graduates as what being stated by the government.

With the growing rate of unemployment day by day, the lack of knowledge and awareness on entrepreneurship has become a challenge toward graduated themselves. In order to overcome the problem, the government has come out with several programs and activities to educate and raise awareness about the entrepreneurship to the youth such as the Mobile Entrepreneur Program (Ogilvy, 2018). Beside, having e-entrepreneurship, the government also introduce Program Tunas Usahawan Bumiputera (TUBE) in 2014 with 1,436 participation of youth and 99% had registered with Suruhanjaya Syarikat Malaysia (SSM). This is the government initiative to help and support entrepreneurs among Bumiputera youth. The goals of the program are to encourage the entrepreneurship spirit among youth, as a paradigm to shift the youth from employee to business owner and to develop the youth with resilience in handling the business. The TUBE program include three phase: Phase 1 – Durability of self-concept of Millitary, Phase 2 – Exposure to Entrepreneurship Knowledge and Phase 3 – Implementation of Business Plan and “Sistem Buddy”. Those phases reflect that besides financial support, government also provide non-financial support (through training) (Ministry of Entrepreneur Development, 2017).

Problem Statement

The phenomena of rising of unemployment rate among youth is still occurring. According to first researcher, Rahmah et al. (as cited in Hanapi & Nordin, 2013) stated that the quality of the graduates is one of the factors that contribute to the unemployment problem among the graduates in Malaysia. There are certain employers complained that the graduates do not have the appropriate qualifications and skills that meet the needs of industry. Next, the issues of unemployment rising due to mismatch of job opportunities and location of worker as stated by Sahin et al. (as cited in Mohamed Osman, Bachok, Muslim and M.Bakri).

Beside unemployment issues, the fact that unemployment rate increasing is due to lack of awareness among youth about entrepreneurship. According to Yep Putih (1985) as cited in Warman et al. (2010) some individuals have backward mentality by stating that entrepreneurship cannot guarantee future because it may not provide better job secure rather than as what they see as being an employee that having daily wages either in public sector nor private sector. The reason behind it because there is lack of education and knowledge in the people itself.

Bakar et al. (2016) did mentioned in the study that, for those who does not choose entrepreneurship as their working career stated that they do not poses entrepreneurship quality, reluctant to take risk, no capital to start up the business, focused on family matters and seen entrepreneurship is a fussy thing. This can be supported to the study by Barjayai (2000) where youth are lack of entrepreneurship concept and philosophy thus they tend to not to join entrepreneurship. Referring to Rohaizat (2001), the graduates are not interested in entrepreneurship to be one of their career because lack of financial support, high cost and depression of economy and lack of knowledge that instill in them during business process.

Even though government has come out with various programs among school students created especially for the youth in entrepreneurship, the unemployment rate among youth still increase until now. This problem has negatively affected the economic development (GDP), it decreases the standard of living. Even though in Malaysia achieved full unemployment rate which is less than 4% as according to International Labor Organization (ILO). According to Bank Negara Malaysia (BNM), the highest global unemployment rate was recorded in 2013

amounting 13.2% and it stagnant at the highest rate at 13.1%. The unemployment rate among youth in Malaysia was recorded highest in 2015 at 10.7%. In order for government to cope with the rising of unemployment the government should encourage the youth to involved in entrepreneurship. Awareness among youth related to entrepreneurship should be raised so that the youth could knowing the field better. The government should organize program and make sure that it benefits the youth. The factors of successes of the entrepreneurship program plays an important role.

Literature Review

This section presents empirical review of literature based on theme business plan, business support program and risk-taking and how each of these influences in youth entrepreneurship

Business Plan

The first step in developing into a new venture is the entrepreneur usually need to write a business plan. In order to have a successful business, the youth entrepreneurship should have included the business plan. Business plan is a formal document that give details on the opportunity and outlines the tactical approach to go after the opportunity. When they have plan and follow the outline of the strategic and the goals written in the business plan, there is probability they would become successful in their business. Delmar and Shane (2003) as cited in Ferreira, Loiola and Gondim (2016) found that there are many positive effects from the business plan that stress on the speed in decision making, the expectation on business weakness, and the improvement of communication internal and external to business. Other than that, the business plan also outlines the estimation cost and profitability projections, provide information for potential partners and other investors and also to guide the strategy (Becherer and Helms, 2009). Frese (2009) stated that business plans also were used to help people maintain, commence, and evaluate the actions needed in order to achieve goal.

However, according to Chandler, Detienne, Mckelvie and Mumford (2011), Delmar and Shane (2003), there is a debate about the value of business plan in the entrepreneurship field. While certain researchers that business plan is a fundamental activity for success in creating a business, the others are questioning about the statement (Gruber, 2007) by taking into consideration of the high levels of uncertainty and volatility in the startup's environment. They are questioning whether business plan is necessary or not since it includes varieties predictions about the future, which is uncertain because it is continually evolving (Becherer and Helms, 2009).

It is agreed by Karlsson and Honig (2009) that it is not useful to used or updated. They found that six companies over five years are conforming to the business plan at first, but gradually loose coupling with the plans as time passed by. The entrepreneurs who mostly write the business plans also never updated them and rarely referred to it. It is also found that most of the small business did not update their business plan, which it can be assume that they only used it during the early stage of financing. It is said that persistence only is a weak measurement for success. The young entrepreneurs should have identified the possibility to failure earlier and take corrective action so that they would not failed in the business. The entrepreneur should avoid pursuing activities that could bring to failure and unnecessary resources expenditures (Honig and Samuelsson, 2011).

Some scholarship proposed that doing the business planning would interfere with efforts of timeconstrained entrepreneurs to manage more effective activities in the nascent process (Ansoff, 1991; Bhide, 2000; Sarasvathy, 2001; Gruber, 2007; Honig, 2004). It is argued that planning would give fake illusion of controls and potentially could give harmful forecasts

because of the incapacity to gather and analyze information about the future (Honig, 2004; Sarasvathy, 2001).

Business Support Program

In order to study factors affecting the youth entrepreneurship, it is necessary to understand the business support program, which much related to business advisory service or business assistance, that mainly come from the government side. An infant firm or Small Medium Enterprise's (SMEs) should has be given out the support, because it is still new and not much stable in the field. This is because an entrepreneur might not be able to barely express out what is their needed due to difference business field acquire different need.

According to Harper (2011), business support services is a support services that used and bought by the business excluding financial. Meanwhile, Mole (2002) explained the concept of the business support services is a government approach to provide assistance, to promote, to improve and provide training to mostly small and medium enterprises (SMEs). Business support service mainly focused on giving assistance to SMEs by the government and other institutions or agencies whether through training, mentoring or advising so that it could be backbone to improve and expand the business toward a stable enterprise.

Research done by Yusoff and Yaacob (2010) stated that one of the initiatives taken by the government to help the entrepreneur is through the introducing a service namely government business support services or known as GBSS. The government may support in term of financial or non-financial. GBSS also one of the business advisor, which characterized a person that own several of skills and knowledge, related to certain field especially business performance as mentioned by Schaper and Vollery (as cited in Yusoff and Yaacob, 2010). Therefore, Stanger (2004) defined business advisor as an individual or organization that serve service as business consultation either verbally or written in relation to tax compliances, preparation of financial statement, law financing, operation and financial management.

In general, both definition refer business advisor is someone that providing service to business owner due to capability and expertise in business for the better business operation. The GBSS give lot of impact towards SMEs in the development of the business operation as it acts as the backbone to it (Yusoff and Yaacob, 2010). In order to be a successful entrepreneur, once must get the support from government as a start up to the business because, through the government help, the entrepreneur may get what are necessary towards their business in order to cover the loop hole in the business.

Moreover, to ensure that support programs meet the entrepreneur satisfaction, policy makers and programs administrator have to measure satisfaction of business support program through the impact on performance, growth in sales, employment and profitability (Mohd Khan, Md Noor, and Anuar, 2016). To do such measurement, the party that responsible to carry out the task is government, in which government may provide all the aids in order to help this infant firm or SMEs. Meanwhile, according to Ismail & Othman (2014), SMEs get no support from government in any business program in the early independence until industrialization era in 1960. However, during the 1960, government finally include some sort of SMEs assistance in First Malaysian Plan (1966-1970). After finding out SMEs could contribute to nation economy, various programs and incentives were introduced which known as government-support programmes (GSPs). This programmes focused on giving effective assistance regarding training, financial and marketing.

Besides, in helping the SMEs or new business to carry on with the operation of the business, again, government assistance seems to be a tool that assist business from failure yet help to compete in the open market until the SMEs able to maintain it performance in the future (Ahmad and Abd Latif, 2012). A study conducted by Yusuf (2010) found that creating a new

business operation is crucial for the entrepreneur to get assistance program because obviously the new entrepreneurs and their start-up organization require some amount of capital with the right estimation amount to be used and frequently external guide and assistance to support their business. In Malaysia, prominent agencies that provide the business assistance services are Small and Medium Enterprise Corporation (SME Corp), Malaysia External Trade Development Corporation (MATRADE), Federal Agriculture Marketing Authority (FAMA), Malaysian Agriculture Research Development Institute (MARDI), Standards and Industrial Research Institute of Malaysia (SIRIM), Department of Veterinary Service (DVS), Malaysia Palm Oil Board (MPOB), People Council of Trust (MARA), Malaysian Productivity Council (MPC) and many more.

After referring to the previous study, Stevenson and Sahlman (1988), Yusuf (2010), Ahmad and Abd Latif (2012), Jauriyah (2015) and Ismail and Othman (2014) found there is positive impact of business support program to the entrepreneur in term of SMEs performance. From their study, effectiveness of the business assistance can be measured by the performance after receiving the aids from the agency. The only way to contribute to the effectiveness assistance program is the entrepreneur need to relinquish whether financially or non-financially in joining the assistance program. Nevertheless, the study by Park and Ren (2001) did shown negative relationship between business support program and entrepreneur (through SMEs performance).

Risk-Taking

Much literature mentioned that entrepreneur is a risk-taker. According to Brockhaus (1980) risk is the perceived probability of receiving the rewards associated with success of a proposed situation, which is required by an individual before he will subject himself to consequence associated with failure, the alternative situation providing less reward as well as less severe consequences than the proposed situation. In point of view of Nicklas Luhmann (1996) a Sociologist, stated that there is transition of society from traditional to modern which appeared as neologism that reflect the term "risk". The researcher further explained on the transition part: "This it was an ostensible loss from the old rhetoric's Fortuna as content of religious and virtue of prudential in appearing commercial society. Generally, the definition of risk refers to the situation of the unwanted event that having possibility to loss something either it might have happened or otherwise.

As for Akehurst, Simarro and Mas-tur (2012) defined risk in positive view is the ability to emerge in opportunities that seen as possibility of rewards, and in meantime accepting the consequences with failure of such opportunities. According to an academic literature, Knight (1921) as cited in Haan (2010), risk is a subject event which was not possible to specify some numerical probabilities that are known with distribution of probability and degree of uncertainty as it based on event. Forlani and Mullins (2000) support that outcomes of set of behaviours may affected by the potential loss and the degree of uncertainty.

Risk-taking become one of the hallmarks of an entrepreneurial endeavors. Based on the study by Aman Allah and Nakhaei (2011), risk-taking is define as behaviors that involve propensity to face with harmful or dangerous at once become an opportunity towards the outcome, which it can be seen as positive effect. The researcher also stated that entrepreneur is always deal with risks but not every kind of it. The entrepreneur may treat risk as a chance or it can be uncertainty. Therefore, entrepreneurship is a process for entrepreneur to create new jobs and firms in a creative way and the develop organization should be affiliated with risk-taking because this contribute to new product initiation. Aman Allah and Nakhaei (2011) states that since entrepreneur are familiar with risk-taking, there are four type of risk that connected with entrepreneur such as financial risk, job risk, social and family risk and mental risk. All the

risk greatly could influence the entrepreneur. Besides, the risk-taking may influenced by risk propensity and risk perception. High-risk propensity and low risk perception will lead to risk decision-making (Salleh and Ibrahim, 2011).

Personal properties of entrepreneurs are risk-taking. Risk-taking propensity element that may be crucial in making decision to enter an entrepreneurship career or to found a new startup firm and for the small firms' development and success (Antoncic et al., 2012; Gantar et al., 2013). Furthermore, study done by Macko and Tyszka (2009) stated that the tendency of entrepreneur in risk taking much related with risk perception. Risk perception of a situation may be differing for an individual to another where some will consider higher risk in generated factor, while others will evaluate the higher risk factor in the strategic outcome. In order to have high risk propensity, one must put the perception of decision high. Therefore, in riskiness situation, it allows the decision maker to develop some beliefs about the future outcomes during the estimation of the riskiness situation. This belief results from their experiences.

However, the researcher believed that experience has no control over the outcomes on those environments but environment has at least some control over the outcome (Macko and Tyszka, 2009). Thus, an entrepreneur would consider to take risk by referring to their consent. In addition, once someone is interested in entrepreneurial field, she/he need to have willingness in risk-taking. This is because entrepreneur dealt with unforeseen contingency.

Based on study by Bakar et al. (2016), the researcher found that entrepreneurs are reluctant to take high risk and try to minimize it as possible in seize existing opportunities as the entrepreneur is in the medium category. Somehow, the entrepreneurs see challenges and obstacles as their opportunity to success in business and life. It is impossible for an entrepreneur to be successful in their field if they are running away from risk taking. By any means, the entrepreneur should face it or accept the risk so that this can show that they are ready to develop new inventions or innovation. Risk is an obligation that entrepreneur must bear and it should not be avoided in order to gain profit.

Successfulness of Youth Entrepreneurship

The essence of having successful business start-ups among the youth is to ensure that youth are not only employed, but have sufficient income to sustain their livelihoods, and also contribute to economic development of their nation (Simpson & Christensen, 2009). Fostering youth entrepreneurship is key policy option for most developing countries. Globally, youth between 15 and 24 years make up 17% of the world population Carolyne (2016). So that this section explains on the successfulness of youth entrepreneurship.

Youth Entrepreneurship

Entrepreneurship is one of the major contributor to economic growth. Being an entrepreneur is one of the easier job to do because they can generate some income even if the capital is little. Entrepreneurship as define by Stevenson and Jarillo (2009), is a process where the persons pursue opportunities without regard the resources that currently they are controlling. Entrepreneurship also being defines as a process of creating something that is new and predicting the risks and rewards (Hisrich and Peters, 1998; Kinicki, 2003). Sexton and Bowman-Uptown (1991) defines entrepreneurship as the process of recognizing opportunities, gather up the resources and exploited those opportunities through action.

Being an entrepreneur is a common thing in Malaysia especially among the youth. Nowadays, the young generation, especially the youth make up of 43% of the population in Malaysia. Their involvement in entrepreneurship has become the major topic among the educators, policy makers and students in most of the developing countries (Hidayah, Norcahaya and Marinah, 2013). The involvement of Malaysian in entrepreneurship has

increasing. There are a lot of participants age under 40 years old unexpectedly had joined in the entrepreneurship and this can be considering as young entrepreneurship (Ridzwan, Muhammad and Ab Rahman, 2017). Entrepreneurship is one of the important driver of the country economic growth and social well-being, other than creating jobs for either for the unemployed person, or to the person who wants to make business as a second jobs. Even a small business can contribute to our country's economy. Many of the researchers agreed that the contribution to the economic growth is the entrepreneurial activities.

For the past years, we can see that the field of entrepreneurship has growth rapidly all around the world. The advancement of technologies has made us become easier to do business, either locally or internationally. Most of the young entrepreneurs starting to join in this field is because they can create their own values and they will be providing with their dream and can turn into reality (Ridzwan, Muhammad and Ab Rahman, 2017). A study done by Hidayah, Norcahaya and Marinah (2014) showed that, young entrepreneur can be classified into three important stages which are teenagers the average age between fifteen to nineteen years' old which is called pre-entrepreneurs, the budding entrepreneurs that range between twenty to twenty-five years old and the emergent entrepreneurs whose are between the age of twenty-six to thirty-five years old.

A study shown that young individuals and their involvement in entrepreneurship has been increasing and the relevancy is because of the declining in the economy for the recent years (Brixiova, Ncube and Bicaba, 2015; European Commission, 2012; Minola, Criaco and Obschonka, 2016; O'higgins, 2012; Rojas and Siga, 2009; Thomas, 2009). More and more young people joining in the entrepreneurial sector because they can work freely on their own. They would not be bound to follow the instruction from their employers. Youth nowadays have been trained better in general in compared to the previous generation. Thus, this has made them become more capable, for example to start up and manage their own business (Honjo, 2004).

The government is trying to increase the number of successful young entrepreneurs so that it would reduce the number of unemployment and can increase the economic growth of the country. Among the necessary support that the government provides to these entrepreneurs are the development of old and new products and the improvement of technologies. Other than that, the government also introduced MARA, MARDI, FRIM and other government authorized agents in order to help the entrepreneurs (Kamal, Azimi, Samah, Ismi and D'Silva, 2013). Haron (2010) found that only 20% of young entrepreneurs who are survived and success in the market for every year. This proves that the success rate among the youth entrepreneurs are still low in Malaysia.

Success of youth in entrepreneurship may come from some factors such as business plan, business support program and risk-taking by entrepreneur. All the factors may contribute to youth start-up business. The first factor is business plan. According to Singhvi (2000) which had done a study on 24 small businesses along with their business plans, the researcher found that more than 70% of the business plan were used for financing. This can refer that business plan is important especially for financial. In order to start up business, once must have capital. Report by Streubing (1997) stated that a study conduct by American Institutes of Small Business found that the chances of success by the companies that undertaking major development or those companies that are starting new business would increase by 50% or more if they prepared the business plan first. Some of the entrepreneurs use the business plan to secure their funding.

Besides, the one that contribute to success of youth entrepreneur is business support program. As known, business support program can be financially and non-financially. The most influential that can affect the business is financial. According to (Hambali, 2011) the fund from government include grant, loans, equity, and capital that provide for the entrepreneurs.

Apart from that, government also provide industrial training which government allocated RM87.4 million to buy training equipment to help the entrepreneur get the non- financial support. This show that it is important for entrepreneur to get the support in order to support their business unless the entrepreneur stable enough.

The last factors contribute to success of youth entrepreneurs is the risk-taking. In order to be a successful entrepreneur, the most important element is risk-taking. This is because entrepreneur perceived to be more challenging in their job scope than normal employee that being paid in their daily life. Based on study conducted by Omar (2012) the result of the research shown that the highest pointer is risk taking that become the preferences in order for the young entrepreneur to success in business. Botha & Robertson (2014) conclude that successful entrepreneurs are those who able to manage risk because financial management and the ability of working capital can influence the positive outcome.

Research Methodology

The unit of analysis is the individuals which is the youth. As this study is about the factors that contribute to the successfulness of youth in the entrepreneurship. It focusses on the youth who are involving in the entrepreneurship. Besides, this study chooses the Non-Probability Sampling because the element of the population does not have probability to be chosen as the sample subject for the study. One of the techniques under the sampling is Convenience Sampling. For this study, the target population is in Seremban. According to City Population, the population of the youth age between 20-29 years old in Seremban is 109 510 people. Therefore, this research used Roscoe (1975) which proposed a number of rules of thumb that can be used to select an appropriate sample for behavioral research. The sample suggest by Roscoe within 30-500 respondents. Thus from 109 510 youth in Seremban, 250 out of them will be selected to be in this research. To complete the research study, a set of questionnaire has been design in order to get their feedback based on the variables in this study. Questionnaire is a set of printed or written questions with several choices of answers, used for the purpose of getting survey or for statistical study. It is used to collect information from the respondents. The questionnaire of this study will be set in dual language, which are Malay and English language. Since the study determine the contribution factors, which are business plan, business support program, and risk taking thus whether it give effect to successfulness of the youth in entrepreneurship at Seremban. The questionnaire can be divided into five sections, which are Part A is demographic data of respondent, Part B is business plan, Part C is business support program, Part D is risk taking and last part is Part E refer to the successfulness of youth in entrepreneurship program.

Finding & Discussion

Demographic Profile

The main objective for descriptive analysis is to understand the profile of the respondent. A detailed overview of the demographic profiles of the respondents is presented in Table 1. Based on the sample collected through the distribution of questionnaires to youth that having a business both by hand and online it shows no missing value.

Gender

In this study, there are a total of 138 (69.0%) female respondents and 62 (31.0%) male respondents. The percentage shows that the composition of female respondents is much higher than the male.

Age

The highest of the respondents are from the age group 22 until 24 years with 84 respondents (42.0%), followed by 28 until 30 years, 43 respondents (21.5%). The minority of the respondents are from the age group of 25 until 27 years with 36 respondents (18.0%), whereas 19 until 21 years, 27 respondents (13.5%) and the least was from 15-18 years with 10 respondents (5.0%).

Races

There are four ethnic groups: Malays, Chinese, Indian and others. Malays respondents comprise the majority of the respondents contributing about 78.5% (157 respondents). The Chinese, Indian and others races group are the minority with 12.0% (24 respondents), 8.5% (17 respondents) and 1.0% (2 respondents) respectively.

Highest Qualification

In this study, the majority of the respondents are from Bachelor Degree holders with 91 respondents (45.5%) and followed by Diploma holders' respondents with 60 respondents representing 30.0%. The third ranked with 33 respondents representing 16.5% is SPM level. The minority of the respondents comes from Matriculation or Foundation and others, which each contribute 11 respondents (5.5%), and 5 respondents amounting to 2.5%.

Type of Business

Most of the respondent answer for others for their type of business. Some examples for other type of business are such services, gadget, printing, cosmetics and so forth. This type of business contributes the highest respondent which is 82 respondent or 41.0%. The apparels, and food and beverages both contributed slightly different percentage that is 23.0% and 22.5% with having number of respondents, 47 respondents and 46 respondents. However, handicraft contribute the least number of respondents, which is 26 respondents (13.0%).

SSM (Suruhanjaya Syarikat Malaysia) Registration

Most of the respondent do not register their business with SSM since the highest number of respondents comes from No answer is 145 respondent representing 72.5% while the remaining of 55 respondents (22.5%) choose for Yes.

Average profit earned per month

In this study, the majority of the respondent earned profit between RM 301 and above with 107 respondents (53.5%). This followed by respondents earned profit from RM 101 – RM 200, 43 respondents (21.5%). The minority group that received profit per month for RM 10 – RM 100 and RM 200 – RM 300 is 30 respondents (15.0%) and 20 respondents (10.0%).

Business Duration

The highest number of respondent operated their business comes from 0-1 year with 56 respondents (28.0%). The second highest respondent is from 2-3 years contributed about 49 respondents representing 24.5%. The third highest business duration contributed by 1-2 years with 43 respondents (21.5%). Both 3-4 years and 4 years above falls under minority group when the respondents only 27 respondents and 25 respondents with 13.5% and 12.5%.

Table 1: Summary of The Description Analysis. Demographic Analysis (n=200)

| Demographic | Frequency, f | Percentage (%) |
|---|---------------------|-----------------------|
| Gender: | | |
| Male | 62 | 31.0 |
| Female | 138 | 69.0 |
| 1) Age: | | |
| 15 – 18 years old | 10 | 5.0 |
| 19 – 21 years old | 27 | 13.5 |
| 22 – 24 years old | 84 | 42.0 |
| 25 – 27 years old | 36 | 18.0 |
| 28 – 30 years old | 43 | 21.5 |
| 2) Races: | | |
| Malay | 157 | 78.5 |
| Chinese | 24 | 12.0 |
| Indian | 17 | 8.5 |
| Others | 2 | 1.0 |
| 3) Highest Qualification: | | |
| SPM | 33 | 16.5 |
| Matriculation/Foundation | 11 | 5.5 |
| Diploma/Certificated | 60 | 30.0 |
| Degree | 91 | 45.5 |
| Others | 5 | 2.5 |
| 4) Type of business: | | |
| Food and beverages | 47 | 23.0 |
| Apparels | 45 | 22.5 |
| Handicraft | 26 | 13.0 |
| Others | 82 | 41.0 |
| 5) Registered with SSM | | |
| Yes | 55 | 27.57 |
| No | 145 | 2.5 |
| 6) Average profit earned per month | | |
| RM 10 – RM 100 | 30 | 15.0 |
| RM 101 – RM 200 | 43 | 21.5 |
| RM 200 – RM 300 | 20 | 10.0 |
| RM 301 and above | 107 | 53.5 |
| 7) Business duration | | |
| 0–1 year | 56 | 28.0 |
| 1–2 years | 43 | 21.5 |
| 2–3 years | 49 | 24.5 |
| 3–4 years | 27 | 13.5 |
| 4 years and above | 25 | 12.5 |

In this study, there are a total of 138 (69.0%) female respondents and 62 (31.0%) male respondents. The percentage shows that the composition of female respondents is much higher than the male. As for the age of the respondents, the highest are from the age group 22 until 24 years with 84 respondents (42.0%), and the least was from 15-18 years with 10 respondents (5.0%). There are four ethnic groups: Malays, Chinese, Indian and others. Malays respondents comprise the majority of the respondents contributing about 78.5% (157 respondents). Others

ances such as Sigh and Kadazandusun known as the minority group which only have 1.0% (2 respondents) respectively.

The majority of the respondents are from Bachelor Degree holders with 91 respondents (45.5%) The minority of the respondents comes from others (PMR) only contributed 5 respondents amounting to 2.5%. Besides, the youth entrepreneurs most involved in option “others” that refer to services, gadget, printing, and cosmetics. This type of business contributes the highest respondent which is 82 respondent or 41.0%. However, handicraft contribute the least number of respondents, which is 26 respondents (13.0%). Most of the respondent do not register their business with SSM since the highest number of respondents comes from No answer is 145 respondent representing 72.5% while the remaining of 55 respondents (22.5%) choose for Yes. Out of 200 respondents, 107 respondents (53.5%) of them earned profit between RM 301 and above. Meanwhile, 20 respondents (10.0%) only earned profit between RM 200 – RM 300. The highest number of respondent operated their business comes from 0-1 year with 56 respondents (28.0%). 4 years and above falls under least respondents when only 25 respondents with 12.5%.

Objectives 1

Hypothesis (1) on Business Plan and the Successfulness of Youth in Entrepreneurship

Hypothesis 1 can be referred as followed:

H01 = There is no positive relationship between the business plan and successfulness of youth in entrepreneurship.

HA1= There is a positive relationship between the business plan and successfulness of youth in entrepreneurship.

Table 2: The relationship between Business Plan and the Successfulness of Youth in Entrepreneurship

| Independent Variables | Person Correlation (r) | Sig |
|------------------------------|-------------------------------|------------|
| Business Plan | 0.579 | 0.000 |

Based on the table above, there is a moderate relationship between business plan and the successfulness of youth in entrepreneurship where, $r = 0.579$ and $p = 0.000$ ($p < 0.005$). This mean the hypothesis is accepted.

Objectives 2

Hypothesis (2) on Business Support Program and the Successfulness of Youth in Entrepreneurship

Hypothesis 2 can be referred as followed:

H02= There is no positive relationship between the business support program and successfulness of youth in entrepreneurship.

HA2= There is a positive relationship between the business support program and successfulness of youth in entrepreneurship.

Table 3: The relationship between Business Support Program and the Successfulness of Youth in Entrepreneurship

| Independent Variables | Person Correlation (r) | Sig |
|------------------------------|-------------------------------|------------|
| Business Support Program | 0.578 | 0.000 |

Based on the table above, there is a moderate relationship between business plan and the successfulness of youth in entrepreneurship where, $r = 0.578$ and $p = 0.000$ ($p < 0.05$). This mean the hypothesis is accepted.

Objectives 3

Hypothesis (3) on Risk Taking and the Successfulness of Youth in Entrepreneurship

Hypothesis 3 can be referred as followed:

H_{03} = There is no positive relationship between the risk taking and successfulness of youth in entrepreneurship.

H_{A3} = There is a positive relationship between the risk taking and successfulness of youth in entrepreneurship.

Table 4: The relationship between Risk Taking and the Successfulness of Youth in Entrepreneurship

| Independent Variables | Person Correlation (r) | Sig |
|-----------------------|------------------------|-------|
| Risk taking | 0.488 | 0.000 |

Based on the table above, there is a moderate relationship between risk taking and the successfulness of youth in entrepreneurship where, $r = 0.488$ and $p = 0.000$ ($p < 0.05$). This mean the hypothesis is accepted.

Hypothesis on Business Support Program hold the most influential component towards the Successfulness of Youth Entrepreneurship

By referring to the Table 5, the largest standardized coefficient beta is 0.381 which is contributed by Business Support Program, followed by the Business Plan, which has a beta coefficient of 0.324 and the lowest was Risk taking having 0.300 beta coefficient. This indicates that Business Support Program have a stronger unique contribution in explaining the dependent variables compare to another two variables. All the three variables have significant values of $p=0.000$ which is $p<0.005$. The B value is an indication to predict the dependent variables values and significant values have less than 0.005 ($p<0.005$) is significant.

Table 5: Coefficient of Dependent Variable

| | | Coefficients ^a | | | | |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|-------------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| Model | | B | Std. Error | Beta | | |
| 1 | (Constant) | -.146 | .263 | | -.557 | .578 |
| | Business plan | .341 | .057 | .324 | 5.956 | .000 |
| | Business Support Program | .392 | .054 | .381 | 7.249 | .000 |
| | Risk Taking | .349 | .059 | .300 | 5.914 | .000 |

a. Dependent Variable: Successfulness Factors

Therefore, Hypothesis on Business Support Program hold the most influential component towards the Successfulness of Youth Entrepreneurship is supported with the data above.

More ever, some of the factors that could lead effectiveness of the youth in entrepreneurship are business plan, business support program and risk taking. Certain scholars agreed that having business plan that lead the entrepreneurs to be successful in their business while certain scholars cannot found how the business plan can make entrepreneurs to be

successful. Each scholar has their own reasons on why business plan is one of the factor that can or cannot lead the successfulness of a youth in entrepreneurship. For example, Delmar and Shane (2003) as cited in Ferreira, Loiola and Gondim (2016) found that there are many positive effects from the business plan that stress on the speed in decision making, the expectation on business weakness, and the improvement of communication internal and external to business. However, Delmar and Shane (2003) along with Chandler, Detienne, Mckelvie and Mumford (2011) stated that there is a debate about the value of business plan in the entrepreneurship field.

The test has been carried out in order to identify the relationship between business plan, business support program, and risk taking with successfulness of youth in entrepreneurship among youth in Seremban. The relationship was proved using the correlation result by using SPSS 25.0. According to the finding, factors such as business plan, business support program, and risk taking, the study revealed that all these factors has relationship with successfulness of youth in entrepreneurship among youth in Seremban.

The government also should have given business support program to the entrepreneurs, moreover to those whose are new to their businesses. With the support program, the youth entrepreneurs would know how to handle their businesses. Example of support program that can be given to the youth entrepreneurs are advising on the business, training, improving the business and so on. In order to make sure that the support programs can meet the satisfaction of the entrepreneurs, the policy makers and programs administrator have to measure satisfaction of business support program through the impact on performance, growth in sales, employment and profitability (Mohd Khan, Md Noor, and Anuar, 2016). Most researchers found that business support programs help the entrepreneurs a lot in making their business successful.

Conclusion

As a conclusion, it is hoped that this study should continue and wider the research area and with inclusion of others variables so that all the factors can be suggested for new entrepreneurs to start business and same goes to the current entrepreneurs for them to enhance their business. It is particularly important for entrepreneurs to possess the factors because without having none of the factors that has been studied, it is difficult for them to step ahead. Besides, a hadith “عَلَيْكُمْ بِالتَّجَارَةِ فَإِنَّ فِيهَا تَسْعَةَ أَغْشَارِ الرِّزْقِ” means “*Hendaklah kamu berniaga kerana padanya 9 daripada 10 rezek.*” (Mufti of Federal Territory, 2018). Our Prophet Muhammad SAW urged us to run business since it provides most of the profits and together all the youths support government mission to develop entrepreneurship in Malaysia Baharu.

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INFLUENCE OF ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE ON ANTICIPATED EMPLOYEE TURNOVER IN MALAYSIAN FIRMS

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Abstract: *Organizational commitment and job performance were found to be affecting employee's turnover intention in developed countries, but little were known about this in the local context. To demonstrate the relationship in this current context, this study aimed to examine the influence of organizational commitment and job performance on anticipated turnover. It attempted to determine the influence of different types of organizational commitment such as affective, normative, and continuance commitment and overall job performance on turnover ideation among Malaysian employees. The current focus was on employees working within Malaysia because most of the previous research related to this content were done in the Western context. Low commitment towards organization forces employees to look for better opportunities outside. Moreover, when employees did not perform well in the current organization they tend to leave due to lack of satisfaction. 193 working adults were recruited for this research via purposive sampling. Three instruments were used to determine the relationship including the Organizational Commitment Questionnaire (OCQ), Job Performance Scale and Anticipated Turnover Scale (ATS). Overall organizational commitment has no significant relationship with anticipated turnover. However, it is found that there is a significant relationship between job performance and anticipated turnover among employees. Then, the multiple linear regression model with two predictors has found that organizational commitment does not predict anticipated turnover but job performance does. These findings proved that focusing on job performance is more important than organizational commitment. Employees commitment towards organization might be changing from time to time, thus paying attention to how they perform and providing necessary recognition could help. Employers may plan attractive reward systems as well as retention program to sustain the best performing workers in the organization.*

Keywords: *Organizational Commitment, Job Performance, Anticipated Turnover, Malaysian Firms*

Introduction

At present, the economy is undertaking challenges due to the rapid changes of technological and market conditions. Organizations experience various setback by undergoing strong rivalry between competitors and internal threat for instant turnover of employees. Turnover intention of employees is one of the critical or vital area to be studied or examined by researchers as it shows great impact towards the organizations and its sustainability (Ramesh & Gelfand, 2010).

Employee turnover has developed as a trend by swiftly increasing each year (Holtom, et al., 2008). Turnover can be fundamentally defined as the quitting or leaving of employees from their present employment with the current organization (Greyling & Stanz, 2010). There will be a deficiency of manpower and knowledge due to the leaving of employees who possess the substantial knowledge. This will lead to the breakdown of organizational structure (Newman, 2014). Moreover, the organization should also replace them with new hires. Turnover intention refers to employees' intention to leave the organization (Ainer, Subramaniam, & Arokiasamy, 2018). There are many factors that contribute to turnover including dissatisfaction, lack of rewards, demotivation, lack of commitment and inability to perform. However, both organizational commitment and turnover intention are found to be two of the most prominent causes for increasing level of turnover intention (Lin, 2016).

Organizational commitment is the emotional attachment or connection of an individual towards the organization or company (Grimsley, 2003). It can also be referred to as attachment of employees to the organization. Organizational commitment acts as a key of organization success and achievement. The absence or decreased of organizational commitment has significantly influences employee turnover intention which in turn will affect their working in line with organizational culture, vision and goals (Philips, Philips & Zuniga, 2013).

Job performance can be defined as the skills or abilities of employees to perform diverse works or assignments in which related to job requirements (Saeed, Waseem, Sikander, & Rizwan, 2014). When employees have high job performance and job satisfaction, they will be more likely to gain rewards or benefits which lead to higher job commitment and lower turnover intention (Saeed, Waseem, Sikander, & Rizwan, 2014). Employee turnover can be reduced if employees' involvement or affiliation towards organization increases and at the same time they are able to achieve or perform better in the organization (Levin & Kleiner, 1992). According to Liu and Low (2009), turnover behavioral intention is a deliberate or mindful willpower to leave or resign the organization. Thus, it would be better to tackle it from the beginning rather than handling the cost incurred due to it.

Literature Review

Correlation between Organizational Commitment and Anticipated Turnover

By referring to a number of meta-analyses done by (Yin & Yang, 2002; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002), organizational commitment can be considered as a critical factor in turnover models as it has a negative correlation with turnover intention. The results have found that when the employees have higher degree of job commitment, their turnover intentions or behavior in the particular organization will be lower. Past study done by Liou and Cheng (2010) supported that there was a negative correlation between organizational commitment and turnover behavior. In line with study (Dixit & Bhati, 2012), employees with higher job commitment towards their organizations had lower likelihood to quit. Some of the past research results (Lin & Chen, 2004; Breukelen, Vlist, & Steensma, 2004) verified that organizational commitment as a significant root cause to low job satisfaction which lead to higher turnover rate of employees.

Correlation between Job Performance and Anticipated Turnover

Research of Saeed, Waseem, Sikander, and Rizwan, (2014) showed that there was a significant negative correlation between job performance and anticipated turnover. Allen and Griffeth (1999) supported that when individual receives higher benefits due to good performance, they will have lower turnover behavioral intention.

On the contrary, research study done by Steers and Mowday (1981) revealed that employees with higher achievement or accomplishment will be less likely to quit their

companies. This is due to high performing employees would have higher job satisfaction. As for those low-performance employees who have higher adverse attitude regarding the work value or culture, the anxiety and irritation will also increase.

Influence of Organizational Commitment and Job Performance on Anticipated Turnover

According to research conducted by Ahmed and Nawaz (2016), organizational commitment of nursing employees can significantly predict their turnover intentions. Research of Labrague, Gloe, McEnroe, Konstantinos, & Colet (2018) illustrated that nurses in Philippine with stronger emotional attachment towards their organizations have an impact on work productivity and organizational effectiveness. The results shown that organizational commitment is significantly negative correlated with turnover intentions of the nurses. This is owing to workers who are committed or obligated to organizations will perform more constructive behavior which increase the efficiency of organization. Organizational Commitment Questionnaire (OCQ) was being used in the study for examining the level of commitment in work of participants.

Zimmerman and Darnold (2009) proved that job performance of an employee has significantly predict his or her turnover intention. This can be explained as job performance straightforwardly influence the motivation or enthusiasm of seeking job. Employees who have higher job performance will quit their job easier than those with lower performance (Jackofsky, Ferris, & Breckenridge, 1986).

Turnover Path Models

The noteworthy negative or inverse correlation between job performance and turnover behavior can be strengthen by turnover path models (Allen & Griffeth, 2001). McEvoy and Cascio (1987) stated that individual with lower work performance will experience higher job stress that results in prompt job hunting as compared to those with higher job performance. Moreover, job satisfaction will act as a moderator in the relationship path between job performance and turnover intentions.

Three-Component Model of Commitment

According to the Three-Component Model which proposed by Meyer and Allen (1991), three diverse forms of attitudinal commitment (affective, normative and continuance commitment) have impact on employees' turnover. This is due to the organizational commitment of employee will affect his or her motivation to work and decision to stay or quit the organization (Llobet & Fito, 2013). First, affective commitment can be defined as the affection attachment to the company by bringing into line with organizational goals and stay in company for an extensive period. Employees that have higher affective commitment will have more pleasurable experience in their work and more likely to inspire other colleagues to be more proficiency and attainment (Slack, Orife, & Anderson, 2010). Normative commitment is the feeling of obligation to remain in the organization (Meyer & Allen, 1991). The employees who have positive occurrence when their organizations showing concern on them by allocating financial resources for training which in turn results in the higher job commitment by increasing endeavoring for success of organization and decrease the turnover of employees. Continuance commitment is external demand for example salary and compensations for employees to stay in the organizations.

Methodology

Research Design

This study has adopted a cross-sectional quantitative approach. Data were collected using questionnaire survey. Participants for this study are working adults attached to any organizations in Malaysia. These participants were chosen based on the following inclusive criteria: (a) working in a public or private firm, (b) holding the current position for two years and above, and (c) Malaysian who is working in Malaysia. The participants were invited to participate in either web-based survey or paper-and-pen survey.

Instruments

Organizational Commitment Questionnaire (OCQ; Meyer & Allen, 1991).

The 24-item OCQ was designed to examine the commitment of an employee from three dimensions: affective, continuance, and normative. Affective commitment refers to the emotional attachment of an employee to the organization (e.g., I really feel as if this organization's problems are my own). Continuance commitment refers to the possible costs, which associated with leaving the current organization (e.g., I feel that I have very few options to consider leaving this organization). Lastly, normative commitment refers to the employee's feeling of responsibility to continue the current work (e.g., I was taught to believe in the value of remaining loyal to one organization). Participants responded on a five-point Likert scale (1 = totally disagree to 7 = totally agree) with each statement. Prior to the summation of item scores, nine items require reverse scoring. A higher score indicates a high level of commitment to the organization. In this sample, we obtained a Cronbach alpha of .763 the global scale of OCQ. It indicates the suitability of using this scale in the Malaysian context.

Job Performance Scale (Motowidlo & Van Scotter, 1994).

The 12-item job performance scale was designed to measure an employee's subjective view of their job performance. It consists of task, contextual, and overall performance of oneself. Task performance refers to how well an individual transforms his skills into the product or service of the respective company (e.g., use problem solving skills). Contextual performance refers to one's attitude or behavior in performing tasks (e.g., work well with others). Finally, overall performance refers to one's job performance as a whole. Participants responded on a five-point Likert scale (1 = not at all likely to 5 = extremely likely) on item 1 to 11. Whereas participants responded on a five-point Likert scale (1 = do not meet standards for job performance to 5 = exceed standards for job performance) on item 12. For this sample, we obtained a Cronbach alpha of .911.

Data Analysis

The SPSS version 17.0 was used to analyze the data. Pearson Product moment correlation was done to identify the relationship between organizational commitment, job performance and turnover intention. A multiple regression analysis was used to assess the role of organizational commitment and job performance in predicting the anticipated turnover among employees in the current context.

Results

Table 1: Descriptive Statistics

| | | |
|--------------------------------|--------------------|------|
| Gender | Male | 24.4 |
| | Female | 75.6 |
| Marital Status | Single | 44.0 |
| | Married | 54.9 |
| | Widowed | 1.0 |
| Highest Educational Level | SPM/STPM | 23.8 |
| | Diploma | 30.1 |
| | Bachelor's Degree | 44.0 |
| | Master's Degree | 2.1 |
| Age | Under 21 | 1.6 |
| | 21-29 | 38.9 |
| | 30-39 | 46.1 |
| | 40-49 | 7.3 |
| | 50-59 | 5.2 |
| | 60-69 | 1.0 |
| Race | Malay | 68.9 |
| | Indian | 5.2 |
| | Chinese | 24.4 |
| | Others | 1.6 |
| Current Occupation | White Collar | 97.4 |
| | Blue Collar | 2.6 |
| State That Currently Working | KL Private Firm | 29.5 |
| | Perak Public Firm | 15.5 |
| | Perak Private Firm | 6.2 |
| | JB Public Firm | 37.3 |
| | JB Private Firm | 11.4 |
| Years Been with Organization | Less than 2 years | 13.0 |
| | 2 years and above | 87.0 |
| Years Been in Current Position | Less than 2 years | 15.0 |
| | 2 years and above | 85.0 |

There are a total of 193 participants in this research, which consists of 47 males and 146 females. In this study, 85 participants are single, 106 participants are married whereas 2 participants are widowed. As for highest educational level, 46 participants completed their study in SPM/STPM level, 58 participants completed their study in Diploma level, 85 participants are Bachelor's Degree holder while 2 participants are Master's Degree holder. The majority of the participants fall in the range of age between 21 to 39. Among all of the participants, 133 are Malay, 47 are Chinese, 10 are Indian and 3 are from other races. A total of 188 participants are white collar staff and the remaining 5 participants are blue collar staff. There are 57 participants that are currently working in Private Firms in Kuala Lumpur, 30 participants that are currently working in Public Firms in Perak, 12 participants that are currently working in Private Firms in Perak, 72 participants that are currently working in Public Firms in Johor Bahru and 22 participants that are currently working in Private Firms in Johor Bahru. Lastly, 168 participants have been working for 2 years and above and 164 participants are still in current position, out of 193 participants.

Table 2: Reliability Statistics

| Variables | Cronbach's Alpha | Number of items |
|---------------------------------------|------------------|-----------------|
| Organizational Commitment Scale (OCS) | 0.742 | 24 |
| Job Performance Scale (JPS) | 0.881 | 12 |
| Anticipated Turnover Scale (ATS) | 0.795 | 12 |

The Cronbach Alpha score for all the questionnaires were high ranging from 0.742 to 0.881. Job Performance Scale had the highest reliability of 0.881 followed by Anticipated Turnover Scale (ATS) with 0.795 and Organizational Commitment Scale with 0.742 respectively.

Table 3: Correlation Analysis

| | | Correlations | Job performance | Anticipated turnover |
|---------------------------|---------------------|---------------------------|-----------------|----------------------|
| | | Organizational commitment | | |
| Organizational commitment | Pearson Correlation | 1.000 | .242** | .094 |
| | Sig. (2-tailed) | | .001 | .195 |
| | N | 193 | 193 | 193 |
| Job performance | Pearson Correlation | .242** | 1.000 | .193** |
| | Sig. (2-tailed) | .001 | | .007 |
| | N | 193 | 193.000 | 193 |
| Anticipated turnover | Pearson Correlation | .094 | .193** | 1.000 |
| | Sig. (2-tailed) | .195 | .007 | |
| | N | 193 | 193 | 193.000 |

Based on the table above, there is no significant relationship between organizational commitment and anticipated turnover among workers in Malaysia as correlation is only significant at the 0.01 level for 2-tailed test. However, it was a positive relationship. This shows that when there is an increase in organizational commitment there are chances for employees to still leave the organization.

Whereas for the next relationship, it is found that there is a significant positive relationship between job performance and anticipated turnover among workers in Malaysia. This explains that when employees perform better they tend to have increased ideation to leave the organization.

Regression Analysis

Table 4: Correlation Analysis

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .199 ^a | .040 | .030 | .89753 |

a. Predictors: (Constant), OCQ, JPS1

Table 5: ANOVA

| | | ANOVA ^b | | | | |
|-------|------------|--------------------|-----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 6.329 | 2 | 3.164 | 3.928 | .021 ^a |
| | Residual | 153.028 | 190 | .806 | | |
| | Total | 159.387 | 192 | | | |

a. Predictors: (Constant), OCQ, JPS1

b. Dependent Variable: ATS1

Table 6: Coefficients

| | | Coefficients ^a | | | | | | |
|-------|---------------------------|-----------------------------|------------|---------------------------|-------|-------------------------|-----------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Collinearity Statistics | | |
| | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | 2.110 | .650 | | 3.247 | .001 | | |
| | Job performance | .288 | .117 | .181 | 2.474 | .014 | .941 | 1.062 |
| | Organizational commitment | .128 | .188 | .050 | .678 | .498 | .941 | 1.062 |

a. Dependent Variable: Anticipated Turnover

Before running the multiple linear regression, assumptions of regression have to be satisfied. The first assumption is variable types where all predictors are supposed to be metric or continuous in order to run the multiple linear regression analysis. In this study, this assumption has been satisfied by having the predictors such as organizational commitment and job performance.

Next, assumption of independent has also been satisfied where the scores for outcome variable were independent. Multicollinearity was not found in this research which made this assumption not violated. Tolerance value for all predictors were more than .10, while values of the Variance Inflation Factor (VIF) of all predictors were all smaller than 10. Therefore, it was resulted that none of the assumption has been violated.

Multiple linear regression analysis was used to test if organizational commitment and job performance positively predict turnover among workers in Malaysia. The model was not statistically significant, $F= 3.928$, $p<.05$ and accounted for 3% of the variance. It was found that organizational commitment ($\beta = .05$, $p>.05$) not significantly predicted turnover among workers while, job performance ($\beta = .181$, $p<.05$) was found to be significantly predicted turnover among workers in Malaysia. Among both the predictors only job performance is able to predict anticipated turnover. This reveals that when employees perform better they would have an ideation to leave the organization. Whereas, for commitment although it has positive correlation but it does not predict anticipated turnover.

Discussion and Conclusion

The results of the current study showed that there is no significant relationship between organizational commitment and turnover among employees in Malaysia. Hence, null hypothesis failed to be rejected.

A study by El-Sakka's (2016) revealed that if the personnel found that their characteristics do not match the organization, it is more likely that they would have the intention to leave. By acknowledging the workers and how their personality traits influence their performance, it can assist the employers in getting the employees through the tough circumstances thus, increase their chance to stay with the organization. The workers also are

more likely to think of shifting jobs after few years of working even when they are committed in order to search for better prospects. This has been explained by Robert Half that 64% of the current workers prefer job-hopping (Half, 2018). This number has increased up to 22 percent from the same survey 4 years ago.

In general, organizational commitment lessen the turnover rate, it was found by Yücel (2012) that different types of organizational commitment might lead to different effects. This is aligned with the findings from a study conducted by Faloye (2014) that examined the relationship between three types of organizational commitment (e.g., affective, continuance, and normative) and turnover intention. This study was conducted on 144 Nigerian paramilitary association in Nigeria. The results depicted that the correlation between affective and continuance commitment and turnover intention was weak. However, this was not applicable to normative commitment as normative commitment was found to show strong relationship with turnover intention. However, for current study further analysis revealed that all types are not significant which means that commitment could not be a good factor to predict anticipated turnover. It is not strong enough to hold the employees in the current position or organization. This would partially happen because commitment is more towards employees' feelings. Feelings may change from time to time and depending on situations. Thus, this study proposes that commitment could not predict turnover.

As for the hypothesis 2, the results of the current study proved that there is a significant relationship between job performance and anticipated turnover among the workers in the current context. Hence, null hypothesis is rejected. As what has been explained by Alonso and O'Neill (2009) in their research, there are various causes that usually lead workers to leave their organizations. Job performance is not the workers' main concern alone. Their main concern is the nature of the workplace itself. If they find that their workplaces are unfair or bias, they are more likely to develop the turnover intention. A study by Poon (2012) explained about this in his findings that depicted that organization that promotes fairness and justice in the workplace will make the best performing employees stay longer. This finding is on par with another study by Kalay (2016) that discovered that justice in the workplace has a significant impact on the employees' job performance which eventually affects their turnover intention.

Employees nowadays are focused more on enhancing their skills and improving their performance. This is because, in today's era, there is high demand of skilled employees and competition among organizations (Davidson, Timo, & Wang, 2010). Due to this phenomenon, majority of the employees especially compete among themselves to increase their performance day by day just to ensure that they will be receiving more counter offers from the current company's competitors. Being a skilful employee could bring a lot of benefits to the person. Many well-known organizations hunt for the skilled employees and willing to invest more on them. This gives the skilled employees an enormous opportunity that cannot be declined, as this is the best way for them to get promoted and gain more valuable experience. To strengthen this point, a study by Ballinger et al. (2011) discovered that roughly 50% of workforces leave their organizations within the first 5 years of employment. Also, not shockingly, millennial employees feel the most satisfactorily about shifting jobs regularly, with 75% of workers under 34 declaring that job hopping is beneficial to their professions.

Therefore, in this current study, it was found that organizational commitment does not predict turnover among workers in Malaysia as there is no significant relationship found between them. Just by looking at our present economy, everybody is competing to get the best, hence, if there is other organization that can offer best chances and provide essential working conditions, organizational commitment can no longer play its role in affecting the employees' turnover intention. Meanwhile, for the job performance and turnover, it was found that job performance predicts turnover as there is a significant positive relationship between the two

variables among workers in Malaysia. This indicates that the better the workers' performance, the more likely for them to have the turnover ideation. This is aligned with the findings from the past studies of Jackofsky, Ferris, and Breckenridge (1986) and Zimmerman and Darnold (2009) that revealed that one's job performance does predict his or her turnover ideation. This is because, they discovered that workers with higher job performance would quit their job easier than those with lower performance as they are more motivated in seeking and venturing into other jobs.

Limitations

The limitation of the current study is that the response of the workers only includes several states in Malaysia – Perak, Kuala Lumpur, and Johor Bharu. Thus, the results are less likely to be generalized in Malaysia. This is because, the market trends in the three states might be vary from the trends of other states in Malaysia thus, this causes the change in employees' intentions. Besides that, the sample size of this current research is 193. This is considered small as it covers only some degree of area and restricted influences of current circumstances. By looking at the results, it was found that females are the majority respondents in this current study. As what the society is concerned about, females' turnover ideation differs from males' turnover ideation. Therefore, if respondents come from different states, races, and countries, the findings will be different as ideations differ from society to society and economy to economy. It might not be proper to generalize the results across other populations or locations. However, the sample can be seen as a symbolic case that is usual for other associations in the similar industry.

Future studies are recommended to include every state in Malaysia when collecting the samples for the research study. By doing so, the findings will be more reliable and most importantly can be generalized. Future research also can actually set a ratio for both genders so that the numbers of respondents involved are equivalent, can be better explained, and less bias.

Implication to Society

This current study allows society to understand more about the aspects that affect worker turnover intention. This is helpful in sustaining personnel stability. By conducting this study, it could assist human resources professionals in discovering workers who are at risk of turnover by making use of the data that are readily accessible to them. In order to prevent turnover before it occurs, this current study is instrumental as it will further facilitate the use of targeted interventions. If the rate of turnover decreases, it will cause in cost saving, talent management can be boosted, and better competitive advantage.

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OFFICIAL REPORTS ON WOMEN, CHILD AND ABUSE IN ASEAN COUNTRIES: A BASELINE STUDY ON WOMEN AS CHILD ABUSERS

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Abstract: *The coverage of data on child abuse mainly attributed to the victims than perpetrators. This article however, explores the various policy discussions on women abuser in a family institution. Mother as an abuser would challenge the ideal concept of family and idyllic image of a loving nurturer constructed by society. What are the factors that lead her to perpetrate abuse actions to her own children? The main objective of this study is to outline women's perpetration in child abuse cases in Asean countries. The article explores four key points: victim preference, relationship, type of abuse, and perpetrating action among female perpetrators. The investigation tool is mainly based on the document review from UNICEF, World Health Organization (WHO), governmental reports and relevant articles to extract information on women perpetration ranged from 2002 to 2015. The finding indicates a dire need for more rigorous research towards a policy initiative and implementation. The topic's sensitive nature should not deter the search for solution of this serious deviant case involving women, children, and abuse.*

Keywords: *Asean, Child abuse, Women perpetrator*

Introduction

Child abuse has been recorded in art, literature and science around the world. Real life accounts of child abandonment, infanticide, harsh labour, mutilation, child prostitution, mistreatment, and severe physical discipline are indisputable violence against children, which exist since ancient civilisations. For example, infanticide was commonly practised in Roman Empire. It was only considered as a crime on AD318 and death penalty was imposed in AD374. Likewise, it is a common practice to abandon unwanted children during the Renaissance period in Europe. In the middle ages, child death in the home resulted from accidents such as leaving them alone unattended is also of concern. However, a greater contention is on the extensiveness of a mistreatment and its interpretation within the societies where it happen (Corby, 1993).

Throughout time, there were charitable groups that concerned with children's wellbeing and promoted for children's protection. However, child abuse did not receive extensive attention by general public and medical personnel. The publication of a seminal work "the battered child syndrome" by Kempe et.al (1962) has indicated a general interest in child abuse cases. Until today, strong evidences show substantial negative impacts of violence against children through documentation, and has becomes global problem. Child abuse occurs in a variety of forms in

every country in the world, and is often profoundly embedded in cultural, social and economic routines (Pinheiro, 2006).

Literature Review

Convention on the Rights of the Child (CRC) defines ‘child’ as “a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier” (United Nation General Assembly, 1989). Initially, act of violence against children was recognised by a paediatrician, Dr. C. Henry Kempe et.al who coined the word the ‘battered-child syndrome’ (Kempe, Silverman, Steele, Droegemueller and Silver, 1962). The battered-child syndrome is a clinical condition in young children who suffered serious physical abuse such as bone fracture, subdural hematoma, failure to thrive, soft tissue swellings or skin bruising (World Health Organization, 1999).

Across time, the term child abuse evolved into maltreatment constitutes all forms of physical and/or emotional abuses and exploitation that may lead to an actual or potential damage to the child’s health, development, survival or dignity, by an adult whose responsibility, trust or power are given to care for the child. There are differing parental expectations and standards in different cultures around the world. Culture is societal beliefs, behaviours and conducts. In child-rearing and care of children, culture helps define its general accepted principles (Krug et. al., 2002). The above definitions provide a wide variety of abuse that concerns mostly on aggressive acts by the parents or caregiver that result in harm to the child namely emotional, physical, sexual, neglect/negligent treatment and various forms of exploitation.

First is a physical abuse of a child involves actual or potential physical harm from an interaction or lack of an interaction, which is reasonably within the control of a parent or any persons entrusted with responsibility, power or trust (World Health Organization, 1999). Examples of physical abuse include hitting, beating slapping, pushing, punching, kicking, and pinching (Crispin, 2013, p.9; Krug et. al., 2002). Physical abuse includes all corporal punishments such as torture, hitting, physical bullying, smacking, spanking, slapping, inhuman/degrading and other cruel treatments by the use of hand or with an object such as cane or belt. Corporal punishment is defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light (United Nations Committee on the Rights of the Child, 2011). As time spans, other form of physical contact involve shaking or throwing children, scratching, biting, pulling hair or boxing ears, caning, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion could be considered as abuse (United Nations Children’s Fund, 2014; Ministry of National Planning and Economic Development and UNICEF, 2012).

Second, emotional abuse includes the inability to provide an appropriate environment that is developmentally supportive for children. This also includes the availability of a primary attachment figure to develop a sense of emotional and social competencies corresponding to the child’s personal potentials and within the societal context (World Health Organization, 1999). Specifically, acts of abuse also include: “(a) All forms of persistent harmful interactions with a child; (b) Scaring, terrorizing and threatening; exploiting and corrupting; spurning and rejecting; isolating, ignoring and favouritism; (c) Denying emotional responsiveness; (d) Insults, name-calling, humiliation, hurting a child’s feelings; (e) Exposure to domestic violence; (f) Placement in solitary confinement, isolation or humiliating or degrading conditions of detention; and (g) Psychological bullying and hazing by adults or other children, including via information and communication technologies (ICTs) such as mobile phones and the Internet known as ‘cyber-bullying’” (United Nations Committee on the Rights of the Child, 2011; United Nations Children’s Fund, 2014, p.4).

Third, neglect and negligent treatment which is the failure to provide children's overall development, particularly in health, education, emotional development, nutrition and dwelling conditions, whereby the family/caretakers are reasonably able to provide them (World Health Organization, 1999). The neglect can be further categories into the following practices: "(a) Physical neglect: failure to protect a child from harm, including through lack of supervision, or to provide a child with basic necessities including adequate food, shelter, clothing and basic medical care; (b) Psychological or emotional neglect, including lack of any emotional support and love, chronic inattention, caregivers being 'psychologically unavailable' by overlooking young children's cues and signals, and exposure to intimate partner violence or drug or alcohol abuse; (c) Neglect of a child's physical or mental health: withholding essential medical care; (d) Educational neglect: failure to comply with laws requiring caregivers to secure their children's education through attendance at school or otherwise; and (e) Abandonment" (United Nations Committee on the Rights of the Child, 2011; United Nations Children's Fund, 2014, p.4).

Fourth, child sexual abuse is a sexual activity in nature involve between a child and an adult which the child does not completely understand or is not possible for her/him to give informed consent due to developmentally immature. According to the World Health Organization (World Health Organization, 1999) this may include the manipulative use of child in prostitution or any unlawful sexual practices such as pornographic performances and material (United Nations Committee on the Rights of the Child, 2011; United Nations Children's Fund, 2014).

Fifth, child exploitation refers to the use of the child in labour or other work activities that benefit others, such as child prostitution, labour, commercialisation, army, trafficking and the sale of children (Crispin, 2013). These activities damage child's physical and mental wellbeing, as well as halt their education, spiritual, moral and social-emotional development (World Health Organization, 1999; United Nations Children's Fund, 2014).

Insofar, the compilation of data from various organisation and studies found that woman perpetration specifically among mothers in abuse cases is little and close to none that warrants a more in-depth study. Yet, it should not be a stopping point that deters the effort to understand this serious abusive phenomenon among children inflicted by the closest person to them, who is their "mother". For instance, in October 2017, Malaysia was shocked with the news reporting well functional mothers use daughters as prostitutes for easy money (Kili and Nabila, 2017; Then, 2017). Indeed, the case is real. Instead of a nurturer, a mother can be a destroyer to a child's potentials.

Children's welfare and safety depends on numerous researches that are dedicated to bring in an innocuous socio-cultural surrounding for them. This paper is perhaps one of ground-breaking effort to identify and understand the problem. Within the limitation of information obtained for ASEAN countries reports above, this paper is just a modest attempt to pattern out mother as abuser in different types of child abuse cases.

A woman is believed capable to fulfil both biological and sociological role as mother due to their innate duties of childbearing and childrearing (Ceka and Murati, 2016). But in reality, that not all women feel passionate about their children and indeed may not feel any intense emotions let alone in rearing the child. Women who step outside of the personas as caregiver and nurturer are viewed with suspicion, distaste or ignorance are categorised as deviant mothers (Rogus, 2002; Yoder 2003). Without a doubt mother can be abusive towards their children.

The U.S. Department of Health and Human Service (2005) reported that female abusers were much more likely to be in a caregiving role than were male abusers. Another report form Child Welfare Information Gateway (2017) showed that more than one-quarter (26.7%) of

fatalities were perpetrated by the mother acting alone in abusing children, compared with 14.7% were perpetrated by the father acting alone, and 22.3% were perpetrated by the mother and father acting together to harm the child.

In term of victim, Rudin, Zalewski and Bodmer-Turner (1995) study found out that abusers of both sexes inclined to abuse girls than boys. In addition, Grayston and De Luca research (1999) found that female offenders has higher tendency to abuse a female child. The reason could be due to the “vicious circle” of victim turns out to be abuser herself (Mcleod, 2015). According to Asscher, Van der Put and Stams (2015), the common familial characteristics shared by female abusers are from dysfunctional family background, experience of physical, emotional and sexual abuse during childhood/adolescence/adulthood, lower socio-economic status, poorly paid employment and feminine stereotyped occupational role. In addition, Cortoni and Gannon (2016) in their research on women and crimes found sexual gratification is experienced by some female offenders who acted abusively towards other female inmates. Such abusive tendencies may be due to lack of motherly affection. In terms types of abuse, several behavioural observation studies found that abusive mothers engage in more negative verbal and physical interactions (Borrego, Timmer, Urquiza, and Follette, 2004).

Scope of Study

Various literatures have general discussions based on the theme of women, children and abuse cases. Most of them are from the western context. Now, this paper comes at the juxtaposition of its basic objective statement of women as child abuser. The study reviewed official statistical reports within the years 2002 to 2015 from UNICEF, World Health Organization (WHO), governmental reports and relevant articles to extract information on woman perpetration ranged. Due to the sensitivity of the topic to the ASEAN context, the data is expected to be superficial and unrepresented. Yet, it should not dissuade researchers to explore more as the topic is indeed critical involving mother, children and abuse. This article is actually a modest attempt to provide an onset for future discussions. The interest of this article is to understand cases of women perpetration in child abuse in ASEAN countries. What make ASEAN women act as abusers in child abuse cases?

Data Findings and Discussions

The study reviews open source statistical reports from 2002 to 2015, which comprises of a total of 19 documents from UNICEF (8 reports), World Health Organization (WHO) (2 reports), governmental report (4 reports) and relevant article (5 reports).

The reports information obtained mainly by the same source that is given by respective countries based on its relevant divisions such as statistic, police force or welfare. The information feed by nations were provided to various organisations such as UNICEF, Human Rights and WHO. Mainly UNICEF materials were cited and referred by Human Rights and WHO reports. This coherent with the United Nation reporting of each world nations country reports based on various matter. Therefore, the data can only be obtained if the country supplies the information to various organisation. UNICEF reported that unobtainable data could be due to unreported cases or un-systematic collection of data by the country itself (United Nations Children’s Fund, 2014).

The vast information of those data sources is then summarised and presented in a table form, follows by a brief explanation indicating the position of women as child abuser.

Table 1 provides a profile of women perpetration in child abuse cases in ASEAN countries based on four central elements: victim preference, relationship, type of abuse and perpetrating action among women abuser are significant. It is a short yet clear information on woman perpetration of child abuse in ASEAN countries namely; Brunei, Cambodia, Indonesia,

Laos PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. The information is extracted from UNICEF, World Health Organization (WHO), governmental report and relevant article of ASEAN countries' statistic of the mother as the perpetrator of child abuse cases. The data shows only small incidents were officially reported and made known by some ASEAN countries with a total of only one case of victim preferences; five cases of relationship; four cases of types of abuse; and one case of perpetrating alone/others within years of 2002 to 2015.

Table 1: Prevalence of Child Abuse and Woman Perpetration Based on ASEAN Countries

| Country | Victim Preferences | Relationship | Types of Abuse | Perpetrating alone or with others |
|--------------|--------------------|--------------|----------------|-----------------------------------|
| Brunei | - | - | - | - |
| Cambodia | √ | √ | √ | √ |
| Indonesia | - | - | - | - |
| Myanmar | - | - | - | - |
| Thailand | - | - | - | - |
| Laos | - | √ | - | - |
| Malaysia | - | √ | √ | - |
| Singapore | - | √ | - | - |
| Vietnam | - | √ | √ | - |
| Philippines | - | - | √ | - |
| TOTAL | 1 | 5 | 4 | 1 |

Sources: Crispin, V. (Ed.). (2013). Child protection system in Malaysia: An analysis of the system for prevention and response to abuse, violence and exploitation against children. Kuala Lumpur: Ministry of Women, Family and Community Development and UNICEF Malaysia; Fang, X. (2015). The economic burden of the health consequences of violence against children in Cambodia. Phnom Penh: Ministry of Women's Affairs and UNICEF Cambodia; Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi, A.B., and Lozano, R. (Eds.). (2002). World report on violence and health. Geneva: World Health Organization; Ministry of National Planning and Economic Development., and UNICEF. (2012). Situation analysis of children in Myanmar. Nay Pyi Taw: UNICEF; Ministry of Women's Affairs, UNICEF Cambodia., and U.S. Centers for Disease Control and Prevention. (2014). Findings from Cambodia's violence against children survey 2013. Ministry of Women's Affairs: Cambodia; Pinheiro, P.S. (2006). World report on violence against children. Geneva: United Nation; United Nations Children's Fund. (2014). Hidden in plain sight: A statistical analysis of violence against children. New York: UNICEF; United Nations Children's Fund. (2014). Violence against children in East Asia and the Pacific: A regional review and synthesis of findings, strengthening child protection series no. 4. Bangkok: UNICEF EAPRO; United Nations Children's Fund. (2015). Legal protection from violence: Analysis of domestic; laws related to violence against children in ASEAN member states. Bangkok: UNICEF EAPRO; United Nations Committee on the Rights of the Child. (2011). The right of the child to freedom from all forms of violence. Geneva: United Nation; World Health Organization, (1999). Report of the consultation on child abuse prevention. Geneva: World Health Organization.

Secondly, due to the underreported information woman perpetration in child abuse most of the required data were unobtainable. The description of woman perpetration focus on four key points namely victim preferences, relationship, types of abuse and perpetrating alone or with others were based on the compiled were extracted based on the generic statistical classifications found in the reports. Initially, it is found that five reports highlighted the relationship between abuser and victim that are mainly biological or step mother. For example, in Cambodia, mothers were the most common abuser of the first incident of childhood physical and emotional violence among females and males aged 13 to 17 and 18 to 24 who experienced physical or emotional violence (Ministry of Women's Affairs, UNICEF Cambodia, US Centers for Disease Control and Prevention, 2014).

Moreover, reports were also found that women perpetration occurred in physical and emotional abused. Physical abuse was perceived as a form of disciplinary treatment in terms of corporal punishment. Whereas, emotional abuse cases were found in the form of

favouritisms and name calling. For instance, in Malaysia child physical abuse cases, mothers were the main perpetrators (Suhaila, Fauziah and and Soo, 2010). Whereas, in the Philippines, mothers are more inclined to emotional and psychological abuse whereby practices of threatening children with abandonment or with being locked out of the house, however, varied widely among the countries. For example, threats of abandonment were frequently reported by mothers as a disciplinary measure (Krug et. al., 2002). This could be due to the fact that women especially mothers engage with children the most which in line with their role of bearing and rearing children.

Lastly, victim preferential and perpetrating partner were found only in one report. Based on the report, women prefer to perpetrate female victim and most likely to abuse the child alone without a partner. For example, in Cambodia, mothers were the most common abuser of the first incident of childhood physical and emotional violence among females and males aged 13 to 17 and 18 to 24 who experienced physical or emotional violence (Ministry of Women's Affairs, UNICEF Cambodia, US Centers for Disease Control and Prevention, 2014).

Conclusion and Recommendation

Although woman's role in the society has evolved tremendously, the perception of women as offender still bound to certain levels of societal stereotype. Mother's role as an abuser could challenge the concept of family and ideal image of a loving nurturer constructed by the society. There are still much to know about the factors that lead a mother to turn her back on the children by harming them in any way possible. Most importantly, what society strain in pushing a child-bearer to deviate from her normal motherly behaviour? Mothers play a vital role in developing a good family. Although the role of women has shifted from sole caretakers into progressive careers development still the utmost triumph of a mother is raising sensible and virtuous children.

As earlier mentioned the two most significant threats for this study are coverage and underreported data. Both threats are due to inaccessible and reliable source of information. Extensive reports which obtained were about child abuse, in general, inclusive of children's sufferings and experiences. The data on women perpetration is limited or non-existed. In addition, there are no details reasoning for the findings because such data obtained was mainly statistical in nature. Further meaningful exploration with the utilisation of qualitative data on the subject matter is required.

Even the case of women perpetration in children's abuse case is little, it is real. This study found that the compiled reports are so far are bias and underreported. Due to its underreported nature, the cases of child abuse were not easily observed and understood. The case requires multi-faceted angles of empirical investigation for effective policy initiatives. Ascertaining the diverse factors of women perpetration in child abuse provide vital information on the value laden nature of child rearing. Educating society about child abuse is a mandatory social act. Discovering the socio-psychological dimensions of a child-bearer to deviate from her normal motherly behaviour could provide a clear insight on fundamental reasons for abuse in terms of factors and deviant behaviour committed by the abusers of the crime.

In today's society, the role of mother in children upbringing is challenging. The fine line between discipline and abuse could leads to the act of harming their children. Therefore, the boundaries should be drawn by outlining the act of child rearing and abusing. With this, a clear insight on the pattern of abuse by mother could strengthen any loopholes in the five major categories of abuse and assist the lawmakers in designing the law to tighten the punishment for abuse cases. Child abuse involves multifaceted segments of the society such as the legal, medical, welfare, school, neighbours, extended family to name a few. Perhaps, the problem could be tackled from grass root particularly those familiar with both victim and abuser which

are school, neighbours, extended family members. Therefore, these segments of society need to be well informed and made aware on the sign of abuse so that they would be able to recognise an abuse victim and report through the right channel which will give the children hope to reach out for help. Hence, enhancing and upgrading the method as well as procedure of reporting child abuse cases will help improve the welfare system.

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FACEBOOK SOCIALIZATION ACTIVITIES AMONG MALAYSIAN CHINESE UNDERGRADUATE STUDENTS IN UNIVERSITY TUNKU ABDUL RAHMAN (UTAR)

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Abstract: *Social network sites usage in daily life has increased globally, regardless of countries or cultures. This phenomenon also occurs among Malaysia younger generation, especially among university students, who view these social network sites as a popular sharing site in their daily socialization activities. Among all social network sites, Facebook remains one of Malaysia's most visited social sharing sites, where university students spend most of their time using it. Therefore, there is a need to research what kind of socialization activities and information they consume and share among university students while they are on Facebook. This research explores Malaysian Chinese universities students' daily socialization activities on Facebook. Preliminary results based on a focus group interview involving six undergraduate students aged 20-25 from University Tunku Abdul Rahman (UTAR) revealed that Facebook mainly is used to maintain relationships, entertainment, and seeking news information. Participants are generally aware and mindful of their engagement in any topic, especially political talk, and express their opinions through Facebook. However, some participants opt to remain silent and not share or voice their personal opinions or expressions on Facebook.*

Keywords: *Facebook, Socialization, Malaysian Chinese, University Students*

Introduction

Social network sites such as Facebook, Twitter, WeChat, MySpace etc., are among the most welcome platforms worldwide. Social network sites allowed internet users to socialize with individuals who share some offline connection and not with strangers (Haythornthwaite, 2005).

Social media and messaging apps as a platform to share content online were preferred due to its user-friendly features, such as the 'share' button on Facebook, 'Forward' on Whatsapp and 'Retweet' Twitter. Social media platform had made the browsing experience easier by using 'hashtag' (#), leading to an effective way of reaching a more vast audience based on their interest (Malaysian Communications and Multimedia Commission, 2018).

Malaysia is a multi-ethnic nation where Lim (2009) stated that Malaysian identifies themselves as Malay, Chinese, Indian, Iban, Kadazan, Orang Asli and numerous other ethnic and sub-ethnic groups. Today, the total population of Malaysia reached 31.41 million where ethnic 'Bumiputera' recorded the highest percentage with 68.6 per cent, followed by Chinese (23.4 %), Indians (7%) and others (1.0%) among the Malaysian citizen (Department of Statistics Malaysia, 2016). Malaysian Chinese, also known as Chinese Malaysians, refer to full or partial Chinese blood born in or immigrated to Malaysia. Malaysian Chinese are most likely

the descendent of Han Chinese ancestry who arrived between the mid -19th and early 20th century (Khor, 2019). Like any other Malaysian citizen, Malaysian Chinese gained equal right in entering both public and private universities in Malaysia. These undergraduate students or 'youth' once had been referred to those whose ages are between 18 -25 years old; however, the Minister of Youth redefined youth, which referred to individuals whose ages are between 15-30 years old in the year 2019 (The Star, 2011; 2019). The changed was made to portray a similar description coined by the United Nations' definition of youth ages 15 to 24 years old while the Commonwealth's ages were 15-29 years old (The Star, 2011).

Social media in Malaysia

In Malaysia, there are 28.7 million (84.7 per cent) internet users in 2018. Within this group of internet users, there are mainly adults in the 20's and 30's, which accounted for around 30 per cent and 25.9 per cent, respectively (Internet Users Survey 2018). Based on an internet user survey from the year 2016 until 2018 reports, the top five online activities by the percentage of internet users are communication by text, visiting social networking platforms, getting information, watching or downloading video/online TV, and work-related.

Malaysian are found to be internet addicts with growing time spent. Malaysian spend an average of 5.1 hours a day on the internet and an average of 2.8 hours a day on social networks, with 49% of Malaysian access websites from their mobile phone (Malaysian Digital Association, 2016). We are social (2017) has reported that Malaysia has 18 million active social media users and a penetration of 59 per cent. Facebook is the most active social platform (41percent) compare to others. Based on these statistics, it is quite clear that social media has well accepted as part and parcel of Malaysian everyday life. Both Saodah and Norealyna (2012) stated that youth generally spend five to seven days per week using social media to share information, including personal information, chatting with friends or stranger and upload all sorts of photographs.

Facebook (97.3%) remained the number one most preferred social network site among internet users, followed by Instagram (57.0%) and Youtube (48.3%) (Internet User Survey, 2018). Similar result as of July 2017 by Statista (2017) also shown that 93 per cent of internet users are found under 25 years old. According to Internet User Survey (2018), the average duration of daily usage of the internet for those aged between 20's and 30's were 7.3 hours to 8.0 hours and mainly access through the smartphone. An estimation of 39.2 per cent of internet users spends around one to four hours daily on the internet. Around 61.8 per cent of internet users have shared content online mostly related to education (71.3 per cent), entertainment and humorous content (69.6 per cent), News (63.9 per cent), Public service announcement (62.6 per cent), Aid effort (55.9 per cent), latest promotion and discount (43.0 per cent) and political related issues (32.1 per cent).

Universities students in Malaysia are active social media users and an effective tool to enhance social relationships among their friends and make new friends (Muhammand Daniel, 2014). This interaction without boundary happens to encourage further understanding among internet users in terms of culture, political viewpoints, economic and societal issues that involved sensitive issues brought up for discussion in social media. However, social media platforms have provided more open spaces and platforms for widespread racial sentiments and hate speech (Pusat Komus, 2016). For example, rural and regional development minister Datuk Seri Ismail Sabri Yaakob had created a national uproar when in a Facebook posting. There was a calling for Chinese goods boycott because he reasoned that Chinese traders were profiteering from Malays (The Strait Time, 2015). These hate speech and racial statements among political groups, either from the ruling party or opposition party, have been using social media to spread these hurtful racism statements across Malaysia. These kinds of statements usually are found

post in the comment section of social network sites. These statements can be in the forms of textual or image, emoji which revelled individual expression towards the comments made or post in social network sites.

Although, in general, Malaysians live cohesively, cohesion exists within the context of a multi-ethnic society's common goal. Polarisation still exists in Malaysia when members of each ethnic group tend to stay together in a housing area that is predominantly Malay or Chinese (Noraini, 2007). These polarisation patterns are not difficult to be observed in universities nowadays. Chinese university students continue to hang around with their ethnic group, the Indians university students interact with their Indian university friends, and the Malay universities students continue to stay chit-chatting. Inter-ethnic communication and activities continue to focus more on their very own ethnic group. The blurring lines within online and offline social network sites can reduce such phenomenon due to its openness and unlimited post functions.

Social network sites have indeed part of an important socialization agent that allowed university students to mingle, share, and diffuse their thoughts and way of life. Unlike in the physical environment, cyberspace provided a different avatar and new socialization tools through social media usage. However, the influenced of social media cannot be neglected when internet users. Simultaneously, socially-oriented, they tend to share social media content due to individual attitude rather than social pressure or social expectation, but more leads towards the social present (Ham et al., 2019).

On the contrary, another study by Maliha, Anik and Nujat et. al. (2019) revealed that even if social media's excessive use increases drastically, social network sites' socialization level may not decrease. The excessive use of social network sites such as Facebook is not responsible for disrupting an individual's socializing power. They further revealed that excessive use of social network sites also empowers the socializing power of an individual.

Uzniene (2012) stated that socialization is perceived as a continuous lifelong process in which values, standards, social state, roles, and social behaviour patterns are mastered. This definition is valid as the definition is mainly coined based on physical environment and common communication context. But with the advancement of technology that allowed online and offline communication have blurred the boundary of traditional communication. This also can be observed in how individuals nowadays communicate and socialized in their daily life. The socialization process is no longer physically done, but it can be done online through mediated communication.

The online socialization process on Facebook involved how individuals construct textual representations. The textual representative, for example, is texts, photographs, moving image, pencil drawing, etc. (Enli & Thumim, 2012). Therefore, as Enli & Thumim (2012) stated, it is crucial to explore the mediation of self-representation in social networking to the exploration of how socializing itself is being transformed online. Prebeanu (2020) stated that socialization is one of the four motives for using Facebook, other than the other three reasons: keeping in touch with known people, finding information and resources, and entertainment. Therefore, this research would like to explore what kind of socialization activities Malaysian Chinese university students did in their daily lives on Facebook?

Research Methodology

A focus group discussion involved six Chinese undergraduate students aged 20- 25 from the UTAR Kampar campus. Purposeful sampling method were used to recruit relevant participants for this research based on the following criteria

- 1) Must be Malaysian Chinese university students.
- 2) Own a Facebook account.

- 3) At least spend 1-hour using social media in their daily activities.

Conclusion

Social Network has transformed the way of human interaction among internet users nowadays. Well-publicized internet applications such as Facebook, Twitter, Youtube, and Wikipedia have allowed Internet users to share digital content through these internet applications freely. This research focuses on Facebook, which plays an essential role in maintaining a relationship, sharing and posting information on Facebook. Participants found using Facebook to preserve and enhance their relationship with their friends or family members in the cyber world. They usually communicate with people they already know and not with a total stranger.

The majority of the participants prefer to share instead to post on their Facebook, especially related to political issues. However, some chose to stay quiet or unresponsive towards any issues they deem to be sensitive to Facebook. The preliminary result revealed that entertainment news is the most favourite topic to share among their friends on Facebook. Other than that, motivation posts and self-help information is the second and third most favourite information to share around their peers and family members.

Preliminary research findings confirmed that Malaysian Chinese university students use Facebook for socializing purpose, and to them, the online friend they mostly associated with is their offline friends in reality. They are reluctant or refused to respond to any sensitive issues which are discussed on Facebook. Even they do, they tend to neutralize their answer to protect themselves from being caught and charged by the law enforcer. These are also potential people who opt to abstain from Facebook usage. These students are found spending more time on offline, face-to-face communication for socialization purposes and less politically oriented than university students who socialize more on network sites.

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BOARDING SCHOOL HEALTHY EATING POLICY IMPLEMENTATION OPINIONS OF SCHOOL TEACHERS: A QUALITATIVE STUDY

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Abstract: *The collaboration between the Malaysian education and health ministry introduced a school healthy eating policy, where there was a requirement for food and drinks provided within the boarding schools to conform to standards based on macronutrients and energy content. The aim of the present study was to explore the experience of implementing a school healthy eating policy to inform the compliance of such policies being implemented into practices in the boarding school foodservice setting. A qualitative approach was used, with in-depth interviews exploring informants' involvement in, experiences of, factors affecting, and perceived outcomes of policy implementation. Interviews were conducted with fifteen teachers involves in administering the implementation of the school healthy eating policy. Results were analyzed using a thematic analysis approach. Perceived challenges to implementation of school healthy eating policy included: students' eating preferences, students' eating style, unchanged menu cycle selections, and unhealthy choices of canteen menu. Teachers' recommendations for successful implementation of policy to be well-practiced in real situation included: enhancement in nutritional education, revise menu, create a conducive healthy eating environment and limit the hours to the canteen. Participants identified that successful policy implementation hinged on the provision of resources and support by the government to the school stakeholders. Implementing a healthy eating policy within the boarding school setting benefits from dedicated resourcing, investment in relationship building with various stakeholders, and introducing changes gradually with a long-term approach.*

Keywords: *Healthy eating policy, Boarding school, Foodservice,*

Introduction

Obesity among children and adolescents is a serious public health concern both globally (Bancej et al., 2015; Fryar, Carroll, & Ogden 2018) and in Malaysia [Ministry of Health (MOH), 2016]. The current statistic from the health ministry report in 2016, indicated that three different age groups of children and adolescents showed an increased rate of more than double from 2011 to 2015. The prevalence rate of children and adolescent's obesity age 5-9 years old indicated 6.7% to 14.4%, and adolescents' group age from 10 to 14 years old and 15 to 17 years old showed 6.3% to 14.4% and 4.9% to 9.6% respectively (MOH, 2016). The growing pattern of overweight and obesity among adolescents in Malaysia has seriously become a challenge to the public health concern whereby this problem is significant determinant factors that can be

related to severe chronic diseases in which can continue into adulthood (Llewellyn, Simmonds, Owen, & Woolacott, 2016; Reinehr, 2018). As these severe chronic diseases progress, the treatment cost of a country will increase and become an economic burden in the future (Helble & Fransisco, 2017). Once established, obesity is difficult to reverse, thus strengthening the case for primary prevention.

Various stakeholders from the top to down approach are required with the action plan in multiple settings to overcome the obesity issue effectively as suggested by The World Health Organisation (WHO, 2014). Furthermore, nutrition and physical activity are the main component of obesity prevention that can be targeted through well-plan policy interventions implemented in schools setting. Policy intervention is a potential tool to improve healthy eating in schools and more sustainable than programs focused on individual behavior change (Valaitis, 2015). Schools are the right setting that provides opportunities for prevention of under or over nutrition issues, as they provide the best access to a large number of young people group including children and adolescents (Brown & Summerbell, 2009; Dobbins, Husson, DeCorby, & LaRocca, 2013). The school was recognized as a critical place to influence healthy eating habits and encourage the children to be active physically because they spend much time of their waking hours at schools. Several school feeding programs were established and have been used as a proper mechanism to address health and education issues such as children's dietary intake, education enrolment, school retention, and food safety and hygiene issues (Buluku, 2012). Through the school meal program, the provision of balanced meals in terms of calorie counts, proper portion sizes, and adequate nutrition components could improve the nutritional status and adoption of health measures for the sustainable provision of adequate quality, quantity, and composition of the meals and snacks provided (FAO, 2019). Thus, the government is responsible developing for policy-led solution nutrition goals and health priorities of the target populations.

Despite previous attempts to increase the healthiness of the school environment across schools in Malaysia, empirical evidence regarding the healthy eating policy implementation has not been adequately investigated. Local studies that have paid attention to feeding issues have only focused on dietary practices (Abdul Aziz & Devi, 2012; Abdul Majid et al., 2016), nutrition intake (Al-Sadat et al., 2016; Koo et al., 2020; Nutrition Society of Malaysia [NSM], 2015), malnutrition status, school food environment (Hayati Adilin et al., 2015; Rosmawati et al., 2017), food hygiene and safety (Tan et al., 2015) whiles the extent to which how good the written healthy eating policy can be implemented in the real scenario appears overlooked. Additionally, most of the implementation of the guidelines related to targeted school feeding programs is mainly focusing on day school setting (Khalidi & Gen, 2020). This is unfortunate because students in boarding high schools are defined as a vulnerable group and should be given equal attention because they rely on meals provided by the school as the main source of all their nutrient needs during their stay. Boarding schools are a major concern as a core of this study because it focuses on a population of adolescents living and eating away from a safe and supportive family environment. Furthermore, boarding schools are considered to the students' second home so that they require great care and attention particularly on their basic life necessities such as dietary eating intake (Mensah & Appietu, 2019). Thus, the purpose of this study was to assess the critical challenges or barriers in implementing policy into practices from the perspective of school teachers to identify the areas for improvement. Insights from the teachers are very imperative to examine because they have varied valuable input to offer on the policy issues.

Literature Review

Canteen and Dining Foodservices in Boarding Secondary Schools

The boarding schools are known as a controlled residential setting in which the students are accommodated to structured education, social, and physical activities throughout the day (Serrem et al., 2020). The boarders are required to stay, eat and sleep in the facilities (Bass, 2014), hence, the provision of meals to the boarders is one of the required services that give much impact on student's health and academic performance (Weaver-Hightower, 2011). Likewise, to most other countries, the school foodservice in Malaysia is categorized as a non-commercial operation and it is an auxiliary service to the provision of education in schools with an allocation limited budget proposed by the government. For public boarding schools in Malaysia, though students have to pay fees for the meals, schools receive government subsidization (MOH, 2016). The boarders receive their meals which are prepared by the appointed foodservice providers who win the bidding contract and the foodservice providers are responsible to serve the meals at schools' dining halls. The meals provision in boarding schools comprised at least 5 mealtimes per day including breakfast, lunch, tea-time, dinner, and supper, and required all boarders compulsory to participate in having their meals in the dining hall (MOE, 2010). Unlike subsidized boarding school foodservice, other sources of meals which are purchased at the cost of students also available in the school setting such as school canteens/cafeteria, food vendors, and school food store (Ababio, Taylor, Swainson, & Daramola, 2016). Notably, the availability of non-commercial foodservice particularly in the educational setting has attracted considerable research attention in the context of the welfare category (Maietta & Gorgitano, 2016; Tan et al., 2015).

School Healthy Eating Policy for Boarding Schools' Dining

In Malaysia, a range of policies has been introduced to improve the nutritional quality of the foods and drinks available in schools. In 2007, the health ministry introduced the school healthy eating policy for boarding schools (MOE, 2007). The school healthy eating policy serves as a guide tool concerning the provision of meals in the dining hall. Food serving size and menu were developed specifically for students' needs at boarding schools under the supervision of the health and education ministry. Food serving size was measured based on Malaysia Nutritional Intake (2005), which is for each student their calorie intake is between 2000-2600 calories. All food items suggested in this menu development are based on suitability, accessibility, and acceptability. The foodservice providers can replace any of the food items with other suitable items according to the agreement with school management authorities. The recommended food serving size is per student. The menu development is based on the Malaysia Food Pyramid, which encourages more fiber intakes such as cereals, fruits, and vegetables. Fruits intakes must be consumed in every main mealtime, including breakfast, lunchtime, and dinner. Full cream milk or fresh milk is recommended on this menu. It can be consumed directly or added to tea, coffee, or hot chocolate. The menu plan emphasizes reducing sugar and oil consumption as well.

Methods

Setting

School healthy eating policy was mandated to all boarding schools across the regions. Since the same policy contents applied to all boarding schools, thus location was not the major concern in this study. However, the Central and Southern Regions were selected because the chosen boarding schools' backgrounds are varied. Five boarding schools were targeted for this study selected from both regions. Three schools are in the city area and two schools are in a rural area. There were two all-female schools, and another three schools were coeducational

students. One school mainly focused on the Islamic stream, and the rest were regular-stream boarding schools.

Study Design

Principals and teachers were invited to participate in an in-depth interview. An interview protocol was developed including questions to solicit participants' overall experiences and perceptions of the policy, any barriers they experienced, and recommendations to improve the policy implementation. Five boarding schools were selected consist of five principals and 10 schoolteachers with teaching experience in any subjects related to the healthy eating topic and have been experienced duty as a warden. Participants were contacted via email by the researcher to arrange a convenient time to meet in their respective schools during a regular workday. Interviews were conducted in person which lasted 45 to 60 minutes on average. Interviews were recorded with participant permission. Interview transcripts were de-identified and participants were informed of their rights to confidentiality.

Data Analysis

Interview recordings were professionally transcribed. First, categories to organize the data were developed based on the interview question guide, which represented topics of primary interest. Data were funneled into categories following coding. Each of the categories was related to understanding the experiences by participants: barriers, participants' involvement, nutrition activities, menu cycle, and recommendations for policy improvement. The text was coded across multiple categories where appropriate. Emergent coding was used by organizing data within each category into themes. Recurrent codes, or themes, were identified in each of the categories. Differences in coding, though few, were resolved through discussion and the development of consensus among the research committee. A total of 4 major themes emerged. The results presented here reflect the 4 major themes and are supported by verbatim quotations from the participants who were interviewed for this study.

Results and Discussion

Thematic analysis of the interview data provides a deeper understanding of participants' views, especially in terms of identifying barriers and impediments to the implementation of the policy. Participants were consisting of 6 male and 9 female teachers. All participants were Malay ethnic. The range of working experience among the participants is between 3 to 12 years of working. The range of total students in five boarding schools is between 600 to 900 students. The majority of the teachers have teaching experience in subjects such as science, biology, physical education, and civic education. One teacher also holds a position as a school health coordinator. School healthy eating policy for boarding schools included the list of menus explicitly served in the dining hall. The majority of principals agreed that the menus could be considered healthy for their students, but the healthy eating practices in school are still at a moderate rate because students prefer to eat at the canteen than the dining hall. Each participant was asked to describe how well their familiarization and role in promoting healthy eating policy implementation in their school. The participants perceived the policy is relevant to encourage students to eat healthily, however, there is still a challenge to implement it. Participants are also notified that they have no right to make any changes to the policy unless there is a thing to be changed; they are entitled to do so through mutual understandings. Four main themes barriers to healthy eating policy implementation are discussed in detail below.

Students' eating preferences

Participants believed that policy is hard to be carried out if students prefer to eat unhealthy choices. The findings from the point of view of interviewed participants reported that most of the students were less likely to eat vegetables or fruits when being served in the dining hall. The result may be explained by the fact that the lack of fruit and vegetable consumption among the students might be due to taste or the way it is being served to the students. Studies reviewed by Krolner et al., (2011) reported that appearance and taste is the major indicator for students' acceptance towards vegetable consumption. Vegetable preparations are always associated with unpleasant appearances (soggy, bland, unripe, and wrinkled), texture, and taste (bitter, bland, dull, and taste of nothing) (Krolner et al., 2011; Verstraeten et al., 2014). However, vegetable acceptance can be overcome through the right cooking method by adding some appropriate herbs and spices that can boost students' liking towards vegetable palatability (Fritts et al., 2018; Parker et al., 2018). For the consumption of fruits, students prefer cut-fruits rather than the whole one. Not all but most students dislike eating fruits such as apples, oranges, and pears because those fruits are served whole. This has been viewed by a principal: *"although the menus are balanced, students dislike the food such as certain vegetables and fruits like apples or oranges. They prefer cut fruits but there are certain fruits we can't serve in cut..for example, if we have to serve one apple so we need to serve as one whole based on the menu specification."* Students prefer to eat cut fruits more because it is easier for them to eat. Similar to previous research related to fruit consumption, children choose to eat sliced fruits rather than whole fresh fruit because it is tidier, easier to eat, and more appealing to them (Beets et al., 2014; Wansink, Just, Hanks, & Smith, 2013). Several studies showed that whole fruits contributed to the high number of fruit waste and cut fruit selections are highly consumed by the students (Gase, McCarthy, Robles, & Kuo, 2014; Handforth, Gilboy, Harris, & Melia, 2016). It is also notable that students enjoy choosing fruit cups that offered several fruit selections, and it is proven that they are much likely to consume those (Schwartz et al., 2015). As a result, fruit consumption increases, and waste can be decreased among the students (Schwartz et al., 2015; Wansink et al., 2013).

Interestingly, in this study any cooking styles (fried, gravies or soup) that consist of chickens-based are the most favorite food preferred by most students as compared to any other food group options (such as fish or fruits and vegetables). For protein intake, the participants reflected that students were more likely to eat chicken rather than fish. If the menu served is chicken-based, the majority of the students will go to the dining hall to get their meals. One principal found chicken is still considered as students' first choice as he stated: *"they prefer to eat only chicken, not vegetables,"* and teachers also supported: *"most of the students dislike vegetables..and lots of vegetable wastage, they prefer chicken more."* In a study investigating factors that inhibit adolescents' fish consumption, Birch, Memery, Johns, and Musarskaya (2018) reported that adolescents' perceptions about the smell, fishbone, unpleasant cooking styles, and fish is non-familiar meals to be served at home are considered as barriers that prevent them from consuming fish. The adolescents further mentioned that the preparation of a fish-based menu without skin, bones, head, or tails need to be highlighted to gain adolescents' attractions to consume fish as their daily intake.

Other types of food students will love to eat something like processed-food such as sausages, nuggets, and burgers. A teacher reported that: *"the first thing they like chicken, then sausages or nuggets..let say if supper menu is burger they will like it so much."* Principals also rose: *"those fried food are students' favorite..if we do not provide that type of food students won't eat, and we felt sorry to them..they demand and request, so they want their choice sold at the canteen."* Another teacher explained that their biggest challenge related to students' preference was that students were much likely to eat food that tastes good than a healthier one.

He notified: *“nowadays students prefer food which tastes good rather than healthy.”* In line with our findings, it confirms that most adolescents overwhelmingly craved towards sweet, oily, and fatty foods, and taste has a greater impact on their food selections and consumptions (Southerland, Dula, & Slawson, 2019; Tiedje et al., 2014; Verstraeten et al., 2014). Teachers also reported that students who have money were spending to buy food from the canteen even if the canteen offers less healthy meals than what the dining hall was offering based on the policy. She said: *“if they have money they will prefer to eat at the canteen because they can choose what they want to eat.”* Students’ food preferences are also associated with monetary power, and the conception of “good food” rather than is “good for you” (Tiedje et al., 2014). This supports previous findings in Ecuadorian adolescents, where the availability of monetary power leads them to purchase poor nutritional quality foods at school and also gives them the freedom to choose what they love to eat (Verstraeten et al., 2014). Moreover, fast-foods are known as convenience food, or something tasty or easy to eat (Elbel, Gyamfi, & Kersh, 2011; Mohammadbeigi et al., 2018; Steyn, Labadarios, & Nel, 2011).

Students’ eating style

From the perception of participants, they believed the policy is hard to be followed substantially because of the students eating style factor. Most of the teachers found that students’ eating styles can be a challenge to inhibit the implementation of school healthy eating policy. The qualitative findings presented boarding school students were more likely to eat late at night, and they always tend to feel hungry frequently. For example, one teacher explained: *“some students tend to eat at midnight..they always feel hungry.”* He further added: *“some students they already ate at the dining hall, then they feel hungry again and ate at the canteen, during midnight they eat again..I have done spot-check and I found there were students eating chicken chop around 2am-3am.”* By looking at the factors influencing eating behavior at late night, hunger is the most significant reasons explained by the participants which lead the students' inclination to eat at late night, and it is paralleled with a study done to assess night eating habits with a meal-time frequency between 10 p.m and 11 p.m among middle school students in Korea (Cho, Kim, Kim, & Choi, 2014). Further, the authors reported the favorite menus for night eating mainly consisted of those with low nutritional values and high consumption of carbohydrates and fats. Hernandez, Kim, Kim, and Yoon (2016) further supported not only poor diet quality but late-night overeating among the Korean adolescents also showed a great increment in skipping breakfast meals. The tendency of having meals at late night by consuming high energy-dense food, overall causing weight gain (Watanabe et al., 2014).

This study found that meal skipping was prevalent among students in boarding schools, and the most frequent time that they missed take their meals is during breakfast and tea-time. However, some students also do miss their meals during lunch or dinner, and most of them are female students. Female students more likely to skip eating or they preferred to eat either lunch or dinner only. A teacher further explained that: *“female students concern much about their weight, so they tend to eat less.”* The teachers also further discussed the difference in eating styles between male and female students at their school. They recognized male students tend to eat more than the suggested serving size as compared to female students. A teacher reported: *“male students tend to eat more rice..they eat more from serving size suggestions.”* Another teacher also notified the same thing: *“there are cases where food is not enough for female students because male students eat more, especially during the weekends.”* The gender differences appeared to influence the frequency of consumption of food type. Male consume high energy intake, energy density, and percentage of energy from lipids as compared to females. Female students are more interested in dieting and bodyweight management control especially during the college years, thus they consume healthier dietary pattern such as fruits

and vegetables because they have better motivation to adopt healthy eating and are better informed on nutritional value than male students (Leblanc, Begin, Corneau, Dodin, & Lemieux, 2015; Lupi et al., 2015; Yahia, Brown, Rapley, & Chung, 2016).

Life as students in the boarding school is tight with activities and very busy. Based on these qualitative findings, the most reason students skip their breakfast because of a tight schedule, wake up late in the morning, rush to classes, and only light meals were served during breakfast occasionally. The main factor associated with these reasons is the time constraint to eat breakfast before the class start at 7 a.m. A teacher commented: *“students always skip breakfast because they are run out of time as classes start at 7 am.”* Similarly to local studies, breakfast was the main frequent mealtime that is mostly ignored by the adolescents (Hoque, Kamaluddin, Abdul Razak, Abdul Wahid, 2016; Rezali, Chin, & Mohd Yusof, 2012) and it is also consistent with several other studies (AlBashtawy, 2015; Deshmukh-Taskar et al., 2010; Sun et al., 2013; Levitsky, & Pacanowski, 2013). Previous studies have also indicated the possible explanations students always skip their breakfast because of time constraints, getting up late, dislike to eat in the morning, not feeling hungry, and unappealing meals (Ozdogan, Ozelik, & Surucuoglu, 2010; Jackson 2013; Sirichakwal, Janesiripanich, Kunapun, Senaprom, & Purttipornthanee, 2018).

Unchanged menu selections

One of the barriers were described by the participants that were not supportive of policy implementation is the unrevised menu for an extended period. A principal perceived the development of the menu as good enough because it complements with a balance in nutrients, but she disagreed with the rotation of the menu which needs changes. She commented: *“to me, the menus are good enough, but the rotation of menu choices need changes..there is a week only serve chicken..chicken and then the following week only fish and fish.”* The lack of menu choices being served in the dining hall causes the students to feel bored and less interested to eat at the dining hall as they have stayed in the dormitory from form 1 to form 5. Two teachers expressed: *“students stay here for five years, and they feel bored with the same menu for over the years..no changes in the menu.”* This is also supported by a teacher when she mentioned that: *“the menus should have varieties because if no changes for a long time students are less interested to eat at the dining hall.”* According to Ishida (2018), the enactment of the school meal policy needs to be reviewed, and any amendment must be taken based on the current population's dietary eating pattern and health-related issues. Thus, the need to review and reform the menus for better improvements is imperative to facilitate the policy implementation and also to increase healthy meal intake among the students, specifically at the dining hall. In a word, lack of menu choices and cooking varieties, the same menu for a long period, unappealing menu rotation, and less concern on revising the menu are those barriers that may inhibit the effectiveness of implementing school healthy eating policy.

Unhealthy choices of menu canteen

A significant challenge by most of the participants since they felt the availability of unhealthy choices at the canteen complies with students' preferences and thus presented difficulties in implementing the policy. Notably, the most preferred items among the students are processed food such as nuggets, sausages, and burgers. Those unhealthy selections are sold in the canteen because of their demands. Supposedly the canteen operators are not encouraged to sell those items every day but those “sell less” or “not for sale” items according to the policy were most favorite choices among the students. Two principals explained: *“students will eat at the canteen during recess time, they like very much “nasi lemak”, fried food like sausages, nuggets, fries and many more choices..if we refer to the policy the canteen operators cannot*

sell them every day but those foods are the ones students like so much.” The canteen operators not only sell the unhealthy items, but the teachers also complained those items sold are low in quality grade. They evaluated that the unhealthy items are cheap, low quality, and similar to the ones sold in the night market. But the problem is the foods that were offered were up to the students’ liking. Most of the school canteens did not provide many fruits and vegetable selections to be sold as part of their meals to the students. They only sell items that students prefer and make a profit from the items. Teachers described that: *“fishballs, nuggets, and hotdogs sold in the canteen are low quality like the one sold at the night market..too many fast foods and no fruits sold, but those foods are students’ favorites..not many vegetable selections.”* The school has the authority to prevent the canteen from selling those unhealthy items, but in a real situation, it is tough for the canteen operator to follow the rules. A principal further added: *“we have the power to prohibit the unhealthy food at schools, but it is so hard to implement.”* One principal also explained most types of food sold in the canteen are lots of sweet items and no fiber at all. He clarified that: *“menus sold in the canteen are unhealthy..lots of sweet food and no fruits are sold.”* A teacher added: *“the selection of the menu in the canteen are low fiber..if they sell fried rice no vegetables..they also sell drinks with colorings to the students and students tend to choose food high in carbohydrates, protein, fat but less fiber.”* Teachers also further explained the students like to have their meals at the canteen because of many selections offer that meet their preferences. Students have options to choose what they want to eat at the canteen. The boredom of the menu offered at the dining hall causes them to get their food at the canteen. This has been emphasized by a teacher, he found that: *“students tend to eat at the canteen because of the selections of menus..let say for today, if they want fried rice they can have it at canteen..at the dining halls menus are fix based on the policy.”* The availability of healthier choices such as high-fat food and none or minimal choice of fibre selections was associated with poor healthy intake among the students (Muda et al., 2017). Furthermore, the sales of unhealthy items led to high sales volume and profit margins in the business of food operators (Choi, Frongillo, Blake, Thrasher, 2019). Thus, the healthy eating patterns were diminished by access to poorly regulated unhealthy choices available for purchase in the school canteen or cafeteria (Bevans et al., 2012; Masse et al., 2014; Rathi, Riddel, & Worsley, 2018).

Although the sample size in this study cannot be generalized, we managed to capture the perspectives of participants known to have implemented the school healthy eating policy at the time of the study. Additionally, the same themes that emerged were repeated in all interviews. The study was undertaken in the Malaysian context, but we believe that these findings will be transferable to other countries and also might be relevant to different settings that adhere to the healthy eating policy in their operations. To facilitate school healthy eating policy implementation, several strategies, and the key to the improvement areas were recognized. The participants suggested a collaboration with the researchers and experts to develop school nutrition program intervention as a compulsory module to determine the right eating pattern and students’ knowledge of nutrition. This can be done as part of a health program in school activities and get the involvement from school management and students to plan and lead activities. They further explained the current standard menu for boarding schools should be revised focusing on the calories content, portion sizes, types of menus, method of cooking, new healthier recipes, and menu rotations. Currently, the development of the menu was created by expertise in the ministry such as a dietitian, but from this study participation from schools and students should be considered as part of the development of menu planning to accommodate the students’ preferences in the real context. Encourage students and teachers to eat together so students can express their opinions about school meal presentation and meal quality. Supports from teachers concerning students’ school meals need to be put as a priority

matter. Participants also recommended limiting the time frame for students to get their food from the canteen during school meal hours. Mandated meal-time compulsory during breakfast, lunch, and dinner to encourage students to get their balance meals at the dining hall and do not allow students to purchase food at this time.

Conclusion

Framing nutrition as a core priority in a school setting needs co-operation from the school authorities to foster the creation of supportive nutrition environments for adolescents. This is not to suggest that school authorities the only player that has to play the major role in implementing the policy rather, those efforts must seek to understand and work inside the complexities of school systems. Various aspects need to be taken into accounts such as how decisions are made, how resources are allotted, how personnel duties are assigned, the autonomy of individual schools, the influence of teachers, and many others. More consistent messaging and support from the multiple tiers of policy groups reinforce healthy school food practices through policy implementation.

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THE PHILOSOPHICAL EXAMINATION ON INTEGRATION OF KNOWLEDGE AND WAYS FORWARD

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Abstract: *The crisis of error and confusion of knowledge in cumulative today is inevitable as it has given birth to the false leaders who are incapable of making correct decision in their scope of responsibilities. A lot of divides be it spiritually, physically, socially and ecologically happening today are epitomized from the crisis of intellectual pandemic of secularism (as understood as ideology). Secularism as the poisoning ideology had inflicted chaos to the proper metaphysical realm of God with the subordination of existents in ranks through their corpus of so-called modern knowledge that have been rendered dominantly yet arguably as mainstream intellectualism. The nature of unified and hierarchical knowledge is mistreated and broken into fragmentation because the supreme, first principle of Tawheed as the soul of Islamic thought is suspended in knowledge production of modern science. As an antidote to this issue fast forward after the Islamization of knowledge was introduced, the idea of integration of knowledge was also brought into the picture to resolve the same brand crisis. However, the initiative of integration of knowledge as one of those has been grappling to present its philosophical underpinnings as in tandem with Islamic worldview as the valid solution to the knowledge crisis concerned. Therefore, this conceptual paper is esteemed to examine the philosophical structure of integration of knowledge idea as seen from Islamic mega scheme of knowledge. The data collection method involved in this writing was purely library search with the selection of literature from the advocates of integration of knowledge and some referenced from Islamic epistemology. The facts gathered from those literature were analyzed through content analysis technique with the approach of philosophical argumentation. The insights of this writing were two-folded: i) The presentation of ontological, epistemological, axiological and methodological examination of integration of knowledge idea and its limitations. ii) The proposed integration of knowledge framework as a one of the methodologies of Islamic source in knowledge production and preservation.*

Keywords: *Integration of knowledge, philosophical examination, ontology, epistemology, axiology, methodology*

Introduction

As a preamble, the topic of integration of knowledge concerned in this paper will be discussed purely under the discipline of Islamic epistemology that offers the philosophical underpinnings of integration of knowledge idea at its greatest length. The topic of integration of knowledge concerned in this paper will be discussed purely under the discipline of Islamic epistemology. Epistemology as originally from Greek word, “episteme” and “logos” can be defined as the theory of knowledge, the philosophy of knowledge and the science of knowledge (Matthias & Ram Neta, 2020; Osman Bakar in Mulyadi Kartanegara, 2014). Wan Mohd Nor in Syed Muhammad Dawilah Al-Edrus (1999) refers Islamic epistemology as the philosophy of Islamic knowledge discourses the reality and truth, meaning, content, sources and process of knowledge. Abdul M. Lantong (2017) on the same hand describes Islamic epistemology as a branch of philosophy discipline that discourses the nature and attributes of knowledge in Islam, its sources, aims and objectives, its types and branches, and how can it be acquired. Epistemology also is uniquely coined by Acikgenc (2014) as human knowledge system that pertains the integrated running of intact nature of humans that consists of external and internal senses, mental faculties such as memory, consciousness, imagination, intellect and intuition. Based on the abovementioned definitions of Islamic epistemology, it can be understood as a knowledge about knowledge that deals with the relationship and process between subject and object of knowledge to arrive at the reality and truth in Islam as ultimately sourced from Al-Quran and Hadith. Distinguishing Islamic epistemology from western epistemology is a great importance as the primary concern of Muslims in the acquisition of knowledge as to achieve the knowledge (*ilm*) and vision of Allah (*Makrifah*). Learning epistemology is imperative as quoted from the speech of Baqir Sadr in Khudori Soleh (2018) for epistemology is analogized as the device and method to knowledge and a person who is not equipped with epistemology with encounter difficulties in knowledge and thus unable to expand his or her knowledge in intellectual manner.

The crisis of error and confusion of knowledge in cumulative today is inevitable as it has given birth to the false leaders who are incapable of making correct decision in their private lives and in fact in the scope of social responsibilities (*amanah*) (Al-Attas, 2001). A lot of divides be it spiritually, physically, socially and ecologically happening today are epitomized from the crisis of secularism (as understood as ideology). Secularism as the poisoning ideology had inflicted chaos to the proper metaphysical realm of God with the subordination of existents in ranks through their corpus of so-called modern knowledge that have been rendered dominantly yet arguably as mainstream intellectualism. The nature of unified and hierarchical knowledge is mistreated and broken into fragmentation and dualism because the supreme, first principle of *Tawhid* as the soul of Islamic thought is suspended in knowledge production of modern science. As an antidote to this issue fast forward after the *Islamization* of knowledge was introduced, the idea of integration of knowledge was also brought into the picture to resolve the same brand crisis.

However, due to some epistemological ambiguities traced in the approach of integration of knowledge in reviving the Islamic intellectual tradition in current epoch especially in the term ‘integration’ itself in knowledge, in recognizing its pioneering, leading thinkers initiated and its tentative blueprint of execution in Muslims’ education, integration of knowledge seems to be grappling to present its philosophical underpinnings as in tandem with Islamic worldview as the valid solution to the knowledge crisis concerned. Considering the fact that many Islamic universities today have started to employ the idea of integration of knowledge as the philosophy of their universities in the expense of the idea is continuously anew (Sardar & Thomas, 2018), this enumeration will shed the light on the philosophical justifications of integration of knowledge for the understanding of university leaders and academics. Therefore,

this paper is esteemed to undergo a philosophical examination on the idea of integration of knowledge from the aspect of ontology, epistemology, axiology and methodology. Throughout these examinations, some critiques will be highlighted in order for the researchers to situate the position of integration of knowledge initiative in the map of Islamic tradition and thus, formulate a more comprehensive guidelines to execute integration of knowledge as in line with the concept of knowledge and truth in Islam. The data collection method involved in this writing was purely library search with the selection of literature from the advocates of integration of knowledge and some referenced from Islamic epistemology. The facts gathered from those literature were analyzed through content analysis technique with the approach of philosophical argumentation.

The Ideas of Integration of Knowledge

Why integration is important? Uniquely in this regard, the ‘why’ comes first before the ‘what’ because the proposition Integration of Knowledge will not be in the picture without the discussion of Islamization of knowledge. Integration of knowledge is well-known as a paradigm of knowledge production from epistemological perspective to revive the Islamic intellectual tradition which means it strives for reconstructing the present corpus of knowledge under the command of Tawhid. When talking about the history of integration of knowledge, it cannot be standing aloof from the discussion of Islamization of knowledge. Although the paradigm of integration of knowledge and Islamization of knowledge are basically to restore knowledge to its original account in Islam (unifying centering on *Tawhid*, hierarchical, value-laden and integrated in nature), yet the demarcation between integration and Islamization of knowledge were mistaken pointed out. This is because there was misunderstanding by many for its application bears so much efforts to reconstruct the contemporary sciences that were founded from the ideologies alienated from Islamic worldview (Secularism). It is indeed necessitates scholars to understand much of Islamic metaphysical, epistemological axiological and methodological scheme of things that demands intellectual rigor (Wan Mohd Nor, 2013) in which, such *Tawhidic* integrated thinking framework cannot be acquired through the narrow specialization of discipline; rather it must be acquired through the learning of the unifying scheme of Islamic worldview as a mega system of life in Islam that informs the recognition and acknowledgement of *Wajibul wujud*, Allah swt and the end or intrinsic pursuit of every creation created by Him accordingly in their respective proper places in the system.

In general, despite the enthusiasm, the Islamization of knowledge work plans have stayed to a limit when counting the number of proposed ideas of different individuals, institutions or school of thoughts. Furthermore, little progress has been achieved due to an un-unified agreement on the actual concept of Islamization and the lack of a professional agreement on framework, as each Muslim scholars argue from their different relative perspectives (*Adi Setia, 2005*). This is raised through the observation on how the project of Islamization of Knowledge brought by Prof Al-Attas has been misunderstood by some where the authors suppose that due to the devoid of epistemological exclusivity of the word ‘Islam’ as appealed to the universality of knowledge to non-Muslims (which means lack of participation of universal audience) coined with the *murakkab* (arranged) curriculum and long duration Islamization of knowledge is required to be actualized. Due to this, some have diverted to another paradigm of knowledge by introducing integration of knowledge as an alternative approach.

In the journey of crafting the new way of bringing *Tawhid* into the discussion of knowledge through Integration of knowledge, some might neglect the whole view of original account of knowledge in Islam from its ontological and epistemological scheme which means they tend to integrating knowledge at its surface outlook (methodological) rather than

integrating knowledge from its foundational level (metaphysical). Some scholars are determined to do integration of knowledge yet it was done in the superficial manner by simply coupling related Quranic verses or hadith in their far-reaching ‘applied’ sciences or the mismatching of the right employment of Islamic theories into their researches as so to be seen Islamic. These happened are due to the lack of comprehension on the unifying metaphysical framework of knowledge in Islam that is centered from *Tawhid* which rules as The Theory of Everything (Osman Bakar, 2020). Some might also be in the ignorance of using the proper methodological approach in doing researches pertaining to the Integration of knowledge because they are purely not aware of what are the parts disintegrated and why and how they parted from the actual whole of knowledge as well as ‘who’ as the critical part of it as an ‘integrator’ (Osman Bakar, 2018). Indeed, by adorning mind with simplistic way of understanding the map and rules of knowledge in Islam, an integrator will never succeed to address *Tawhid* in their respective disciplines.

Mohd Rushdan (2019) in his definition of integration of *naqli* and *aqli* knowledge emphasizing that the integration between knowledge sourced from revelation and knowledge sourced from human thought centering on the Islamic worldview (Islamic worldview) as the basis of the integration of knowledge with the aim of building knowledgeable, civilized and leadership-person on the basis of justice. The understanding of the integration of knowledge is not simplistically incorporating the concept of knowledge based on religious revelation in the discussion of knowledge based on human rationale. Yet, the concept and application of knowledge integration must be structured and interweaved more systematically at ontological, epistemological and axiological level such by looking at the appropriateness of the context of the discussion of knowledge from the perspective of revelation (*wahy*) before being integrated with current modern knowledge. In fact, it is not an exaggeration to propose here that the meaning of integration also demands the formation of a new philosophy of knowledge after the process of screening, adapting and cleaning all the elements of secularism that make up the philosophy of modern knowledge.

As referring to Malkawi (2014) in his grand project of epistemological integration, this initiative is purely conceptualized as the methodology of knowledge in Islam. He contends that it might be classified as a branch of philosophy – ontology, epistemology, or ethics – in which case it takes on an abstract, theoretical dimension. It can also be classified as a type of cultural, social activity when the purpose for which it is undertaken is to provide necessary resources and to transform them into political, economic or social activity. Malkawi (2014) also coins that epistemological integration (*takamul ma’rifah*) can be used to describe people with an encyclopedic knowledge of disciplines such as language, literature, Islamic jurisprudence, the Quranic sciences, the Hadith sciences, history, and possibly astronomy, medicine or mathematics. He also notes that the practice of devoting oneself entirely to a single specialization is actually a ‘recent’ phenomenon in human history which is opposed to the Muslims scholars’ intellectual tradition in the past. Malkawi then submits that in the context of the Islamization of Knowledge, epistemological integration (or the reform of contemporary Islamic thought) requires the following:

1. Possessing adequate acknowledge of Islam’s principles and aims
2. Developing a methodology suited to the application of these principles or aims
3. Employing this methodology to understand and relate to contemporary sciences
4. Forming a modern-day Islamic character which is solid and effective
5. Enabling the Muslim community at large to make distinct contributions to human civilization and provide it with the guidance derived from divine revelation.

There are some existing conceptual ideas of integration of knowledge. They are as follow:

1. Integration of science and religion
2. Integration of *naqli* and *aqli* knowledge
3. Integration of knowledge and '*amal*
4. Integrated Learning Model (*Paduan Ilmu , pendidikan terkamir*)
5. Interconnectedness of religious science with other sciences
6. Unity of Allah, knowledge, beings and life
7. Analogies to the parable of knowledge tree (*Shajaratun 'ilm*), spider-web

It is to suggest that it is not so much an overt methodology but the basic axioms of the worldview of Islam. From the Unity of Allah, 'the first principle of Islam and of everything Islamic,' the Work Plan systematically leads us to the unity of creation (cosmic order, and the interconnection of everything), the unity of knowledge, unity of life (human existence is an *amanah* from God, and human beings are trustees, or *khalifah*, of the abode of our terrestrial journey), unity of humanity, and finally the complementary nature of revelation and reason (Sardar & Thomas, 2010). Collectively, these axioms offer us an excellent framework both for the pursuit of knowledge and for the reform of Muslim education.

Philosophical Examination on Integration of Knowledge

The term 'integration' is defined as a process of combining or accumulating that makes one thing out of two or more things (Oxford Dictionary). The term 'integration' to be applied in the unifying scheme of knowledge as originally accounted in Islam can be very loose and misleading if the process of integration not to be seen through the lens of Islamic worldview. Islamic worldview (*Rukyatul-Islam-lil-wujud*) projects the ontological facts (reality and the vision of truth-*haqiqah*) in Islam that sets the final meaning, pursuit and essence of everything. Some scholars are determined to do integration of knowledge yet it was done in the superficial manner by simply coupling related Quranic verses or hadith in their far-reaching 'applied' sciences or the mis-matching of the right employment of Islamic theories into their researches as so to be seen Islamic. Basic key-terms of Islam governing the worldview of Islam are not addressed through the semantic structure of Quranic Arabic leading to the error and narrow definition of the knowledge interpretation.

Then, direct integration of knowledge without considering the attributes and hierarchical natures of knowledge can be leading to misinterpretation of knowledge creation. That will cause the equalization of all knowledge on the same level of comparison leading to the wrong employment of methodology with the essence of object of study. Not recognizing the legitimate channels of knowledge in principle and its place in the knowledge system accordingly creating epistemological vice that is extremism of thought in elevating a stream of thought whether empirical or rationalism. Failure to understand the authority of knowledge. Academics are inclined and uncritical to be the consumer/ users of existing contemporary western theories and superficially/forced- combining Quranic verses with the relative contexts of research. Some might also be in the ignorance of using the proper methodological approach in doing researches pertaining to the Integration of knowledge because they are purely not aware of what are the parts disintegrated and why and how they parted from the actual mega scheme of knowledge as well as 'who' as the critical part of it as an 'integrator' (Osman Bakar, 2018).

Integration of Knowledge Framework and Ways Forward

Basing Integration of Knowledge with Clear Islamic Worldview Centering on Tawhid

It is clearly to contend that integration of knowledge necessitates the basic axioms of the worldview of Islam centering on *Tawhid* (Doctrine of oneness). From the Unity of Allah, ‘the first principle of Islam and of everything Islamic,’ the Work Plan systematically leads us to the unity of creation (cosmic order, and the interconnection of everything), the unity of knowledge, unity of life (human existence is an *amanah* from God, and human beings are trustees, or *khalifah*, of the abode of our terrestrial journey), unity of humanity, and finally the complementary nature of revelation and reason (Sardar & Thomas, 2010). The interconnectedness between man to God, man to his or her self, man to other men and man to universe (other creations) must be established as the thinking framework of *Tawhidic* paradigm in doing integration of knowledge.

The illustration is as follow:

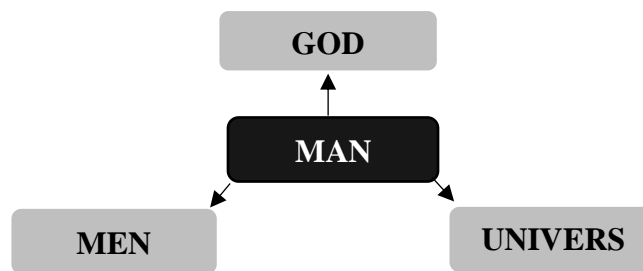


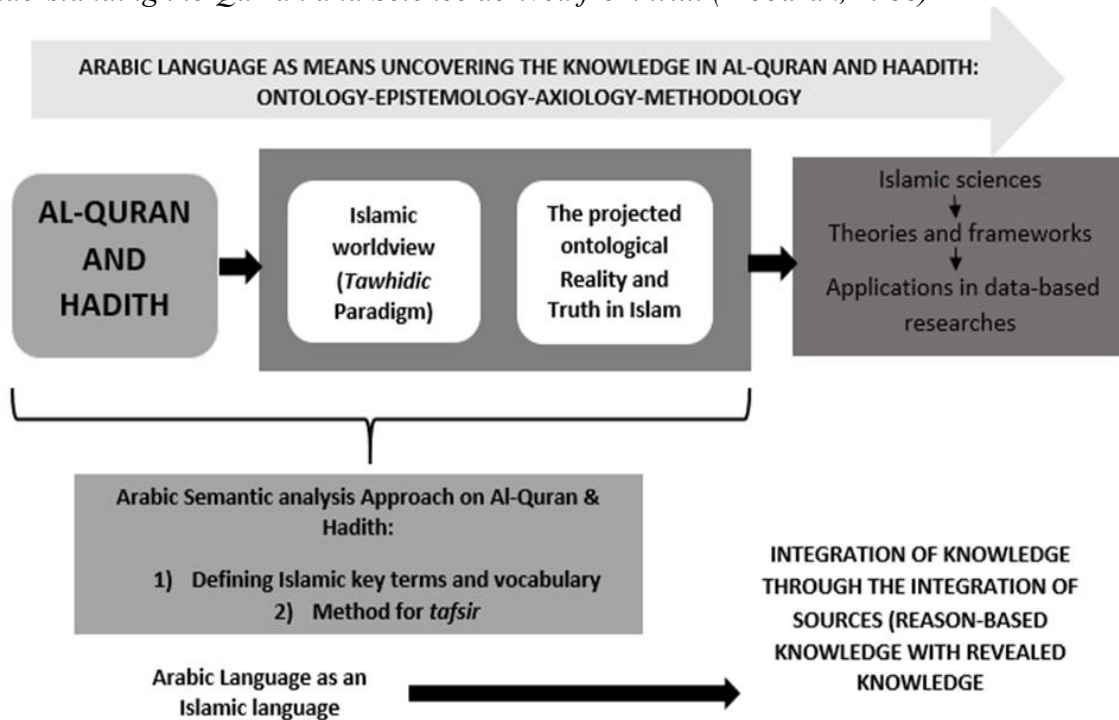
Illustration 1.0 Thinking framework of *Tawhidic* paradigm in doing integration of knowledge

The interconnectedness between man to God, man to his or her self, man to other men and man to universe (other creations) must be established as the thinking framework of *Tawhidic* paradigm in doing integration of knowledge. Thus, this unity of thought will then spring out the elements of Islamic worldview (*Ru'yatul Islam lil wujud*) according to Al-Attas as being refined into nine fundamental elements which are God (*Rabb and ilah*), Revelation (*wahy*), His creation (*khalq and makhluk*), man and the psychology of human soul (*insan and ruh*), knowledge (*'ilm and ma'rifah*), religion (*din*), freedom (*ikhtiyar*), values and virtues (*fadilah*) and happiness (*sa'adah*) (Salina, 2019). By having known all abovementioned, an integrator of knowledge is equipped with the thinking framework as in line with Islamic worldview and thus, capable of being just to himself and others by recognizing and acknowledging the proper, appropriate, right and accurate place for a particular thing, condition or self in the hierarchical order of existence with regards to the superiority of Creator above all (Muhammad Zainiy, 2002; Muhammad Zainiy, 2020).

The Employment of the Islamic Language in Defining and Interpreting Knowledge

Indeed, language reflects ontology (Al-Attas, 1995). The discourse on language especially the Arabic language is of a great importance in the quest of knowledge about reality and truth in Islam. The vision of Islamic reality and truth indeed pertains the question of ontology. Ontology or better known as metaphysics is the intelligible science of existence (*wujud*) and essence (*mahiyyah*) of every individual existent as to be understood in the trajectory of humans' intuition (Ibn Sina in Majid Fakhri, 1985; Al Attas, 1995). Regarding the speciality of the Arabic language because it is related to Islam, namely as the language of the Qur'an and the language of worship in Islam, has been stated by Mobarak:

“... You will not find any exact language related to ‘aqidah like Arabic, because it is the language of the Qur’an which is the language of ‘worship: therefore it is the true container for understanding the Qur’an and Science derived from it.... (Mobarak, 1988)



The Position of Arabic Language in the Framework of Integration of knowledge

Understanding the Essentials of Islamic Epistemology

Particularly in the arena of Islamic epistemology, there are indispensable attributes of knowledge can be drawn from the verse of ‘*bismirabbik*’ (read by the name of God). ‘*Bismirabbik*’ in this sense is seeking knowledge that gives multi-dimensional benefits to all and at the same time increases our faith to God. In order to ensure the right process of instegration in Islamic epistemological framework, it is crucial for us to examine the nature and hierarchy of knowledge as to see what aspects of knowledge to be integrated. Attribute of knowledge can be seen in two dimensions:

- i. Knowledge is hierarchical and harmonious based on its sources Islam affirms that humans are possible to acquire knowledge through variety of sources. By putting revelation as the supreme one, Islam never silent the emphasis of acquiring knowledge from other avenues such as external senses, rationality, intuition, divine inspiration and revelation. External senses and rationality are attributed as the empirical whereas the rest are categorized as metaphysical in nature. Osman Bakar (2019) refers empirical knowledge as ‘*ilm hushuli*’ whereas the rest three as *ilm hudhuri*. *Ilm hushuli* is the knowledge acquired through cognitive ability through his or her faculty of rational or external senses. In contrary, *ilm hudhuri* refers to knowledge that is epitomized from the spiritual experience in which the process of such is granted directly from God.
- ii. Knowledge is integrated (from physical to metaphysical level) Islam sees the aspect of metaphysics (revelation, intuition and divine inspiration) as the foundation of the integration of knowledge because all the discipline of knowledge is pursued to reach the certainty of

truth. However, it is ultimately a fact that the absolute truth can only be gleaned through the metaphysical one. Nasr (2003) said that: “Metaphysics, in which in fact is one and be named metaphysic in the singular, is the science of Real, of the origin and end of thing, of Absolute and, in its light, the relative. It is a science as strict and exact as mathematics and with the same clarity and certitude, but one which can only be attained through intellectual intuition and not simply through rationation.” Metaphysics is said to be the determinant of integration of knowledge. From this excerpt, the revelation data in Islam doesn’t cut its tie with the demand of the sense or rational data. In the simpler sense, *naqli* provisions are always be complemented by *aqli* provisions or vice versa. However, revelation should be determinant of truth and being harmonized by other sources of knowledge.

Reconciliation of the Cleavage between Faith and Reason

“Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding. Who remember Allah while standing or sitting or [lying] on their sides God give thought to the creation of the heavens and the earth, saying, “Our Lord, You did not create this aimlessly; exalted are You (above such a thing); then protect us from the punishment of the Fire.” (Surah Ali Imran: 190-191). Based on this verse, God Almighty has created myriads of signs through His creations as a means for His servants to understand His existence and powerfulness. This is recognizable by humans as we have been gifted by God with mind (*Ulul-Albab*). This has been supported by Golshani (1986) saying that “From the Quranic viewpoint, understanding nature is not fruitful undertaking except when it helps us to understand the Wise Creator of this world and to attain close proximity to Him. Understanding nature can promote man’s insight towards the cognition of Allah and enables him to be better utilizing the gifts of Allah for his own eternal felicity and well-being.”

The Establishment of the Relationship between the Subjects of Knowledge (Knower), The Possessor of Knowledge (God) and The Object of Knowledge (The Known)

Spiritual capacity of knower to receive the meaning of knowledge: Knowledge is both the arrival of meaning in the soul as well as the soul’s arrival at meaning. It means that the soul is not merely a passive recipient like the tabula rasa, but it is also an active one in the sense of setting itself in readiness to receive what it wants to receive, and so to consciously strive for the arrival at meaning (Al-Attas, 1995). The unity of subject and object in the case of knowledge by presence guarantees its epistemological value. In knowledge by presence, the relation of subject to object is one of unity and identity. To use the terminology of Muslim philosophers, here we are dealing with the unity of knowledge, the knower, and the known. (Mulla Sadra in Ali Mesbah, 2020). There is absolutely no distinction between the phenomenon of knowledge, its subject and its object. The act of knowledge stems from subject, extends to itself or its existential affairs, and this very connection is called knowledge. There is neither mediation nor duality. Unity is the key to the solidity of this type of knowledge that bars falsehood from its territory. This unity will lead to the state of justice where everything is in its proper place and treatment. The same solidarity between subject and object culminates in this knowledge’s transferability, for with the transfer of such knowledge, the subject should also move to the comprehensive realm of the second subject

In the pursuit of seeking the real knowledge, the capacity of spirituality of knowledge seeker must be given a central attention. This idea of integration of knowledge is essentially epistemological in nature where it deals with knowledge at its entirety; therefore all academics are in the position of giving justice to the right of knowledge based on its essences. According to Al- Attas (1995), “knowledge is the arrival of meaning of a thing or an object of knowledge to the soul while it is also meant as the arrival of the soul at the meaning of a thing or an object

of knowledge". In the simpler sense, knowledge is both the arrival of meaning in the soul as well as the soul's arrival at meaning. It means that the soul is not merely a passive recipient like the tabula rasa, but it is also an active one in the sense of setting itself in readiness to receive what it wants to receive, and so to consciously strive for the arrival at meaning (Al-Attas, 1995).

Indeed, the reality of man is naturally occupied with the verb of seeking the truth (meaning of life and understanding himself or herself). Man is in the position of giving the meaning to his or her life as so to attain virtue through the accomplishment of his or her functions. Therefore, man will never be enlightened about the questions of life until they are guided by true knowledge. True knowledge can only be attained through the procession of mind that can lead the meaning of the knowledge to arrive at the *Qalb* and then, from *Qalb* the meaning is translated into proper and correct action. *Qalb* (in the case of being sound) is perceived and functioning as a generator that reflects and understands matters in order to transform them into actions and the acquisition of knowledge is not only stuck at that level yet the sense of deontological effect to actualize the pursuit of a particular thing becomes possible (Bilal Philips, 2015). In a simpler analogy, heart is like a mirror. The smooth surface (sound) of heart will reflect the light ray (knowledge acquired) in symmetrical manner (straight path and the demonstration of *adabic* qualities) and in contrary, the rough or defected mirror will reflect the light that is astray.

Conclusion

In conclusion, as a grand project of Islamic intellectual revivalism, integration of knowledge is premised in the virtue of replying to the problem of dichotomy and fragmentation of contemporary knowledge due to the separation of sciences from *Tawhid*. The idea of integration of knowledge encounters difficulties in presenting its philosophical justifications be it ontological, epistemological, axiological and methodological in interconnected and comprehensive manner without the process of *Islamization* to be established beforehand. In venturing integration of knowledge initiative especially in higher learning education, conclusive and comprehensive framework of integration of knowledge must be established in agreed term. Despite the pitfalls, integration of knowledge is having potentials to develop the paradigm of knowledge from the scale of intra-disciplinary up to multi-disciplinary, cross-disciplinary, inter-disciplinary to trans-disciplinary. The advocates of integration of knowledge must progressively put forth its philosophical justifications, highlight its leading expert thinkers as the public reference and workable plans to be implemented in the arena of research, curriculum, teaching and learning in higher learning institutions to make sure integration of knowledge becomes the nucleus to the knowledge culture and problem solvers.

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PENDEKATAN *INTERACTIVE* 360 (i-360) VIDEO DALAM PROSES PENGAJARAN DAN PEMBELAJARAN PERAKAUNAN

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Abstract: *Perubahan sistem pendidikan sering dikaitkan dengan perubahan generasi. Gen-Z merupakan kelompok pelajar masa kini lebih cenderung untuk mencuba sesuatu yang baru, gemarkan pembelajaran yang lebih kreatif, interaktif, menyeronokkan serta berfikir di luar kotak selari dengan perkembangan teknologi. Ia juga seiring dengan lonjakan ke- 9 Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) iaitu Pembelajaran Dalam Talian Tahap Global. Lonjakan ini bertujuan untuk menghasilkan graduan yang seimbang dan holistik serta mewujudkan pengalaman pembelajaran yang lebih intim dan dinamik. Seiring dengan itu, satu video interaktif 360 yang bertajuk PMJB 360 Non Current Asset Tour telah dibangunkan untuk sub topik 'Nature of Asset' bagi kursus Fundamentals of Accounting. Hasil pembelajaran yang diperolehi dari video interaktif 360 ini adalah hasil daripada kepelbagaian kaedah pembelajaran yang digunakan iaitu pembelajaran arah diri (self directed learning) dan berpusatkan pelajar (student centred learning). Dapatan kajian yang dijalankan menunjukkan keseluruhan responden bersetuju bahawa video interaktif 360 ini mampu meningkatkan motivasi, kefahaman dan prestasi mereka. Persepsi responden terhadap pembelajaran i-360 adalah ianya menarik, mampu meningkatkan pengetahuan, santai, melibatkan pelajar dalam konteks sebenar dan mampu memberi impak yang mendalam ke atas pencapaian mereka.*

Keywords: *interactive 360, perakaunan, pengetahuan, self-directed learning, student centered learning.*

Pengenalan

Perubahan sistem pendidikan sering dikaitkan dengan perubahan generasi. Gen-Z merupakan kelompok pelajar masa kini yang lebih cenderung untuk mencuba sesuatu yang baru, gemarkan pembelajaran yang lebih kreatif, interaktif, menyeronokkan serta berfikir di luar kotak selari dengan perkembangan teknologi (Posnick-Goodwin, 2010). Justeru itu, pembelajaran masa kini perlu lebih memfokuskan kepada peningkatan pelbagai kemahiran teknikal, berfikiran secara kritis dan kreatif, persekitaran pembelajaran yang berbeza serta memerlukan pendekatan pendidikan baru (Binkley et al., 2012; Dede, 2010; Mishra & Kereluik, 2011; Voogt & Pareja Roblin, 2012). Satu kajian yang dijalankan oleh Deterding, Sebastian, et al., (2011) menunjukkan kaedah pembelajaran yang sesuai bagi abad ke-21 adalah secara permainan digital. Permainan digital dalam pembelajaran atau *Game-based Learning* merupakan satu pendekatan pengajaran dan pembelajaran (PdP) yang mampu meningkatkan penyelesaian masalah secara kreatif dan dapat menarik minat pelajar (Hwang et al., 2014). Signifikan permainan digital di dalam pendidikan diperkukuhkan lagi dengan dapatan kajian Smaldino et al. (2005) yang menyatakan pengaplikasian permainan digital dalam pendidikan adalah sangat fleksibel. Selain itu, Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi)

(PPPM-PT) telah menetapkan 10 lonjakan utama bagi menghasilkan graduan yang seimbang dan holistik serta mewujudkan pengalaman pembelajaran yang lebih intim dan dinamik. Sejalan dengan ledakan Revolusi IR 4.0, Pelan Pembangunan ini telah menetapkan “Pembelajaran Dalam Talian Tahap Global’ sebagai lonjakan ke- 9 bagi meluaskan akses pendidikan, meningkatkan kualiti pengajaran dan pembelajaran serta menyediakan kaedah pembelajaran mengikut kesesuaian dan keperluan pelajar. Ini selaras dengan kebangkitan generasi “warga asli digital” iaitu generasi yang membesar dalam persekitaran teknologi digital, memiliki peranti digital dan segala urusan berada diujung jari.

Latarbelakang Masalah

Pendekatan yang digunakan dalam pengajaran dan pembelajaran perakaunan pada masa kini adalah berpusatkan pensyarah dan latih tubi secara individu. Namun begitu, tidak semua pelajar dapat mengikuti kaedah tersebut dengan baik. Terdapat juga pelajar yang tidak memberikan tumpuan sepenuhnya semasa sesi pengajaran dan pembelajaran berlangsung. Tambahan pula ada pelajar yang menyatakan bahawa subjek akaun merupakan satu subjek yang agak sukar kerana ia melibatkan konsep dan perlu cekap dalam pengiraan. Dapatan daripada satu kajian menunjukkan kurangnya keberkesanan proses pengajaran dan pembelajaran perakaunan disebabkan oleh kaedah pengajaran dan pembelajaran dilakukan secara konvensional (Purnamasari, 2014). Cara konvensional hanya menggunakan *marker*, buku rujukan dan papan putih gagal memberikan kaedah pengajaran yang berkesan. Buku rujukan yang hampir sama kandungannya menyebabkan pelajar merasa lebih bosan untuk mempelajarinya. Untuk mengelakkan rasa bosan, pensyarah cuba mempelbagaikan kaedah pengajaran dan pembelajaran seperti perbincangan berkumpulan tetapi hasilnya tidak begitu memuaskan.

Fundamentals of Accounting merupakan salah satu kursus *discipline core* bagi Jabatan Perdagangan di Politeknik Malaysia. Kebanyakan pelajar yang mengikuti kursus *Fundamentals of Accounting* tiada pengetahuan asas dalam perakaunan. Bancian pada awal yang dilaksanakan sebelum pengajaran bermula menunjukkan 90 daripada 110 orang pelajar menyatakan bahawa kursus *Fundamentals of Accounting* merupakan satu subjek yang susah. Ini kerana ia melibatkan konsep yang sukar untuk difahami, persepsi kurang baik daripada *senior* dan tiada pengetahuan dalam bidang perakaunan. Ia disokong dengan kajian terdahulu yang menunjukkan kurangnya keberkesanan proses pengajaran dan pembelajaran perakaunan disebabkan ia hanya menggunakan *marker*, buku rujukan dan papan putih (Jaijaram, 2012; Purnamasari & Advensia, 2014).

Justeru satu video yang berkonsepkan 360 yang bertajuk *PMJB 360 NON CURRENT ASSET TOUR* telah dibangunkan sebagai salah satu bahan video PdP untuk mewujudkan suasana pembelajaran bermakna dan santai, di mana pelajar terlibat secara aktif dan dapat menghayati kandungan yang dipelajari bagi sub topik *nature of asset*.

Pendekatan Video Interactive 360

Pendekatan yang digunakan dalam merekabentuk video *PMJB 360 NON CURRENT ASSET TOUR* ini adalah berasaskan kaedah pengajaran pengalaman imersif maya kepada penonton berkenaan *non current asset* dan juga gamifikasi. Kedua-dua kaedah pengajaran ini sesuai digunakan bagi memperkukuhkan pemahaman dan meningkatkan pengetahuan serta lebih menarik, interaktif dan mengasyikkan (*engaging*).

Video ini dilengkapi dengan 9 butang untuk membolehkan pelajar memilih *scene* yang diinginkan. Setiap butang mempunyai pengisian dan kreativiti yang tersendiri. Butang tersebut adalah *HOME*, *LEARNING OUTCOME*, *OVERVIEW*, *FEATURES*, *ILLUSTRATION 1*, *ILLUSTRATION 2*, *ASSESSMENT 1*, *ASSESSMENT 2* dan *CREDIT*. Butang *HOME* adalah

main page bagi video ini. Ia diikuti dengan butang *LEARNING OUTCOME* dimana *scene* ini menerangkan tentang hasil pembelajaran yang akan diperolehi oleh pelajar setelah mengikuti pembelajaran interaktif. Seterusnya butang *OVERVIEW*, *scene* ini dilengkapi dengan maklumat tentang definisi aset dan kategori aset. Bagi mengukuhkan lagi pemahaman pelajar tentang ciri- ciri *non current asset*, pelajar boleh memilih butang *FEATURES*. Butang *ILLUSTRATION 1* dan *ILLUSTRATION 2* memberi peluang kepada penonton untuk melihat secara realiti contoh-contoh *non current asset* yang terdapat di Politeknik METrO Johor Bahru.



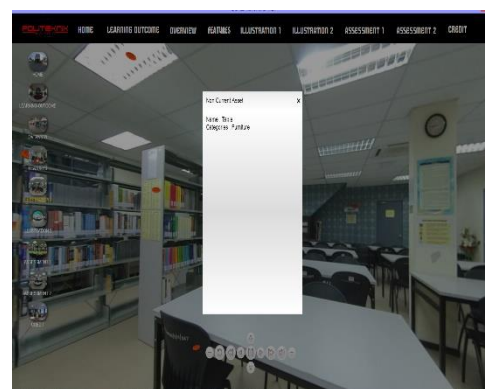
Scene 1: Home



Scene 2: Learning Outcome

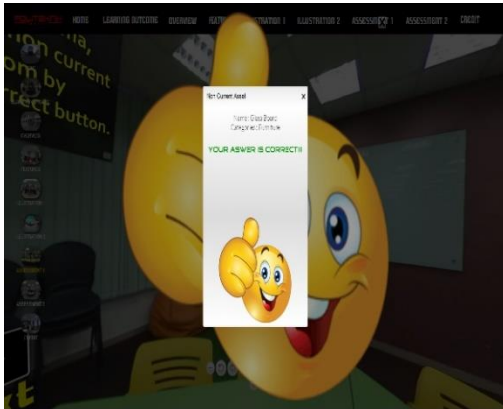


Scene 3: Features

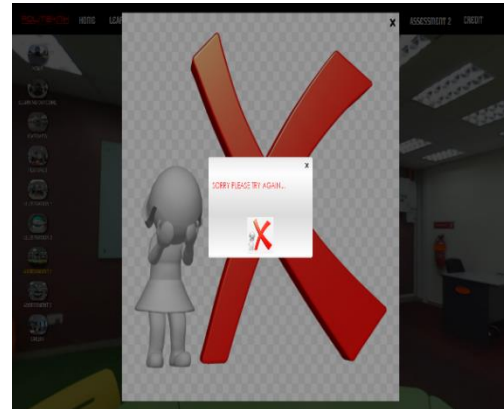


Scene 4: Illustration

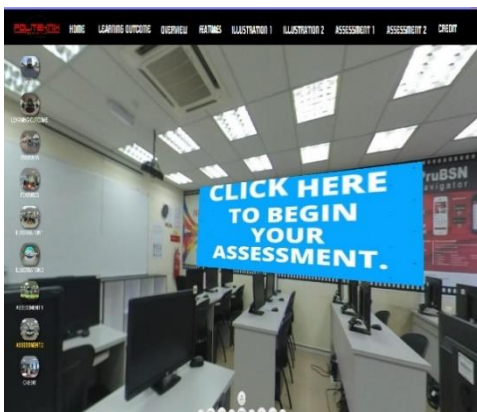
Elemen gamifikasi diterapkan di dalam video ini menerusi butang *ASSESSMENT 1* dan *ASSESSMENT 2*. Menerusi *scene ASSESSMENT 1* penonton boleh mengukuhkan lagi pengetahuan mengenai *non current asset* dengan memilih dan menekan butang berwarna merah yang disediakan. Sekiranya jawapannya SALAH, image “X – sorry please try again” akan dipaparkan. Manakala sekiranya jawapan yang dipilih adalah BETUL, image “thumb up - your answer is correct” beserta nama dan kategori *non current asset* akan dipaparkan. Seterusnya pemahaman penonton boleh dinilai menerusi butang *ASSESSMENT 2*. *Scene* ini mengajak penonton untuk turut serta dalam pembelajaran secara kolaboratif iaitu Kahoot. Akhir sekali adalah butang *CREDIT* iaitu penghargaan dan ucapan terima kasih kepada pihak Politeknik METrO Johor Bahru.



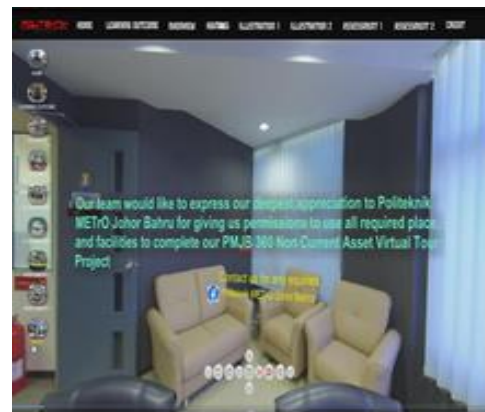
Scene 5: Assessment 1- jawapan betul



Scene 6: Assessment 1 – jawapan salah



Scene 7: Assessment 2



Scene 8 : Credit

Keterlibatan Pelajar

Pembangunan bahan *Video PMJB 360 Non Current Asset Tour* ini adalah salah satu pembelajaran arah diri (*self directed learning*) dan ianya berpusatkan pelajar (*student centred learning*). Pembelajaran arah diri membolehkan pelajar menentukan sendiri keinginan untuk menguasai bahan pembelajaran atas kehendak diri sendiri. Pelajar perlu mengingat fakta dan contoh yang diberikan dalam butang *OVERVIEW*, *FEATURES* dan *ILLUSTRATION 1 & 2* bagi membolehkan mereka menjawab semua soalan yang dikemukakan dengan betul. Seterusnya keterlibatan secara fizikal (psikomotor) dan minda (kognitif) sangat diperlukan semasa mengikuti aktiviti pengukuhan dalam *ASSESSMENT 1* dan *ASSESSMENT 2* yang berbentuk gamifikasi. Menurut Kapp (2012), Endra (2016) dan Lee and Hammer (2011) aplikasi gamifikasi dalam pengajaran dan pembelajaran mampu meningkatkan motivasi pelajar, memberi kesan positif kepada keberhasilan pembelajaran dan perubahan tingkah laku.

Selain itu, video ini juga berpusatkan pelajar kerana ia mewujudkan penglibatan secara aktif dalam pembelajaran mereka sendiri. Pelajar boleh menonton video ini secara santai dimana-mana sahaja tanpa tunjuk ajar daripada pensyarah. Secara tidak langsung video ini mampu mewujudkan suasana pembelajaran yang bermakna dan lebih mengasyikkan disamping meningkatkan kefahaman dan pengetahuan pelajar. Pemahaman kognitif pelajar berkenaan definisi aset, kategori aset, ciri-ciri dan contoh *non current asset* boleh diperolehi sendiri. Elemen penerangan menerusi isi kandungan pembelajaran secara visual membantu mereka memahami isi pembelajaran dengan lebih cepat dan efektif.

Objektif

- Mengenalpasti tahap peningkatan motivasi, kefahaman dan prestasi dalam Interactive 360 video.
- Mengenalpasti persepsi pelajar terhadap pembelajaran Interactive 360 video.
- Mengenalpasti prestasi pelajar sebelum dan selepas pembelajaran Interactive 360 video.

Metodologi

Persampelan secara sistematik kepada pelajar Semester 1 - Politeknik METrO Johor Bahru, telah dipilih sebagai *pilot test* bagi projek *interactive video* ini. Instrument soal selidik telah diedarkan berdasarkan *convenience sampling* dikalangan 30 responden di akhir sesi *interactive video*. Ini kerana Sekaran (2003) menyatakan kaedah memperolehi data secara soal selidik mampu mengukur konsep yang berkaitan dengan sikap, persepsi serta pandangan. Borang soal selidik terbahagi kepada 2 bahagian iaitu Bahagian A dan Bahagian B. Bahagian A adalah berbentuk aneka pilihan di mana maklumat yang diperolehi meliputi profil responden seperti jantina dan program. Manakala, bahagian B semua soalan disusun dengan menggunakan skala likert untuk mengukur penerapan motivasi, kefahaman, prestasi dan persepsi pelajar terhadap *Interactive Video PMJB 360 Non Current Asset Tour*. Skala ini sesuai digunakan kerana ia merupakan satu inventori sikap yang melibatkan perasaan individu terhadap sesuatu idea, prosedur dan institusi sosial (Weirma, 1995). Selain itu bahagian ini juga disediakan ruangan untuk responden memberi maklumbalas tentang ulasan keseluruhan dan impak yang diperolehi selepas menggunakan video PMJB 360 *Non Current Asset Tour*.

Analisis Data

Kaedah peratusan telah digunakan untuk bahagian A: Profil pelajar. Manakala semua data di bahagian B telah dianalisa dengan menggunakan perisian *google drive*. Semua soalan kajian telah dianalisis dengan menggunakan kaedah deskriptif statistik berpandukan peratusan dan min skor. Ini kerana analisis min boleh digunakan untuk mengukur skor purata yang membawa kepada gambaran data secara keseluruhan Sekaran (2003). Analisis ini juga dapat memenuhi hampir semua teknik pemprosesan dan penganalisan data sesuai dengan objektif sesuatu penyelidikan yang dijalankan (Mohd Majid Konting, 2005). Data berkenaan ditafsirkan dengan menggunakan Jadual 1 dibawah. (Norfadhilah, 2010).

Jadual 1: Tafsiran min

| Min | Tafsiran | Tahap |
|------------------|--------------------------------------|-----------|
| 1.00 hingga 2.33 | Tidak setuju dan sangat tidak setuju | Rendah |
| 2.34 hingga 3.66 | Kurang setuju | Sederhana |
| 3.67 hingga 5.00 | Setuju dan sangat setuju | Tinggi |

Dapatan Dan Perbincangan

Laporan dapatan kajian ini dibahagikan kepada 2 bahagian iaitu bahagian A dan bahagian B.

Bahagian A: Profil responden

Jadual 2 di bawah menunjukkan profil responden secara terperinci.

Jadual 2: Taburan Responden Mengikut Frekuensi dan Peratus

| Item | Frekuensi | Peratus |
|---|-----------|---------|
| Jantina | | |
| • Lelaki | 16 | 53 |
| • Perempuan | 14 | 47 |
| Program | | |
| • Diplom Logistik dan Rangkaian Bekalan | 30 | 100 |

Bahagian B: Analisis bagi aspek motivasi, kefahaman dan prestasi.

Persoalan kajian 1: Mengenalpasti tahap peningkatan motivasi, kefahaman dan prestasi dalam interactive 360 video.

Jadual 3 di bawah menunjukkan dapatan analisis min bagi aspek motivasi, kefahaman dan prestasi. Secara keseluruhan dapatan jelas menunjukkan *interactive 360 video* (i-360) mampu meningkatkan motivasi, kefahaman dan prestasi pelajar dalam pengetahuan *non current asset*. Ini dapat dilihat daripada purata dapatan nilai min adalah 4.29. Item 'proses pembelajaran bagi kursus *Fundamentals of Accounting* secara i-360 dapat meningkatkan pengetahuan dalam aplikasi maya' dan 'kaedah pembelajaran secara i-360 dapat meningkatkan keyakinan saya terhadap penerangan tentang aset' memperolehi nilai min yang tinggi iaitu 4.43. Manakala bagi aspek kefahaman, purata nilai min adalah 4.33. Item 'saya dapat mengingat maklumat yang diterima sewaktu sesi i-360' dan item 'kaedah pembelajaran i-360 dapat meningkatkan lagi kefahaman saya.' telah memperolehi nilai min yang tinggi iaitu 4.43. Seterusnya, bagi aspek peningkatan prestasi, purata nilai min adalah 4.33. Item soalan dengan nilai min yang paling tinggi adalah 3.4 iaitu pada item 'Pembelajaran secara i-360 mampu memberi tumpuan kepada pelajar berbanding proses pengajaran konvensional'. Dapatan ini disokong oleh Mohamad Azmi Nias Ahmad (2004) yang mendapati bahawa 36.14% pelajar yang mengambil kursus perakaunan menghadapi masalah dalam memahami konsep, 27.71% pelajar menghadapi masalah dalam mengingat formula dan 10.04% pelajar berpendapat mereka cuai dalam menjawab soalan bagi matapelajaran ini. Selain itu Paul Jajairan (2012) menyatakan kursus perakaunan merupakan satu kursus yang memerlukan pemahaman konsep teori dan praktikal yang tinggi. Para pendidik dalam bidang ini perlu lebih kreatif dalam pelaksanaan P&P agar pelajar lebih mudah faham dan dapat menguasai sesuatu topik. Antara kaedah yang menarik ialah penggunaan komputer dan permainan berasaskan web agar pelajar tidak tertumpu hanya kepada bahan P&P yang terdapat dalam buku sahaja. Dapatan ini juga menyokong kajian yang telah dijalankan oleh Kapp (2012), Endra (2016) dan Lee and Hammer (2011) yang menyatakan aplikasi gamifikasi dalam pengajaran dan pembelajaran mampu meningkatkan motivasi pelajar. Ini kerana pelajar lebih mudah berinteraksi berbanding komunikasi formal yang sering dilakukan di dalam kelas.

Jadual 3: Taburan Responden Mengikut Kekekapan Bagi Persepsi Pelajar Terhadap Tahap Peningkatan Motivasi, Kefahaman dan Prestasi Dalam *Interactive Video PMJB 360 Non Current Asset Tour*.

| Items | Nilai Min | Tafsiran Min | Tahap |
|--|-----------|--------------------------|--------|
| Motivasi | | | |
| Proses pembelajaran bagi kursus <i>Fundamentals of Accounting</i> secara i-360 dapat meningkatkan pengetahuan dalam aplikasi maya. | 4.43 | Setuju dan sangat setuju | Tinggi |
| Saya lebih bermotivasi untuk belajar dengan menggunakan i-360. | 4.23 | Setuju dan sangat setuju | Tinggi |
| Pembelajaran secara i-360 dapat menanamkan sifat sendiri dalam diri saya. | 4.27 | Setuju dan sangat setuju | Tinggi |

| | | | |
|--|-------------|--------------------------|--------|
| Saya lebih berminat untuk belajar menerusi pembelajaran i-360. | 4.1 | Setuju dan sangat setuju | Tinggi |
| Kaedah pembelajaran secara i-360 dapat meningkatkan keyakinan saya terhadap penerangan tentang aset. | 4.43 | Setuju dan sangat setuju | Tinggi |
| Purata Min | 4.29 | | |
| Kefahaman | | | |
| Sesi pembelajaran secara i-360 dapat membantu saya mengingat kembali konsep aset. | 4.3 | Setuju dan sangat setuju | Tinggi |
| Melalui sesi pembelajaran i-360, saya dapat memperoleh pengetahuan dalam keadaan sebenar yang tidak terdapat di dalam bahan kursus. | 4.33 | Setuju dan sangat setuju | Tinggi |
| Saya dapat mengingat maklumat yang diterima sewaktu sesi i-360. | 4.37 | Setuju dan sangat setuju | Tinggi |
| Kaedah pembelajaran i-360 dapat meningkatkan lagi kefahaman saya. | 4.43 | Setuju dan sangat setuju | Tinggi |
| Dalam sesi i-360 saya dapat membezakan non current asset dan current asset dengan jelas. | 4.23 | Setuju dan sangat setuju | Tinggi |
| Purata Min | 4.33 | | |
| Prestasi | | | |
| Saya menunjukkan perubahan prestasi dengan lebih baik dalam proses pembelajaran jika saya melibatkan diri dalam sesi pembelajaran i-360. | 4.3 | Setuju dan sangat setuju | Tinggi |
| Saya cukup berkeyakinan untuk mengambil bahagian dalam sesi pembelajaran i-360. | 4.33 | Setuju dan sangat setuju | Tinggi |
| Maklumbalas boleh diberikan dengan lebih jelas dalam pembelajaran melalui i-360 | 4.37 | Setuju dan sangat setuju | Tinggi |
| Pembelajaran secara i-360 mampu memberi tumpuan kepada pelajar berbanding proses pengajaran konvensional. | 4.43 | Setuju dan sangat setuju | Tinggi |
| Kaedah pembelajaran i-360 mampu mencambahkan dan bertukar idea di antara saya dan rakan-rakan. | 4.23 | Setuju dan sangat setuju | Tinggi |
| Purata Min | 4.33 | | |

Persoalan kajian 2: Mengenalpasti persepsi pelajar terhadap pembelajaran Interactive 360 video.

Jadual 4 di bawah adalah analisis dapatan yang menunjukkan persepsi pelajar terhadap *Interactive Video PMJB 360 Non Current Asset Tour*. Pada keseluruhannya ia berada pada tahap yang tinggi dengan nilai purata min keseluruhan adalah 4.34. Nilai min yang tinggi adalah 4.47 pada item “suasana pembelajaran secara santai” manakala nilai min yang rendah adalah 4.37 pada item “pembelajaran yang melibatkan pelajar secara aktif dalam konteks simulasi / keadaan sebenar”. Secara tidak langsung bahan inovasi ini mampu meningkatkan kefahaman dan pengetahuan pelajar serta mewujudkan suasana pembelajaran di dalam kumpulan dan lebih ceria. Dapatan ini menyokong kajian Karli dan Yuliatiningsih (2002) yang mendapati kaedah pembelajaran secara bermain juga mampu mengembangkan pengetahuan pelajar dalam suasana santai dan mewujudkan sikap bekerjasama di kalangan pelajar. Penggunaan sesuatu alat bantu mengajar yang baik juga membolehkan proses pengajaran dan pembelajaran dengan lebih cekap dan ceria dan secara tidak langsung, pelajar juga akan menikmati suasana pembelajaran yang meyeronokkan dan cekap dalam penguasaan P&P. (Yusof Boon dan Sahibul Bahrin Ahmad, 2011).

Jadual 4: Taburan Responden Berdasarkan Persepsi Terhadap *Interactive Video PMJB 360 Non Current Asset Tour*

| Items | Nilai Min | Tafsiran Min | Tahap |
|---|-------------|--------------------------|--------|
| Menarik. | 4.5 | Setuju dan sangat setuju | Tinggi |
| Meningkatkan pengetahuan berkenaan topik <i>asset</i> | 4.4 | Setuju dan sangat setuju | Tinggi |
| Menyediakan pengalaman pembelajaran yang memberi impak yang mendalam ke atas pencapaian saya. | 4.4 | Setuju dan sangat setuju | Tinggi |
| Suasana pembelajaran secara santai. | 4.47 | Setuju dan sangat setuju | Tinggi |
| Pembelajaran yang melibatkan pelajar secara aktif dalam konteks simulasi / keadaan sebenar | 4.37 | Setuju dan sangat setuju | Tinggi |
| Purata Min | 4.43 | | |

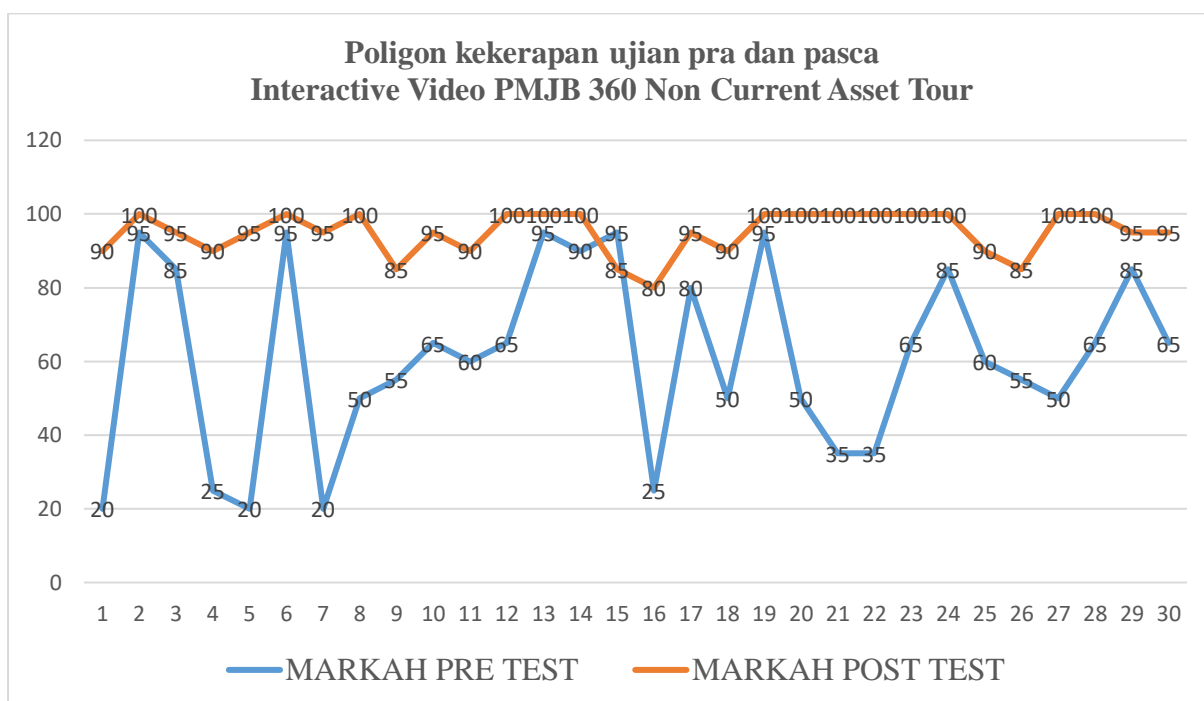
Persoalan kajian 3: Mengenalpasti prestasi pelajar sebelum dan selepas pembelajaran Interactive 360 video.

Jadual 5 di bawah menunjukkan markah ujian sebelum dan selepas pelajar melibatkan diri dalam kaedah pembelajaran i-360 bagi topik *Non Current Asset*. Keseluruhannya, prestasi pelajar menunjukkan peningkatan selepas mereka melibatkan diri dalam sesi pembelajaran *interactive 360 video*. Peningkatan pengetahuan dan pemahaman pelajar dalam topik ini ditunjukkan dengan peningkatan markah purata dari 61% kepada 95% iaitu dari gred B- kepada A+. Ini selari dengan kajian yang dilaksanakan oleh Karli dan Yuliaritatiningsih (2002) yang mendapati kaedah pembelajaran secara bermain juga mampu mengembangkan pengetahuan pelajar dalam suasana santai dan mewujudkan sikap bekerjasama di kalangan pelajar. Ia disokong oleh kajian Ong, Chan dan Koh (2013), penglibatan pelajar dalam pengajaran dan pembelajaran secara permainan mampu memberi kesan positif kepada keberhasilan pembelajaran, perubahan tingkah laku dan pencapaian akademik.

Jadual 5: Markah yang diperolehi oleh responden dalam ujian sebelum dan selepas

| PELAJAR | PRE TEST (%) | | POST TEST (%) | |
|---------|--------------|------|---------------|------|
| | MARKAH | GRED | MARKAH | GRED |
| 1 | 20 | E- | 90 | A+ |
| 2 | 95 | A+ | 100 | A+ |
| 3 | 85 | A | 95 | A+ |
| 4 | 25 | E- | 90 | A+ |
| 5 | 20 | E- | 95 | A+ |
| 6 | 95 | A+ | 100 | A+ |
| 7 | 20 | E- | 95 | A+ |
| 8 | 50 | C | 100 | A+ |
| 9 | 55 | C+ | 85 | A |
| 10 | 65 | B | 95 | A+ |
| 11 | 60 | B- | 90 | A+ |
| 12 | 65 | B | 100 | A+ |
| 13 | 95 | A+ | 100 | A+ |
| 14 | 90 | A+ | 100 | A+ |
| 15 | 95 | A+ | 85 | A |
| 16 | 25 | E- | 80 | A |
| 17 | 80 | A | 95 | A+ |
| 18 | 50 | C | 90 | A+ |
| 19 | 95 | A+ | 100 | A+ |
| 20 | 50 | C | 100 | A+ |

| | | | | |
|---------------|-----------|-----------|-----------|-----------|
| 21 | 35 | E | 100 | A+ |
| 22 | 35 | E | 100 | A+ |
| 23 | 65 | B | 100 | A+ |
| 24 | 85 | A | 100 | A+ |
| 25 | 60 | B- | 90 | A+ |
| 26 | 55 | C+ | 85 | A |
| 27 | 50 | C | 100 | A+ |
| 28 | 65 | B | 100 | A+ |
| 29 | 85 | A | 95 | A+ |
| 30 | 65 | B | 95 | A+ |
| Purata | 61 | B- | 95 | A+ |



Rajah 1: Graf perbandingan markah ujian pra dan ujian pasca *Interactive Video PMJB 360 Non Current Asset Tour*

Maklumbalas Daripada Pengguna Yang Berpotensi

Berdasarkan ulasan keseluruhan responden di dalam borang soal selidik, *interactive video 360* merupakan satu keadah pembelajaran dan pengajaran yang sangat menarik dan mampu meningkatkan minat pelajar untuk belajar kursus perakaunan. Selain itu produk ini mampu meningkatkan semangat pelajar untuk belajar, menghilangkan rasa mengantuk dan menjadikan sesi pembelajaran lebih seronok, mudah difahami dan lebih fokus untuk belajar. Salah seorang responden mengulas ‘proses secara permainan digital dalam subjek perakaunan dapat menarik minat kami untuk belajar secara santai dan yakin’. Ia juga memudahkan kami untuk mengingat akan sesuatu fakta dan dapat meningkatkan keyakinan diri untuk mempelajari akaun. Terdapat juga responden yang ingin menggunakan lagi permainan digital ini untuk memantapkan lagi pemahaman berkenaan tajuk *asset*. Ia juga dapat membantu pelajar mengingat dengan lebih baik, lebih interaktif berbanding pembelajaran di dalam kelas, serta mampu menguji minda pelajar. Terdapat juga responden yang menyatakan video interaktif ini menjadikan subjek akaun lebih menarik dan mambantu saya menjawab soalan dengan yakin tanpa rasa tertekan

Kesimpulan

Seiring dengan ledakan kemajuan teknologi, pendekatan simulasi dan permainan dalam pendidikan merupakan satu inovasi yang sangat menarik dan berkesan dalam membangunkan potensi pelajar. Dapatan kajian jelas menunjukkan kaedah pembelajaran melalui i-360 video mampu mempertingkatkan motivasi, kefahaman dan prestasi pelajar. Jika dilihat dari aspek markah ujian sebelum dan selepas mengikuti *interactive 360 video* menunjukkan terdapat peningkatan kefahaman dan prestasi pelajar. Aspek kebolehcapaian semula dan penerokaan dalam i-360 video ini mampu meningkatkan motivasi pelajar kerana ianya lebih interaktif dan menyeronokkan. Dapatan ini boleh dijadikan sebagai bahan rujukan oleh para pendidik yang mengajar mata pelajaran perakaunan dan juga mereka yang memerlukan maklumat tambahan sebagai bahan kajian. Diharapkan dapatan ini juga boleh digunakan untuk meningkatkan penyampaian pengajaran dan pembelajaran dalam sesuatu mata pelajaran seiring dengan perkembangan teknologi dalam dunia pendidikan semasa.

Rujukan

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KECERDASAN ROHANI DAN INTEGRITI: SATU KAJIAN RINTIS DALAM KALANGAN PELAJAR IPTA MUSLIM DI MALAYSIA

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Abstrak: Kecerdasan rohani adalah elemen penting ke arah pembentukan personaliti mulia dalam diri seseorang. Memandangkan pelajar universiti adalah bakal modal insan negara, mereka perlu mempunyai kecerdasan rohani untuk mencapai tahap integriti yang tinggi. Kajian rintis ini dijalankan untuk mengenal pasti kebolehpercayaan instrumen bagi mengukur tahap kecerdasan rohani dan pemahaman tentang integriti dalam kalangan pelajar institut pengajian tinggi awam (ipta) muslim di malaysia. Kajian ini berdasarkan kepada reka bentuk kajian kuantitatif dan kaedah yang digunakan adalah persampelan rawak berstrata dengan saiz sampel 30 orang pelajar islam dari universiti awam di seluruh malaysia. Instrumen penyelidikan yang digunakan adalah soal selidik. Penggunaan soal selidik digital iaitu "google form" membolehkan data dikumpul dan dianalisis dengan cepat. Penelitian ke atas kajian-kajian lepas dilakukan bagi membina instrumen kedua pemboleh ubah ini. Nilai pekali cronbach alpha bagi instrumen kecerdasan rohani adalah 0.848 manakala nilai pekali cronbach alpha bagi instrumen integriti adalah 0.756. Dengan itu, kebolehpercayaan pemboleh ubah bagi instrumen ini boleh diterima. Data kajian dianalisis dengan menggunakan ibm "statistical package of social science" (spss) versi 26 untuk menilai kekerapan, purata dan ujian korelasi. Analisis data mengenai kecerdasan rohani dilakukan dengan menggunakan ujian deskriptif kekerapan di mana min antara 4.53 hingga 5.83 diperolehi. Keputusan ini menunjukkan tahap kecerdasan rohani adalah tinggi dalam kalangan pelajar. Sementara itu, ujian integriti dilakukan menggunakan ujian kekerapan juga di mana ia menunjukkan majoriti pelajar memahami erti integriti.

Kata kunci: kecerdasan rohani, integriti, pelajar ipta

Pengenalan

Di dalam kehidupan ini, manusia memerlukan kecerdasan di akal dan hati. Tanpa kecerdasan ini, manusia sebagai khalifah yang diamanahkan untuk menjalankan tugas di bumi ini, tidak dapat melaksanakan suruhan allah swt dengan sempurna. Menurut Elmi Baharudin (2015), kecerdasan rohaniah atau kecerdasan rohani merupakan kecerdasan yang paling tinggi dalam diri seorang insan. Ia berpunca dari roh, hati, perasaan, keimanan yang tinggi dan diikuti dengan amalan yang berterusan berlandaskan syariat yang ditetapkan oleh Allah SWT serta akhlak yang terpuji bagi menjalani kehidupan. Insan ini dapat menjaga hubungannya dengan Allah SWT, manusia serta persekitaran dengan baik dengan mempunyai personaliti *Ulul Albab* di mana ia bermaksud mempunyai dalaman yang kuat dan akhlak yang mulia. Manakala, Yosi Amram (2007) menyatakan bahawa kecerdasan rohani atau "*Spiritual Intelligence*" didefinisikan sebagai keupayaan untuk menggunakan sumber rohani dalam meningkatkan kesejahteraan harian. Ini selari dengan kajian Danah Zohar (2001) yang menurutnya, kecerdasan rohani adalah kebijaksanaan suara hati, moral dan kebolehan untuk memilih yang benar dan salah. Kebijaksanaan ini dibentuk melalui kebolehan menyelesaikan masalah di atas

kepercayaan nilai-nilai yang baik dan benar dalam kehidupan ini. Dengan kebijaksanaan rohani, seseorang itu dapat memupuk sifat integriti dalam urusan seharian mereka. Kecerdasan rohani adalah keupayaan dalaman bagi memilih perkara yang bermanfaat dan meninggalkan segala kemudaratan. Ia juga bermaksud keupayaan seseorang untuk berfikir dengan rasional dan mempunyai nilai-nilai murni dalam dirinya bagi membezakan mana yang betul dan mana yang salah. Pelajar universiti yang mempunyai kecerdasan rohani yang tinggi mampu menjadi insan yang cemerlang di dunia dan akhirat.

Konsep Kecerdasan rohani

Kecerdasan rohani dikatakan satu kecerdasan yang lebih tinggi di mana ia dapat mengaktifkan kualiti dan keupayaan diri dalam bentuk kebijaksanaan, belas kasihan, integriti, kegembiraan, cinta kreativiti dan keamanan. Kajian Ajit Singh Negi dan Dr Ashu Khanna (2017) menyatakan kerohanian adalah bermaksud tahu siapa diri anda dan kecerdasan rohani itu untuk menyedari siapa diri anda dan hidup di dalam kesedaran itu. Kajian barat iaitu kajian Yosi Amram (2007) menyatakan kecerdasan rohani itu terbahagi kepada tujuh dimensi iaitu:

1. Kesedaran

Dimensi kesedaran bermaksud kesedaran yang diperhalusi bagi mencapai pengetahuan diri dengan niat dan fikiran yang jelas. Ini boleh dilakukan dengan pelbagai cara seperti berdoa, meditasi, intuisi, impian dan bersendirian dalam suasana yang sepi. Amalan yang dipraktikkan ini dikatakan dapat membangunkan kualiti rohani bagi membina kecerdasan rohani.

2. Rahmat

Dalam kajian beliau, rahmat di sini menunjukkan kasih sayang dan kepercayaan dalam kehidupan ini. Ia seperti melalui kehidupan ini dengan penuh kesyukuran, keceriaan, melihat kecantikan luar dan dalam serta optimistik dengan kehidupan berlandaskan kepada iman dan amanah.

3. Maksud

Dimensi maksud ini adalah mempunyai hala tuju dan perasaan penting dalam melakukan aktiviti harian seperti panggilan untuk perkhidmatan termasuk dalam menghadapi penderitaan dan kesakitan.

4. Transendensi

Dalam kajian ini, ia bermaksud melampau perasaan ego yang ada di dalam diri dengan saling hormat menghormati dan memupuk hubungan yang baik dalam masyarakat. Perasaan belas kasihan, murah hati, sayang menyayang antara satu sama lain dipupuk dalam diri sendiri.

5. Kebenaran

Kajian ini menyatakan kebenaran dalam konteks kerohanian ini adalah mempunyai hati yang terbuka di dalam kehidupan dengan mempunyai perasaan ingin tahu dan suka kepada semua penciptaan.

6. Penyerahan

Dimensi ini menunjukkan penyerahan diri kepada Pencipta, melepaskan ego bagi memupuk perasaan rendah diri dan menerima takdir yang telah ditentukan bagi perkara-perkara yang berlaku.

7. Arahan Dalaman.

Dimensi ini bermaksud arahan kepada diri individu itu sendiri untuk melakukan tindakan bijak seperti melepaskan perasaan takut, menggalakkan perasaan berani, kreativiti, ceria, mencari kebenaran dengan titipan hati nurani serta memupuk integriti dengan menjadi seorang yang bertanggungjawab dan tindakan selari dengan nilai-nilai murni.

Dari segi perspektif Islam, kajian Mastura Ab Wahab dan Noorliza Karia (2019) menyatakan konsep kecerdasan rohani adalah:-

1. Islam

Kecerdasan rohani dicapai apabila hubungan dengan Allah adalah rapat. Ia hanya boleh dicapai dengan mempercayai kepada Allah SWT, Maha Pencipta, satu sahaja tuhan yang mesti disembah. Allah Maha Suci dan suka kepada kesucian. Maka, sesiapa yang percaya kepada Allah SWT, dia akan melaksanakan lima rukun Islam iaitu syahadah, solat, puasa, keluarkan zakat dan menunaikan Haji bagi yang mampu.

2. Iman

Memegang kepada enam rukun Iman iaitu percaya kepada Allah, Rasul, Malaikat, Kitab Suci, kiamat dan ketentuan qada' dan qadar.

3. Ihsan

Merasakan Allah SWT sentiasa melihat segala perbuatan yang dilakukan. Dengan mempunyai perasaan ini, akhlak akan sentiasa dijaga daripada sifat riyak, bangga diri dan tidak akan melakukan perkara-perkara yang melanggar syariat Allah SWT walaupun besar atau kecil. Memohon keampunan sentiasa dilakukan bagi menyucikan hati agar sentiasa mengingat Allah dengan penuh keikhlasan.

Dengan mempunyai ketiga-tiga perkara ini, seseorang itu dapat mencapai keredhaan Allah SWT dan dengan itu, Allah SWT akan menganugerahkan kecerdasan rohani melalui hidayah dan petunjuk bagi mendapat ilmu dariNya. Kajian Elmi Baharuddin (2015) menambahkan lagi terdapat 7 domain kecerdasan rohani di dalam Islam iaitu ruh, kalbu, nafsu, akal, kepercayaan, penyembahan dan akhlak. Dengan mengawasi ketujuh-tujuh domain ini, kecerdasan rohani dapat dicapai.

Menurut Profesor Dr Hamka (2018) di dalam buku beliau "*Tasawuf Modern*", bagi mencapai kebahagiaan di dunia dan akhirat, seseorang insan mestilah suci iaitu keluar dari budi pekerti buruk dan masuk ke budi pekerti yang baik. Ini dinamakan tasawuf yang menunjukkan tentang kecerdasan rohani yang tinggi. Bagi mencapai ini, Imam Ghazali menyatakan di dalam kitabnya "*Ihya Ulumiddin*", seseorang itu perlu mencapai kesempurnaan akal dengan melalui ilmu.

Kajian Lepas – Kecerdasan rohani

Kajian Deisa Iriani Rampisela (2017) mendapati kecerdasan rohani mempunyai hubungan dengan prestasi belajar. Apabila kecerdasan rohani baik, prestasi belajar juga sangat baik. Dapatan kajian Ananto (2008) menyatakan pembelajaran yang hanya mempunyai kecerdasan intelektual tanpa keseimbangan dengan kecerdasan rohani akan melahirkan pelajar yang mudah kecewa, menggunakan ubat-ubat terlarang, kurang motivasi dan mudah mendapat depresi. Dapatan kajian Samaneh Sadat Karbalaee, Abbas Abdollahi, Sabrina J.Ho Abdullah (2015) menunjukkan kecerdasan rohani mempunyai hubungan yang positif dengan sikap yang positif terhadap tingkah laku pencegahan sisa buangan sampah dalam kalangan pelajar universiti. Ini selari dengan dapatan kajian Kamitsis,I, Francis,A (2013) di mana ia

menunjukkan pelajar yang mempunyai kecerdasan rohani yang tinggi akan berhati-hati mengikut peraturan sosial dan norma yang boleh diterima dalam tingkah laku seseorang di dalam persekitaran. Perkara ini juga didapati dalam kajian Roxana Dev Omar Dev et al (2018) mengenai tingkah-laku pelajar terhadap penjagaan kesihatan mereka. Kecerdasan rohani dapat menggalakkan tingkah laku yang positif dalam kalangan pelajar terhadap perkara-perkara yang berkaitan dengan kesihatan. Contoh seperti penjagaan hubungan seksual, pencegahan diabetes, tidak merokok, melakukan senaman bagi penjagaan kesihatan dan lain-lain. Kajian ini disokong oleh kajian Ahmad M. Mahasneh (2015) di mana kecerdasan rohani mempunyai hubungan yang positif dengan ciri personaliti pelajar universiti di Jordan.

Kajian Bill Kerstetter (2018) yang berkaitan dengan pengaruh pemimpin terhadap kepercayaan organisasi mendapati kecerdasan rohani adalah ciri penting dalam menerapkan keupayaan pemimpin untuk membuat keputusan yang baik, menerapkan hubungan dan memberi rasa pemerksaan terhadap organisasi. Pemimpin yang memanfaatkan kecerdasan rohani boleh mewujudkan budaya kepercayaan dan pemerksaan dan boleh diambil sebagai contoh tauladan untuk diikuti oleh pekerja-pekerjanya. Begitu juga bagi pekerja-pekerja yang mempunyai kecerdasan rohani, prestasi syarikat akan juga bertambah baik seperti dalam kajian Lisda Rahmasari (2012). Dalam kajian ini, kecerdasan rohani pekerja mempunyai hubungan yang positif dengan prestasi syarikat. Dapatan kajian Wiwied Widyastuti dan Unti Ludigdo (2010) mendapati kecerdasan rohani dan budaya organisasi mempunyai hubungan yang signifikan dengan tingkah laku etika juru audit. “Kecerdasan rohani meliputi cinta, kerendahan hati, pengabdian kepada keluarga, pengabdian yang didasarkan pada keberadaan Tuhan” (Efendi, 2005).

Dalam kajian ini, penyelidik mengkaji tahap kecerdasan rohani serta pemahaman mereka berkaitan integriti dalam kalangan pelajar IPTA Muslim di Malaysia. Kecerdasan rohani yang tinggi dapat membentuk peribadi yang baik bagi melaksanakan tanggungjawab sebagai modal insan yang berintegriti tinggi di Malaysia.

Metodologi Dan Rekabentuk Kajian

Kajian ini adalah kajian rintis dan rekabentuk kajian yang digunakan adalah kuantitatif iaitu sampel rawak berstrata. Data dikumpulkan melalui borang digital google atau “google form” yang dihantar kepada responden memandangkan pada masa kajian rintis ini dilakukan, kerajaan Malaysia telah mengenakan arahan Perintah Kawalan Pergerakan disebabkan oleh pandemik Covid-19, di mana pertemuan semuka tidak digalakan. Kajian ini dijalankan dalam kalangan pelajar universiti awam di Malaysia. Kriteria pemilihan responden adalah beragama Islam dan belajar di universiti awam di Malaysia. Kajian rintis ini melibatkan 30 orang pelajar universiti awam dari seluruh Malaysia dari pelbagai bidang pengkhususan. Instrumen yang digunakan untuk mengukur kecerdasan rohani ini telah diadaptasi dari kajian Abdollah Zadeh Hassan (2009). Kesahan kandungan soalan telah dilakukan oleh pakar profesional. Soal selidik ini menggunakan skala enam pilihan jawapan iaitu 1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Sedikit Tidak Setuju, 4 = Sedikit Setuju, 5 = Setuju dan 6 = Sangat Setuju. Manakala, instrumen integriti mengandungi soalan yang diadaptasi dari kajian Dr Anis Yusal (2017), Arieff Salleh Rosman et al, (2008), Nur Hafizah Yusoff (2019), Norhasilah Mat Nor (2012) dan Nor Wahida (2018).

Penemuan Kajian Rintis

Bagi kajian rintis ini, penggunaan soal selidik digital iaitu “google form” membolehkan data dikumpul dan dianalisis dengan cepat. Data kajian telah dianalisis dengan menggunakan perisian komputer IBM *Statistical Package of Social Science* (SPSS) versi 26 untuk menilai kekerapan, peratusan, purata dan ujian korelasi.

Jadual 1: Nilai Kebolehpercayaan Cronbach Alpha

| | Kecerdasan Rohani | Integriti |
|----------------|-------------------|-----------|
| Cronbach Alpha | 0.848 | 0.756 |

Jadual 1 menunjukkan kebolehpercayaan instrumen ke atas kecerdasan rohani adalah Cronbach alpha 0.848 dan integriti nilai Cronbach alpha ialah 0.756. Ini bererti instrumen kedua-dua pemboleh ubah ini boleh diguna pakai dalam konteks kajian ini. Dapatan kajian Keith S. Taber (2018) menyatakan nilai Cronbach alpha melebihi 0.70 adalah mencukupi bagi kesahan kebolehpercayaan instrumen-instrumen bagi kajian.

Analisis Deskriptif Latar Belakang Responden

Bahagian ini menerangkan keputusan analisis latar belakang responden iaitu program akademik, jantina, umur, agama, pendidikan sekolah menengah, asal dan taraf pendidikan ibubapa.

Jadual 2: Latarbelakang demografi responden

| | |
|-----------------------------|--|
| Program Akademik | Diploma: 6.7% Sarjana Muda: 53.3% Sarjana: 23.3% PhD: 16.7% |
| Jantina | Lelaki: 6 orang, 20% Perempuan: 24 orang, 80% |
| Umur | 18 – 25 tahun: 56.7% 26 – 35 tahun: 13.3% 36 – 40 tahun: 20.0% 41 tahun ke atas: 10.0% |
| Agama | Islam: 100% |
| Pendidikan Sekolah Menengah | Pernah belajar di sekolah agama: 36.7% Tidak pernah belajar di sekolah agama: 63.3% |
| Asal | Perlis – 0% Kedah – 3.3% Pulau Pinang – 6.7% Perak – 6.7% Selangor – 23.3% Melaka – 3.3% Negeri Sembilan – 6.7% Johor – 3.3% Kelantan – 13.3% Terengganu – 6.7% Wilayah Persekutuan Labuan – 0% Wilayah Persekutuan Kuala Lumpur – 16.7% Sabah – 0% Sarawak – 10.0% |
| Taraf Pendidikan Ibubapa | Ibu Tidak bersekolah – 6.7% Sekolah Rendah – 13.3% Sekolah Menengah – 30.0% Sijil atau Diploma – 20.0% Ijazah Pertama – 16.7% Ijazah Sarjana – 10.0% PhD – 3.3% Bapa Tidak bersekolah – 3.3% Sekolah Rendah – 6.7% Sekolah Menengah – 33.3% Sijil atau Diploma – 20.0% |

| | |
|--|---|
| | Ijazah Pertama – 30.0% Ijazah Sarjana – 3.3% PhD – 3.3% |
|--|---|

Latar Belakang Demografi Responden

Berdasarkan kepada Jadual 2, daripada 30 responden ($n = 30$), didapati bahawa 6.7% sedang mengikuti program diploma, 53.3% di dalam program sarjana muda, 23.3% di dalam program sarjana dan 16.7% di dalam program PhD. Terdapat 24 orang (80.0%) terdiri daripada pelajar perempuan manakala 6 orang (20.0%) terdiri daripada pelajar lelaki. Kesemua responden adalah beragama Islam.

Golongan responden yang terbesar adalah berumur di antara 18 – 25 tahun iaitu 56.7%, diikuti oleh yang berumur di antara 36 – 40 tahun iaitu 20%, 26 – 35 tahun sebanyak 13.3% dan 41 tahun ke atas sebanyak 10.0%.

63.3% daripada responden tidak pernah belajar di sekolah agama manakala 36.7% pernah belajar di sekolah agama.

Daripada kajian rintis ini, responden paling ramai adalah berasal dari Zon Barat iaitu Selangor dan Kuala Lumpur, 40.0%, Zon Timur iaitu Kelantan, Terengganu dan Sarawak, 20.0%, Zon Utara iaitu Kedah, Pulau Pinang dan Perak, 16.7% dan Zon Selatan iaitu Negeri Sembilan, Melaka dan Johor, 13.3%.

Bagi pendidikan ibubapa pula, 50% daripada para ibu responden telah melanjutkan pelajaran selepas sekolah menengah, manakala bapa pula adalah 56.6%. Terdapat 6.7% para ibu responden yang tidak bersekolah dan bagi para bapa sebanyak 3.3%.

Data demografi menunjukkan sebilangan besar responden tidak pernah belajar di sekolah agama, berumur dalam lingkungan 18 – 25 tahun, berasal dari zon barat dan mempunyai ibubapa yang berpendidikan tinggi. Kajian ini akan menunjukkan tahap kecerdasan rohani pelajar di dalam diri mereka. Jika tahap kecerdasan rohani mereka tinggi maka integriti dalam diri mereka juga akan menjadi tinggi.

Jadual 3: Tahap Kecerdasan Rohani Pelajar

| | Item | Min | Sisih Piawai |
|----|--|------|--------------|
| 1 | Saya ingin mempunyai perhubungan manusiawi dan kasih sayang sesama insan. | 5.33 | 0.80 |
| 2 | Saya selalu merasa Allah melihat saya | 5.60 | 0.67 |
| 3 | Saya selalu berterima kasih dan bersyukur dalam kehidupan. | 5.50 | 0.63 |
| 4 | Saya percaya Allah akan menolong saya ketika saya di dalam kesusahan dan penderitaan. | 5.83 | 0.46 |
| 5 | Saya percaya saya tidak akan kehilangan apa-apa kerana Allah adalah pemilik sebenar segalanya. | 5.77 | 0.68 |
| 6 | Saya sangat mengagumi alam semesta. | 5.67 | 0.66 |
| 7 | Saya boleh mengaku kesalahan saya tidak kira jawatan apa yang saya pegang. | 5.60 | 0.77 |
| 8 | Saya rasa bertanggungjawab dan komited kepada tugas saya. | 5.23 | 0.82 |
| 9 | Saya boleh menegakkan pendirian saya secara umum jika terdapat perbezaan pada prinsip asas saya. | 5.23 | 0.82 |
| 10 | Saya berasa nikmat dengan asas keagamaan dan spiritual sebagai sumber kuasa dan petunjuk. | 4.53 | 0.90 |

Dari hasil kajian yang ditunjuk dalam Jadual 3, adalah didapati min berada di antara 4.53 hingga ke 5.83 di mana ia menunjukkan tahap kecerdasan rohani para responden adalah tinggi. Walaupun sebahagian besar responden tidak pernah bersekolah di sekolah agama,

namun sebagai orang Islam dan mempunyai ibubapa yang berpendidikan tinggi, mereka telah diajar dengan cara pemikiran yang baik berlandaskan Al-Quran dan Sunnah.

Jadual 4: Tahap Pemahaman Integriti Dalam Kalangan Pelajar IPTA Muslim di Malaysia.

| | Item | Positif (Sedikit Setuju, Sangat Setuju) | Negatif (Sangat Tidak Setuju, Sedikit Tidak Setuju) |
|---|---|---|---|
| 1 | Saya memahami konsep integriti. | 100% | - |
| 2 | Persekitaran saya mengingatkan saya pada integriti. | 93.3% | 6.7% |
| 3 | Media massa (contoh: surat khabar, televisyen, radio dan lain-lain) berkesan dalam usaha meningkatkan kesedaran mengenai integriti dalam kalangan masyarakat. | 90.0% | 10.0% |
| 4 | Tidak salah mengambil harta/barangan pejabat (cth: <i>thumb drive</i> , <i>toner</i> , kertas dan lain-lain) untuk kegunaan peribadi. | 6.7% | 93.3% |
| 5 | Tidak salah menggunakan wang pejabat untuk kepentingan diri sendiri. | 3.3% | 96.7% |
| 6 | Saya mendapati rasuah dalam sektor awam adalah rendah. | 13.3% | 86.7% |
| 7 | Saya mendapati rasuah dalam sektor swasta adalah rendah. | 10.0% | 90.0% |
| 8 | Rasuah adalah hadiah dalam bentuk wang, barangan atau perkhidmatan yang diberikan. | 80.0% | 20.0% |

Tahap Pemahaman Integriti Dalam Kalangan Pelajar

Berdasarkan Jadual 4 di atas, ia menunjukkan kesemua responden, 100%, memahami konsep integriti. 93.3% bersetuju persekitaran mengingatkan mereka kepada integriti dan 6.7% tidak bersetuju. Ini bermaksud usaha pihak kerajaan, swasta dan universiti untuk memperkasakan integriti memberi kesan positif kepada majoriti pelajar ini.

90.0% bersetuju bahawa media massa memberi kesan kepada pemahaman integriti kepada mereka, manakala 10.0% tidak bersetuju. Ini menunjukkan media massa memainkan peranan penting dalam mendidik masyarakat untuk menjadi individu yang berintegriti tinggi. 93.3% tidak bersetuju bahawa pengambilan barangan pejabat bagi kegunaan peribadi adalah tidak salah, manakala 6.7% bersetuju perbuatan ini tidak salah. 96.7% tidak bersetuju dengan perbuatan mengambil wang pejabat untuk kegunaan sendiri manakala 3.3% setuju ia adalah tidak salah. Sebahagian besar responden iaitu 86.7% dan 90.0% tidak setuju dengan kenyataan bahawa sektor awam dan swasta mempunyai kadar rasuah yang rendah dan 80.0% bersetuju rasuah boleh berbentuk wang, barangan dan juga perkhidmatan.

Dari hasil dapatan ini, sebahagian besar dari pelajar IPTA Muslim di Malaysia mempunyai fahaman tentang integriti yang tinggi. Namun ada juga sebahagian kecil yang masih samar tentang perkara yang melanggar etika integriti di mana di antara 10.0% - 13.3% masih setuju bahawa rasuah di sektor awam dan swasta masih rendah sedangkan perkara ini diwartakan di dalam media massa setiap hari dan Malaysia menduduki paras ke 57 di dalam Indeks Persepsi Rasuah Antarabangsa 2020 dari 180 negara di seluruh dunia.

Kesimpulan

Kajian rintis ini mendapati instrumen yang dibina mempunyai nilai Cronbach alpha 0.848 bagi kecerdasan rohani dan 0.756 bagi integriti. Ini menunjukkan kebolehpercayaan yang tinggi bagi instrumen-instrumen tersebut bagi responden di dalam kajian. Dapatan kajian menyatakan

pelajar Islam di IPTA di Malaysia mempunyai kecerdasan rohani yang tinggi apabila menunjukkan min adalah antara 4.53 hingga ke 5.83.

Kajian ini juga mendapati, walaupun sebahagian besar responden tidak bersekolah di sekolah agama, namun dengan pendidikan ibubapa yang tinggi, mereka dididik dengan baik dan memahami maksud integriti keseluruhannya. Oleh itu, sebagai bakal modal insan negara yang akan memacu pembangunan negara, pelajar ini haruslah terus dididik dan diberi pemantauan yang rapat bagi memastikan mereka terus kuat berpegang kepada segala suruhan Allah SWT bagi menjalani kehidupan yang cemerlang dan berintegriti tinggi.

Hasil kajian ini juga menunjukkan pelajar kebanyakannya mengerti tentang konsep integriti secara keseluruhannya tetapi dari segi realiti, masih ada yang tidak sedar akan keparahan masalah integriti di Malaysia. Masih ada yang mengatakan kes-kes rasuah di sektor awam dan swasta masih rendah sedangkan Malaysia merupakan antara negara yang tertinggi mempunyai masalah rasuah di dunia seperti yang dicatatkan oleh Indeks Persepsi Rasuah Antarabangsa 2020. Dari 180 negara, Malaysia menduduki tangga ke 57 dengan skor 51 berbanding dengan skor negara yang rendah rasuah iaitu New Zealand yang menduduki tempat pertama dengan skor 88. Jiran Malaysia, Singapura menduduki tempat ketiga dengan skor 85.

Kesimpulannya, kajian ini menunjukkan bukti empirikal terhadap ujian-ujian ke atas instrumen kecerdasan rohani dan integriti yang telah dibina. Instrumen-instrumen ini mempunyai ciri kebolehpercayaan yang mencukupi untuk mengenal pasti tahap kecerdasan rohani dan integriti bagi pelajar IPTA Muslim di Malaysia dan boleh diguna pakai bagi pengumpulan data sebenar.

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UNSUR PENDIDIKAN MELALUI AKHLAK PEMIMPIN BERDASARKAN TEKS *SULALATUS SALATIN*

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Abstrak: *Kegemilangan Kesultanan Melayu Melaka telah dinukilkan dalam Sulalatus Salatin, yang bermakna Salsilah Sultan-sultan. Teks karya ini diperakui sebagai sebuah karya agung dan dijadikan rujukan para sarjana dalam pelbagai kajian mengenai Empayar Melaka. Sehingga ke hari ini, teks ini masih dikaji memandangkan khazanah maklumat yang dikandunginya masih banyak belum diterokai. Objektif makalah ini ialah mengenal pasti dan menghuraikan akhlak pemimpin Kesultanan Melayu Melaka yang terdapat dalam Sulalatus Salatin melalui Teori Takmilah. Kaedah kualitatif iaitu kaedah analisis deskriptif teks berdasarkan Teori Takmilah akan digunakan dalam kajian ini. Sulalatus Salatin mengandungi tatacara membentuk seorang pemimpin, ia sarat dengan ilmu kepimpinan dan ilmu lain yang berkaitan seperti pentadbiran. Teks ini juga membimbing dengan pesanan serta memberi contoh nilai yang khusus dimiliki oleh sesuatu masyarakat tertentu. Justeru pengisahan dalam Sulalatus Salatin telah digarap dengan begitu halus dan indah. Dari sudut sastera, Sulalatus Salatin diiktiraf sebagai ensiklopedia ilmu, yang mendokumentasikan pengalaman dan cita-cita sesuatu bangsa, iaitu bangsa Melayu. Cita-cita bangsa yang didukung telah berjaya direalisasikan oleh beberapa raja-raja Kesultanan Melayu Melaka dalam zaman pemerintahannya dengan jayanya. Kesultanan Melayu Melaka telah menjadi empayar dan pusat Islam yang gemilang selama dua abad.*

Kata Kunci: *Sulalatus Salatin, teori takmilah, sastera, karya agung*

Pengenalan

Sulalatus Salatin juga dikenali sebagai Sejarah Melayu. Karya ini telah dikarang oleh Tun Sri Lanang ketika beliau menjadi Bendahara Paduka Johor bermula tahun 1580 hingga 1615. Beliau telah dilahirkan di Bukit Seluyut, Johor pada tahun 1565. Karya ini bergenre sastera sejarah yang mengandungi lima belas bab kesemuanya. Karya agung ini menceritakan tentang perihal zaman Kesultanan Melayu Melaka sehingga ke saat kejatuhannya. Karya ini dihasilkan agar keturunan yang akan datang dapat belajar daripada kesilapan leluhur mereka.

Walaupun karya ini berkisarkan tentang zaman pemerintahan raja-raja Kesultanan Melayu Melaka, karya ini tetap boleh dijadikan panduan hidup serta mendidik masyarakat pada hari ini. Pelbagai nilai Melayu yang tergambar dalam karya ini seperti falsafah nilai dan etika, kepimpinan, waadat, estetika, bahasa, agama dan banyak lagi. Masyarakat Melayu digambarkan sebagai masyarakat yang bijak mendidik serta mementingkan keagamaan, dan nilai estetika yang menjadi keutamaan ialah estetika dari segi adab dan adatnya, estetika dari segi retoriknya dan sebagainya. Selain itu terdapat juga nilai Melayu yang melihat tentang etika dan kepimpinan dalam Masyarakat Melayu.

Sorotan Literatur

Norazimah Zakaria (2016) aspek kepengarangan; Salmah Jan Noor Muhammad (2018) diplomatik; Mardiana Nordin (2015) peperangan telah membuat kajian tentang teks *Sulalatus Salatin*. Norazimah Zakaria (2016), telah membincangkan teks *Hikayat Melayu*, iaitu versi panjang *Sulalatus Salatin* yang melihat daripada aspek kepengarangan manakala Mardiana Nordin (2015) melihat strategi peperangan yang terdapat dalam teks *Sulalatus Salatin* dan Salmah Jan Noor Muhammad (2018) pula membincangkan aspek hubungan diplomatik yang terdapat dalam teks historiografi Melayu pada zaman kesultanan Melayu Melaka.

Di antara kajian lepas yang telah mengangkat Teori Takmilah sebagai paksi penilaian termasuklah Abdul Halim Ali (2009) dalam tesis doktor falsafahnya, *Konsep Estetika Bersepadu : Terapan Dan Analisis Terhadap Karya-karya Puisi Ahmad Kamal Abdullah*. Kajian ini dijalankan untuk menganalisis puisi-puisi hasil karya Ahmad Kamal Abdullah dengan mengaplikasikan pendekatan Estetika Bersepadu. Manakala Maniyamin Haji Ibrahim (2009) pula melihat *Citra Takmilah : Analisis Terhadap Kumpulan Puisi Islam*. Kajian ini telah mengupas secara ilmiah mengenai citra manusia dalam puisi-puisi Melayu, khususnya puisi berunsurkan Islam hasil karya Abham T.R. dengan menggunakan Model Citra Takmilah iaitu gabungan Teori Takmilah dengan citra manusia.

Justeru berdasarkan sorotan literatur, maka Teori Takmilah telah membantu menilai mesej yang tersirat dalam yang tersurat, yakni dapat mengupas mesej apakah insan kamil dalam genre puisi. Dapatan ini membantu kajian akan datang dalam menggunakan Teori Takmilah untuk menilai mesej dalam karya sastra yang lain, seperti sastra sejarah.

Metodologi Kajian

Kajian ini menggunakan kaedah kualitatif analisis deskriptif yang menggunakan Teori Takmilah sebagai landasan untuk menganalisis data kajian. Teori ini yang berlandaskan prinsip kesempurnaan dalam Islam telah diperkenalkan oleh Shafie Abu Bakar (2000). Teori ini berdasarkan sifat ketuhanan yang Uluhiyyah dan Rubuhiyyah. Menurut Shafie, teori ini boleh digunakan untuk mengesan nilai keislaman dalam semua karya sastra. Dasar teori ini ialah kesempurnaan keindahan. Wajar ditegaskan, keindahan itu satu sifat Allah S.W.T Teori Takmilah tidak dibina secara berasingan, tetapi mempunyai hubungan yang rapat dengan falsafah prinsip-prinsip keislaman itu sendiri.

Dalam kajian ini, hanya prinsip kedua sahaja iaitu berkaitan prinsip insan kamil yang akan digunakan kerana akan dihubungkan dengan akhlak pemimpin. Prinsip lain kurang sesuai digunakan bagi melihat aspek akhlak pemimpin yang ingin dikaji. *Sulalatus Salatin* telah dihasilkan pada zaman pemerintahan kerajaan Melaka yang diperintah oleh raja-raja Islam. Sebagai orang Islam, tindakan pemerintah harus berlandaskan ajaran Islam. Oleh demikian, tindakan pemerintah yang telah dicatatkan dalam *Sulalatus Salatin* harus dikaji dengan teori Islamik.

Menurut Shafie Abu Bakar (2000), Prinsip Kerasulan ini mengemukakan idea keinsanan yang bersifat kamil (sempurna, lengkap). Di sini, sastra berperanan meningkatkan kualiti keinsanan, sastra menjadi pemangkin membentuk insan khalifah (pemimpin) dan rabbani (dekat dengan Tuhan). Sastra dilihat berfungsi sebagai alat mendidik pembaca. Prinsip ini menjadikan Rasulullah model insan kamil kerana jiwanya yang paling dekat dengan Allah SWT. Perlu diambil kira tiga konsep insan ideal yang ada pada diri Rasulullah SAW. Yang pertama iaitu insan kamil, merujuk kepada keperibadian Rasulullah yang diakui ialah contoh individu yang terbaik pernah wujud. Insan khalifah merujuk kepada manusia sebagai Khalifah Allah SWT di muka bumi. Insan Rabbani pula merujuk kepada peningkatan ketakwaan manusia sebagai khalifah Allah SWT.

Nabi Muhammad S.A.W. memiliki akhlak dan sifat-sifat yang sangat mulia. Oleh itu wajar dibincangkan sifat-sifat Nabi seperti Siddiq, Amanah, Fathonah, dan Tabligh. Mudah-mudahan dengan memahami sifat-sifat itu, ianya dapat membimbing kita agar dapat mengenali Rasulullah SAW dengan lebih dalam. Ini perlu untuk memahami Prinsip Teori Takmilah yang kedua, iaitu Prinsip Kerasulan.

Dapatan Kajian Unsur Pendidikan Melalui Akhlak Pemimpin

Sultan Mansur Syah (1456 -1477 M)

Sultan Mansur dikisahkan dalam *Sulalatus Salatin* sebagai sultan yang terbaik dalam sejarah Melaka, dan hanya dapat ditandingi oleh anak baginda yang bernama Sultan Alaud'Din Riayat Shah. Baginda juga tercatat sebagai antara penakluk yang muncul dalam sejarah Melayu. Kegemilangan yang dimulakan oleh ayahnya Sultan Muzaffar Syah itu diteruskan oleh baginda pada zaman pemerintahannya. Kisah Sultan Mansur banyak dicatatkan dalam *Sulalatus Salatin*, iaitu bermula daripada Bab 5 pada bahagian bertajuk Pemerintahan Sultan Mansur Syah sehingga ke Bab 8 pada bahagian Wasiat Sultan Mansur (*Sulalatus Salatin*, 1996).

Antara cerita yang mencerminkan diri Sultan Mansur Syah ialah kisah Anak Raja dihantar ke Pahang. Peristiwa ini dicatatkan dalam Bab 7 bahagian bertajuk Ditolak Bumi Melaka (*Sulalatus Salatin*, 1996). Cerita ini bermula dengan insiden Raja Muda Raja Muhammad telah menyebabkan Tun Besar, anak Paduka Raja meninggal dunia. Insiden yang dimaksudkan ialah Raja Muhammad bertindak menikam Tun Besar kerana bola raya sepakan Tun Besar terkena dan menjatuhkan destar baginda. Anak-anak buah Paduka Raja telah berkumpul dan mahu menderhaka untuk membalas dendam. Bendahara menentang hasrat tersebut tetapi bersumpah tidak mahu berajakan Raja Muhammad.

Baginda Sultan Mansur telah mempertimbangkan cadangan Bendahara, lalu Raja Muhammad untuk beraja di Pahang dengan gelaran Sultan Muhammad Syah. Urusan menghantar Raja Muhammad telah diberikan kepada Seri Bija Diraja. Di Pahang, Raja Muhammad telah berkahwin dengan Mengindera Puteri, cucu Sultan Iskandar, Sultan Kelantan. Baginda telah mendapat tiga orang anak iaitu Raja Ahmad, Raja Jamil dan Raja Mahmud. Tindakan Sultan Mansur memperlihatkan baginda seorang yang tidak mengamalkan nepotisme walaupun untuk ahli keluarga sendiri.

Dalam peristiwa menghantar Raja Muhammad ke Pahang selepas menikam anak Bendahara, baginda telah membuat keputusan dengan adil apabila baginda hanya bertindak setelah baginda mendengar penjelasan daripada semua pihak yang terlibat. Baginda telah menerima cadangan Bendahara tanpa bantahan kerana sebagai pemimpin yang bertanggungjawab, baginda sedar nasihat Bendahara amat berasas. Apabila baginda mengambil tindakan setelah berunding dengan pembesar, baginda telah menunjukkan sikap pemimpin Islam. Sesungguhnya baginda telah mencontohi Rasulullah SAW yang banyak berunding dan bermesyuarat apabila hendak membuat keputusan yang penting.

Baginda telah mempamerkan sifat Insan Khalifah dalam mempertimbangkan kesan dan akibat antara mengikut cadangan Bendahara dengan membiarkan Raja Muhammad kekal sebagai bakal Sultan. Baginda sebenarnya amat mengasihi Raja Muhammad sehingga mengambil keputusan untuk menjadikan Raja Muhammad bakal sultan. Namun, baginda akui sekiranya diteruskan hasrat baginda, akan ada kemungkinan berlaku kekecohan dalam kalangan rakyat kerana baginda tidak bertindak adil.

Kisah lain yang berkaitan Sultan Mansur termasuklah kisah pembawaan masuk Kitab Duri'l-Mazlum oleh Maulana Abu Bakar. Sultan Mansur telah memuliakan beliau dan berguru dengannya (*Sulalatus Salatin*, A. Samad Ahmad, 1996). Usaha baginda mendapatkan kitab ini telah mencerminkan bahawa baginda seorang pencinta ilmu.

Tindakan Sultan Mansur Syah dalam peristiwa ini menunjukkan baginda bersifat Insan Rabbani, yakni bertindak sebagai seorang muslim yang menurut hadis iaitu setiap muslim wajib mencari ilmu. Baginda sedar keperluan untuk melengkapkan diri dengan ilmu keagamaan agar mampu menilai dari sudut agama, dan dapat memberikan keputusan yang adil. Baginda sedar, walaupun baginda pemerintah, namun terdapat beberapa perkara yang baginda belum kuasai sepenuhnya, iaitu ilmu keagamaan. Baginda telah menjalankan tanggungjawab sebagai pemimpin yang perlu menyebarkan ilmu kepada rakyat apabila baginda meminta dibawa kitab Duri'l-Mazlum ke Melaka.

Dengan kehadiran Maulana Abu Bakar dan juga kitab Duri'l-Mazlum, baginda telah menunaikan tanggungjawab menyebarkan ilmu dalam kalangan rakyatnya. Baginda telah berpandangan jauh apabila berusaha mendapatkan kitab ini. Baginda menunjukkan teladan dengan memuliakan kitab Duri'l-Mazlum yang dibawa ke Melaka, kerana baginda sedar; dengan ada kitab yang menerangkan hal agama, secara langsung baginda menyemai benih pengajian ilmu dalam kalangan masyarakat Melaka. Ini akan menjadi pemangkin kepada peningkatan pengetahuan; seterusnya peningkatan ketamadunan Melaka.

Salah satu akhlak Islamiah menurut Prinsip Kerasulan ialah sifat Rabbani. Sebagai seorang Muslim, baginda sultan wajib memuliakan guru. Peristiwa bagaimana baginda memuliakan guru agama wajar dicontohi kerana tindakan baginda ini berupa dakwah kepada rakyat Melaka mengenai kepentingan ilmu agama. Kisah ini wajar dijadikan contoh seorang pemimpin yang berusaha untuk menyampaikan dakwah.

Sultan Mansur telah mengambil inisiatif untuk berhubung diplomatik dengan Siam. Dalam kisah Hubungan Baik-baik Melaka Siam (*Sulalatus Salatin*, 1996). Tugas membawa utusan sultan telah ditugaskan kepada Tun Telanai. Beliau telah diterima baik oleh pihak Siam, dan kembali dengan utusan balas yang positif daripada pihak tersebut. Jalinan hubungan diplomatik antarabangsa yang diteruskan dikisahkan dalam kisah Memohon Jajahan Sebelum Kembali dan Perhubungan dengan Negeri China (*Sulalatus Salatin*, 1996). Sultan Mansur Shah juga dikatakan telah datang ke Majapahit mengetuai bala askar serta hulubalang-hulubalang Melayu.

Walaupun kedatangan Sultan Mansur Shah ini sekadar lawatan, namun kekuatan bala tentera yang dipamerkan oleh Sultan Mansur telah menggentarkan pihak Majapahit, lalu Maharaja Majapahit ketika itu menyerahkan anak perempuannya yang bernama Raden Galoh Candra Kirana sebagai isteri baginda. Majapahit turut menghadiahkan Indragiri, Jambi, Tungkal and Siantan yang ketika itu berada di bawah kekuasaan Majapahit ke atas Melaka.

Antara hasil jalinan perhubungan ini ialah Sultan Mansur memperisterikan puteri-puteri kerajaan Majapahit dan China. Ini melambangkan bahawa strata Sultan Mansur setara dengan pemerintah kedua kerajaan tersebut. Kisah ini juga memperlihatkan bagaimana Sultan Mansur lebih mengutamakan kaedah perhubungan berdiplomasi berbanding ketenteraan.

Prinsip Kerasulan menekankan perlunya seseorang mampu memikul tanggung jawab sebagai Khalifah. Kebijaksanaan baginda dalam menjalinkan hubungan diplomatik dengan kuasa lain telah melindungi Melaka daripada serangan-serangan pihak luar. Tindakan baginda ini wajar dijadikan contoh pemimpin yang bertolak ansur dan mengeratkan silaturrahim.

Catatan mengenai Sultan Mansur Syah banyak mengisahkan bagaimana di bawah baginda, kekuatan tentera Melaka tiada bandingannya. Kewibawaan Sultan Mansur sebagai penakluk diceritakan dalam kisah Sesudah Kampar, Siak Pula (*Sulalatus Salatin*, 1996). Panglima Melaka telah berjuang ke Siak dan berjaya menawan daerah tersebut. Sultan Mansur Shah juga telah meneruskan dasar perluasan kuasa yang dimulakan oleh ayahandanya dengan menghantar bala askar yang terdiri daripada 200 buah kapal ke arah Pahang (Inderapura) yang ketika itu diperintah oleh Maharaja Dewasura, iaitu boneka yang dipasang oleh raja Siam untuk

memerintah Pahang. 200 buah kapal yang dihantar oleh Sultan Mansur Shah yang diketuai oleh Tun Perak dan juga 12 orang Hulubalang Melaka.

Perang yang sengit berlaku antara Melaka dan Pahang dan akhirnya, Pahang tunduk kepada kekuasaan Melaka dan Siam yang ketika itu menjajah Pahang berjaya pula ditundukkan oleh Melaka. Negeri-negeri Melayu yang lain terkejut dengan kejayaan Melaka ini sehingga ada yang rela hati datang kepada Melaka dan rela menjadi naungan Sultan Mansur Shah. Selepas penawanan Melaka, antara kerajaan-kerajaan yang berjaya dimasukkan ke dalam Empayar Melaka oleh Sultan Mansur Shah ialah Bernam, Kampar, Siak, Rupert, Singapura, dan Bintan. Dari peperangan ini, Sultan Mansur Shah berkahwin dengan Puteri Onang Seri. Kisah peperangan ini telah memberi gambaran bahawa Sultan Mansur berkebolehan merancang strategi perang, yakni berperanan sebagai seorang panglima yang berani. Keberanian yang dipamerkan Sultan Mansur Syah menepati sifat Insan Khalifah Prinsip Kerasulan, iaitu sebagai seorang pemimpin dalam apa jua bidang, termasuk bidang ketenteraan.

Sultan Alau'd-Din Riayat Syah (1477 – 1488 M)

Sultan Alau'd-Din adalah sultan Melaka yang ketujuh Baginda disebut dalam *Sulalatus Salatin* sebagai pencetus kebangkitan kegemilangan Melaka. Pemerintahan baginda selalu disamakan dengan pemerintahan Khalifah Umar Al-Khatib. Baginda dikisahkan sebagai seorang pemerintah yang bertindak sendiri dalam melaksanakan tanggungjawabnya sebagai pemimpin. Banyak berlaku kecurian di Kota Melaka pada peringkat awal pemerintahan baginda. Maka pada setiap malam, baginda selalu menyamar menjadi rakyat biasa dan menangkap pencuri yang bermaharajalela. Baginda sultan yang sangat mengambil berat keadaan rakyatnya.

Kisah baginda yang luar biasa ini didokumentasikan sebagai Pemerintahan Sultan Alau'd-Din Riayat Syah dan Langkah Membasmi Pencuri (*Sulalatus Salatin*, 1996). Apabila berita bahawa dalam negeri banyak berlaku kes kecurian. baginda sendiri telah keluar meronda bersama Hang Isap dan Hang Ishak. Baginda sendiri telah berjaya menangkap dan membunuh orang pencuri itu. Tindakan baginda telah menyebabkan Temenggung Seri Maharaja mengetatkan kawalan. Sesiapa yang dijumpai berjalan malam dibunuhnya dan membuatkan kes pencurian berjaya dibanteras. Sebuah balai dibina di simpang empat di tengah negeri. Seorang penghulu ditugaskan berkawal di situ. Sesiapa yang menjumpai harta orang hendaklah dipulangkan kerana jika tidak maka tangannya akan dikerat. Setiap barang yang dijumpai akan dihantarkan ke balai. Kisah ini telah menggambarkan ketegasan Sultan Alau'd-Din sebagai seorang pemerintah. Baginda juga digambarkan sebagai seorang yang tidak gemar melepaskan tanggungjawab kepada orang lain.

Kisah Sultan Alau'd-Din sendiri menangkap pencuri kerap dijadikan cerita teladan bagaimana perlunya seseorang pemerintah berhubung rapat dengan rakyat agar pemerintah tersebut mengenali rakyatnya, dan memahami masalah yang dihadapi golongan bawahan. Tindakan baginda ini mengikut Prinsip Kerasulan dapat digolongkan dalam bersikap tabligh, kerana menjadi contoh kepada generasi pemimpin baharu, iaitu pemimpin memimpin kerana dilantik rakyat untuk memimpin. Kisah seorang sultan sanggup menangkap pencuri dengan tangannya sendiri, sedangkan di belakangnya terdapat bala askar yang terbaik pada zaman kesultanan Melayu Melaka. Tindakan sultan tersebut menunjukkan baginda sultan yang sangat tawaduk dan sentiasa berpegang teguh dengan amanah yang dijunjungnya.

Ketegasan Sultan Alau'd Din tercatat lagi dalam kisah Membunuh tanpa memaklumkan Melaka (*Sulalatus Salatin*, 1996). Sultan Ibrahim di Siak telah menitahkan dibunuh seorang pesalah tanpa memaklumkan terlebih dahulu ke Melaka. Pada masa itu, tidak dibenarkan hukuman bunuh dalam taklukan Melaka melainkan dengan pengetahuan Sultan Melaka. Apabila hal ini diketahui Sultan Alau'd-Din, baginda telah menghantar Hang Tuah untuk 'menegur' perbuatan Sultan Ibrahim. Menyedari kesilapannya, Sultan Ibrahim telah

mengirimkan surat memohon kemaafan daripada Sultan Alau'd-Din. Peristiwa ini mengikut Prinsip Kerasulan mengisahkan Sultan Alau'd-Din sebagai seorang yang kaya Insan Rabbaninya. Kisah ini memberi gambaran bahawa dalam ketegasannya, Sultan Alau'd-Din juga seorang yang pemaaf.

Mengikut Prinsip Kerasulan, baginda juga kaya dengan sifat Insan Khalifah, kerana baginda telah menjalankan tanggungjawab dengan mengambil tindakan walaupun yang telah melakukan pembunuhan itu golongan bangsawan. Baginda telah menunaikan tanggungjawab memikul amanah menjaga rakyat. Membunuh ialah satu jenayah yang besar dalam Islam, dan tidak boleh dilakukan sewenang-wenangnya. Sebagai pemerintah, memegang amanah sebagai pelindung nyawa rakyatnya. Dengan memastikan semua pembunuhan dilaporkan ke Melaka, maka dapat dibendung pembunuhan yang tidak berasas. Baginda telah memastikan nyawa manusia dihargai sebagaimana yang disarankan dalam Islam.

Sifat Insan Khalifah Sultan Alau'd-Din juga dikisahkan seterusnya apabila baginda telah meneruskan dasar perluasan kuasa yang dimulakan oleh Sultan Muzaffar Shah dan ayahandanya Sultan Mansur Shah. Antara negeri yang menjadi jajahannya ialah Aru dan Kampar. Di bawah pemerintahan baginda, pemerintahan Kerajaan Melaka lebih bersifat telus dan berpandukan hukum Islam. Hukum Kanun Melaka yang dimulakan oleh Sultan Muzaffar Shah dilaksanakan dengan ketat dan serius serta menyeluruh di bawah pemerintahan baginda.

Penutup

Tanggungjawab pemerintah mengikut garis panduan Islam telah mengikis konsep sifat kedewaan raja, dan digantikan dengan konsep raja sebagai khalifah di dunia yang memegang tanggungjawab ketua negara. Oleh demikian, raja tidak boleh dipersoalkan atau dihukum, tetapi pemerintahannya perlu diterima adalah adil dan bertunjangkan prinsip agama Islam. Prinsip ini penting kerana ia menjadi sumber rujukan dan pangkal asas pemerintahan Kesultanan Melayu.

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TAHAP PENGETAHUAN GURU SEKOLAH RENDAH DI DAERAH KLANG, SELANGOR DALAM PELAKSANAAN PENTAKSIRAN BILIK DARJAH (PBD)

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Abstract: *Kajian ini adalah usaha untuk melihat pelaksanaan Pentaksiran Bilik Darjah (PBD) di sekolah oleh guru. Antara matlamat PBD ialah untuk memastikan pendidikan yang diterima oleh murid adalah suatu keseronokan. Berdasarkan dapatan oleh Halimah Jamil dan Rozita Radhiah Said (2019), negara seperti Korea Selatan, Amerika Syarikat dan Kanada adalah antara negara yang telah lama mengamalkan pentaksiran dalam sistem pendidikan mereka. Tujuan utama kajian ini adalah untuk mengenal pasti tahap pengetahuan guru dalam pelaksanaan PBD. Kajian terhadap pentaksiran PBD penting kepada semua pihak terutama guru. Melalui kajian ini, guru dapat mengetahui sejauh mana pengetahuan mereka dapat membantu perkembangan murid. Kajian ini secara keseluruhannya memilih untuk menggunakan kaedah penyelidikan kuantitatif bagi menyelongkari dan memahami permasalahan yang berlaku dalam pelaksanaan PBD oleh guru di sekolah. Selain itu, kajian ini juga diharapkan dapat membantu menyelesaikan masalah, kaedah atau pendekatan yang boleh diguna pakai dalam usaha meningkatkan tahap pengetahuan guru semasa pelaksanaan PBD.*

Keywords: *Pentaksiran Bilik Darjah (PBD), pengetahuan guru, Pendidikan Abad Ke-21 (PAK-21),*

Pengenalan

Perkembangan murid secara holistik tidak akan tercapai sekiranya pengajaran yang diterima hanya berfokus kepada peperiksaan semata-mata. Kenyataan ini dipersetujui Datuk Dr. Amin bin Senin (Mantan Ketua Pengarah Pelajaran Malaysia, Kementerian Pendidikan Malaysia) melalui kenyataannya dalam Berita Harian bahawa kaedah peperiksaan hanya akan menyebabkan pembelajaran dalam bilik darjah semakin tidak berfokus. Murid perlu diberi peluang untuk lebih aktif di sekolah. Tahap perkembangan murid dapat dilihat melalui aktiviti-aktiviti yang dilakukan. Guru perlu mentaksir dan mengklasifikasikan perkembangan mereka dari segala aspek. Kecemerlangan murid dalam bidang akademik bukanlah kayu pengukur kejayaan mereka.

Dalam konteks pendidikan, pentaksiran ialah proses pembelajaran yang merangkumi aktiviti menghurai, mengumpul, merekod, memberi skor dan menginterpretasi maklumat berkaitan pembelajaran seseorang bagi sesuatu tujuan Lembaga Peperiksaan Malaysia, (2000). Dapat disimpulkan bahawa pentaksiran dalam pendidikan merupakan proses berterusan untuk menginterpretasi maklumat yang diperolehi semasa dan selepas aktiviti pengajaran dan pembelajaran untuk membuat perancangan yang seterusnya.

Sorotan Literatur

Kajian oleh Aniza, (2014) terhadap pelaksanaan PBS guru Bahasa Melayu, mendapati ramai guru kurang pengetahuan dan kemahiran menyebabkan mereka belum bersedia melaksanakan PBS. Selain itu, Halimah Jamil, (2019) mendapati guru kurang pengetahuan dalam memberi penskoran secara lisan. Mohd Azhar dan Sharir, (2007) mendapati guru tidak tahu menggunakan teknik soalan sebagai pentaksiran formatif. Guru juga tidak tahu menggunakan aktiviti dalam kelas untuk mentaksir, tetapi menggunakannya sebagai teknik pengajaran.

Berbeza dengan kajian oleh Puteri Rothiah Megat Yahaya, (2018) di daerah Kinta Utara menunjukkan pengetahuan guru terhadap PBD membantu kesediaan mereka dalam melaksanakan PBD adalah tinggi. Begitu juga kajian oleh Sh. Siti Hauzimah Wan Omar, (2018) mendapati pengetahuan guru terhadap pelaksanaan PBD adalah tinggi. Kajian-kajian lepas menunjukkan perbezaan dapatan kajian terhadap pengetahuan guru. Kajian dari pengkaji terdahulu menjelaskan bahawa pengetahuan merupakan elemen penting dalam pelaksanaan PBD. Dengan pengetahuan, guru dapat melaksanakan PBD dengan lebih baik. Kekurangan pengetahuan akan menyebabkan guru kurang berkeyakinan dalam memberi penskoran, seterusnya mengakibatkan penskoran tidak diberi secara telus. Kekurangan dalam pengetahuan terhadap PBD ini juga akan menyebabkan guru tidak bersedia menghadapi sebarang perubahan. Malah, ia turut memberi kesan kepada perkembangan murid. Guru tidak dapat mengesan perubahan terhadap perkembangan murid seterusnya akan menyebabkan bakat atau kebolehan mereka disia-siakan.

Penyataan Masalah

Hakikatnya, konsep PBD dalam mentaksir secara formatif sudah lama dipraktikkan dalam pengajaran dan pembelajaran (PdPc). Namun, apabila ia melibatkan keputusan terhadap pentaksiran, sudah pasti membawa kebimbangan kepada guru-guru kerana mereka adalah agen pelaksana kurikulum (Kiddie, 2018). Perkara ini menimbulkan banyak persoalan. Tempoh masa hanya dua tahun pelaksanaan PBD mungkin tidak dapat membantu guru-guru mengetahui dan memahami konsep serta pelaksanaan PBD secara menyeluruh. Pelaksanaan tanpa pengetahuan akan menimbulkan masalah pada perkembangan murid. Kajian dari Kumaran Gengatharan & Azali bin Rahmat, (2019) yang menyatakan bahawa guru-guru memerlukan model pentaksiran pendidikan kesihatan untuk membantu dalam melaksanakan PBD. Ini menunjukkan bahawa guru kurang pengetahuan untuk membina item pentaksiran dalam PBD. Mereka lebih menjurus kepada mengambil soalan-soalan yang terdapat pada buku latihan atau contoh-contoh soalan lepas. Isu-isu seperti ini tidak boleh dipandang ringan kerana pelaksanaan PBD melibatkan banyak pihak.

Metodologi

Tujuan kajian ini adalah untuk mengenal pasti tahap pengetahuan guru dalam pelaksanaan PBD. Kaedah kajian bagi makalah ini adalah kaedah kuantitatif. Kaedah tinjauan telah dipilih oleh pengkaji sebagai reka bentuk kajian ini. Kaedah tinjauan yang dilaksanakan ialah tinjauan semasa atau keratan lintang (Cross- Sectional Survey). Ini berikutan kajian ini menggunakan saiz populasi yang besar dan memperoleh maklumat secara soal selidik sekali sahaja. Pengkaji menggunakan soal selidik sebagai alat terhadap kajian tinjauan ini. Pengkaji akan menganalisis data menggunakan analisis deskriptif. Ini kerana kajian ini melibatkan frekuensi, pengiraan min, medium dan mod. Kajian ini hanya melibatkan lebih kurang 500 orang guru yang terdiri daripada guru lelaki dan guru perempuan. Responden kajian adalah di kalangan guru-guru yang mengajar di daerah Klang, Selangor.

Analisis Kajian

Dapatan kajian yang diperoleh adalah merujuk kepada maklum balas responden seramai 500 orang guru daripada sekolah rendah di daerah Klang, Selangor. Borang soal selidik telah diguna pakai bagi mendapatkan data. Program SPSS Windows versi 21.0 telah digunakan untuk menganalisis data yang diperoleh bagi mendapatkan kekerapan, peratus, min dan sisihan piawai. Dapatan yang diperoleh adalah untuk menjawab semua persoalan kajian.

Analisis Persoalan Kajian: Apakah Tahap Pengetahuan Guru Dalam Pelaksanaan PBD?

Bahagian ini merupakan laporan dapatan kajian dalam bahagian B iaitu mengenai pengetahuan guru dalam pelaksanaan PBD. Hasil dapatan melalui soal selidik yang diberi, ditunjukkan dalam bentuk jadual min dan juga sisihan piawai. Berdasarkan jadual 4.6, didapati nilai min yang tertinggi antara semua item adalah 4.49 dan nilai min terendah adalah 3.98. Julat min bagi item dalam pengetahuan guru ialah sebanyak 0.51. Nilai min bagi pengetahuan guru terhadap pelaksanaan PBD secara keseluruhan pula ialah (min = 4.3529, sp 0.45412). Ini menjelaskan bahawa pengetahuan guru bagi item-item yang dikaji terhadap pelaksanaan PBD berada pada tahap yang tinggi.

Skor Min dan Sisihan Piawai Bagi Tahap Pengetahuan Guru Dalam Pelaksanaan PBD

| Item | Penyataan | Min | SP | Interpretasi |
|-------------|--|------------|-----------|---------------------|
| B1 | Saya tahu melaksanakan PBD semasa proses PdPc. | 4.35 | 0.587 | Tinggi |
| B2 | Saya tahu menetapkan Tahap Penguasaan (TP) murid mengikut perkembangan mereka. | 4.27 | 0.585 | Tinggi |
| B3 | Saya tahu bahawa PBD dilaksanakan semasa proses PdPc. | 4.39 | 0.583 | Tinggi |
| B4 | Saya tahu bahawa PBD dilaksanakan secara berterusan. | 4.49 | 0.557 | Tinggi |
| B5 | Saya tahu bahawa aktiviti yang dijalankan dalam kelas merupakan sebahagian daripada PBD. | 4.48 | 0.561 | Tinggi |
| B6 | Saya tahu bahawa penilaian sendiri murid adalah antara kaedah PBD | 4.33 | 0.632 | Tinggi |
| B7 | Saya tahu bahawa pemerhatian dari kalangan rakan sebaya murid adalah antara kaedah PBD | 3.98 | 0.812 | Tinggi |
| B8 | Saya tahu bahawa pelaporan PBD dilakukan dua kali setahun | 4.49 | 0.602 | Tinggi |
| B9 | Saya tahu bahawa PBD menekankan bentuk pentaksiran yang mengukur penguasaan kemahiran dan bukan penguasaan kandungan mata pelajaran. | 4.27 | 0.653 | Tinggi |
| B10 | Saya tahu bahawa setiap pentaksiran perlu mengikuti DSKP mata pelajaran tersebut. | 4.45 | 0.584 | Tinggi |
| B11 | Saya tahu bahawa PBD bukan bertujuan untuk membandingkan pencapaian murid. | 4.43 | 0.650 | Tinggi |
| B12 | Saya tahu bahawa pelaksanaan PBD perlu mengikuti garis panduan yang ditetapkan oleh KPM. | 4.46 | 0.594 | Tinggi |

| | | | | |
|--------------------|---|--------|--------|--------|
| B13 | Saya tahu bahawa PBD mempunyai tiga tujuan iaitu untuk pembelajaran, sebagai pembelajaran dan tentang pembelajaran. | 4.24 | 0.667 | Tinggi |
| B14 | Saya tahu bahawa pelaksanaan PBD dapat membantu meningkatkan perkembangan murid secara menyeluruh. | 4.31 | 0.641 | Tinggi |
| B15 | Saya tahu bahawa pengetahuan terhadap pelaksanaan PBD dapat memberi keyakinan kepada guru untuk mentaksir murid. | 4.33 | 0.646 | Tinggi |
| Jumlah Keseluruhan | | 4.3529 | .45412 | Tinggi |

Hasil analisis dari 15 item yang disenaraikan mendapati bahawa guru mempunyai pengetahuan dalam melaksanakan PBD. Guru juga tahu untuk menetapkan tahap penguasaan murid yang bersesuaian dengan perkembangan mereka. Selain itu, guru turut mempunyai pengetahuan bahawa PBD dilaksanakan semasa proses PdPc dan tahu ia perlu dijalankan secara berterusan sepanjang PdPc. Guru juga tahu bahawa aktiviti yang dijalankan di dalam kelas merupakan sebahagian daripada PBD, malah guru turut mengetahui bahawa penilaian sendiri dan pemerhatian dari rakan sebaya boleh dijadikan sebagai PBD. Guru juga tahu pelaporan dilakukan sebanyak dua kali setahun, PBD mengukur penguasaan kemahiran, PBD perlu mengikuti DSKP, konsep PBD yang tidak membandingkan murid, PBD perlu mengikuti garis panduan KPM, guru tahu PBD mempunyai tiga tujuan, PBD mampu meningkatkan perkembangan murid dan guru juga tahu bahawa pengetahuan terhadap PBD dapat meningkatkan keyakinan guru untuk mentaksir murid. Kesemua item yang disenaraikan menunjukkan pengetahuan guru berada pada tahap yang tinggi. Jadual 4.8 di bawah menunjukkan analisis frekuensi dan peratus keseluruhan pengetahuan guru dalam pelaksanaan PBD.

Frekuensi dan peratusan keseluruhan aspek pengetahuan guru

| Nilai Min | Frekuensi | Peratus | Tahap |
|-------------|-----------|---------|-----------|
| ≤ 2.33 | 0 | 0 | Rendah |
| 2.34 – 3.66 | 11 | 2.2 | Sederhana |
| ≥ 3.67 | 489 | 97.8 | Tinggi |

Berdasarkan jadual 4.8, analisis frekuensi bagi perspektif umum untuk tahap pengetahuan guru dalam pelaksanaan PBD menunjukkan tiada pengetahuan yang berada pada tahap rendah, hanya 11 responden iaitu 2.2% mempunyai tahap sederhana dan seramai 489 iaitu 97.8% berpengetahuan pada tahap yang tinggi. Ini bermakna guru-guru di Negeri Selangor amnya dan Daerah Klang khususnya tahu tentang pelaksanaan PBD. Mereka telah diberi pendedahan dan maklumat berkaitan PBD dengan sangat baik. Namun pengetahuan tanpa sokongan tidak dapat membantu pelaksanaan PBD dengan baik seterusnya meningkatkan perkembangan murid. Oleh itu, persoalan kedua akan melihat tahap sokongan pentadbir sebagai pemimpin di sekolah dalam melaksanakan PBD.

Kesimpulan

Secara keseluruhannya, kajian ini memberikan gambaran bahawa tahap pelaksanaan PBD di sekolah rendah daerah Klang, Selangor adalah tinggi. Ini dapat dilihat melalui dapatan tahap pengetahuan guru yang tinggi dalam pelaksanaan PBD di sekolah mereka. Dapatan data yang diperoleh dari soal selidik yang diedarkan kepada 500 orang responden melalui analisis menggunakan statistik deskriptif yang dijelaskan melalui pengiraan analisis frekuensi

kekerapan, nilai min, peratusan dan sisihan piawai. Walaupun semua guru mempunyai tahap pengetahuan yang tinggi, data menunjukkan guru yang berkhidmat lebih lama mempunyai tahap pengetahuan yang lebih tinggi berbanding guru yang baru berkhidmat.

Guru merupakan agen pelaksana yang menentukan keberhasilan sebarang perubahan yang dilaksanakan oleh KPM dalam meningkatkan sistem pendidikan negara. Pembelajaran abad ke-21 adalah salah satu usaha yang dilaksanakan oleh KPM melalui PPPM 2013-2025 dalam merealisasikan matlamat pendidikan ke arah pendidikan bertaraf dunia. Ianya sejajar dengan pelaksanaan kurikulum baru iaitu KSSR yang bermula semenjak tahun 2011 dan KSSR (Semakan) yang bermula pada tahun 2017. Oleh yang demikian, guru-guru perlu sentiasa bersedia mempersiapkan diri daripada pelbagai aspek ke arah pembentukan pendidikan abad ke-21.

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HUBUNGAN KEPEMIMPINAN SUAMI DAN KEFUNGSIAN KELUARGA: SATU PERBINCANGAN

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Abstract: *Keluarga merupakan asas kepada pembinaan masyarakat. Keluarga yang dapat berfungsi dengan baik tidak hanya penting kepada masyarakat bahkan kepada kestabilan dan kemakmuran negara. Namun begitu, kes-kes perceraian yang semakin meningkat, konflik rumahtangga yang tidak berkesudahan, penglibatan anak-anak dengan aktiviti negatif dan tidak bermoral serta pelbagai lagi masalah dalam keluarga menggambarkan kegagalan institusi keluarga berfungsi. Bagi menangani masalah dalam keluarga peranan pemimpin keluarga sangat penting kerana perkara-perkara baik dalam sebuah keluarga tidak terjadi begitu sahaja tanpa adanya perancangan dan persediaan daripada seorang pemimpin. Untuk itu, artikel ini akan membincangkan kepemimpinan suami dalam perspektif Islam dan hubungannya dengan kefungsi keluarga. Justeru itu, sorotan literatur melibatkan kitab-kitab fiqh, tafsir, hadis dan kajian-kajian lepas berkaitan topik dijalankan bagi mendapatkan perbincangan yang menyeluruh. Hasil kajian mendapati kepemimpinan dalam keluarga merupakan kewajipan yang perlu digalas suami dengan sebaiknya. Ketidakefungsian suami sebagai pemimpin keluarga menyebabkan ketidakefungsian sebuah keluarga lantaran itu sebuah perkahwinan boleh difasakhkan. Implikasi dari kajian ini membekalkan pemahaman awal bahawa keluarga yang dapat berfungsi dengan baik sangat bergantung kepada kepemimpinan suami. Justeru usaha memperkukuhkan institusi keluarga seharusnya bermula dari akar umbi kepemimpinan dengan memfokuskan peranan suami.*

Keywords: *Kepemimpinan, Peranan, Suami, Kefungsi Keluarga, Islam*

Pengenalan

Institusi keluarga merupakan institusi terpenting dalam kehidupan manusia. Institusi keluarga tidak hanya tempat manusia berkembang biak bahkan ia mempunyai pelbagai fungsi. Keluarga yang dapat berfungsi dengan baik tidak hanya penting kepada masyarakat bahkan kepada kestabilan dan kemakmuran negara. Namun begitu, kes-kes perceraian yang semakin meningkat, konflik rumahtangga yang tidak berkesudahan, penglibatan anak-anak dengan aktiviti negatif dan tidak bermoral serta pelbagai lagi masalah dalam keluarga menggambarkan kegagalan institusi keluarga berfungsi.

Lantaran itu peranan pemimpin dalam sebuah keluarga sangat penting dalam menangani permasalahan rumahtangga dan memastikan institusi keluarga dapat berfungsi dengan baik, Pemimpin keluarga yang dapat menjalankan kepemimpinannya dengan baik dijangka dapat membangun keluarga yang sejahtera dan menjalankan fungsi-fungsinya (Asmawati et al. 2015). Menurut Doherty (1977) perkara-perkara baik dalam sebuah keluarga tidak terjadi begitu sahaja tetapi memerlukan perancangan dan persediaan. Dan hal ini sudah tentu tidak terjadi melainkan dengan adanya kepemimpinan yang baik.

Justeru, artikel ini akan membincangkan kepemimpinan suami dalam keluarga kerana suami merupakan pemimpin utama dalam sebuah keluarga dari perspektif Islam. Artikel juga

cuba membincangkan sejauh mana kepemimpinan suami ini penting dalam sebuah keluarga dengan melihat hubungannya dengan kefungsiannya keluarga.

Kajian-kajian Lepas

Pemimpin keluarga yang menjalankan kepemimpinan dengan baik dijangka dapat membangun keluarga yang sejahtera dan menjalankan fungsi-fungsinya (Asmawati et al. 2015). Gaya kepemimpinan yang lebih fleksibel (Sumari et al. 2020) dan aktif (Galbraith 2000) dalam sebuah keluarga mempengaruhi kefungsiannya/kesejahteraan keluarga.

Kepemimpinan yang mempraktikkan teladan yang baik dalam sebuah keluarga juga menjadikan anak-anak lebih mudah menjalankan tanggungjawab dan didisiplinkan (Sumari et al. 2020). Sebaliknya kepemimpinan keluarga yang gagal menunjukkan teladan baik mengakibatkan anak-anak mudah terpengaruh dengan gejala negatif dan aktiviti yang merosakkan (Sharifah Meriam et al. 2012).

Justeru peranan suami atau bapa sebagai pemimpin kerohanian dalam sebuah keluarga sangat penting dalam menangani masalah sosial (Sumari et al. 2019) perceraian dan keruntuhan institusi keluarga (Kitchens 2016). Suami yang tidak memberikan didikan agama kepada isteri dan anak-anak menyumbang kepada permasalahan rumahtangga dan perceraian (Muhammad and Jasmi 2004). Bahkan suami yang tidak mempraktikkan kaedah mendidik isteri ketika isteri nusyuz mengakibatkan permasalahan rumahtangga berlarutan (Junainah 2015). Anak-anak yang tidak mendapat perhatian, bimbingan, input kerohanian, nilai-nilai mulia dan keagamaan, pengawasan dan kawalan tingkahlaku mengakibatkan banyak masalah sosial yang timbul (Hashim et al. 2008, Sumari et al. 2020) meningkatkan kecenderungan mereka melakukan tingkahlaku delinkuens (Zakiyah dan Ismail 2004) serta terlibat dengan gejala negatif dan keruntuhan akhlak (Sharifah Meriam et al. 2012).

Tidak hanya didikan, bimbingan dan pengawasan bahkan kurangnya kasih sayang dan perhatian daripada suami atau bapa mengakibatkan anak dan isteri terlibat dengan aktiviti tidak bermoral. Kajian Maznah, Norulhuda, dan Ezarina 2019, secara tidak langsung memperlihatkan remaja perempuan yang terlibat dengan tingkahlaku tidak bermoral adalah dalam kalangan mereka yang hidup membesar tanpa kasih sayang dan perhatian seorang bapa. Demikian juga isteri yang berlaku curang dan menjalin hubungan terlarang dengan lelaki lain adalah disebabkan kurang perhatian dan belaian kasih sayang dari suami (Julie Roshana 2019).

Sebagai solusi kepada permasalahan ini, Sharifah Meriam et al. 2012 menggesa agar transformasi dalam kepemimpinan keluarga dilakukan dengan memfokuskan komunikasi sebagai aspek yang perlu diberikan keutamaan. Kerana komunikasi yang jelas dan berkesan antara suami dan isteri serta anak-anak dapat mewujudkan keharmonian dalam keluarga selain memberi impak kepada kefungsiannya keluarga terutamanya dalam aspek didikan dan bimbingan.

Tidak hanya itu, komunikasi yang baik sangat penting dalam menghadapi konflik dalam rumahtangga (Nurhanisah dan Raihanah 2016). Sebaliknya komunikasi yang tidak dibangunkan dengan baik antara suami isteri menjadi punca permasalahan dalam rumahtangga yang akhirnya membawa kepada perceraian (Noor Syaibah, Norazilah, dan Norhasima 2016) (Raihanah 2008) (Luthfi 2017). Ini terbukti apabila tiada persefahaman menjadi punca utama berlaku perceraian bagi kedua-dua pihak sama ada isteri mahupun suami.

Kajian-kajian di atas menunjukkan kepemimpinan suami dalam sebuah keluarga merupakan aspek penting yang perlu diberi perhatian kerana memberi pengaruh terbesar kepada kefungsiannya sebuah keluarga. Dengan sebab itu Islam sangat memandang serius kepemimpinan suami dalam sebuah keluarga.

Kepemimpinan Suami dan Kedudukannya dalam Perspektif Islam

Umumnya kepemimpinan dalam Islam merupakan suatu proses yang dapat menggerakkan sekumpulan manusia untuk memenuhi kehendak Islam bagi jangka masa pendek dan panjang yang mampu menghasilkan suatu wawasan untuk menuju matlamat Islam (Ahmad Redzuwan 2004).

Sementara kepemimpinan suami dalam keluarga secara khusus merujuk kepada proses bagaimana suami menjalankan tanggungjawabnya melindungi, menjaga, mendidik, membimbing, mengurus dan mengatur keluarganya selaras dengan kehendak Islam. Hal ini menunjukkan kepemimpinan suami mempunyai pengertian yang luas terangkum padanya kewajipan dan fungsi penting dalam sebuah keluarga (Siti Halimah dan Raihanah 2020).

Dengan sebab itu sarjana Islam dalam bidang fiqh dan tafsir sepakat mengatakan kepemimpinan suami dalam keluarga merupakan kewajipan yang perlu ditunaikan berdasarkan firman Allah S.W.T;

Maksudnya: Kaum lelaki adalah pemimpin bagi wanita, kerana Allah telah melebihkan orang lelaki atas wanita, dan juga kerana orang lelaki telah membelanjakan dari harta mereka (4:34)

Berdasarkan ayat ini ulama berpendapat suami diberikan tanggungjawab memimpin keluarganya disebabkan dua faktor iaitu;

i. Faktor fizikal; kemampuan lelaki melakukan kerja-kerja berat dan sukar berbanding wanita memberi kelebihan kepada lelaki untuk menggalas tanggungjawab kepemimpinan dalam sebuah keluarga. Pada kebiasannya lelaki juga lebih tegas, kuat dan arif dalam selok belok berkuda, memanah dan mentadbir (Al-Qurtubi 1964, Al-Razi 1999, Al -Baghawi 1999).

Fitrah kejadian dan kecenderungan yang berbeza antara lelaki dan wanita telah menatijahkan perbezaan taklif dan hukum, kewajipan dan hak dalam agama (Al-Zuhaili 2002). Wujud perbezaan antara lelaki dan wanita dalam beberapa perkara berkaitan hukum-hakam dan kewajipan dalam agama ini dilihat sebagai kelebihan lelaki. Misalnya risalah kenabian, kepemimpinan tertinggi, kehakiman yang dikhususkan kepada lelaki (Ibn Kathir 2010). Demikian juga kewajipan berperang, melaungkan azan, menyampaikan khutbah, solat jumaat, solat berjemaah, menjadi saksi bagi jenayah melibatkan hukuman hudud dan qisas, menjadi wali dan saksi perkahwinan, mendapat bahagian lebih dalam harta pusaka dan kadar diyat, mempunyai kuasa dalam pernikahan, perceraian dan rujuk, keharusan berpoligami dan hak nasab anak (Al-Qurtubi 1964, Al -Baghawi 1999).

Menurut Zulkifli al-Bakri 2010, potensi dan kelebihan seperti keberanian, kekuatan fizikal, kekuatan agama, kekuatan rasional dan tidak mudah didorong perasaan menjadikan lelaki bertanggungjawab memikul tanggungjawab kepemimpinan dalam sebuah keluarga.

ii. Faktor tanggungjawab; sesuai dengan fitrah kejadian dan kecenderungan seorang lelaki, justeru suami dipertanggungjawabkan menafkahi keluarganya, memenuhi keperluan material mereka. Tanggungjawab ini telah bermula sebaik sahaja seorang lelaki menikahi seorang wanita dengan pemberian mahar. Kesanggupan suami menggalas tanggungjawab membelanjakan harta untuk kepentingan isteri inilah yang melayakkannya mengemudi rumahtangga.

Ini bermakna tanggungjawab suami memimpin keluarganya tidak hanya disebabkan kelebihan fizikal yang dimiliki semata-mata tetapi bergantung kepada keupayaan suami menggalas tanggungjawab utama kepemimpinan dalam sebuah keluarga iaitu memenuhi keperluan material isteri mahupun keluarga.

Sehubungan itu Jumhur ulama berpandangan, hak kepemimpinan suami terhadap isteri akan hilang jika suami gagal memenuhi fungsinya sebagai pemimpin keluarga iaitu menyediakan nafkah kepada isteri dan keluarga. Kegagalan suami menggalas tanggungjawab kepemimpinan ini membolehkan sebuah perkahwinan difasakhkan menurut mazhab Syafi'i dan Malik (Al-Qurtubi 1964).

Bagaimanapun Abu Hanifah berpandangan sebuah perkahwinan tidak boleh difasakhkan dan suami tetap bertanggungjawab menjalankan kepemimpinannya dalam sebuah keluarga kerana Allah S.W.T berfirman;

Maksudnya: Dan jika orang yang berhutang itu sedang mengalami kesempitan hidup, maka berilah tempoh sehingga ia lapang hidupnya (2:280).

Demikian juga M. Quraish Shihab 2002, berpandangan, suami tetap bertanggungjawab menjalankan kepemimpinan selagi suami masih memiliki kelebihan dari segi fizikal dan intelektual yang merupakan salah satu sebab mengapa suami dipertanggungjawabkan menjalankan kepemimpinan keluarga. Ketiadaan salah satu sebab tidak menggugurkan kewajipan suami memimpin keluarganya kerana dalam kaedah usul ada menyebutkan '*al hukmu yaduru ma'a illatih wujud wa 'adam*' yang bermaksud kewujudan sesuatu hukum bergantung pada kewujudan sebabnya (*illat*). Selagi ada '*illat*' (sebab) selagi itulah hukum itu ada (terpakai).

Meskipun ulama berbeza pandangan sama ada perkahwinan boleh difasakhkan atau tidak dalam keadaan suami tidak dapat mampu menggalas tanggungjawab menafkahi keluarganya. Tetapi ulama tidak berbeza pandangan dalam menilai kepemimpinan suami dalam sebuah keluarga adalah kewajipan yang mesti dijalankan. Hal ini memberi petunjuk bahawa kepemimpinan suami dalam sebuah keluarga sangat penting dan kritikal kerana ia berkait rapat dengan tanggungjawab memenuhi fungsi penting dalam sebuah keluarga. Ketidakefungsian suami sebagai pemimpin dalam sebuah keluarga membawa kepada ketidakefungsian sebuah keluarga.

Realitinya kepemimpinan dalam keluarga adalah sesuatu yang berat dan tidak hanya sebatas menanggung keperluan nafkah bahkan perlu memberikan perlindungan menyeluruh kepada keluarganya termasuk menjaga kebajikan dan keselamatan ahli keluarga. Tidak hanya itu, seorang pemimpin keluarga bertanggungjawab mendidik dan memberi pengajaran kepada keluarganya agar setiap tindak tanduk ahli keluarga terkawal dan selari dengan kehendak syarak. Menyerahkan tanggungjawab kepemimpinan bulat-bulat kepada isteri menambahkan lagi bebanan yang dipikul wanita, yang akhirnya menatijakan kecelaruan dalam institusi kekeluargaan. Kerana hakikatnya isteri hanya pembantu kepada suami. Kedudukan kepemimpinan suami dan isteri ini diperjelaskan Rasulullah S.A.W dalam hadis yang bermaksud:

Ingatlah setiap kalian adalah pemimpin dan setiap dari kalian bertanggungjawab terhadap apa yang dipimpinnnya. Seorang imam (pemerintah) yang menjadi pemimpin dalam kalangan manusia dan dia bertanggungjawab terhadap rakyatnya, seorang lelaki adalah pemimpin kepada ahli keluarganya dan dia bertanggungjawab terhadap mereka, seorang isteri adalah pemimpin dalam rumah suaminya dan anak-anaknya dan dia bertanggungjawab terhadap mereka (Riwayat Bukhari).

Hadis secara langsung menjelaskan bahawa suami adalah pemimpin kepada keluarganya dan bertanggungjawab terhadap hal ehwal mereka sepenuhnya. Sementara isteri pemimpin dalam ruang lingkup rumahnya dan bertanggungjawab terhadap hal-hal yang berkaitan dengan rumah dan anak-anaknya. Ini bermakna suami adalah individu pertama yang

bertanggungjawab terhadap hal ehwal keluarganya termasuk memastikan kefungisian keluarganya.

Kefungsian Keluarga dan Hubungannya dengan Kepemimpinan Suami

Kefungsian keluarga dalam perspektif psikologi merupakan suatu fenomena yang kompleks tetapi boleh ditentukan dengan pelbagai cara (Epstein, Baldwin, dan Bishop 1983). Banyak teori mahupun model dibangunkan bagi menjelaskan kefungisian keluarga, antara yang banyak digunakan secara meluas ialah Circumplex Model of Marital and Family Systems. Istilah kefungisian keluarga dalam model ini digunakan untuk memahami dinamik hubungan kekeluargaan. Kefungsian sesebuah keluarga bergantung kepada dua aspek iaitu keupayaan ahli keluarga menyesuaikan diri dengan perubahan yang berlaku dan kesepaduan dalam hubungan di antara ahli keluarga atau kohesi. Ini bermakna keluarga yang berfungsi ialah keluarga yang mempunyai kesepaduan dalam hubungan dan berupaya menyesuaikan dan menyeimbangkan sebarang perubahan yang wujud dalam sistem keluarga (Norfaezah 2016).

Penyesuaian dalam keluarga ini berkait rapat dengan bagaimana kepemimpinan dalam sebuah keluarga berfungsi. Kepemimpinan yang tidak terlalu fleksibel dan rigid dijangka dapat menyumbang kepada tahap penyesuaian yang lebih baik dalam sebuah keluarga.

Selain itu model kefungisian keluarga MacMaster juga memperlihatkan kefungisian keluarga bergantung kepada peranan seorang pemimpin keluarga dalam memastikan keluarga dapat memenuhi fungsinya. Menurut Epstein 1987, fungsi asas keluarga adalah untuk menyediakan keadaan persekitaran yang sesuai bagi membangun fizikal, psikologi, sosial dan aspek-aspek lain dalam sebuah keluarga. Untuk mencapai fungsi asas ini, sistem keluarga perlu menjalankan beberapa tugas yang mencakupi tugas asas seperti menyediakan makan minum, pakaian dan tempat tinggal; tugas pembangunan seperti menyesuaikan dan merangsang pertumbuhan dan perkembangan ahli keluarga; tugas krisis seperti berurusan dengan semua jenis kecemasan dalam keluarga contohnya ketika ahli keluarga sakit, kemalangan atau kehilangan kerja (Dai and Wang 2015). Kefungsian keluarga diukur berdasarkan enam dimensi iaitu penyelesaian masalah, komunikasi, peranan ahli keluarga, responsif afektif, penglibatan afektif dan kawalan tingkahlaku.

Kefungsian keluarga ini tidak hanya memfokuskan interaksi atau corak hubungan yang terhasil dalam sebuah keluarga bahkan keupayaan keluarga melaksanakan dan memenuhi tanggungjawab dan peranannya. Dan hal ini sudah tentu memerlukan peranan seorang pemimpin dalam sebuah keluarga.

Berdasarkan kepada kedua-dua model kefungisian keluarga ini dapat dirangkumkan keluarga yang berfungsi dengan baik dapat ditentukan oleh beberapa indikator penting dalam sebuah keluarga iaitu

1. Hubungan yang baik dan akrab,
2. Komunikasi yang baik.
3. Memenuhi fungsi-fungsi keluarga.
4. Kepemimpinan yang baik

Sementara dalam konteks Islam kefungisian keluarga tidak dibincangkan secara spesifik dan meluas sebagaimana dalam bidang psikologi. Bagaimanapun indikator-indikator yang menjadi ukuran kepada kefungisian keluarga sememangnya aspek penting dalam sebuah keluarga yang disebutkan di dalam Quran dan Sunnah.

Hubungan baik dan akrab

Keluarga yang dianggap sihat dan berfungsi adalah keluarga yang mempunyai hubungan yang rapat, saling terhubung antara satu sama lain. Kerana asasnya hubungan suami isteri itu sangat

rapat dan dekat sehinggakan Quran mengumpamakan hubungan suami isteri seperti pakaian kepada pasangannya. Sebagaimana firman Allah S.W.T;

Maksudnya: Isteri-isteri kamu itu adalah sebagai pakaian bagi kamu dan kamu pula sebagai pakaian bagi mereka (02:187)

Hubungan suami dan isteri sangat intim ibarat pakaian kepada pasangannya, menggambarkan kesepaduan dan keintiman antara keduanya. Hubungan seperti ini menjadikan suami isteri sentiasa terhubung dan saling memerlukan antara satu sama lain. Sehubungan itu, al-Zamkhasharī mengatakan sukar untuk suami mengelakkan diri atau menjauhi isterinya (Al-Zamkhasharī, 2009).

Memahami kepentingan aspek ini dalam sebuah keluarga, justeru Rasulullah S.A.W sangat menjaga keintiman hubungannya bersama isteri-isterinya sehinggakan Rasulullah S.A.W dilihat sebagai suami yang sangat romantis, penyayang, prihatin, mesra, responsif dan penuh pengertian. Disebutkan dalam sebuah hadis bahawa Aisyah R.A pernah berkata yang maksudnya;

“Pada suatu hari, orang-orang berkulit hitam mempertontonkan permainan perisai dan lembing. Aku tidak ingat sama ada aku yang meminta kepada Nabi atau Nabi sendiri yang berkata padaku, adakah aku ingin melihatnya. Aku menjawab, ‘ya.’ Lalu baginda menyuruh aku berdiri di belakangnya, pipiku menempel pipinya. Baginda berkata; ‘teruskan permainan kalian, wahai Bani Arfidah (julukan orang Habasyah)!’ sehingga ketika aku merasa bosan, beliau bertanya, ‘apakah kamu sudah puas?’ aku menjawab, ‘ya.’ Baginda berkata, ‘kalau begitu, pergilah!’” (Riwayat Bukhari dan Muslim)

Hadis di atas menggambarkan Rasulullah S.A.W seorang suami yang sangat menghargai hal-hal yang disukai isterinya. Sehinggakan baginda tidak berasa kekok turut serta dan terlibat sama dalam aktiviti tersebut. Dalam psikologi hal ini disebut sebagai “responsif efektif dan penglibatan afek” yang merujuk kepada sejauh mana ahli keluarga bertindakbalas mengekspresikan emosi sesuai dengan konteks dan menunjukkan minat dan penghargaan terhadap aktiviti ahli keluarga yang lain. Kedua-dua aspek ini menjadi ukuran kepada kefungsiannya keluarga dan ternyata Rasulullah S.A.W terlebih dahulu memahami dan mempraktikkannya dalam kehidupan rumahtangganya.

Rasulullah S.A.W manusia paling sibuk sekalipun tetap memperuntukkan dan meluangkan masa dengan keluarga serta melakukan aktiviti bersama mereka. Rasulullah S.A.W dikatakan pernah berlumba lari dengan Aisyah R.A sebagaimana diceritakan dalam hadis ;

Aisyah bercerita, “Nabi S.A.W berlumba lari denganku dan aku mendahuluinya. Tetapi, ketika badanku gemuk, Nabi S.A.W mengajak lumba lari lagi, namun baginda mendahuluiiku, kemudian baginda berkata, ini adalah balasan (kekalahanku) yang dahulu’.” (Riwayat Ahmad dan Abu Daud)

Menerusi hadis di atas dapat difahami bahawa meluangkan masa bersama keluarga melalui aktiviti yang dilakukan penting dalam meningkatkan kesepaduan dan mengukuhkan hubungan keluarga. Keluarga yang mempunyai kefungsiannya yang baik perlu selalu berinisiatif melakukan aktiviti bersama keluarga, tidak kira aktiviti tersebut berbentuk santai mahupun berupa kewajipan atau tugas yang perlu dilakukan, misalnya menunaikan solat berjemaah bersama ahli keluarga, melakukan kerja-kerja rumah bersama dan sebagainya. Kerana hal tersebut dapat mempererat dan mengukuhkan hubungan kekeluargaan.

Komunikasi Keluarga

Komunikasi keluarga merujuk kepada kesediaan bercakap secara terbuka setiap perkara dalam keluarga sama ada yang disukai mahupun tidak disukai serta kesediaan menyelesaikan masalah-masalah dalam keluarga dengan percakapan yang dijalankan dengan kesabaran, kejujuran dan keterbukaan (Sarwinda 2018).

Komunikasi keluarga dan keperluan membangun komunikasi yang baik dalam keluarga ini dapat diperhatikan dalam firman Allah S.W.T di bawah;

Maksudnya: Kemudian jika keduanya (suami isteri mahu menghentikan penyusuan itu dengan persetujuan (yang telah dicapai oleh) mereka sesudah berunding, maka mereka berdua tidaklah salah (melakukannya) (02: 233).

Ayat ini memberikan gambaran bahawa komunikasi dalam keluarga sangat penting bagi membincangkan hal ehwal keluarga mahupun masalah yang dihadapi keluarga dalam rangka mencari solusi terbaik yang disepakati bersama. Berdasarkan ayat ini juga dapat difahami komunikasi keluarga sewajarnya berjalan di atas prinsip keterbukaan dan kesepakatan bersama.

Komunikasi keluarga yang berkesan dapat mewujudkan hubungan yang harmoni dan erat seterusnya membentuk keluarga yang cemerlang dan berfungsi (Helmanda dan Pratiwi 2018). Kerana komunikasi merupakan medium terbaik memperkukuhkan hubungan, meluahkan kasih sayang, perhatian dan sebagainya. Setiap persoalan mahupun permasalahan dapat dibincang dan dirungkai bersama dalam rangka mencari solusi terbaik.

Komunikasi yang baik membolehkan pemimpin keluarga mahupun ibu bapa menjalankan tanggungjawab dengan lebih berkesan kerana proses mengasuh, membimbing, mendidik dan memantau aktiviti dan perkembangan ahli keluarga dapat dilakukan dengan lebih baik. Sebaliknya, komunikasi yang bermasalah dalam sesebuah keluarga boleh mendatangkan impak negatif kepada fungsi dan kesejahteraan keluarga serta membawa kepada keruntuhan rumahtangga (Fadillah 2016) (Noor Syaibah et al. 2016).

Lantaran itu, Islam sangat menitik beratkan kata-kata yang baik dan menilainya sebagai bentuk komunikasi yang menyamai nilai sedekah kerana impaknya kepada hubungan manusia. Sabda Rasulullah S.A.W yang bermaksud;

Jagalah kalian akan api neraka, walaupun dengan bersedekah sebiji kurma. Maka barangsiapa yang tidak mendapatkan sesuatu yang dapat disedekahkannya maka dengan (ucapkanlah) kata-kata yang baik. (Riwayat Bukhari)

Menurut Ibnu Batal kata-kata yang baik dianggap sebagai sedekah kerana kata-kata yang baik mampu menggembirakan orang lain dan dapat menghilangkan perasaan tidak senang dihatinya sebagaimana sedekah (Ibn Battal t.th).

Fungsi-fungsi Keluarga

Pembentukan keluarga tidak hanya dapat memenuhi fitrah manusia bahkan dapat memberikan impak kepada masyarakat dan agama melalui fungsi-fungsinya.

Umumnya, fungsi utama keluarga adalah sama dalam semua konteks budaya iaitu reproduksi, sosialisasi, ekonomi dan sokongan emosi (Rozumah dan Mansor 2014). Bagaimanapun terdapat perbezaan fungsi keluarga antara satu budaya dengan budaya yang lain, paling tidak pada perincian dan huraiannya kerana lazimnya keluarga dipengaruhi budaya (M.Quraish Shihab 2015). Hal ini dapat dilihat pada fungsi keluarga dalam perspektif Islam yang terkandung padanya matlamat Islam itu sendiri.

Fungsi utama dalam sebuah keluarga adalah memberikan perlindungan kepada ahli keluarga sama ada antara suami dan isteri mahupun ibu bapa dan anak-anak kerana asas

hubungan suami isteri dalam sebuah keluarga adalah saling melindungi antara satu sama lain. Kenyataan ini didasarkan pada firman Allah S.W.T;

Maksudnya: Isteri-isteri kamu itu adalah sebagai pakaian bagi kamu dan kamu pula sebagai pakaian bagi mereka (2: 187)

Ayat ini menggambarkan suami dan isteri ibarat pakaian kepada pasangannya. Menurut al-Alusi t.th, suami dan isteri ibarat pakaian kepada pasangannya kerana masing-masing dapat menutupi dan menghalang pasangannya daripada melakukan perkara-perkara keji dan maksiat. Menunjukkan suami isteri berfungsi melindungi kehormatan pasangannya, menutup kekurangan dan kelemahannya sebagaimana pakaian melindungi pemakainya daripada terlihat aib dan cacat celanya. Oleh itu, suami isteri seharusnya saling menutup kekurangan pasangan dan saling memerlukan antara satu sama lain berdasarkan ayat di atas.

Tidak hanya itu, pakaian juga berfungsi melindungi pemakainya daripada perkara-perkara yang boleh menyakiti dan mencederakannya sehingga pemakainya berasa selamat dan aman. Demikianlah hubungan suami isteri dan keluarga. Keluarga menjadi tempat terbaik seseorang mendapatkan perlindungan sama ada perlindungan fizikal, mental dan emosi. Bahkan keluarga yang baik tidak hanya menawarkan perlindungan fizikal, mental dan emosi tetapi perlindungan agama dan akhlak. Kerana Allah S.W.T berfirman;

Maksudnya: Wahai orang-orang yang beriman! Peliharalah diri kamu dan keluarga kamu dari api Neraka (66:6).

Menerusi ayat ini, Allah S.W.T memerintahkan suami sebagai pemimpin dalam sebuah keluarga agar melindungi dirinya dan ahli keluarganya daripada api neraka dengan mengerjakan amalan ketaatan dan meninggalkan segala bentuk kemaksiatan kepada Allah S.W.T. ((Ṭabarī 2000)Al-Ṭabarī 2000, Ibn Kathir 2010, Al-Baghawi 1999). Sebuah keluarga tidak sewajarnya menumpukan perlindungan terhadap perkara-perkara yang berbentuk fizikal dan material sahaja bahkan perlindungan agama dan akhlak adalah lebih utama dan kritikal dalam sebuah keluarga.

Justeru, untuk mencapai fungsi perlindungan dalam erti kata sebenar sebuah keluarga perlu memenuhi fungsi-fungsi lain dalam kehidupan berkeluarga iaitu memelihara agama, memelihara keturunan dan kehormatan keluarga, memberikan kasih sayang, memberikan didikan dan bimbingan, melakukan pemantauan dan kawalan serta memenuhi keperluan material keluarga.

Untuk mencapai fungsi-fungsi tersebut, setiap ahli keluarga perlu memainkan peranan dan tanggungjawab masing-masing. Sebagai pemimpin keluarga sudah tentu suami atau bapa memainkan peranan utama dalam memastikan, menggerakkan dan memimpin ahli keluarga agar fungsi-fungsi sebuah keluarga dapat dicapai.

Kesimpulan

Keluarga yang baik dan berfungsi adalah keluarga yang mempunyai hubungan kekeluargaan yang baik dan kukuh, komunikasi yang sihat dan dapat memenuhi fungsi-fungsinya. Keluarga yang dapat berfungsi dengan baik ini sangat bergantung kepada kepemimpinan yang dapat berfungsi dengan baik. Justeru usaha memperkukuhkan institusi keluarga seharusnya bermula dari akar umbi kepemimpinan dengan memfokuskan peranan suami. Kerana suami adalah individu pertama yang bertanggungjawab terhadap keluarga. Malangnya hari ini usaha memperkukuhkan institusi keluarga lebih tertumpu kepada pemerksaan isteri. Kajian-kajian lebih tertumpu kepada peranan isteri/ibu dalam sebuah keluarga. Sedangkan seorang isteri/ibu masih tertakluk kepada suami. Menyerahkan tanggungjawab kepemimpinan kepada isteri

sepenuhnya bererti menambahkan lagi bebanan yang dipikul wanita, yang akhirnya menatijahkan kecelaruan dalam institusi kekeluargaan.

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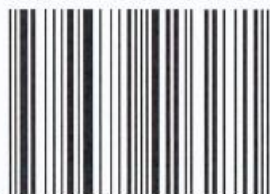
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GAE'S CONFERENCES 2021



2nd Penang International Multidisciplinary Conference 2021 (2nd PIMC 2021)

Date: 23-24 January 2021

Venue: Penang, Malaysia

Website: <https://submit.confbay.com/conf/pimc2> @ <http://2pimc2021.egax.org/>

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



4th International Conference on Global Business and Social Science 2021 (4th ICBSS 2021)

Date: 20-21 February 2021

Venue: Kuala Lumpur, Malaysia

Website: <https://submit.confbay.com/conf/4icgbss2021> @ <http://icgbss2021.egax.org/>

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



3rd Langkawi International Multidisciplinary Conference 2021 (3rd LIMC 2021)

Date: 13-14 March 2021

Venue: Langkawi, Malaysia

Website: <https://submit.confbay.com/conf/limc3> @ <http://3limc2021.egax.org/>

Email: limcconf2019@gmail.com; conference2@egax.org



6th International Conference on Education, Business, Islamic and Technology 2021 (6th ICEBIT 2021)

Date: 3-4 April 2021

Venue: Ipoh, Perak, Malaysia

Website: <https://submit.confbay.com/conf/icebit6> @ <http://icebit2021.egax.org/>

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



5th International Conference Business, Tourism and Technology 2021 (5th ICBTT 2021)

Date: 24-25 April 2021

Venue: Online

Website: <https://submit.confbay.com/conf/icbtt5> / <http://icbtt2021.egax.org/>

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



5th ICGBSS 2021

**5th International Conference on Global Business and Social Science 2021
(5th ICGBSS 2021)**

Date: 27-28 May 2021

Venue: Kuala Lumpur, Malaysia

Website: <https://submit.confbay.com/conf/icgbss5> @ <http://5icgbss2021.egax.org/>

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



3rd IRCMST 2021

**3rd International Research Conference on Multidisciplinary in Social Sciences and
Technology 2021 (3rd IRCMST 2021)**

Date: 26-27 June 2021

Venue: Cameron Highland, Malaysia

Website: <https://submit.confbay.com/conf/ircmst3> @ <http://ircmst2021.egax.org/>

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



2nd IRCASE 2021

**2nd International Research Conference on Applied Sciences and Engineering 2021
(2nd IRCASE 2021)**

Date: 26-27 June 2021

Venue: Cameron Highland, Malaysia

Website: <https://submit.confbay.com/conf/ircase2> @ <http://2ircase2021.egax.org/>

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



ICAT 2021

**International Conference on Applied Thermofluids & Computational Fluids Mechanics
(ICAT 2021)**

Date: 26-27 June 2021

Venue: Cameron Highland, Malaysia

Website: <https://submit.confbay.com/conf/icat1> @ <http://icat2021.egax.org/>

Email: icatofficial1@gmail.com; conference2@egax.org



2nd ICMASIT 2021

**2nd international Conference on Multidisciplinary Approaches in Social Sciences, Islamic
and Technology (2nd ICMASIT 2021)**

Date: 3-4 July 2021

Venue: Langkawi, Malaysia

Website: <https://submit.confbay.com/conf/icmasit2> @ <http://icmasit2021.egax.org/>

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



**4th International Conference on Tourism, Technology and Business Management 2021
(4th ICTTBM 2021)**

Date: 1-2 August 2021

Venue: Kota Bharu, Kelantan, Malaysia

Website: <https://submit.confbay.com/conf/icttbm4> @ <http://icttbm2021.egax.org/>

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



**4th International Research Conference on Humanities, Social Sciences and Technology 2021
(4th IRCHST 2021)**

Date: 21-22 August 2021

Venue: Kuala Lumpur, Malaysia

Website: <https://submit.confbay.com/conf/irchst4> @ <http://irchst2021.egax.org/>

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



**2nd International Conference on Innovation Approaches in Business, Education and
Technology (2nd ICIABET 2021)**

Date: 18-19 September 2021

Venue: Cameron Highland, Malaysia

Website: <https://submit.confbay.com/conf/iciabet2> @ <http://iciabet2021.egax.org/>

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



3rd Penang International Multidisciplinary Conference 2021 (3rd PIMC 2021)

Date: 25-26 September 2021

Venue: Penang, Malaysia

Website: <https://submit.confbay.com/conf/pimc3> @ <http://3pimc2021.egax.org/>

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



**6th International Conference on Social Sciences, Humanities and Technology 2021
(6th ICSHT 2021)**

Date: 23-24 October 2021

Venue: Sabah, Malaysia

Website: <https://submit.confbay.com/conf/icsht6> @ <http://icsht2021.egax.org/>

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



4th Langkawi International Multidisciplinary Conference 2021 (4th LIMC 2021)

Date: 20-21 November 2021

Venue: Langkawi, Malaysia

Website: <https://submit.confbay.com/conf/limc4> @ <http://4limc2021.egax.org/>

Email: limcconf2019@gmail.com; conference2@egax.org



4th IRCMST 2021

4th International Research Conference on Multidisciplinary in Social Sciences and Technology (4th IRCMST 2021)

Date: 27-28 November 2021

Venue: Kuala Lumpur, Malaysia

Website: <https://submit.confbay.com/conf/ircmst4> @ <http://4ircmst2021.egax.org/>

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



5th IRCHST 2021

5th International Research Conference On Humanities, Social Sciences and Technology (5th IRCHST 2021)

Date: 11-12 December 2021

Venue: Kota Bharu, Kelantan, Malaysia

Website: <https://submit.confbay.com/conf/irchst5> @ <http://5irchst2021.egax.org/>

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



3rd IRCASE 2021

3rd International Research Conference on Applied Sciences and Engineering 2021 (3rd IRCASE 2021)

Date: 11-12 December 2021

Venue: Kota Bharu, Kelantan, Malaysia

Website: <https://submit.confbay.com/conf/ircase3> @ <http://3ircase2021.egax.org/>

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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