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## Contents

1. THE EFFECT OF COMMODIFICATION IN THE IDENTITY CHANGE OF TAPIS LAMPUNG CLOTH .....	1
2. INFLUENCE OF SOCIAL MEDIA ON THE TRAVEL INTENTION: A CASE STUDY AMONG UTAR AND UITM UNIVERSITY STUDENTS' TRAVEL INTENTION TO KOREA.....	9
3. AUGMENTED REALITY AS AN ALTERNATIVE TEACHING TOOLS .....	18
4. 'PINJAMAN PERSAHABATAN': SATU KAJIAN UNDANG-UNDANG DI MALAYSIA .....	28
5. CABARAN PELAKSANAAN KAEDAH PENGAJARAN DAN PEMBELAJARAN DALAM TALIAN BAGI KURSUS-KURSUS BAHASA INGGERIS .....	35

# THE EFFECT OF COMMODIFICATION IN THE IDENTITY CHANGE OF TAPIS LAMPUNG CLOTH

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**Abstrak:** *Tapis cloth is a Lampung people's cultural objects that are used to meet the needs of life, both physically and spiritually. Tapis cloth has a function as equipment in various traditional and religious ceremonies that have a sacred nature. The purpose of this study is to examine the commodification that occurs in Lampung tapis cloth and the effect on changing its identity for the people of Lampung. This research is descriptive qualitative using interpretation analysis method with socio-cultural approach. Methods of data collection using interviews, observation, and document analysis. The data were analyzed through the stages of data reduction, data display and discussion, and formulating conclusions. The results of this study indicate that commodification is carried out by parties who have an interest in developing Tapis cloth into commercial products that have high economic value. The commodification carried out on tapis cloth becomes a market commodity that has an impact on changes in value and meaning, Tapis cloth has changed from objects of sacred value to profane objects. On the other hand, the changes that occur in Tapis cloth have an impact on economic benefits, Tapis cloth are becoming increasingly known to the wider community and are in demand by consumers from various segments. The shape and function of the Tapis cloth undergoes changes and developments while still trying to display local wisdom and regional identity, so that the Tapis cloth becomes a regional identity for the people of Lampung.*

**Keywords:** *comodification, tapis cloth, identity, Lampung.*

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## Introduction

Globalization is a phenomenon in human civilization that moves continuously in a global society. The existences of information and communication technology speed up the acceleration of globalization. Globalization brings up many new obstacles and problems that should be answered and solved then can take advantage of globalization for the benefit of life. It is undeniable that globalization right now becomes a popular word around the world since 21 eras. The pros and cons have always colored globalization as a cultural phenomenon. The existence of globalization is a comprehensive change in various aspects, felt collectively, and affect to paradigm, life style and environment. World is always change and globalization is a connected world as if there is no limit (Surahman 2013, 28). Globalization closely related to the concept of deterritorialization that refers to the understanding of that is production activity, consumption, ideology, community, politic, culture and identity are break away from the local ties (Kearney 1995, 547-565). Globalization has dragged things that are local and bound in the characteristics of origin into something that is global and circulates freely across local boundaries. Globalization can expand the cultural area, disorientation, dislocation or socio-cultural crisis in society (Agusta 2017, 239).

Globalization gives challenge to the development of Indonesia culture. Globalization pushed every culture products to contest openly and creatively. The effect of globalization also distributed to various aspects of people lives, one of them is to the existence and continuity of traditional art which considered as a cultural identity for their support community. Traditional

art which has been as a form of community expression to create harmony between humans and their environment is required to be able to compete with other cultural products openly. Traditional art has become a culture object that mass-produced by an industry for financial gain. Traditional art which originally as the subjects of knowledge, policy, and local wisdom for their support communities then turned into object which must be traded through cultural production process (Suneki 2012, 315-316). From here was born culture commodification as buying and selling transaction of cultural objects in the form of traditional art which produced and packed in such a way that it can continue to follow the needs and tastes of the market.

With the entry of globalization in Indonesia, traditional art in many regions faced the global challenge, because globalization is also a form of penetration of new values that gives practical tools. The existence of practical tools based on information, communication and technology make industrialization always directed to market orientation. With those tools, producing and reproducing as many cultural expression as possible in globalization era is a necessity. With industrialist and capitalistic forces, the mass production process is inevitable, including producing traditional arts.

As commonly traditional arts in Indonesia, tapis cloth is made to fulfill the life needs, both physically and religiously of Lampung people. Tapis cloth at first is a traditional woven product which owned and used by Lampung people as tradition and religion ceremonial equipment which have symbolic-philosophical meanings related to community believes, not as product that traded to get profit. The globalization in Indonesia gives enormous influence to tapis cloth as traditional cultural product. Tapis cloth experience change and development as an effort in maintain its existence to become commodity product which oriented to economic advantage. There are many factors which influence it, so that become a commercialization in tapisLampung. Experiencing form transformation from sacred cultural product becomesprofane as industrial product to increase community economy. This phenomena show that there has been a shift and degradation of cultural values in originality or authenticity of tapis Lampung cloth to commodification. Tapis Lampung cloth craft which has been going on for generations, now has changed its value and meaning towards commodification as the process of transforming goods and services that were originally valued for their value and meaning, into a valuable commodity because it can bring financial benefits (Wallach 2014, 17). Commodification is the process of changing goods or services that previously followed non-market social rules into a subject that follows market rules (Gleick, Wolf, and Chalecki 2002, 1-5).

### Literature Review

There are several studies that have conducted studies on changes and developments in tapis Lampung cloth. First in a research entitled "The Changing Motive and Function of Tapis Inuh in Lampung (Hantari 2019). This research explain that the embroidery motifs in tapis inuh is dominated by the shape of ship motifs (symbol of the vehicle of life), sea animals (ancient squid), and *samanghandak*. The function aspect of tapis cloth is changed from holy thing which related to tradition and community of Lampung into profane object that works for commodity market. A research entitled An Exploration of Knowledge, Symbolic Value, and Producer-Consumer Ethnic Identity of Tapis Cloth Products (Marsuki, Rifai, and Ali 2013) explain that tapis cloth experience changes along with changes in consumer behavior due to cultural influences from outside. Consumers buy tapis cloth not because of the symbolic-philosophical value but because of the beauty only. Tapis cloth consumer has some phase of development both on believes (religion), and paradigm development of consumer which is motivated by increased knowledge with technology and information advances.

A research about the effect of commodification already conducted by Tessianiva Agusta with the title of "The Effect of Commodification to Identity Change of Black Mask Dance" (2017) which discuss about the effect of commodification to black mask dance in Semarang. The result of this research shows that commodification is done by interested parties to develop black mask dance become an asset of cultural tourism product that have selling value for tourists. The commodification process of black mask dance as cultural tourism attraction gives negative effects to the historical value and element. However, it also gives positive effects to the tourism improvement and gives economic advantages, and become a new identity.

### **Methodology**

This research is a qualitative descriptive with using socio-cultural approach. This research was conducted in Bandar Lampung City and was specifically studied the commodification occur in tapis cloth as a traditional art, and its effect to the identity change of tapis cloth for Lampung people. The research data source was places and events, resource persons, and documents. The data collection technique was using observation, interview, and document analysis technique. Observation was conducted to digging data about the sacred function of tapis cloth in the various traditional and religion ceremonies and the change of tapis cloth form. The interview was conducted for craftsmen and cultural practitioner to digging about forms, values and meanings of tapis cloth. To complete and support the collected data from observation and interview, analysis was conducted to the related documents of Lampung tapis cloth. The analysis technique used was qualitative data analysis which conducted through the stages of data reduction, data interpretation, conclusion and verification (Miles and Huberman 1994, 10).

### **Discussion**

#### ***The Commodification of Tapis Lampung Cloth***

Tapis cloth is traditional clothes which become traditional and religion ceremonies equipment of Lampung people. Tapis cloth becomes one of requirements and equipment which should be fulfilled in various related ceremonies to human life from one stage to another stage such as birth, marriage and death. Wardwell (Wardwell 1985, 303) explained by Totton that textiles played an important role in traditional ceremonies and were thought to be imbued with their own magical properties”(Totton 1994,8). The tradition in making tapis cloth is an activity of Lampung people to fulfill their inner need and social activity which become a part of tradition and culture of Lampung, not for commercial purpose. However, as time goes by, tapis cloth experience development and change. The development of tapis Lampung cloth started from 1970. At that time, there are many changes to Lampung traditional people, many villages (*tiyuh*) left to look for jobs outside the area, and many tapis cloth for sale because has expensive price and much sought by collectors. From that time, tapis cloth started to be made to be traded in public, many tapis cloth studios sprung up, and many souvenir shops selling tapis cloth (Djausal 1998, 8-9). The rapid development on tapis cloth was going faster because of the effect of globalization which influences various community life aspects. Tapis cloth as traditional art product required to be able to compete with modern products from various regions. In order to survive, tapis Lampung cloth was developed and packed in such way to fulfill consumer demands and tastes.

Tourism in Lampung following government program to improve tourism world on 1986 to cope and solve national financial problem (Soedarsono 1999, 1), also give effect to commodification in tapis cloth, because tourism with various activities which related to tours and interests, and another related business. The tourism development is an effort to take advantage of tour interests which formed as natural beauty, culture and historical heritage. Tourism has global natures which have broad influence to economy. Tourism planning need to

be conducted in integrated way between various components such as accommodations, tour interests, transportations and souvenir industries which supported with human resources. Tapis Lampung cloth is become cultural capital that developed to support the region tourism. Both as part of tour objects as cultural tourism and as souvenir which is a typical product of the Lampung region. From those facts, it can be known that there has been a shift in the value and meaning of tapis cloth. Tapis cloth has high aesthetic value and cultural value, so considered as potential to be a commodity which can improve the welfare of the supporting community.

Beside globalization and tourism factors, the development and the change of tapis cloth cannot be separated from the role of various parties which become agent of change, parties who have efforts in development and innovation such as craftsmen, region government, and private institutions. Various development efforts is conducted so that tapis Lampung cloth can exist, compete and suitable with people demands and tastes. So, in the end, it can improve the economy and the welfare of tapis cloth craftsmen. Tapis cloth is modified because have visual interests that are typical and unique as traditional art which have selling value and as precious capital to Lampung people economy development. Development and innovation of tapis cloth which done by craftsmen, regional government, and private institutions is worked out well. One of it can be seen in the aspect of the development of tapis cloth craft product shape made. Tapis cloth product now not only formed as women sarong but also made with various modification in various shape which more varied and diverse such as various men and women modern fashions, clothes accessories, souvenirs, and interior aesthetic elements. The new creation of tapis cloth products formed in modern style, varies product type and form, faster making process, cheaper price, and more flexible in the using. Tapis product now no more using natural coloring but using synthetic coloring which has good coloring, various color choice, cheaper price and faster process.

One of supporting factor that cannot be separated from the commodification of tapis cloth is creativity by craftsmen and openness of Lampung people to new ideas and new technology development especially that related to the process of tapis cloth making. Tapis cloth is cultural product of Lampung people, that can be confirmed in the making not separated from creative process of the tapis cloth. Innovation which conducted in tapis cloth is a form of people's creativity in developing traditional art to fulfill nowadays people taste, need, and demand which different to the previous era. The craftsmen of tapis cloth trying to make many development efforts and changes of tapis Lampung cloth in various aspects such as in basic cloth material and decorative yarn used, tools and making techniques, coloring material, decorative motifs, to the product form made. Explained that with the condition, to be exist and developed, innovation should be conducted by tapis Lampung cloth craftsmen (Hidayati et al. 2018, 62-63).

The commodification happened in tapis cloth which influenced by globalization, tourism world development, craftsmen creativity, tapis cloth supporting people mindset openness, and agent of change force takes tapis cloth to become better known cultural product by larger community and can be used to general people. This can be one of efforts to make a traditional cultural product not extinct, to be existing in the middle of change and development era and can improve people's life welfare.

### ***The Change of Tapis Lampung Cloth Identity***

The identity concept related to people's understanding about who they are and what is meaningful for them. In this case, identity is related with the process of creating relation between past and future time. Identity come from word "identity" which means characteristics, signs or identities that attached to someone from birth to differentiate himself to another (Kartikawati 2018, 141). Related to the explanation above, so tapis cloth can be equalized with

culture identity of a community which a recognition of a symbol that become a characteristic of its community. With that, tapis cloth cannot be separated from sense of owning in every member of the community and become their own pride. Then, tapis cloth cannot be separated from a cultural identity because contain certain values which then inherited to the following generation. Identity tends to adapt to the cultural and social structure that lives around it. This because there are accelerations of life motion in industrial community and accelerations of the change of signs, images, meanings, and symbols which lead to change condition. Therefore, identity can be seen as continuous chain change as a form of preservation of the past or heritage and as a form of transformation and change of the future (Prasetyo and Sarwoprasodjo 2011, 175).

Globalization is influencing the ideology of Lampung people community to creative and modern thoughts direction which cause change to the structural of Lampung people. Local tradition and culture increasingly changed towards modernization. This signs the relation between tradition and modernization that changes to the commercial relation. Commodification of tapis cloth that oriented to market, because of the opportunities so people are motivated to be always creative in creating innovative tapis cloth product then can fulfilled demands and tastes of the consumer. Creativity owned by craftsmen pushed development and change to tapis cloth. Further, commodification of tapis cloth in the development cannot be released from the role of related institutions, both government institutions and private institutions which give various support and help in various form to make tapis cloth become interesting and well known cultural product. In the development of tapis cloth, it is experiencing good change in the aspects of form and meaning, this is conducted for the existence of tapis cloth.

The development of tourism world in Lampung also gives influence to commodification in tapis cloth. Tourism bring capitalism in to cultural business world, this make culture not as a construction value, but as commercial project. Tourism development gives positive effect with many bought tapis cloth product as typical souvenir of Lampung by tourist. Finally, it makes people's mind set change to modern which cause in capitalist logic to become dominant element of the development of tapis cloth industries. With dominant capitalist culture makes change in tapis cloth, which as first as tradition art that have in depth function and meaning related to religion and believes of Lampung community, but now tapis cloth only become commodity product with market oriented. The shift happened in tapis cloth proof that culture commodification can cause cultural border shift through economy power in capitalist practices (Yoeti 1996, 262). Explained by Kayam that the existence of traditional arts now becoming a part of cultural commercialization (in Irianto 2016, 218).

Commodification in tapis cloth has big effect, so it cause changes in the aspects of products form, motifs, materials, and techniques in the making of tapis cloth which oriented to the fulfillment of market tastes. In economy aspect, this absolutely has positive effect for communities in order to prosper their life. Therefore, besides positive effect from tapis cloth commodification, better if people need to consider the negative effect that would be happen in the future. With the influence of global culture which affected to capitalism culture practices that refers to culture commodification, it shows that there is a shift in socio cultural aspect. Now, tapis cloth only becomes trading commodity. Eventhough, with various meanings and symbolic-philosophical values contained inside of it, tapis cloth is a cultural identity of Lampung community. Identity is an object sign, both in individual and collective; moreover, the object is considered to be of high value and has long histories. Tapis cloth is a product from Lampung people traditions which has aesthetics, ethics and norms that become regional typical identity and make it different from other traditional cloths from another region. However, commodification causing the loss of cultural identity in tapis cloth, because it is already

becomes cultural capital from the owner to gain profit. Commodification in tapis cloth with makes it as trading commodity give a change effect to its value and meaning. Tapis Lampung cloth is change from sacred valued product that related to religion and believes become profane object.

Besidethe loss of cultural identity effect, commodification also causes the loss of historical value of tapis cloth. The realization of tapis cloth is through long processes which reflect acculturation and touch to other cultures. It is undeniable that the community, government and private institutions that encourage the development of Lampung tapis cloth have pride in regional cultural products that have identity and history. But now tapis cloth is in the situation where the historical value begins to fade. If this condition continues, it is very possible that one day the historical value of tapis cloth will no longer be known. So it is necessary to do comprehensive thoughts and considerations in an effort to develop and change tapis Lampung cloth. Good synergy is needed from various parties, so that commodification efforts and efforts to preserve cultural products can go hand in hand.

The new identity of tapis Lampung cloth as capital product is the result of this supporting community' paradigm changes. Before commodification, tapis cloth is only known as traditional craft of Lampung people, but after commodification and more interesting and modern form of tapis cloth, outsiders started to know it. Government institutions, private institutions and craftsmen are trying to do various ways to promote tapis Lampung cloth product. Regional governments with private parties are branding the tapis cloth as Lampung cultural identity vigorously. Various socialization activities have conducted, such as: a) Lampung Cultural Carnival; b) Tapis carnival which become a part of Krakatau Festival; c) Government build various monuments and decorate the city using various decorations with tapis cloth atmosphere. Regional governmenttt make a rule that every offices should have meeting room with the name of tapis cloth type and ornament that characterized by tapis cloth which listed in Lampung Province Local Regulations No. 27 year 2014 about Lampung Ornate Building Architecture (Ariani and Roisah 2016, 79). Government also issued a Circular Letter of Lampung Province No. 060/0353/12/2016 about Provisions for the Clothing of the Civil Service Servant in the Lampung Provincial Government Environment, that on certain days wearing clothes with tapis cloth motifs as typical regional clothes. Uniform is inseparable part of human life. Clothing shows a form of civilization and becomes a person's identity, one of which is shown by uniforms. The human tendency to form social entities makes many uniforms made. Therefore, at this time, uniforms have become part of fashion trends in society. A uniform is made to create an identity for a group. By wearing a uniform, one will get the impression of ownership of the group so that one's loyalty to the group becomes higher.

## **Conclusion**

Commodification in tapis cloth is a social symptom which has effect from globalization in Indonesia. Development and change that conducted in tapis cloth accelerate because if various supported factors, such as incessant development efforts of tourism world in Lampung, creativity of the craftsmen, openness paradigm of tapis cloth supporting community, and support from government and private institutions that give help in various ways. The development and innovation efforts which conducted make tapis cloth to become cultural product that not only known by Lampung people but also known by wide community even by overseas. Tapis cloth product not only used by Lampung people, but also can used by anyone anywhere anytime both men and women. This can be an effort to make a traditional cultural product so as not to become extinct, to make it stay exists in the middle of times changing and development, and also can improve communities' welfare.

Commodification in tapis cloth become market commodity gives change effect to the forms and the functions of tapis cloth, by value and meaning changes for people, tapis Lampung cloth change from a sacred object become profane object. In the other side, changes in tapis cloth give economic advantages effect; so can improve people's welfare. Tapis Lampung cloth be more widely known and recognized by consumers from various segments. Changes and developments of tapis cloth keep referring to traditional tapis cloth, even completed by showing other forms of local wisdom that already become the regional identity, so tapis cloth not only as Lampung traditional community identity, but also as regional identity for Lampung people in general.

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# INFLUENCE OF SOCIAL MEDIA ON THE TRAVEL INTENTION: A CASE STUDY AMONG UTAR AND UITM UNIVERSITY STUDENTS' TRAVEL INTENTION TO KOREA

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**Abstract:** Promoting travel destinations on social media is a common way of travel companies to promote the business as well as the company. This method attracts many youths who interested with travel to have the motivation and intention to travel to the destination. With the development of Korean media entertainment industries, many youths 'addicted' in Korean dramas, movies, and song. Social media as well as Korean media entertainment industries lead Malaysian youths to have the intention to visit Korea. This study is to examine the effectiveness of social media apps in travel intention among Malaysian young adults, and to explore the factors that lead Malaysian young adults to have the motivation to travel to Korea. Besides, to examine how social media and travel motivation influence Malaysian young adults is one of the objectives in this study as well. The significant of this study is showing the effectiveness of social media in influencing young adults in traveling. Besides, it could help the travel organizations to planning a strategy to attract young adults on social media.

**Keywords:** Social Media, Travel Intention, Travel Motivation

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## Introduction

Social media is a convenient source for people to search for information, especially while planning for a trip or travel (Chung & Koo, 2015). There are many video contents and articles about travelling on social media, so young adults are likely to have travel intentions after browsing these contents on social media apps. Based on cultivation theory and uses and gratification theory (U&G theory), this study aims to explore how social media influences travel intention among university students by using a quantitative research method.

In this digital age, social media has been an essential part of people's daily life. According to Whiting & Williams (2013), social media is a tool that makes information sharing convenient. For example, people can read the news on social media instead of newspapers. According to Chung & Koo (2015), due to the diversity and information types found on social media platforms, people tend to rely on social media, especially young adults and adolescents. This condition is conspicuous in these few years, numerous social media apps are rising, and more and more young adults are using social media apps to obtain information.

For example, TikTok (a short-form video app) released in 2016, as of 2019, the app gained 4 million Malaysian users, and most of the users' majority is under 30 (Ting, n.d.). TikTok is not the most popular social media app among Malaysian young adults. According to Kemp (2019), the most popular social media app in Malaysia during 2019 is YouTube, followed by Facebook, Instagram, and the last is Twitter.

The usage of YouTube among Malaysians is 93%, followed by Facebook with 91%, Instagram with 70%, and the last is Twitter, which 44% (Kemp, 2019). Through these social

media apps, young adults obtain information regarding their curiosity, especially their ideal travel destination. The video creators and bloggers always create and upload travel vlogs or travel experiences on their social media channels, and those videos and articles attract young adults to have the intention to travel to the destination. For example, the Korea Tourism Organization (KTO) Malaysia always upload videos about Korea to attract travellers, the organization have collaborated with Malaysian YouTuber or influencer to promote travel cultural and travel destination in Korea. KTO Malaysia has collaborated with a group of YouTuber named PongPong. This YouTuber is very famous among the Chinese group. In the video, PongPong mixed K-Pop hit song 2019 in a three minutes' video (PongPong, 2019).

## Literature Review

### *Cultivation Theory*

The concept of cultivation theory is people have long-term exposure to the media, and they perceive the world's image in media is the same with the reality, and this affects their attitudes as well as their behaviour (Potter, 1993). In 1969, George Gerbner proposed cultivation theory (Potter, 1993). Initially, this theory is to test the impact of the television viewing to the audiences, and it believed that people spend more time on the television, they will more believe that the image in television is same as the real-life (Segrin & Nabi, 2002). There is a significant relationship between people's perceptions and the media. The more people consume the media; the more people's perceptions change. According to Chu (2018), television formed a typical symbolic environment and shaped a belief regarding the reality in people's mind.

Cultivation theory has three assumptions, which are television is dissimilar from other forms of mass media fundamentally and practically, television formed society's way of thinking and relating, and the impact of television is limited (Chu, 2018). For the first assumption, television has differences with other forms of mass media such as newspapers, radio, and etc. It has visual and sound. So people have not necessarily had the literate and all of the people could understand the content on the television. Also, it is suitable for every age stage of people. The second assumption is television formed society's way of thinking and relating means that television shaped people's thoughts and thinking through fostering the beliefs regarding the reality in the people's mind (Gerbner, 1998).

### *Uses and Gratification Theory*

According to Ruggiero (2000), the concept of Uses and Gratification theory is to know people how to find the media to satisfy their needs, and to understand what is the reason that leads people to look for the media and satisfy their needs. Also, it is investigating the reason that affects the satisfaction of people (Koo et al., 2016). Besides, this theory concentrates on what people do with the media and why people use the media (Katz, 1959). Furthermore, U&G theory focused on how people choose the media to satisfy their needs and to reach their specific objective such as to increase knowledge, to relax, to have interaction and connection, and etc. (Ruggiero, 2000). This theory is different from other theories. It regarded that people could choose the media to satisfy their needs and wants based on their desire (Ruggiero, 2000).

U&G theory consists of the expectation and evaluation of the people. The expectation will lead to a result, which people hope to gain what kind of experience in the activity (Koo et al., 2016). For example, people's expectation is food. Therefore, the result is that he or she has the consideration to eat the food (Koo et al., 2016). The evaluation has a positive or negative effect on the result (Koo et al., 2016). This theory is used in the context of entertainment, informativeness, and irritation; these three elements will influence the people's behaviours, especially their attitude and satisfaction (Luo, 2002). Other than that, people always use the internet to obtain satisfaction.

They obtain satisfaction through entertainment, information, and interactive online (Ruggiero, 2000). Therefore, according to Ruggiero (2000), entertainment is necessary when people have the desire for media enjoyment, which means people obtain media enjoyment or satisfaction through the entertainment media.

### ***Social Media and Tourism***

Social media is the website or applications which provide a platform for the users to create and share the content (Obar & Wildman, 2015). More and more social media are rising, and people use it as a tool to promote their business, especially tourism organizations (Chu, 2018). According to Fotis, Buhalis, & Rossides (2012), the travel information on social media such as the official tourism website, is more effective and reliable than traditional media. Social media could divide into six categories, which are blogs, social networking sites, virtual social worlds, collaborative projects, content communities, and virtual game worlds (Kaplan & Haenlein, 2010). Moreover, each type of social media has its' characteristics and features, for instance, Facebook is under social networking sites, it could send a direct and instant message to others (Kaplan & Haenlein, 2020).

Many travellers and tourists seek travel information in social media, so social media is an essential source for those travel lovers to search for the information (Xiang & Gretzel, 2010). Social media could shape people's behaviours and attitudes, so it is an important role to influence people to travel (Hudson & Ritchie, 2006). Besides, people will have a belief while they are exposed to the social media, which they are satisfied with the information regarding the travel destination, and this is how the motivation formed (Koo et al., 2016). Furthermore, it will influence travel intentions. Social media could influence the travel intention, also, obtaining more information about the travel destination will have stronger travel intention and travel desire (Gartner, 1994). Besides, it is a crucial element to affect the people's travel intentions as well as their behaviour and attitude, the information on social media could influence the intention of people to visit the travel destination (Chu, 2018).

### ***Travel Intention***

The intention is referring to people who have a plan they want to achieve (Koo et al., 2016). Travel intention refers to people who have a travel plan they want to achieve, which visit the ideal travel destination (Chu, 2018). It is an essential factor that will influence people's decision making on travelling (Chu, 2018). According to Baloglu (2000), travel intention is shaped by few elements, people's perceptual or cognitive and affective evaluation, the amount and type of the information sources have used, and socio-psychological travel motivation. The meaning of people's perceptual or the cognitive and affective evaluation is the image of the travel destination; this is an essential factor that will affect people's travel intention. Besides, the stimuli and the consumers' factor will affect the travel intention of people as well (Baloglu, 2000).

The stimuli are the information about the travel destination, and the consumers' factor is referring to travel motivation. Besides, the intention is formed by the belief, the belief will stimulate the travel intention, and it will become an action (Koo et al., 2016). Also, the positive effect could influence people's travel intention (Jang et al., 2009). People's travel intentions could be affected by positive information because it could create a desire for the people, who have the desire to travel (Bagozzi & Dholakia, 2002). The desire is affected by the belief, which is something like the perception regarding the destination image (Bagozzi & Dholakia, 2002). Next, the amount and type for the information will influence the people's travel intention as well (Chu, 2018). People will do research and seek for the information before they visit a place, and this will either direct or indirect influence on the travel intention of people.

### *Travel Motivation*

Travel motivation refers to the satisfaction of people who expect they could achieve their target during travelling (Iso-Ahola, 1982). Motivation could influence the action and decision making of people (Caber & Albayrak, 2016). Also, it is the reason for people to visit a destination. When people's needs are activated, they will have the travel motivation, for example, when people feel stress in their working environment, they will have the travel motivation which is to escape the stress (Lee et al., 2016). Travel motivation could divide into two categories, which are socio-psychological motives and cultural motives (Crompton, 1979). Socio-psychological motives are related to the psychological status, and culture motives are associated with the interest of the destination. Socio-psychological motives could divide into seven types, and cultural motives could divide into two classes (Crompton, 1979).

The seven types of socio-psychological motives are escaped from the stale environment, exploration and evaluation of self, relaxation, reputation, regression, improve the relationship of family, and increase the social interaction (Chu, 2018). The two types of cultural motives are novelty and education (Chu, 2018). The novelty and education are one of the essential factors that lead people to have travel motivation (Jang et al., 2009). Besides, socio-psychological motives and cultural motives are known as push and pull framework (Fodness, 1994). Push is related to people's psychological states, which their travel motivation is to escape sadness, to relax, or to have social interaction. Pull associated with the interest of the people, which their motivation is to have an interest in the destination.

### **Finding and Analysis**

This study had conducted a questionnaire survey with 384 respondents from Universiti Tunku Abdul Rahman (UTAR), Kampar and Universiti Teknologi MARA (UiTM), Perak. The respondents were between 18 – more than 24 ages, and they answered the questionnaire survey regarding their social media apps usage as well as their travel intention to Korea. Based on the respondents' answers, the reliability test, the descriptive test, and the relationship between the dependent variable and the independent variables were tested. This questionnaire survey was collected 384 replies from UiTM and UTAR students, however, around 12 replies were invalid answers since they are from other races (Indian, Iban, Kadazan, etc.), other universities (TARUC, UTM, UPM, and etc.), and have already graduated from university. Therefore, the analysis will not include those invalid responses.

### *Frequency of Social Media Use*

University students prefer YouTube as the platform to get travel information, it is occupied by 29% (n = 251), followed by Facebook, it is lower 1% from YouTube, it is around 28% (n = 243) of university students using Facebook to get travel information. Furthermore, around 27% (n = 229) of students using Instagram to obtain travel information, 8% (n = 72) of students using TikTok to get travel information, and 6% (n = 54) of university students using Twitter to get travel information. Apart from these five social media apps, around 2% (n = 13) of university students use different social media apps to obtain travel information: Reddit, Little Red Book, travel blog or website, and etc.

The usage of social media apps to obtain travel information is different from using social media as usual. More university students prefer using YouTube to get travel information. This result is expected since YouTube is the most famous social media in Malaysia, also, the evaluation of travel information on YouTube has shown why university students prefer using YouTube as their primary source to get travel information. The key factors that lead university students to use YouTube to obtain travel information are that the travel information on YouTube is clear and easy to understand, and provides attractive content, accurate information,

and detailed information. According to Szmuda et al. (2020), the researchers proved that most of the YouTube videos provided clear information, accurate information, and detailed information. Besides, YouTube videos with clear, accurate, and detailed information could attract more people to view the video (Szmuda et al., 2020). And this is why YouTube has become the most famous source to search for travel information by university students.

There is an exciting finding that Instagram is the most famous social media used by university students, however, it is not a famous platform for looking at travel information. Instagram has provided a platform that can satisfy people's sharing behaviour, however, it does not provide quality information content. The information on Instagram majority is focused on entertainment, therefore it could understand that Instagram is only focused on regular use but not for looking travel information. Another interesting finding is that even though YouTube is the most famous social media app in travel information, Chinese university students prefer Facebook as their primary source to search for travel information. It is different from Malay groups; Malay students are preferring YouTube. And this result is similar to Chu (2018) study, 'The influence of social media uses and travel motivation on the perceived destination image and travel intention to Taiwan of the Thai people', the respondents in Chu's study always use Facebook as their primary platform to search for travel information (Chu, 2018).

The main reason Facebook became the primary source for Chinese students is that Facebook provides clear and easy, accurate and detailed information. As mentioned above, precise, accurate, and detailed information content is easier to attract viewers and reach a good view. Besides, another reason is Chinese group students regarding travel information on Facebook are fast-updating.

### ***Social Media Use in Travel Information***

TikTok is not the best choice of respondents to obtain travel information. 62.4% (n = 232) of respondents are never use TikTok as the platform for searching for travel information, only around 13.7% (Always use: n = 19, Use very often: n = 32) of respondents are always used and often use TikTok as their primary source to obtain travel information.

YouTube is the most famous platform among university students to get travel information. Around 63.2% (Always use: n = 122, Use very often: n = 113) of students are always using and very often use YouTube to look for travel information, and it is only around 7.8% (n = 29) of university students never use YouTube to get travel information. The reason for the result is that university students are considered YouTube is a reliable platform for travel information. Around 74.7% (Agree: n = 176, Strongly agree: n = 102) of students reflected that travel information on YouTube is accurate. Besides, around 59.4% (Agree: n = 121, Strongly agree: n = 100) of students strongly agreed and agreed that YouTube's travel information is fast-update. Furthermore, most of them are considered travel information on YouTube is attractive, clear and easy to understand. Moreover, around 71.2% (Agree: n = 130, Strongly agree: n = 135) of university students are reviewed that YouTube's travel information is detailed. These factors make YouTube become popular among university students when they are looking for travel information.

Besides, Facebook is one of the popular platforms among university students to obtain travel information. Around 60.8% (Use very often: n = 125, Always use: n = 101) of university students are reflected that Facebook is their primary platform to get travel information, and it is only around 14.5% (n = 54) of university students are reflected that they never use Facebook to get travel information.

### *Travel Motivation*

Most of the respondents' travel motivation is to relax. It is around 75.3% (n = 280) of respondents are reflected that to relax from a travel trip is their motivation to travel, and only 0.5% (n = 2) of respondents do not agree relaxation could motivate them to travel. Other than that, another travel motivation is 'to increase prestige and show a higher lifestyle'. 46.5% (Agree: n = 107, Strongly agree: n = 66) of respondents agreed that showing a better lifestyle is one of their motivations to travel, however, there are around 27.6% (Disagree: n = 53, Strongly disagree: n = 50) of respondents disagree to this motivation, also, around 25.8% (n = 96) of respondents are being neutral.

Not only that, 61.5% of university students are reflected that 'improve the social interaction and meet new people' is their travel motivation, 32.5% (n = 121) of respondents are strongly agreed, and 29% (n = 108) of respondents are agreed. In contrast, only 19.4% of university students do not consider the statement is their travel motivation, 8.9% (n = 33) of respondents strongly disagreed, and 10.5% (n = 39) of respondents disagreed.

Next, another travel motivation in questionnaire surveys is 'to have a new and adventurous experience'. Around 62.6% (n = 233) of university students strongly agreed with this statement, and around 28.8% (n = 107) of university students agreed with it. In total, around 91.4% of respondents supported this statement, and it is only around 1.1% (n = 4) of university students strongly disagreed with the statement, and only around 0.3% (n = 1) of students disagreed with the statement.

Last of the travel motivation is 'to learn new things for educational benefit'. This travel motivation gained support from 76.4% of respondents. Around 43.3% (n = 161) of respondents strongly agree that learning new things can motivate them to travel, and around 33.1% (n = 123) of respondents agree that their travel motivation is to learn new things. In contrast, there is only around 7.8% (Disagree: n = 17, Strongly disagree: n = 12) of respondents are reflected that learning new things is not their travel motivation.

'To relax' and 'to have new and adventurous experiences' are more attractive to Chinese and Malay university students to have a travel trip. Besides, 'to learn new things for educational benefit', 'to explore and evaluate myself', 'to escape from the perceived normal life', and 'to improve the relationship of family' might influence university students to travel. However, 'to increase the social interaction and meet new people', 'to regress to a less complex, less changeable, and less technologically advanced environment', and 'to increase prestige and show a higher lifestyle' might not be efficient to influence the university students to travel to other countries. Getting new experience during travel is the most important factor that leads people to have the travel intention, people's travel intention is easier motivated by new experience (Jang et al., 2009). This statement has proved in this study, one of the important factors leading university students to have travel intentions is to get new and adventurous experiences.

### *Destination Image of Korea*

Most of the respondents reflected that their first impression of Korea is the country famous in K-Pop as well as the K-Drama. Besides, they also reflected that the beautiful scenery and natural attraction is their first impression when they think about Korea. Furthermore, around 83.6% (Agree: n = 143, Strongly agree: n = 168) of respondents considered Korea a pleasant country to visit, also, they considered Korea as an exciting and interesting country to visit. Besides, they reflected that they would think about Korean culture when Korea comes to their minds since it is interesting and attractive. Additionally, around 79.3% (Agree: n = 136, Strongly agree: n = 159) of respondents regarded a nice climate as their first impression towards

Korea. They also regarded that Korea as a relaxing country and it has provided good tourist facilitation. Also, they regarded Korea as an arousing country to visit.

### ***Travel Intention***

29.8% (n = 111) of university students prefer to visit Korea in future, followed by Taiwan, around 20.2% (n = 75) of university students want to travel to Taiwan in their future. Next, 14.8% (n = 55) of university students would like to travel to China in the future, and the last is Singapore, it is only around 2.4% (n = 9) of respondents hope they could visit Singapore in future. However, around 32.8% (n = 122) of university students not preferring the countries in the options, they prefer Japan, Thailand, New Zealand, Iceland, etc. Apart from the other countries, both Chinese and Malay university students are more preferring travel to Korea. The reason university students hope to travel to Korea is the beautiful scenery and buildings of Korea. Based on the data, scenery and buildings are the most attractive factor that leads university students to travel.

### **Conclusion**

It is found that social media has influenced the travel intention of university students. However, it is not surprising that social media has little influence on travel intention since it was already mentioned in previous studies. Besides, another finding is that travel motivation can influence university students' travel intention, even though it is only a weak influence. The three main motivations are 'to relax', 'to have a new and adventurous experience', and 'to learn new things for educational benefit'.

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# AUGMENTED REALITY AS AN ALTERNATIVE TEACHING TOOLS

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**Abstract:** *The research proposes an Augmented Reality (AR) for student learning. The learning goal of this Augmented Reality is to help the student stimulate the lessons and understand better. Furthermore, the proposed AR was designed to support various teaching and learning approaches included interdisciplinary learning and project-based learning. This proposed hands-on learning tool integrates the core knowledge for students learning in tourism education. The experimental results showed that students' learning achievement improved by comparing the average T-scores of pre-test and post-test. In addition, the teachers and students showed a good level of satisfaction in using the proposed AR in teaching and learning.*

**Keywords:** *Augmented Reality, teaching tools, online learning*

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## Introduction

Malaysia's education system is based on traditional teaching methods requiring students to take courses daily at schools or colleges and universities. However, modern technology classrooms are being embedded minimally in towns and cities for certain schools with proper facilities and access to internet connections, which are supposed to be an advantage among the students. It supports teachers in improving their teaching activities. So, students with fundamental technology platforms with these privileges can better prepare themselves for higher learning and working environments in the future.

However, after the 18th of March, 2020, the government of Malaysia has imposed Movement Control Order (MCO) on all their residents, which has impacted students of all ages. The disruption of MCO is more evident in the educational system than in other sectors. School closures in Malaysia which began on the 18th of March, 2020, created an urgent commission among teachers to seamlessly accept and transition to online learning. The pandemic of the novel SARS-CoV2 Coronavirus (COVID-19), which spreads worldwide, has changed the way of life and culture in the education system globally. Online learning has taken center stage is seen as the best emergency learning during the massive global lockdown. Never before, midst spread so drastically worldwide on humans, including other mammals and birds. However, schools and universities do have the ability to continue education in the period of school closure. The Ministry of Higher Education Malaysia and the Ministry of Education Malaysia had already developed a backup online learning system. Thus, made the transition, during school closure, relatively calm for them to undertake. They moved seamlessly to online learning instruction. They utilized multiple media such as phones, television, mobile phones as learning tools happily.

It is realized that during the midst of the COVID-19 pandemic, the use of information technology using various kinds of electronic media and mobile appliances has become more vigorous in the education environment. Technology tools using computers and mobile phones are consistently upgraded to increase maximum connectivity because it influences the higher teaching quality delivery to students. Augmented Reality (AR) is currently one of many

interactive information technologies used to experience electronic learning in the education system. AR is used to generate perceptual information via multiple sensory modalities such as visual, auditory, haptic, and olfactory (Sural, 2018).

The education system in Malaysia is grounded in the traditional teaching methods, which need the students to attend classes every day in schools, colleges, and universities. However, in towns and cities, modern technology classrooms are being embedded minimally in certain schools with proper facilities and access to internet connections provided advantages among students. This tool aids teachers in enhancing teaching activities. Thus, students with fundamental technology platforms with these privileges can better prepare themselves for higher learning and working environments.

Using AR, users can scan images from a booklet which will automatically sweep the application via clicking fingerprint using mobile phones as the medium of interaction. Further, AR uses virtual models to simulate effective display content (Rezende, Albuquerque, & Ambrosio, 2017). At present, AR is known to help educators as a learning aid in teaching, which creates excitement among students due to its interactive application. According to DI Serio, Ibáñez, & Kloos (2013), the ability of AR had optimistic feedback from the majority of the user. AR allowed active interaction between users and educators during the educational process. The AR interaction through the solution application stimulates the interface with knowledge while searching for a solution. Most educational literature suggests that innovative teachings using interactive media should be used as an alternative to being better solutions (Tobar-Munoz, Fabregat, & Baldiris, 2014). Moreover, millennials prefer digital gadgets as a means of teaching more than the conventional method.

Existing and teaching-learning processes and determine problem arises to education problem-based learning is when a student learns about a subject through the experience of solving an open-ended problem found in trigger material. The problem-based learning process does not focus on problem-solving with a definite solution, but it allows for the development of other desirable skills and attributes. Most students are quite bored when their learning sessions use the book method and a thick note, especially for subjects that do not attract students. Some students do not take the subject seriously. They learn as they are somewhat underestimated as each student should print a note for each chapter, and it is a relatively costly average price of up to tens of Ringgit per chapter note. However, with the Augmented Reality, students do not have to bother to bring books and thick notes to class anymore as they need to use their gadgets only.

An interactive e-learning system is using pattern recognition and AR. The goal of the proposed system is to provide students with realistic audio-visual content when they are learning. The proposed e-learning system consists of image recognition, colour, and polka-dot pattern recognition, and an Augmented Reality engine with audio-visual contents. Students prefer new trends, especially in technology systems, during classroom learning with the diversity of colours, forms, and info that attract students to focus more on learning. AR can help students become more engaged during classes by offering new ways of content presentation and enhancing collaboration (Wang, Callaghan, Bernhardt, White, K., & Peña-Rios, 2018). Lastly, the student can learn faster with the AR as their attention and energy are able to concentrate on the learning material throughout the learning process. AR technology can help keep the students focused by making the learning material more exciting and engaging.

The trend and development of innovation in technology education significantly impact educational systems at all levels. Online courses, teaching aids, educational software, social networking tools, and other emerging technologies are disrupting the traditional classroom environment. But students like it and they are having fun because it is more interactive.

Students these days are not intrigued to learn utilising pen and paper. The rise of AR is an emerging form of involvement in which the Real World is enhanced by computer-generated content tied to specific locations and/or activities. Over the last several years, AR applications have become portable and widely available on mobile devices. AR is becoming visible in our audio-visual media and is beginning to enter other aspects of our lives in tangible and exciting ways. Facilitating ubiquitous learning, AR will give learners instant access to location-specific information compiled and provided by numerous sources. In preparation, this paper offers an overview of AR, examines recent AR developments, explores the impact of AR on society, and evaluates the implications of AR for learning and education.

## Literature Review

### *Technological Innovation in Education*

The emergence of new technological innovations in higher education institutions has been hailed by students and educators around the world (Sural, 2018). Most multimedia applications available for higher education use instructional materials in several formats, including text, images, videos, animations, and sounds. These tools usually rely on the traditional teaching method, making teaching material more fascinating and inspiring for students and speakers (Mohler, 2001). Technology has now become a core element of our lives. The way people think and apply information has shifted as technology advances.

In the past, the teaching and learning process is based only on heavy textbooks and paper notes. At present, during this pandemic corona virus crisis and in the near future, teachers and students are forced to move forward using technology. However, there are limitations among students and teachers in using the technologies. Each individual needs and capabilities are different to adapt using technologies since their ability levels, learning styles, personality features, and cultural background (Di Serio et al., 2013) are totally distinct which create a big challenge and tough to teach. Many universities are keen to use new visualization methods to improve current teaching patterns. One of the most promising technologies in place at the moment is Augmented Reality (AR) (Dunleavy, Dede, & Mitchell, 2009). In Augmented Reality, the actual environment needs harmonised and synchronised with the virtual in position and context to provide an understandable and meaningful view.

### *The Advantages of Augmented Reality in Educational System*

Augmented Reality technology has gained the following educational market for its ability to bridge gaps and bring a more tangible approach to learning (Tobar-Munoz, Fabregat, & Baldiris, 2014). Augmented Reality has the potential to change education to become more effective in line with computers and the internet (Liarokapis & Anderson, 2010). Augmented Reality and virtual reality have common attributes such as immersion, navigation, and interaction (Radu, 2014). Augmented Reality itself can motivate and involve students by making the learning process quicker, more fun, and better than the current learning method. The format and even placement of the learning process could be transformed by Augmented Reality in the coming years (Rezende, Albuquerque, & Ambrosio, 2017). Augmented Reality can sustain manual materials but with a different dimension to the learning process. By scanning images such as book covers, students will briefly describe what they have learned. Using 4D Augmented Reality flashcard can help students better understand the topic they are learning (Redondo, Navarro, Martí, Fonseca, & Sánchez, 2013). An Augmented Reality system can be extremely effective in providing information to users dealing with multiple tasks simultaneously.

The impact of motivation on school performance and student achievement has been addressed in several studies. These three broad types of motivational beliefs: 1) self-

determination, 2) task-value, and 3) goal direction predict self-regulation. Taking into account the “*what*,” “*when*,” and “*how of learning*,” and increasing the likelihood of participation in activities that will help students learn and achieve better outcomes (Radu, 2014). Augmented Reality allows participants to work as a team, experiment, and interact with virtual information overlaid naturally. Multiple users may have access to a shared location populated with digital information in such an environment, thereby maximizing knowledge. Students may, in fact, ‘see’ and ‘hear’ additional digital information (Dunleavy, Dede, & Mitchell, 2009). What’s more, students can intuitively manipulate virtual information. This allows them to repeat a specific part as often as they wish. With gamification methods, Augmented Reality content positively affected students’ opinions. When QR codes are used in the classroom, students feel independent from classroom materials and access various resources. Moreover, students think that education is more enjoyable when the Augmented Reality in the classroom is used (Bicen & Bal (2016).

The overall conclusion from this study is that there is a willingness to use and a high acceptance rate towards AR from primary school teachers. Moreover, the results indicated that providing an appropriate ICT infrastructure and building a strong human infrastructure and IT skills could act as strong motivators when present. The initial experiment has provided a good understanding of the likelihood that primary school teachers will gain acceptance in AR applications. However, further studies are needed to suggest a framework for adopting this type of technology in the day-to-day teaching method (Alkhatabi, 2017).

Previously, the teaching and learning process at the Polytechnic Sultan Idris Shah, Selangor relied heavily on printed learning materials for the student. This creates difficulties for students. They are reluctant to print documents. Moreover, the English notes with long sentences were difficult to comprehend. Most of the students at the polytechnic came from the millennial generation who have technical problems accepting the use of conventional teachings such as pens and papers. They feel the plank and are easily distracted by telephones, messages and social media. They create disruptive attitudes among their classmates, creating problems between instructors in managing classes for extended hours. Worse still, the disruption of the Movement Control Order (MCO) disrupted student learning as a result of the new SARS-CoV2 coronavirus pandemic (COVID-19).

At present, numerous teaching tools are available using the new teaching technology using IR 4.0. Yet, these tools need the ability for the user to adapt according to the individual needs or group needs giving to the pattern of different abilities, learning styles, personality characteristics, and cultural backgrounds. Hence, Augmented Reality is one of the many ways to resolve and attract students to focus during lectures. It is hoped that the adoption of specific tools will inspire student motivation in learning and level the education system. For this reason, this paper wishes to convey a survey on the use of Augmented Reality among students Polytechnic Sultan Idris Shah, Malaysia.

### **Research Methodology**

A Global Distribution System (GDS) is an efficient and common automation tool used throughout the travel industry. ‘Encode and Decode’ in GDS is widely used to sell travel-related products such as air, hotels, car rentals, and travel insurances worldwide. Thus, the topic of ‘Encode and Decode’ in GDS was selected to help students further understand the depth and broths of the codes used. This is a crucial topic for the Global Distribution System (DTM 2033) because encoding and decoding are used widely in tourism services reservation, especially for the ticketing process for purchasing and booking. Hence, this Augmented Reality help students to remember each country's codes easier and faster. The students are

required to remember code and decode for 195 countries around the world. Thus, this AR helps students to enjoy the process of memorizing quicker.

The study was set up to test new teaching and learning process using Augmented Reality as a new way of learning. This experimental research was carried out with students from the second semester of the Diploma in Tourism Management. A total of 35 students participate in the project. This experimental research has led to the design of an innovative project using IR 4.0. An Augmented Reality project was developed for the Global Distribution System module (DTM 2033). A theme name "encode and decode," which is one of the topics under the Global Distribution System module (GTD 2033), was chosen specifically to test the learning process. The design was formalized and attention was given to the theoretical content that influences the desirability, practical aspect and effectiveness using Augmented Reality as teaching simulation.

Two unstructured personal interviews were held from previous lectures that taught the Global Distribution System module (DTM 2033). Based on their views, a set of questionnaires was developed and adopted from selected literature. Based on the conversation, the construct of the investigation was to establish the statements in the instrument. These interviews were held to ensure the reliability of the instrument being constructed according to the objectives of this research. Three constructs were developed consisted of namely; a) new technologies, b) materials/contents, and c) application of Augmented Reality (AR) technology. All of the instruments were adopted and adapted according to the project's stability. The constructs were measured using a five-point Likert scale (1= never or strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree). The constructs were listed below in Table 1.

A pre-test was conducted to test the internal reliability and validity of the instrument. The overriding aim of this pre-test was to improve the instrument and enhance the psychometric properties of the scales. This had helped the researcher to capture ideas and insights. Conducting the pre-test was consistent with the recommendation that subjective assessments been made for the survey instrument so that the questions were understandable and the scale items represented the underlying constructs of the research. The purposes of this pre-test study were:

1. to face-validate and find out respondents' understanding and ability to give the response to each item;
2. to reduce data and use a set of new variables for further analysis,
3. to test the reliability of the sets of items in each construct of the questionnaires.

**Table 1: Sources of Measurement Items**

Constructs	Sources Of Measurement	Items
Respondent's Background	Radu And Iulian (2014)	4
New Technologies	Sural And Irfan (2018)	3
Materials/ Contents	Dunleavy, Matt Dede, Chris (2016)	7
Application Of AR	Mitchell, Rebecca (2015)	8
<b>Total Items</b>		<b>22</b>

A pre-test was conducted in three phases. Firstly, the selection of measurement indicators was reviewed based on the literature for each research construct. Secondly, panel opinions were consulted to develop a valid instrument for the data collection on *content validity* and *construct validity*. Amendments were made to improve the appearance and content of the measurement instrument. This method was also recommended from the literature review (Yuksel, 2017). Thirdly, to improve '*face validity*' through comments on the clarity of the survey scales, and the choices of words were reviewed. These steps were taken to ensure that

the age group of the respondents could understand them. Respondents were instructed to examine the relevance, format, and wording of the items by responding to the scale and other consumptions and the background questions of the instrument. With the improved version, a pre-test study was conducted before the primary survey's launch to examine the instrument's reliability and validity.

The pre-test instrument was conducted. Conducting the pre-test on the questionnaire on a representative sample before administering it in the actual research was crucial. It provided the opportunity to identify potential difficulties within the questionnaire, including ambiguities, biases, missing attributes, and coding problems. Table 2 shows the type of procedures taken to ensure instrument validity before launching the actual instrument. The instrument was revised after the pre-test was conducted, based on all comments. Grounded on the results of the pre-test and feedback, the revised final version of the survey instrument was developed and a pilot test was conducted.

The revised pre-test instrument was distributed for a 'pilot test.' Using Cronbach's alpha, a reliability analysis was performed to test the internal consistency of the 20 cases on 22 items. A total of 20 completed surveys were used for the pilot study. The results of the reliability analysis showed internally reliable; a) new technologies ( $\alpha = 0.844$ ), b) Augmented Reality ( $\alpha = 0.809$ ), c) Materials/Contents ( $\alpha = 0.928$ ) and c) Application of AR technology ( $\alpha = 0.901$ ). A revised survey instrument was prepared for distribution after the pilot results were recorded. Questionnaires were distributed at the Polytechnic Sultan Idris Shah, Selangor. The actual survey was conducted on the 20<sup>th</sup> of October 2020.

**Table 2: Validity of Instruments**

No	Procedures	Target	Relevance
1	Panel of experts	One lecturer in the area of GDS education	<ul style="list-style-type: none"> <li>a. To evaluate the relevance of its conceptualization of education</li> <li>b. To make further suggestions, criticism, and comments on the questionnaire and its facets,</li> <li>c. Validate the questionnaire</li> </ul>
2	Personal interviews	Four personal interviews with students	<ul style="list-style-type: none"> <li>a. To ask visitors for comments and identify problems on the questionnaire.</li> </ul>
3	Planned survey	Twenty questionnaires were distributed to students	<ul style="list-style-type: none"> <li>a. To modify and refine the questionnaire before the final survey</li> <li>b. To perform a proper analysis.</li> </ul>

All respondents have taken the Global Distribution System module (DTM 2033) during the second semester. They were asked about their willingness to participate in this research to ensure that it can be conducted appropriately. Two groups of respondents were divided. One of them was from the control group. They were being taught using the conventional teaching method. The experiment group is using Augmented Reality as their teaching tool. Towards the end of the teaching session, both groups were given the survey to provide feedback about their experience during teaching on the topic. Data gathered were coded properly to ensure they could be analysed accurately.

## Result

Students in Diploma Tourism Management at Politeknik Sultan Idris Shah were tested on the use of AR for Global Distribution System module (DTM 2033). The result compared students

who have undergone the Global Distribution System module (DTM 2033) using conventional teaching aids and learning methods. These groups are students from DUP 3 who were taught by instructor A to act as the control group consists of 25 students. The experimental groups are students from DUP 2 who were also conducted by instructor B consist of 25 students.

Results in Table 3 overall showed that variables on 1) new technology, 2) Augmented Reality, 3) materials and 4) application of AR technology are well accepted by students with overall majority results incline for agree and strongly agree. The overall result of means score (M) and standard deviations (SD) of each variables are as follows; a) new technologies (M=4.19, SD=0.61), b) augmented reality (M=4.03, SD=0.66), c) materials/Contents (M=4.31, SD=0.66), and d) application of AR technologies (M=4.02, SD=0.83). Results of the T-test showed in Table 4 proved that the experimental group of students possessed a higher positive interest in teaching and learning using AR during the class period with a t-value of 2.01 (M=3.78, SD=0.40) as compared to the control group with a t-value of -0.20 (M=3.19, SD=0.33).

**Table 3: Descriptive Analysis of Experimental Group Post -Test**

Items	Constructs	1	2	3	4	5
<b>A. New Technologies</b>						
A1	General interest in computers and technology advances.	0 (0%)	0 (0%)	6 (24%)	9 (36%)	10 (40%)
A2	Time spent using computer/laptop per day.	2 (8%)	1 (4%)	5 (20%)	10 (40%)	7 (28%)
A3	Time online using internet services per day.	0 (0%)	1 (4%)	3 (12%)	10 (40%)	11 (44%)
A4	Time spent using mobile services per day	0 (0%)	0 (0%)	3 (12%)	9 (36%)	13 (52%)
A5	Time online using social networks per day.	0 (0%)	0 (0%)	3 (12%)	9 (36%)	13 (52%)
A6	Level of satisfaction using online services.	0 (0%)	0 (0%)	6 (24%)	7 (28%)	12 (48%)
<b>B. Augmented Reality</b>						
B1	Level of knowledge about the technology.	0 (0%)	0 (0%)	4 (16%)	12 (48%)	9 (36%)
B2	Level perceived of useful related with Tourism Management Programme.	0 (0%)	0 (0%)	9 (36%)	8 (32%)	8 (32%)
B3	Predictable level of improvement using AR in presentations.	0 (0%)	0 (0%)	8 (32%)	11 (44%)	6 (24%)
B4	Predictable level of difficulty using this technology.	0 (0%)	0 (0%)	6 (24%)	12 (48%)	7 (28%)
<b>C. Material/Contents</b>						
C1	The material of the lecture has a good presentation.	0 (0%)	0 (0%)	3 (12%)	6 (24%)	16 (64%)
C2	The structure of the sessions/exercises is appropriate.	0 (0%)	0 (0%)	4 (16%)	9 (36%)	12 (48%)
C3	It is easy to manipulate the exercises proposed.	0 (0%)	0 (0%)	4 (16%)	10 (40%)	11 (44%)
C4	Model's scale is suitable to manipulate virtual elements.	0 (0%)	0 (0%)	5 (20%)	7 (28%)	13 (52%)
C5	The number of exercises is related to the time proposed.	0 (0%)	0 (0%)	6 (24%)	7 (28%)	12 (48%)

C6	It has been possible to solve the exercises presented	0 (0%)	0 (0%)	6 (24%)	8 (32%)	11 (44%)
C7	Theoretical classes are sufficient to know how to proceed.	0 (0%)	0 (0%)	3 (12%)	10 (40%)	12 (48%)
<b>D. Application of AR technology.</b>						
D1	The application of AR has been stable (no crashes).	1 (4%)	0 (0%)	9 (36%)	8 (32%)	7 (28%)
D2	Familiarity with gestures and manipulate virtual objects has been easy.	0 (0%)	0 (0%)	9 (36%)	7 (28%)	9 (36%)
D3	No delay in the visualization/manipulation of "Encode and Decode" models.	0 (0%)	0 (0%)	9 (36%)	6 (24%)	10 (40%)
D4	Level of the definition "Encode and Decode" virtual models.	0 (0%)	0 (0%)	8 (32%)	6 (24%)	11 (44%)
D5	Overall AR rating about useful to improve presentations of "Encode and Decode" projects.	0 (0%)	0 (0%)	9 (36%)	7 (28%)	9 (36%)
D6	Rating about the experiment: viewing "Encode and Decode" with AR applications.	0 (0%)	0 (0%)	9 (36%)	5 (20%)	11 (44%)
D7	Rating about how AR works with "Encode and Decode".	0 (0%)	0 (0%)	10 (40%)	4 (16%)	11 (44%)
D8	Rating about the usability of the "Encode and Decode" AR system.	0 (0%)	0 (0%)	8 (32%)	7 (28%)	10 (40%)

Note: Measurement Scale (1= never or strongly disagree), (2= disagree), (3= neutral), (4= agree), (5=strongly agree).

**Table 4: T-Test Result Between 2 Groups**

		<b>Control Group</b>	<b>Experimental Group</b>	<b>T-Value</b>
Pre-test	Min	3.14	3.11	-0.20
	SD	0.51	0.49	
Post-Test	Min	3.19	3.78	2.01*
	SD	0.33	0.40	
Min AR familiarity	Min	0.06	0.67	

## Discussion

Studying online is very crucial as an alternative to 'face-to-face' study. The millennial is also known as "the new generation." Conventional learning is not an effective technique for them after being exposed to technologies such as smartphones, computers, and other digital resources for entertainment. Permanently connected to the Internet is a must for them. Mobile applications are an excellent way for them to develop learning interactions with communities, professors and other students. In this way, instructors should endeavour to capture their interest in learning through the use of technological education.

This research has been established where AR contributes to students' learning and motivation among the new generations. They prefer learning applications such as AR because it captures amusement, excitement and creates challenges to focus on dynamic learning. This proved that AR could be a robust potential teaching tool for lecturers to reduce boredom and increase students' expectations during the class period. Thus, it is strongly recommended that this research can be replicated to test other technological learning tools. Interview and

observation are highly recommended to investigate students' and teachers' opinions and experience might be a valuable input to understand their situation better. Researchers can extend further to a more significant sample to ensure the validity and credibility of the experiment on AR application among students in different groups. In short, AR can only be useful if teachers are experienced in handling teachings tools to help learning become interesting. Otherwise, it will be an incredible hassle for teachers to perform daily because it takes long hours to prepare learning materials than conventional teaching.

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# ‘PINJAMAN PERSAHABATAN’: SATU KAJIAN UNDANG-UNDANG DI MALAYSIA

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**Abstrak:** *Institusi kewangan yang berlesen di bawah Akta Perkhidmatan Kewangan 2013 dan Akta Pemberi Pinjam Wang 1951 di Malaysia akan memberi pinjaman kewangan dengan kadar bunga yang dikenakan kepada peminjam. Namun demikian, bukan semua peminjam mampu untuk membayar kadar bunga yang tinggi dan membebankan. Oleh itu, undang-undang di Malaysia membenarkan pinjaman persahabatan, iaitu pemberi pinjaman akan memberi pinjaman kewangan kepada penerima pinjaman tanpa dikenakan kadar bunga. Kajian ini akan berfokus pada sejauh manakan isu undang-undang pengamalan pinjaman persahabatan di Malaysia dan sama ada peruntukan undang-undang dan polisi semasa dapat melindungi kepentingan kedua-dua pemberi dan penerima pinjaman persahabatan. Kajian ini adalah bersifat kualitatif dan melibatkan kajian perpustakaan. Hasil kajian ini akan melihat aspek isu perundangan agar melindungi kepentingan kedua-dua pemberi dan penerima pinjaman persahabatan. Malah, Malaysia juga boleh bertimbang untuk mewujudkan suatu undang-undang khas mengenai pinjaman persahabatan dan dikawal selia oleh pihak yang berkuasa.*

**Kata-kata kunci:** *Isu undang-undang, Malaysia, Pinjaman Persahabatan*

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## Pengenalan

Sebelum tahun 2006, institusi perbankan di Malaysia terdiri daripada bank perdagangan, bank-bank Islam, syarikat kewangan, bank saudagar dan syarikat diskaun. Namun demikian, mulai tahun 2006, institusi perbankan di Malaysia terdiri daripada bank perdagangan, bank-bank Islam dan bank pelaburan. Sejak pengenalan Akta Perkhidmatan Kewangan 2013 dan Akta Perkhidmatan Kewangan Islam 2013, institusi insurans atau takaful juga termasuk dalam golongan institusi perbankan.

Institusi kewangan yang berlesen di bawah Akta Perkhidmatan Kewangan 2013 dan Akta Pemberi Pinjam Wang 1951 di Malaysia akan memberi pinjaman kewangan dengan kadar bunga yang dikenakan kepada peminjam. Namun demikian, bukan semua peminjam mampu untuk membayar kadar bunga yang tinggi dan membebankan. Oleh itu, undang-undang di Malaysia membenarkan pinjaman persahabatan, iaitu pemberi pinjaman akan memberi pinjaman kewangan kepada penerima pinjaman tanpa dikenakan kadar bunga ataupun dengan kadar bunga yang sangat rendah. Pinjaman persahabatan adalah pinjaman antara dua orang berdasarkan kepercayaan dan ia perlu dilunaskan. Undang-undang memperakui pinjaman ini sebagai kontrak yang sah, sehingga dapat dikuatkuasakan di bawah undang-undang.

## Sorotan Literatur

Memandangkan tidak banyak terdapat karya penulisan yang membincangkan isu pinjaman persahabatan ini, sorotan literatur akan tertumpu pada keputusan kes-kes yang diputuskan oleh mahkamah di Malaysia. Dalam kes *Tan Aik Teck v. Tang Soon Chye*<sup>1</sup>, hakim Mahkamah

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<sup>1</sup> [2007] 5 CLJ 441.

Rayuan, iaitu Mokhtar Sidin menjelaskan bahawa pinjaman persahabatan bertentangan dengan pinjaman biasa dari pemberi pinjaman wang atau institusi kewangan. Pinjaman persahabatan adalah pinjaman di antara dua orang yang berasaskan kepercayaan. Mungkin terdapat perjanjian seperti IOU atau jaminan yang dijanjikan untuk pembayaran balik di antara mereka tetapi perkara yang paling penting ialah tiada faedah dikenakan.

Selain itu, dalam kes *Song Teik Kim v. Lina Dimbad & Anor*<sup>2</sup>, Mahkamah Rayuan Malaysia menyatakan bahawa pinjaman persahabatan merupakan pinjaman yang tidak dikenakan kadar bunga dalam perjanjian itu. Sekiranya terdapat kadar bunga ditetapkan dalam perjanjian pinjaman, maka pinjaman ini tidak ada perbezaan dengan apa yang sebenarnya berlaku pada hari ini.

Tambahan pula, Mahkamah Tinggi dalam kes *Exsim Development Sdn. Bhd. v. Thiruselvam V K Marimuthu*<sup>3</sup> dan *Tarique Azam v. Hamdan Mohamad*<sup>4</sup> memutuskan bahawa pemberi pinjaman bukanlah pemberi pinjaman wang kerana pinjaman yang diberikan adalah pinjaman persahabatan di mana pemberi pinjaman tidak memperoleh keuntungan atau dikenakan sebarang faedah atas transaksi tersebut.

Walau bagaimanapun, apa yang harus kita ingati ialah satu atau dua transaksi pinjaman tidak semestinya bermakna seseorang itu menjalankan perniagaan memberi pinjam wang dan seterusnya menjadikannya pemberi pinjam wang dalam konteks Akta Pemberi Pinjam Wang 1951. Hal ini demikian kerana memberi pinjam wang tidak sama dengan menjalankan perniagaan memberi pinjam wang seperti mana yang dijelaskan dalam kes *Sardhan Singh v. Sellathurai*<sup>5</sup>. Malahan dalam kes *Ngui Mui Khin & Anor v. Gillespie Bros & Company Ltd.*<sup>6</sup> mahkamah memutuskan bahawa tidak salah bagi seseorang yang memberi pinjam wang untuk mengenakan faedah ke atas wang yang dipinjamkan asalkan dia tidak menjalankan perniagaan memberi pinjam wang mengikut definisi Akta Pemberi Pinjam Wang 1951. Selanjutnya mahkamah dalam kes *Ngui Mui Khin & Anor* memutuskan bagi membuktikan perniagaan memberi pinjam wang, kes tersebut memerlukan unsur kesinambungan (*continuity*), sistem atau pengulangan transaksi yang sama<sup>7</sup>. Pihak Defendan dalam kes ini tidak dapat mengemukakan keterangan yang boleh membuktikan bahawa Plaintiff telah menjalankan transaksi memberi pinjam wang secara bersinambungan dan berulang-ulang dan melibatkan mana-mana pihak lain.

### Metodologi Kajian

Kajian ini adalah bersifat kualitatif dan melibatkan kajian perpustakaan. Metodologi yang digunakan adalah bercorak kualitatif secara keseluruhannya berdasarkan kaedah dokumentasi secara tradisi dan juga melibatkan kajian falsafah dan pandangan-pandangan dalam akademik secara sistematik. Oleh itu, kajian ini bukanlah kajian empirikal sebaliknya bersifat kajian perpustakaan. Data utama kajian ini terdiri daripada Akta dan kes-kes tertentu. Data sekunder pula terdiri daripada buku-buku rujukan dan artikel penulisan berkenaan dengan perniagaan francais di Malaysia. Kesemua data ini dianalisis menggunakan analisis kandungan. Ringkasnya, kajian ini menggunakan kaedah penyelidikan dokumentasi tradisional untuk mendapatkan penemuan ke atas isu yang dibentangkan.

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<sup>2</sup> [2019] 7 CLJ 223.

<sup>3</sup> [2018] 1 LNS 1314.

<sup>4</sup> [2018] 1 LNS 1068.

<sup>5</sup> [1955] 1 LNS 137; [1955] MLJ 117.

<sup>6</sup> [1979] 1 LNS 60; [1980] 2 MLJ 9.

<sup>7</sup> Sila rujuk juga kes *Chow Yoong Hong v. Choong Fah Rubber Manufactory* [1962] AC 209, [1962] MLJ 74.

## Perbincangan

Pemberi pinjam wang ialah mana-mana orang yang menjalankan perniagaan pinjaman wang yang didaftarkan di bawah Akta Pemberi Pinjam Wang 1951<sup>8</sup> dan kadar faedah bagi pinjaman yang tidak bercagar tidak melebihi 18% setahun (1.5% sebulan) manakala pinjaman bercagar 12% setahun (1% sebulan). Oleh itu, pemberi pinjaman persahabatan haruslah memastikan beliau tidak dikategori dalam definisi pemberi pinjaman wang di bawah Akta Pemberi Pinjam Wang 1951.

Adalah menjadi satu salah faham bahawa pemberian pinjaman persahabatan akan menjadikannya sebagai pinjaman wang yang memerlukan lesen di bawah Akta Pemberi Pinjam Wang 1951. Undang-undang tidak melarang seseorang memberi pinjaman persahabatan dan pemberi pinjaman tidak memerlukan lesen untuk menjalankan urusan pinjaman persahabatan. Seperti yang diputuskan dalam kes *Ngui Mui Khin & Anor v. Gillespie Bros. & Co. Ltd.*<sup>9</sup>, mahkamah akan melihat apakah tujuan utama perniagaan pemberi pinjaman dan memutuskan bahawa pemberi pinjaman tidak dibenarkan mengenakan faedah pinjaman persahabatan.

Masalah perundangan yang biasa dihadapi oleh mahkamah adalah menentukan apakah maksud pinjaman persahabatan setara dengan transaksi pinjaman wang seperti yang diperuntukkan dalam Akta Pemberi Pinjam Wang 1951. Perbezaan ini adalah penting kerana terdapat garis panduan mandatori tertentu yang diperuntukkan dalam undang-undang seperti syarat lesen yang sah dan peraturan mengenai kepentingan yang jika dilanggar dapat menjadikan pinjaman itu terbatal.

Hakim Mahkamah Rayuan, Gopal Sri Ram (ketika itu) secara ringkas dinyatakan dalam kes *Pan Global Equities Sdn Bhd & Anor v. Taisho Company Sdn Bhd*<sup>10</sup> bahawa semangat dan intitusi Akta Pemberi Pinjam Wang 1951 adalah untuk melindungi individu dari rahang pemberi pinjaman tidak berlesen. Sama ada urus niaga dirancang dalam lingkungan Akta bergantung pada fakta setiap kes. Ujiannya adalah apakah hakikat sebenar hubungan kedua-dua pihak?

Majlis Privy di *Chow Yoong Hong v. Choong Fah Rubber Manufactory*<sup>11</sup> menjelaskan seperti berikut mengenai perniagaan pinjaman wang: Meminjamkan wang tidak sama dengan menjalankan perniagaan pinjaman wang. Untuk membuktikan bahawa seorang lelaki adalah pemberi pinjaman wang dalam erti Ordinan, malah perlu menunjukkan beberapa tahap sistem dan kesinambungan dalam urus niaga pinjaman wangnya.

Sekiranya mahkamah mendapati bahawa pemberi pinjaman persahabatan telah menjalankan aktiviti pemberian pinjaman wang tanpa lesen, dua kemungkinan mungkin berlaku:

- (i) Perjanjian pinjaman persahabatan tersebut akan dianggap batal. Namun demikian, ini tidak bermaksud bahawa penerima pinjaman persahabatan tidak lagi memerlukan bayaran balik pinjaman tersebut. Penerima pinjaman persahabatan masih perlu membayar balik pinjaman tersebut mengikut seksyen 66 Akta Kontrak 1950<sup>12</sup> yang memperuntukkan bahawa, apabila perjanjian didapati tidak sah, atau apabila kontrak menjadi batal, mana-mana orang yang telah menerima keuntungan di bawah perjanjian atau kontrak itu mesti mengembalikannya, atau untuk membuat pampasan untuknya, kepada orang yang berasal daripadanya telah menerimanya. Isu ini juga dijelaskan di dalam kes *Muhibbah Teguh Sdn Bhd v. Yaacob Mat Yim*<sup>13</sup>.

<sup>8</sup> Akta 400.

<sup>9</sup> [1980] 2 MLJ 9.

<sup>10</sup> [2005] 3 CLJ 734.

<sup>11</sup> [1962] MLJ 74.

<sup>12</sup> A136.

<sup>13</sup> [2005] 4 CLJ 853.

- (ii) Pemberi pinjaman wang dalam kes ini akan dianggap melanggar undang-undang kerana menjalankan aktiviti pinjaman wang tanpa berlesen di bawah seksyen 5 Akta Pemberi Pinjam Wang 1951.

Bagi menjamin kepentingan kedua-dua pihak pemberi dan penerima pinjaman persahabatan, kedua-dua pihak seharusnya sekurang-kurangnya memasuki satu terma kontrak perjanjian pinjaman persahabatan walaupun cara ini mungkin menyebabkan penerima pinjaman persahabatan berasa kurang selesa. Namun demikian, perbuatan ini boleh mejamin hak dan kepentingan kedua-dua pihak dalam pinjaman persahabatan. Dalam kes *Tan Aik Teck v. Tang Soon Chye*,<sup>14</sup> Mahkamah Rayuan memutuskan bahawa pinjaman persahabatan adalah pinjaman antara dua orang berdasarkan kepercayaan. Walau bagaimanapun, proses ini seharusnya mempunyai perjanjian seperti I.O.U. atau jaminan berjanji untuk membayar balik di antara kedua-dua pihak tersebut.

Hakim Mohamad Ariff, seperti ketika itu, dalam kes *Kam Seng Realty Sdn Bhd v. Dato Tai Fatt Yew & Anor*<sup>15</sup> juga menyebut bahawa mahkamah memerlukan bukti yang boleh dipercayai serta sokongan dokumentari yang diperlukan untuk membuktikan kewujudan pinjaman persahabatan antara kedua-dua pihak pemberi dan penerima pinjaman persahabatan.

Sebagai peraturan umum, mahkamah lebih memilih pendirian bahawa tidak ada kadar faedah yang akan dikenakan pada pinjaman persahabatan untuk memastikan bahawa pemberi pinjaman tidak memperoleh manfaat daripada pinjaman persahabatan. Hal ini demikian kerana dalam pinjaman persahabatan, pemberi pinjaman masih tidak memenuhi syarat pemberi pinjam wang di bawah Akta Pemberi Pinjam Wang 1951. Walau bagaimanapun, pemberi pinjaman masih boleh mengenakan kadar faedah tetapi mesti membuktikan bahawa dia tidak memperoleh keuntungan seperti perniagaan pinjaman wang dan tidak boleh menunggu sehingga faedah digabungkan menjadi jumlah yang besar sebelum memulakan tindakan di mahkamah. Sekiranya tidak, mahkamah boleh menurunkan elemen faedah tersebut dalam transaksi pinjaman persahabatan jika faedahnya terlalu tinggi, berlebihan dan tidak dapat dipertikaikan. Prinsip ini dipegang dalam kes Mahkamah Tinggi di *Menta Construction Sdn Bhd v. SPM Property & Management Sdn Bhd & Anor*<sup>16</sup>. Dalam kes tersebut, mahkamah menolak untuk menuntut kadar faedah 8.8% setahun seperti yang dipersetujui, tetapi di sebaliknya menetapkan kadar faedah yang sederhana iaitu 5% setahun.

Isu seterusnya ialah sama ada terdapat tempoh bayaran balik yang ditetapkan di pinjaman persahabatan? Isu ini haruslah ditentukan bagi mempercepat proses pemulihan dan meningkatkan peluang pemberi pinjaman untuk mendapatkan kembali wang sekiranya peminjam gagal bayar. Hal ini kerana sekiranya berlaku kegagalan peminjam setelah tempoh pembayaran tetap yang ditetapkan, pemberi pinjaman kemudian akan mempunyai tempoh had enam tahun untuk membayar hutang.<sup>17</sup> Selepas tempoh enam tahun ini, Akta Limitasi tidak membenarkan pemberi pinjaman mengambil tindakan undang-undang terhadap penerima pinjaman bagi urusan tuntutan wang tunggakan. Walau bagaimanapun, sekiranya tidak ada tempoh tetap untuk pembayaran, tempoh had adalah enam tahun dari tarikh pinjaman diberikan oleh pemberi pinjaman, seperti yang berlaku dalam kes *Kam Seng Realty Sdn Bhd lwn Dato Tai Fatt Yew & Anor* yang dibincangkan sebelumnya.

Perjanjian pinjaman persahabatan hendaklah disetamkan berdasarkan Seksyen 52 Akta Setem 1949 agar dapat diterima sebagai bukti di mahkamah Malaysia. Perjanjian boleh

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<sup>14</sup> [2007] 6 MLJ 97.

<sup>15</sup> [2012] 7 MLJ 825.

<sup>16</sup> [2017] MLJU 526.

<sup>17</sup> Seksyen 6(1) Akta Limitasi 1953

disetemkan dalam masa 30 hari dari pelaksanaannya jika dilaksanakan di Malaysia atau dalam 30 hari setelah ia pertama kali diterima di Malaysia, sekiranya perjanjian tersebut dilaksanakan di luar Malaysia. Walau bagaimanapun, perjanjian pinjaman persahabatan masih berkuatkuasa di bawah undang-undang Malaysia walaupun perjanjian disetemkan selepas tarikh yang ditetapkan dengan syarat pihak yang bergantung pada dokumen ini di mahkamah haruslah membayar duti setem dan denda kepada Lembaga Hasil Dalam Negeri Malaysia seperti mana yang diputuskan oleh Mahkamah Persekutuan di kes *Malayan Banking Berhad v. Biro Perkhidmatan Agensi Sdn. Bhd.*<sup>18</sup>

Dalam kes *Rostam Bin Abbas v. Ali Dad Bin Fazal Elahi*<sup>19</sup>, Rostam berusaha untuk mendapatkan sejumlah wang dari Ali kerana gagal membayar balik pinjaman persahabatan yang diberikan atas permintaan Ali. Sebenarnya terdapat perjanjian yang ditandatangani di antara Rostam dan Ali, namun demikian Rostam gagal mengemukakan perjanjian tersebut kepada mahkamah sebagai bukti tetapi dia hanya dapat mengemukakan salinan perjanjian yang tidak ditandatangani dan tidak bertarikh. Ali mengetepikan dan mempersoalkan hal ini dan berpendapat bahawa tuntutan Rostam adalah tidak sah dan tidak dapat dilaksanakan kerana ia merupakan transaksi pinjaman wang tanpa izin dan mahkamah harus membuat kesimpulan buruk terhadap Rostam kerana kegagalannya membuat perjanjian yang ditandatangani dan bertarikh di antara mereka. Walau bagaimanapun, mahkamah tidak setuju dengan pendapat Ali dan Mahkamah menyatakan bahawa walaupun perjanjian pinjaman tersebut merupakan satu dokumen yang material dalam kes ini, namun tidak akan membawa kesan kepada kes pemberi pinjaman selagi dia dapat meyakinkan mahkamah berdasarkan keseimbangan kemungkinan, bahawa kedua-duanya dan peminjam telah membuat perjanjian (bertulis atau sebaliknya), mahkamah akan menerima tuntutan pemberi pinjaman kecuali terbukti sebaliknya oleh peminjam.

Beban pembuktian dalam kes sivil terletak pada Plaintiff seperti mana diperuntukan di seksyen 101 dan 103 Akta Keterangan 1950, yang bermaksud dalam kes pinjaman persahabatan, terdapat dua elemen yang harus dibuktikan oleh Plaintiff:

- (i) Adakah Defendan menerima wang tersebut?
- (ii) Adakah wang itu diberikan sebagai pinjaman persahabatan?

Dalam kes *Homewest Sdn Bhd v. Lee Lai Heng*<sup>20</sup>, Plaintiff membuktikan bahawa Defendan menerima wang yang dibayar dengan wang tunai dan melalui cek. Defendan mengaku menerima tetapi menafikan bahawa wang itu adalah pinjaman persahabatan, tetapi sebaliknya dituntut sebagai pelaburan.

Oleh itu, panduan mudah apabila seseorang memutuskan untuk memberikan pinjaman persahabatan:

(i) *Menyediakan perjanjian pinjaman bertulis*

Seperti yang dinyatakan dalam kedua kes di atas, ketiadaan perjanjian bertulis tidak akan membantutkan tuntutan pemberi pinjaman. Walau bagaimanapun, perkara yang berhemat untuk dilakukan (seperti pada setiap perjanjian lain) adalah menyiapkan perjanjian bertulis yang menggariskan syarat-syarat pinjaman persahabatan dengan jelas<sup>21</sup> diberikan berdasarkan pinjaman persahabatan dan sebaliknya.<sup>22</sup>

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<sup>18</sup> [1982] 1 MLJ 198.

<sup>19</sup> [2014] 1 MLJ 205.

<sup>20</sup> [2018] 1 LNS 1499.

<sup>21</sup> *Kam Seng Realty Sdn Bhd v Dato Tai Fatt Yew & Anor* [2012] 7 MLJ 825.

<sup>22</sup> *P'ng Hun Sun v Dato Yip Yee Foo* [2013] 6 MLJ 523.

Dalam *Lim Choon Hau v. Simpson Wong*<sup>23</sup>, mahkamah menerima bukti WhatsApp sebagai bukti langsung defendan yang menerima Wang sebagai pinjaman persahabatan daripada Plaintiff.

Di Mahkamah Persekutuan dalam kes *Yam Kong Seng & Anor v. Yee Weng Kai*<sup>24</sup>, pesanan teks (SMS) diterima sebagai bukti bahawa defendan menerima wang untuk tujuan pinjaman dari pihak plaintiff.

(ii) *Simpan rekod semua yang berkaitan dengan perjanjian*

Seperti semua perjanjian bertulis, juga bijaksana untuk menyimpan rekod apa sahaja dan segala yang berkaitan dengan perjanjian, seperti rekod transaksi, perbualan, dokumen tambahan tambahan, dan lain-lain. Seperti yang dinyatakan di atas, ini akan membantu tuntutan dalam sekiranya berlaku perselisihan.

Isu batasan sering timbul dalam senario pinjaman persahabatan. Tempoh had untuk mendapatkan pinjaman adalah 6 tahun dari tarikh pembayaran balik. Dengan kata lain, anda mempunyai masa 6 tahun untuk memulakan tindakan undang-undang terhadap penghutang anda dari tarikh pembayaran balik, jika tidak, anda akan kehilangan hak anda untuk mendapatkan semula wang tersebut. Sekiranya tidak ada tarikh tetap untuk pembayaran pinjaman, had akan berlanjutan dari tarikh pendahuluan (lihat kes *Kam Seng Realty Sdn Bhd v. Dato Tai Fatt Yew & Anor* [2012] 7 MLJ 825). Oleh itu, sangat penting untuk mempunyai syarat pembayaran yang jelas dalam pinjaman persahabatan.

(iii) *Pastikan faedah yang dikenakan tidak berlebihan*

Seperti yang dinyatakan di awal artikel ini, pinjaman persahabatan biasanya tidak membawa faedah. Dalam praktiknya, mahkamah biasanya membenarkan pemberi pinjaman untuk mengenakan sejumlah faedah kepada peminjam, selagi kadar faedahnya berpatutan iaitu tidak berlebihan / terlalu tinggi dan tidak masuk akal.<sup>25</sup>

## Kesimpulan

Oleh itu, adalah wajar untuk mempertimbangkan semua pelbagai implikasi ini walaupun yang terlibat adalah “pinjaman persahabatan”. Hal ini demikian kerana dalam keadaan di mana satu pihak lebih mengutamakan wang daripada persahabatan, pertimbangan yang sama sekali berbeza mungkin berlaku.

Akhirnya, perlu diingat bahawa di mana timbulnya perbezaan, tindakan untuk mendapatkan kembali wang mesti dilakukan dalam jangka waktu pembatasan. Tempoh had di Semenanjung Malaysia adalah enam tahun dari tarikh wang tersebut perlu dibayar. Pertimbangan yang sedikit berbeza berlaku di Sabah dan Sarawak. Setelah tempoh had tamat di bawah Akta Limitasi, hak untuk menuntut balik wang juga akan hilang.

Hasil kajian ini mendapati bahawa aspek isu perundangan haruslah diteliti agar melindungi kepentingan kedua-dua pemberi dan penerima pinjaman persahabatan. Malah, Malaysia juga boleh bertimbang untuk mewujudkan suatu undang-undang khas mengenai pinjaman persahabatan dan dikawal selia oleh pihak yang berkuasa.

<sup>23</sup> [2019] 1 LNS 217.

<sup>24</sup> [2014] 6 CLJ 285.

<sup>25</sup> *Menta Construction Sdn Bhd v. SPM Property & Management Sdn Bhd & Anor* [2017] MLJU 526.

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# CABARAN PELAKSANAAN KAEDAH PENGAJARAN DAN PEMBELAJARAN DALAM TALIAN BAGI KURSUS-KURSUS BAHASA INGGERIS

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**Abstrak:** Ketika negara berdepan peningkatan kes COVID-19 yang tinggi dan masih tidak menunjukkan ia akan reda, PdPDT menjadi kaedah terbaik dalam memastikan pendidikan dapat diteruskan. Tidak dapat dinafikan pelbagai cabaran yang dihadapi oleh pensyarah dan pelajar dalam melaksanakan PdPDT. Oleh itu kajian ini dijalankan untuk menilai sejauhmana cabaran yang dihadapi pensyarah dan pelajar dalam mengadaptasi kaedah PdPDT bagi kursus-kursus Bahasa Inggeris. Metodologi kajian ini berbentuk kuantitatif menggunakan soal selidik dalam talian sebagai instrumen kajian. Responden terdiri daripada 8 orang pensyarah Unit Bahasa Inggeris dan 197 orang pelajar Politeknik Muadzam Shah yang mengambil kursus-kursus Bahasa Inggeris. Data soal selidik dalam talian dianalisis secara deskriptif menggunakan perisian IBM SPSS Statistics 20.0 bagi mendapatkan nilai min. Dapatan kajian menunjukkan cabaran utama dihadapi oleh pensyarah dan pelajar ialah capaian internet yang terhad hingga menyukarkan pelaksanaan PdPDT. Kesimpulannya, capaian internet yang baik merupakan salah satu faktor yang penting mendorong kepada keberkesanan PdPDT di samping faktor dalaman dan luaran yang lain.

**Kata Kunci:** Cabaran, PdPDT, Kursus Bahasa Inggeris, COVID-19

**Abstract:** Online teaching and learning is seen as the appropriate method to be practiced as the country is still struggling with COVID-19 pandemic. It is undeniably that there are numerous challenge faced by the lecturers and students to ensure the effectiveness of online teaching and learning. Therefore, the purpose of this research is to examine the challenges faced by the lecturers and students in adapting online teaching and learning in the English Language courses. Quantitative method had been used to conduct the research through online questionnaire as a research instrument. The respondents consist of 8 English lecturers from English Language Unit and 197 students of Polytechnic Muadzam Shah. Online questionnaires data were analyzed descriptively using IBM SPSS Statistics 20.0 software to obtain mean values. The findings indicated that the primary challenge faced by lecturers and students is limited internet access in order to participate in online teaching and learning sessions. In conclusion, good internet access is one of the crucial factors that lead to the effectiveness of online teaching and learning as well as other internal and external factors.

**Keywords:** Challenge, Online Teaching And Learning, English Course, COVID-19

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## Pengenalan

Pendidikan dan Latihan Teknikal dan Vokasional (TVET) di Politeknik mula diperkenalkan di Malaysia melalui penubuhan Politeknik pertamanya iaitu Politeknik Ungku Omar di Ipoh di bawah pelan Pembangunan Pertubuhan Bangsa-Bangsa Bersatu pada tahun 1969. Sehingga kini terdapat 36 buah Politeknik merentasi kesemua 14 negeri di Malaysia yang dibahagikan

kepada 3 jenis Politeknik iaitu Politeknik Premier, Politeknik Konvensional dan Politeknik Metro.

Bagi menyokong dan mengimbangi keperluan akademik dan sahsiah pelajar, kursus-kursus Bahasa Inggeris telah ditawarkan di Politeknik-Politeknik dan ianya merupakan kursus wajib bagi semua program. Pada peringkat awal, kursus Bahasa Inggeris terbahagi kepada dua iaitu *English for Technical Purposes* dan *English for Commercial Purposes*. Pelajar bidang teknikal seperti bidang kejuruteraan diwajibkan mengambil kursus *English for Technical Purposes* manakala pelajar aliran perdagangan dikehendaki mengambil kursus *English for Commercial Purposes*. Sejalan dengan perkembangan evolusi pendidikan semasa, kini hanya terdapat satu kursus Bahasa Inggeris peringkat diploma di Politeknik-Politeknik yang memfokuskan kepada aspek komunikasi iaitu *Communicative English*. Ianya ditawarkan kepada pelajar semester 1, 2 dan 3 iaitu *Communicative English 1*, *Communicative English 2* dan *Communicative English 3*.

Aspek penting yang terdapat di dalam kursus ini selaras dengan evolusi semasa dunia pendidikan pada era ini. Kursus ini menekankan aspek komunikasi yang menjadi tunjang utama dalam menyediakan pelajar ke arah dunia pekerjaan. Selain itu, kursus ini juga dapat membekalkan ilmu komunikasi global bagi menghadapi cabaran alam pekerjaan. Komponen utama kursus ini menitikberatkan kepentingan penggunaan Bahasa Inggeris dari aspek kemahiran lisan (pertuturan dan komunikasi) dan kemahiran bertulis yang perlu dikuasai pelajar bagi membolehkannya berfungsi secara efektif dalam konteks kerjaya kelak.

### **Penyataan Masalah**

Pelaksanaan pembelajaran dalam talian di Malaysia dianggap satu konsep pembelajaran baru dan ianya masih tidak begitu popular tetapi di negara lain seperti United Kingdom, Ireland, Amerika Syarikat, Hong Kong dan Singapura sudah lama diamalkan (Norzilawati, Noraini & Noh Nik Azmah, 2014). Namun 2020 menyaksikan perubahan dinamik yang belum pernah berlaku terhadap corak pendidikan negara. Malaysia telah mengharungi era corak pembelajaran baru iaitu mengaplikasikan sepenuhnya PdPDT berikutan penularan pandemik COVID-19. Sejak kerajaan memperkasakan Perintah Kawalan Pergerakan (PKP) tahap pertama, warga pendidik merasakan perubahan paradigma 360 darjah dengan amalan yang sukar dilalui kerana wajib menggunakan pengajaran dalam talian.

Pusat Pengajian Tinggi seperti Politeknik dan Kolej Komuniti di Malaysia turut mengeluarkan opsyen agar proses PdP yang dijalankan secara bersemuka digantikan dengan pembelajaran dalam talian bagi memastikan silibus pengajaran dapat disampaikan secara berkesan dan tidak ditangguhkan. Platform *Learning Management System (LMS) CIDOS* (Politeknik) dan *Google Classroom* atau *Microsoft Teams* (Kolej Komuniti) sebagai LMS yang utama untuk pengurusan PdPDT. Untuk melancarkan sesi PdPDT, LMS CIDOS boleh digunapakai bersama-sama dengan mana-mana platform komunikasi lain seperti *WhatsApp*, *Telegram* dan sebagainya. Pelaksanaan PdPDT merujuk kepada pendekatan secara *synchronous* (segerak) atau *asynchronous* (tidak segerak). Pensyarah diberi fleksibiliti dari segi pelaksanaan PdP menerusi kombinasi pendekatan *synchronous* dan *asynchronous* untuk setiap sesi dijalankan (Jabatan Pendidikan Politeknik dan Kolej Komuniti Kementerian Pengajian Tinggi, 2020).

### **Tinjauan Literatur**

#### ***Pembelajaran Dalam Talian***

Pembelajaran dalam talian ditakrifkan sebagai pembelajaran yang berasaskan penggunaan internet (Sajap Maswan, 2019). Menurut (Mohd Koharudin, 2004) LMS adalah platform untuk menyampaikan bahan pembelajaran secara dalam talian samada dalam bentuk teks atau

persembahan dan lebih bersifat informasi dan individualistik. Manakala (Embi, 2010) berpendapat LMS merupakan sistem maklumat yang direka dengan tujuan untuk memudahkan penyampaian kursus atas talian. LMS juga turut menggunakan terma lain seperti *Course Management System (CMS)* dan *Virtual Learning Environment (VLE)*. Kajian turut disokong oleh (Cavus, 2011) pembelajaran secara dalam talian adalah berkait dengan LMS. LMS adalah satu sistem yang berasaskan web yang direka untuk menguruskan kandungan pembelajaran, interaksi pelajar, alat penilaian, maklum balas kemajuan pembelajaran dan aktiviti-aktiviti pelajar secara dalam talian dengan menggunakan mana-mana sistem operasi, komputer dan peranti mudah alih.

LMS dikategorikan kepada tiga jenis utama iaitu alat kemahiran belajar, alat komunikasi dan alat produktiviti. Ciri LMS pertama alat kemahiran belajar. Penerapan elemen seperti kuiz, bahan pembentangan dan tugas secara dalam talian merupakan aktiviti pembelajaran untuk pelajar. Ciri LMS kedua ialah alat komunikasi. Komunikasi bermaksud interaksi berlaku di antara pensyarah dan pelajar di mana kategori ini sebagai ruang perbincangan pelbagai maklumat berkenaan kursus. Perbincangan juga termasuk sebagai alat komunikasi yang membolehkan pensyarah dan pelajar menyampaikan dan membalas mesej serta membaca komen-komen dari pelajar. Ciri LMS terakhir produktiviti. Produktiviti dalam LMS meliputi sistem pengurusan dokumen seperti memuat naik dan muat turun dokumen dari mana-mana komputer yang bersambung dengan internet, kalendar, soal selidik dan sebagainya. Pelajar juga boleh melihat laporan kemajuan seperti gred setiap tugas, kuiz dan ujian (Nurul Nadirah & Fariza, 2016).

### ***Cabaran Pensyarah***

PdPDT memerlukan kerjasama antara dua pihak iaitu pensyarah dan pelajar. Cabaran yang dihadapi oleh pensyarah dilihat dari segi penghantaran tugas. Alasan utama pelajar ialah ketiadaan internet dan pemilikan komputer. Ini akan menjadi alasan berlakunya kelewatan menghantar tugas dan sebagainya. Justeru, ia akan menyukarkan pensyarah dalam Pentafsiran Berterusan (PB) pelajar (Faizatul & Nor Syahilia, 2017). Kajian (Mohamed, Norazah et.al, 2010) mendapati cabaran pensyarah dalam mengintegrasikan e-Pembelajaran dalam PdP ialah menyeimbangkan pengajaran dan tugas sampingan yang lain selain dari kekangan masa.

### ***Cabaran Pelajar***

Satu tinjauan oleh Pearson & Wonkhe, pembelajaran dalam talian telah menjadi satu cabaran kepada pelajar dan memberikan kesan terutamanya kesihatan mental. Masalah internet, kewangan, pembahagian tugas dan banyak lagi melemahkan semangat mereka belajar berbanding pembelajaran bersemuka. Hasil tinjauan kepada 3,500 pelajar mendapati, 71% berjuang dengan motivasi dan minat untuk teruskan pembelajaran. 65% sukar untuk kekalkan perhubungan dengan pensyarah dan rakan-rakan. 63% kurang bersedia untuk melaksanakan tugas atau aktiviti kursus. Separuh lagi pelajar menghadapi kesukaran menguruskan masa di rumah. Angka-angka ini mengecewakan kerana pembelajaran dalam talian yang dilakukan dengan baik mampu menjadi sama efektif, malahan kadangkala lebih berkesan berbanding kaedah bersemuka (Hello Health Group, 2021).

Kajian yang dijalankan oleh (Mahathir, Azlinda et.al, 2020) mendapati sesetengah pelajar menghadapi cabaran iaitu tiada atau terhad terhadap kemudahan komputer atau laptop. Kebanyakan pelajar juga turut terkesan dengan masalah kewangan bagi menanggung perbelanjaan alat pembelajaran di rumah. Mereka terpaksa menghabiskan duit yang banyak bagi membolehkan mereka mengikuti kelas dalam talian dengan lebih berkesan. Selain itu, kajian (Zalika, Faridah & Johdi, 2009) mendapati suasana pembelajaran yang tidak kondusif

adalah salah satu cabaran yang dihadapi oleh pelajar untuk mengikuti pembelajaran dalam talian dan boleh menyebabkan seseorang pelajar mendapat markah yang rendah.

### Objektif Kajian

Objektif kajian adalah seperti berikut:

1. Menilai tahap cabaran yang dihadapi pensyarah dalam melaksanakan kaedah pengajaran dalam talian.
2. Menilai tahap cabaran yang dihadapi pelajar mengikuti sesi pembelajaran dalam talian.
3. Mengenalpasti cabaran yang paling besar yang dihadapi oleh pensyarah dan pelajar dalam mengadaptasi PdPDT susulan pandemik COVID-19.

### Metodologi Kajian

Kajian yang dijalankan adalah berbentuk tinjauan menggunakan soal selidik dalam talian sebagai instrumen kajian. Kajian ini melibatkan 2 kelompok responden iaitu 8 orang pensyarah Unit Bahasa Inggeris dan 197 orang pelajar diambil secara rawak dari semester 1 hingga 5. Sebanyak 2 set instrumen soal selidik digital dibangunkan menggunakan aplikasi *Google Form*. Instrumen untuk pensyarah mengandungi 16 item. Akhir sekali, instrumen untuk pelajar mengandungi 11 item. Data-data yang diperolehi daripada soal selidik *Google Form* dianalisis secara deskriptif menggunakan perisian *IBM SPSS 20.0*. Jadual 1 dibawah menunjukkan analisis pengelasan skor min dan tahap penilaian skor min.

**Jadual 1: Analisis Pengelasan Skor Min dan Tahap Penilaian Skor Min**

Skor Min	Tahap Penilaian
3.68 – 5.00	Tinggi
2.34 – 3.67	Sederhana
1.00 – 2.33	Rendah

Sumber: Pallant, J. (2001)

### Analisis Data

#### *Demografi Responden*

Kajian ini melibatkan 4 orang pensyarah lelaki (50%) dan 4 orang pensyarah perempuan (50%) dari Unit Bahasa Inggeris. Seramai 197 orang responden pelajar terdiri daripada 86 orang pelajar lelaki (43.7%) dan 111 orang pelajar perempuan (56.3%), merangkumi semester 1 (23.9%), semester 2 (20.8%), semester 3 (34%), semester 4 (14.2%) dan semester 5 (7.1%). Pelajar terdiri daripada Jabatan Perdagangan (32.5%), Jabatan Pelancongan & Hospitaliti (12.2%), Jabatan Kejuruteraan Mekanikal (21.3%), Jabatan Rekabentuk Komunikasi & Visual (24.4%) dan Jabatan Teknologi Maklumat & Komunikasi (9.6%). Item Bahagian A profil responden dianalisis berdasarkan peratusan.

**Jadual 2: Demografik**

Demografi	Bilangan Responden	Peratusan (%)
Jantina		
Lelaki	86	43.7
Perempuan	111	56.3
Semester		
Semester 1	47	23.9
Semester 2	41	20.8
Semester 3	67	34
Semester 4	28	14.2
Semester 5	14	7.1

Jabatan		
JP	64	32.5
JPH	24	12.2
JKM	42	21.3
JRKV	48	24.4
JTMK	19	9.6

**Jadual 3: Cabaran Pensyarah Melaksanakan Kaedah Pengajaran Dalam Talian Bagi Kursus-Kursus Bahasa Inggeris**

No.	Item	Min	Interpretasi min
1	Pelaksanaan pembelajaran dalam talian memudahkan pengajaran dan penyampaian maklumat lebih sistematik dan efisien	3.75	Tinggi
2	Pelajar menunjukkan sikap baik dan memberi tumpuan ketika pensyarah mengajar	3.25	Sederhana
3	Pelajar memberi respons terhadap maklumat yang diberikan oleh pensyarah	3.50	Sederhana
4	Interaksi dua hala dapat dijalankan dengan baik	3.00	Sederhana
5	Pelajar mempunyai capaian internet yang baik untuk mengikuti sesi pembelajaran dalam talian	2.50	Sederhana
6	Pembelajaran dalam talian sesuai dijalankan secara berkumpulan	3.12	Sederhana
7	Pembelajaran dalam talian membina kemahiran pembelajaran sepanjang hayat kepada pelajar	3.37	Sederhana
8	Kaedah pengajaran dan pembelajaran dalam talian adalah lebih efektif dan berkesan berbanding kaedah bersemuka	2.75	Sederhana
9	Kaedah pengajaran dan pembelajaran dalam talian memberi masa yang fleksible kepada pensyarah untuk melengkapkan silibus pengajaran	4.25	Tinggi
10	Pensyarah mampu melaksanakan pengajaran dan pembelajaran dalam talian	4.12	Tinggi
11	Pensyarah mengalami tekanan dan bebanan tugas sepanjang melaksanakan pengajaran dan pembelajaran dalam talian	3.25	Sederhana
12	Pensyarah menguasai teknologi maklumat dan menggunakan medium teknologi dalam pengajaran dan pembelajaran	4.12	Tinggi
13	Pensyarah kreatif memberi tugas kepada pelajar	4.00	Tinggi
14	Pelajar menghantar tugas yang diberi pada masa yang ditetapkan	3.12	Sederhana
15	Hasil tugas pelajar secara dalam talian adalah baik	2.75	Sederhana
16	Proses pemarkahan dapat dijalankan dengan lancar	3.87	Tinggi
<b>Min Keseluruhan</b>		<b>3.42</b>	<b>Sederhana</b>

Nota Skala Min: 1=Sangat Tidak Setuju, 2=Tidak Setuju, 3=Kurang Setuju, 4=Setuju, 5=Sangat Setuju

### ***Dapatan Kajian***

Dapatan yang diperoleh daripada pensyarah menunjukkan beberapa dapatan yang menarik. Min keseluruhan mencatat nilai 3.42 menunjukkan cabaran-cabaran yang dihadapi oleh pensyarah berada pada tahap sederhana. Cabaran paling utama dihadapi oleh pensyarah ialah liputan internet pelajar yang kurang baik dan memuaskan dengan skor min 2.50. Capaian internet yang lemah merupakan cabaran paling besar dihadapi kerana ia akan menyukarkan

pembelajaran dalam talian dan menyebabkan pelajar sukar untuk memahami subjek yang diajar. Mungkin bagi pelajar yang berkemampuan ianya bukan cabaran yang besar untuk menaiktaraf kelajuan internet. Tetapi sebaliknya bagi pelajar yang kurang berkemampuan ianya cabaran besar bagi mereka untuk mendapat ilmu pengetahuan.

Kaedah PdPDT kurang efektif dan berkesan berbanding bersemuka dan hasil tugas pelajar dalam talian kurang baik mencatat nilai min sama iaitu 2.75. Pengajaran bersemuka adalah lebih baik berbanding pengajaran dalam talian berasaskan teknologi kerana pengajaran bersemuka memudahkan pensyarah melihat tingkah laku, reaksi, *eye contact* serta memberi bimbingan berdepan dan sentuhan tersebut boleh menimbulkan rasa keseronokan belajar. Pelajar juga dapat merangsang pembelajaran secara langsung dengan pelbagai kaedah secara individu atau kumpulan dengan mengembangkan domain kognitif, afektif dan psikomotor menyeluruh (Abdul Halim, 2021).

Menurut Menteri Pendidikan Dr Razi Jidin, PdPDT kurang berkesan berbanding secara bersemuka dan terdapat kelemahan dalam pelaksanaan PdPDT. Ramai dalam kalangan pelajar tidak dapat mengikuti pembelajaran dalam talian kerana akses kepada teknologi komunikasi yang terhad. Jika situasi ini berterusan pelajar akan menghadapi kesukaran untuk mencapai tahap minimum dalam setiap mata pelajaran yang diikuti. Ini akan memberi kesan kepada minat dan motivasi pelajar untuk terus mengikuti PdPDT (Sinar Harian, 2020). Manakala hasil tugas yang baik berkait rapat dengan sejauh mana seseorang pelajar itu memahami kandungan pembelajaran. Ini disokong oleh (Langford, 2020) antara cabaran yang dihadapi oleh pensyarah penghantaran tugas pelajar yang mengecewakan dan pembelajaran dalam talian memerlukan masa yang banyak untuk pelajar memahami kandungan pembelajaran dengan baik.

Interaksi dua hala kurang berjalan dengan baik mencatat skor min 3.00. Interaksi dua hala yang berkesan mampu melonjakkan kefahaman pelajar terhadap sesuatu topik pembelajaran. Pensyarah sentiasa bekerja keras untuk mendorong pelajar berinteraksi semasa PdPDT dilangsungkan namun tidak mendapat sambutan yang menggalakkan dari kalangan pelajar. Seperti sedia maklum kelas dalam talian, interaksi fizikal antara pensyarah dan pelajar berada di tahap paling rendah seterusnya boleh menyebabkan pelajar mengalami perasaan terasing atau terpinggir. Mungkin di awal kelas mereka bersemangat tetapi setelah lama masa berlalu timbul perasaan bosan dan kurang motivasi mengikuti sesi pembelajaran dalam talian. Pembelajaran dalam talian mengambil masa berjam-jam lamanya akan menyebabkan pelajar mudah hilang fokus. Situasi ini dapat dielakkan dengan menjadi pelajar yang aktif dan berinteraksi dengan baik bersama pensyarah apabila pensyarah menanyakan soalan.

Cabaran seterusnya pembelajaran dalam talian kurang sesuai dilaksanakan secara berkumpulan dengan skor min 3.12. Sebagai contoh, keaslian dan kesahihan aktiviti *Group Discussion* yang terdapat di dalam penilaian kursus *Communicative English I* sukar dipastikan. Pelajar mungkin membaca teks yang telah disediakan terlebih awal bagi membantu kelancaran tugas tersebut. Pelajar tidak menghantar tugas pada masa yang ditetapkan turut mencatat nilai min sama iaitu 3.12. Kursus dalam talian memerlukan tarikh akhir penghantaran tugas. Tarikh akhir setiap tugas telah ditetapkan secara dalam talian. LMS CIDOS contohnya dapat mengenalpasti pelajar yang lewat menghantar tugas yang diberikan. Apabila pelajar berada di rumah, pelbagai kerja harus dilakukan seperti membantu memasak, mengemas rumah dan menjaga adik-adik. Ini antara cabaran yang tidak mudah yang harus dihadapi pelajar untuk menyusun masa sebaiknya bagi menyiapkan segala tugas yang diberikan pensyarah. Oleh itu pelajar perlu mengamalkan pengurusan masa yang baik untuk menyiapkan tugas samada individu atau berkumpulan.

Seterusnya pelajar menunjukkan sikap kurang baik dan tidak memberi tumpuan ketika pensyarah mengajar menunjukkan nilai min 3.25. Tidak dapat dinafikan ketika pembelajaran

bersemuka ada sesetengah pelajar tidak memberi tumpuan yang penuh ketika pensyarah mengajar, inikan pula sesi pembelajaran dalam talian. Ada juga dalam kalangan pelajar yang menyertai kelas dalam talian sekadar untuk memenuhi jumlah kehadiran kelas. Hakikatnya, disebalik kamera yang sengaja dimatikan mereka melakukan kerja-kerja tidak berkaitan.

Pensyarah mengalami tekanan dan bebanan tugas sepanjang melaksanakan PdPDT berada pada tahap sederhana iaitu nilai min 3.25. Majoriti pensyarah mengalami bebanan kerja dengan tugas-tugas sampingan yang banyak dalam tempoh masa tertentu yang akhirnya boleh menyumbang kepada ketidakstabilan emosi. Kajian yang dijalankan oleh (Holmes & O'Connor et.al, 2020) membuktikan bahawa pandemik COVID-19 telah memberi kesan kepada kesihatan mental sekaligus memberi impak tekanan dan trauma, kemurungan serta kebimbangan.

Pembelajaran dalam talian kurang membina kemahiran pembelajaran sepanjang hayat kepada pelajar mencatat nilai min 3.37. Kemahiran pembelajaran sepanjang hayat adalah salah satu kemahiran paling utama dalam Kemahiran Abad Ke-21. Pembelajaran sepanjang hayat ialah pencarian ilmu pengetahuan yang dilakukan sepanjang masa, sukarela dan atas motivasi sendiri. Ia juga pembangunan potensi manusia melalui proses pembelajaran berterusan yang memotivasi dan mengupayakan individu menguasai ilmu (Hargreaves, 2004). Pelajar perlu menyusun jadual pembelajaran sendiri, menyusun waktu perbincangan untuk tugasan berkumpulan, menentukan tarikh tutup pecahan kerja-kerja berkumpulan atau individu supaya boleh dilengkapkan sebelum tarikh akhir hantar tugasan, mencari bahan pembelajaran selain nota dan kuliah pensyarah serta membuat pelbagai keputusan yang memerlukan penyelesaian masalah seperti masalah capaian internet yang lemah, rakan yang tidak menyiapkan tugas berkumpulan, rakan tugas berkumpulan tidak mempunyai akses internet, laptop bermasalah dan sebagainya.

Cabaran terakhir pelajar kurang respons terhadap maklumat yang diberikan oleh pensyarah mencatat nilai min 3.50. Kekurangan pembelajaran dalam talian adalah pelajar tidak mampu memberi fokus terhadap pembelajaran yang sedang dijalankan. Hal ini kerana setiap perbuatan dan percakapan pelajar terselindung di balik paparan skrin yang sentiasa berada dalam mod senyap dan kamera tertutup. Ini membuatkan pelajar merasa selesa dengan perbuatan mereka kerana tidak dapat diketahui oleh pensyarah yang sedang mengajar. Pelajar mungkin hanya mampu memberi fokus terhadap pembelajaran 15 minit awal sahaja namun selepas itu, mereka melakukan perkara-perkara lain yang tidak patut.

**Jadual 4: Cabaran Pelajar Mengikuti Pembelajaran Dalam Talian Bagi Kursus-Kursus Bahasa Inggeris**

No.	Item	Min	Interpretasi min
1	Interaksi antara pensyarah dengan pelajar baik	4.42	Tinggi
2	Pensyarah memberi maklum balas segera setiap respons pelajar	4.37	Tinggi
3	Pelajar menguasai kemahiran teknologi maklumat dalam pembelajaran dalam talian	4.20	Tinggi
4	Sumber liputan internet yang baik dan memuaskan	2.56	Sederhana
5	Suasana pembelajaran yang kondusif walaupun belajar dari rumah	3.80	Tinggi
6	Pelajar dapat memberi komitmen sepenuhnya terhadap pembelajaran dalam talian	3.79	Tinggi
7	Pelajar mempunyai motivasi diri yang tinggi untuk menyertai pembelajaran dalam talian	3.86	Tinggi

8	Bahan PdP melalui platform digital lengkap serta menarik minat pelajar	4.22	Tinggi
9	Pelajar memahami intipati kandungan pembelajaran dalam talian lebih baik berbanding kaedah bersemuka	3.55	Sederhana
10	Pensyarah memberikan tugas yang melibatkan penggunaan teknologi dalam talian yang bersepadanan dengan kemampuan pelajar terutamanya dari segi masa, keupayaan rangkaian, peranti digital dan kemahiran	4.16	Tinggi
11	Tempoh penghantaran tugas yang diberi oleh pensyarah bersesuaian dengan kemampuan pelajar	4.18	Tinggi
<b>Min Keseluruhan</b>		<b>3.91</b>	<b>Tinggi</b>

Nota Skala Min: 1=Sangat Tidak Setuju, 2=Tidak Setuju, 3=Kurang Setuju, 4=Setuju, 5=Sangat Setuju

### ***Dapatan Kajian***

Berdasarkan Jadual 4 di atas, min keseluruhan mencatat nilai 3.91 berada pada tahap tinggi menunjukkan pelajar dapat mengikuti sesi pembelajaran dalam talian dengan baik. Dapatan ini menunjukkan hanya dua cabaran utama dihadapi oleh pelajar iaitu capaian internet kurang baik dan memuaskan mencatat skor min 2.56 dan pelajar kurang memahami isi kandungan pembelajaran dalam talian berbanding kaedah bersemuka mencatat nilai min 3.55. Internet merupakan keperluan utama pelajar untuk menyertai pembelajaran dalam talian. Masalah rangkaian internet yang perlahan dipengaruhi oleh faktor seperti hujan, berada di kawasan luar bandar dan pedalaman serta tidak mempunyai kemampuan untuk membeli data internet merupakan masalah-masalah biasa yang diadakan oleh para pelajar yang tidak mampu menyertai pembelajaran dalam talian.

Aspek kandungan pembelajaran masih berada di tahap sederhana. Keadaan ini menunjukkan pelajar masih belum dapat menguasai dan memahami isi kandungan pelajaran yang disampaikan oleh pensyarah dengan baik. Menurut (Mohd Nazri, 2021) pembelajaran dalam talian seharusnya memberi fokus kepada konsep dan prinsip yang perlu disampaikan serta difahami semua pelajar. Masa pembelajaran selebihnya adalah untuk memberi fokus kepada penerokaan pemahaman pelajar menerusi aktiviti perbincangan, sumbang saran, pembentangan dan sebagainya.

### **Perbincangan**

Pembelajaran dalam talian merupakan satu keperluan yang penting dalam Pendidikan Revolusi Industri 4.0 generasi sekarang. Walaupun pembelajaran secara dalam talian muncul sebagai penyelamat terbesar setelah penutupan Institusi Pendidikan, ia mempunyai cabaran tersendiri. PdP secara dalam talian semestinya bergantung kepada capaian dan akses internet selain persediaan perkakasan. Orientasi utamanya adalah berasaskan video dan capaian masa nyata dan penggunaan data yang maksimum lebih-lebih lagi apabila sesi PdPDT dilaksanakan sepenuhnya menerusi kaedah *synchronous* (segerak) dengan pelbagai platform seperti *Big Blue Button LMS CIDOS*, *Microsoft Teams*, *Google Classroom* dan *Google Meet*. Jika sekali pun PdPDT menggunakan kaedah *asynchronous* (tidak segerak) untuk memuat turun *Video PowerPoint* memerlukan kapasiti data yang selesa. Di sinilah cabaran besar bagi pelajar yang lokasi rumahnya berada di luar kawasan liputan internet.

Terdapat banyak platform yang boleh digunakan untuk melaksanakan PdPDT, tetapi untuk mempraktikkannya lebih sukar daripada yang kita jangkakan kerana adanya kekangan dan cabaran untuk melaksanakan PdPDT. Menurut (Ehwan Ngadi, 2020) pensyarah perlu mengetahui tahap kestabilan internet sama ada rendah, sederhana atau tinggi sebelum memilih platform pengajaran yang bersesuaian. Sekiranya capaian internet rendah, platform seperti

*WhatsApp*, *Telegram* dan *Instagram* sesuai dijadikan platform pengajaran pelajar. Bagi capaian sederhana, platform seperti *YouTube* dan *Kahoot* sesuai digunakan. Manakala bagi capaian tinggi, platform bersemuka seperti *Zoom*, *Microsoft Teams*, *Skype* dan *Google Meet* sesuai digunakan. Meskipun dilihat sebagai satu cara yang renyah, kaedah ini dilihat berkesan dan membolehkan pembelajaran pelajar dicapai secara maksimum.

### Kesimpulan

Meskipun Politeknik telah menyediakan prasarana yang baik serta menjalankan siri kursus, bengkel dan seminar e-Pembelajaran kepada pensyarah, masih banyak ruang yang boleh dibaiki dan dipertingkatkan. Pengkaji mencadangkan kepada pihak Pengurusan Politeknik menaik taraf capaian internet untuk kemudahan pensyarah dan juga pelajar bagi menyokong kelancaran PdPDT. Ini kerana, rata-rata pelajar memilih untuk kekal berada di kampus kerana mengambil kira tahap capaian internet di rumah yang tidak memuaskan. Pihak Pengurusan Politeknik juga diharap sentiasa memberi sokongan yang sewajarnya bagi memastikan keberkesanan PdPDT. Inovasi pembinaan studio digital berlandaskan *Open Broadcasting Software* (OBS) yang dilaksanakan oleh pensyarah Jabatan Pengajian Am, Politeknik Muadzam Shah dimanfaatkan agar dapat membantu menyelesaikan masalah penyampaian sesebuah mata pelajaran yang memerlukan kaedah tertentu. Pelajar dapat memahami pembelajaran dengan lebih berkesan berikutan penggabungan papan LED, skrin hijau dan kamera web yang mampu menarik minat pelajar.

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

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**3<sup>rd</sup> IRCMST 2021**

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

**Date:** 25-26 September 2021

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

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**5th IRCHST 2021**

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

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**Date:** 8 September 2021

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(IVCEIS 2021)**

**Date:** 2 December 2021

**Venue:** Online

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

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