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## PARENT TRAINING PROGRAMS IN SOUTHEAST ASIA: A SCOPING REVIEW

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**Abstract:** *Parenting programs are effective family-based interventions that have been employed in many parts of the world. However, little is known about the implementation and evaluation of these programs in Southeast Asia. This review aimed to identify, describe and characterize the scope concerning parenting programs conducted in countries located in the region that focus on improving several aspects of children's behavioral and parental outcomes. The authors followed the Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for scoping review (PRISMA-ScR) checklist. Eleven (10 quantitative and one qualitative) articles were reviewed. Parenting programs in the region have diversified characteristics. The overall lack of implementation compels further program dissemination around Southeast Asia, perhaps aided with technology to enhance their accessibility and feasibility. In situations where the intervention is urgently required, transporting foreign evidence-based parenting programs is a quick and effective option.*

**Keywords:** *children mental health, developing country, parent training, parenting program, Southeast Asia*

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### Introduction

#### ***Mental Health Problems Among Children and Adolescents***

Mental health problems among children and adolescents are common in Southeast Asia (SEA) countries (World Health Organization, 2017). Existing community-based evidence from school samples showed a prevalence of 12.5% of emotional and behavioral problems among children in Singapore (Woo et al., 2007), 11.9% in Thailand (Teekavanich et al., 2017), 30% in Indonesia (Djaya et al., 2019), 8.5-9.3% in Malaysia (Idris et al., 2019), and 16% in the Philippines (World Health Organization, 2007). Concurrently, increases in the number of children and adolescent mental health outpatient clinic attendances have been reported (Malaysian Healthcare Performance Unit, 2016; Vuong et al., 2011).

Parenting programs are effective in improving parenting practices and parental well-being (Barlow et al., 2014; Löfgren et al., 2017), and reducing risk factors for maltreatment of children in low- and middle-income countries (LAMICs) (Knerr et al., 2013). In a recent systematic review of the evidence for family and parenting interventions in low- and middle-income countries, Pedersen et al. (2019) demonstrated the feasibility of parent- and family-

skills training in countries with sparse resources. looking into the psychosocial interventions for disruptive behaviors in children, Burkey et al. (2018) included five Asian countries in their review and meta-analysis, with only one SEA country conducting a parent training program. As the result, the authors strongly suggested more studies in these regions, on top of having more reporting on the adaptation process to evaluate the cultural appropriateness of interventions, and agreed with the use of group-based parenting programs in the LAMICs (Burkey et al., 2018). These findings have further enriched a piece of earlier evidence that interventions with parental involvement had larger improvement in outcomes as compared to child-only components (Epstein et al., 2015). Furthermore, Mingeback et al. (2018) had shown significant and moderate effects of parent-based interventions on children's externalizing behavior problems in their meta-meta-analysis of 26 meta-analyses. Despite its benefits, parenting program implementation is riddled with stigma and attitudinal factors (Siti Fatimah et al., 2015), program unavailability (Koerting et al., 2013), cost-effectiveness issues (O'Furlong & McGilloway, 2015), and adaptation concerns (Knerr et al., 2013).

Cultural adaptation is an important part of a parenting intervention and involves some modifications in the culture and context of the population of interest on which a particular program would be implemented (Alampay et al., 2018). The dilemma between program fidelity versus cultural fitness has always sparked interest among parenting intervention researchers (Cabassa & Baumann, 2013; Mejia et al., 2017). In their review of 18 studies, van Mourik et al. (2017) found that culturally-adapted programs are more effective in improving parenting behavior. By the same token, cultural adaptation research has been justified as a key strategy to disseminate efficacious parenting interventions (Cardona et al., 2012). As a result, Baumann et al. (2015) suggested bringing parent-training intervention research through rigorous cultural adaptation and implementation practices. On the contrary, Gardner et al. (2016) found that programs that were delivered in culturally more distant regions had stronger effects and that extensive adaptation did not appear necessary for successful transportation.

### ***Southeast Asia Region***

The SEA region consists mainly of 11 countries, Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, Thailand, Timor-Leste, Singapore, and Vietnam with ten of them formed into the Association of the Southeast Asian Nations (ASEAN) which supports their economic, political, and security cooperation. The region is associated with low-income economies, although Brunei and Singapore are considered high-income countries (Kanchanachitra et al., 2011). The large disparities in social, political, and economic situations are reflected in the way mental health problems are addressed (Dans et al., 2011) and healthcare services are developed (Juengsiragulwit, 2015; Maramis et al., 2011). There is lack of mental health professional, under-developed community mental health services (Lally et al., 2019), limited resources (Estrada et al., 2020; Vuong et al., 2011), and a lack of children mental health programs (Nguyen et al., 2018). The top four countries with the highest psychiatrists per 100, 000 populations are Singapore (2.3), Brunei (1.9), and both Malaysia and Thailand (0.6), all of which are still considered low (Maramis et al., 2011). Despite the imbalance that exists, the Mental Health Action Plan of the World Health Organization highlighted the importance of prevention and treatment of emotional or behavioral problems in childhood and adolescence (World Health Organization, n.d.). For this reason, the children and adolescents' mental health practitioners have been putting improvement strategies into effect (Garland et al., 2013.)

including by getting trained for parenting interventions (Lim et al., 2017). However, the evidence on parenting intervention implementation in the region is still thin on the ground.

### ***Problem Statement***

Although Knerr et al. (2013) has provided a review on the effectiveness of parenting interventions in the LAMICs, they only included three Asian countries, none of which were in the SEA. Meta-analyses and systematic reviews performed in the LAMICs later have also been limited to a few SEA countries. For instance, Burkey et al. (2018) included only Thailand (Happy Families Parenting Program) (Annan et al., 2017) and Indonesia (Triple P-Positive Parenting Program) (Sumargi et al., 2015). These studies agreed with the paucity of research on psychosocial intervention for children and adolescents' mental health, particularly parenting programs in the region. At the time of writing, the most pertinent issue would be the pandemic, with its mental health consequences in adults. Among parents in Singapore, parenting stress with resultant harsh parenting and poor parent-child relationship (Keong et al., 2020), and while lockdown experiences in Thailand have been found to modify the associations between stress and verbal abuse and corporal punishment (Jeharsae et al., 2021). Concurrently, there is an increase in children with severe emotional and/or behavioral issues during the pandemic. As a consequence, there is an urgent need to provide affordable, accessible, and feasible parent training programs to help parents cope with the stress of parenting. Hence, an understanding of the situation in the local parenting intervention field, based on existing evidence, is required. Therefore, this review aims to identify, describe and characterize the scope of parenting programs conducted in the SEA countries that had focused on improving either children's behavior or various aspects in parental outcomes.

### **Materials And Method**

We used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Moher et al., 2009) 4-phase flow diagram, and the PRISMA extension for scoping reviews (PRISMA-ScR) (Tricco et al., 2018). This review does not have a registered protocol.

### ***Literature Search Strategy***

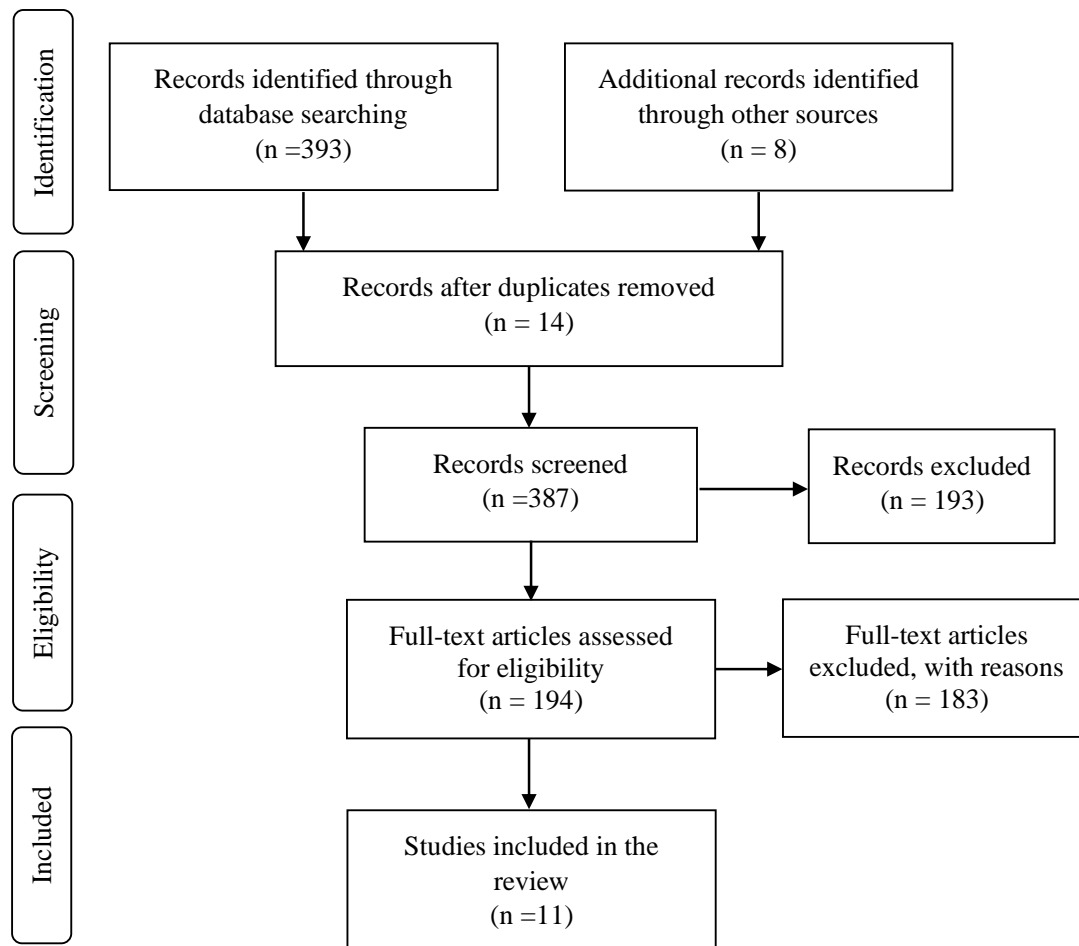
A literature search was conducted systematically based on strategies which include selecting databases; searching using keywords, titles, and abstracts; applying a limit to the search results; and finally extracting the full-text articles. Articles were retrieved from electronic databases using keywords (Table 1).

**Table 1: The Search String Used in Respective Databases**

Databases	Keywords used
Scopus	TITLE-ABS-KEY ( ( "parenting program*" OR "parent training" OR "parent* education" OR "parent* intervention" ) AND ( "southeast asia" OR brunei OR burma OR myanmar OR cambodia OR timor-leste OR indonesia OR laos OR malaysia OR philippines OR singapore OR thailand OR vietnam ) AND ( emotional OR behavi*r OR "emotional behavi*ral disorder" OR "emotional behavi*ral problem" OR adhd OR "conduct disorder" OR "oppositional defiant" OR depression OR anxiety ) )

PubMed	((("parenting program" OR "parenting programme" OR "parent training" OR "parenting education" OR "parenting intervention") AND ("southeast asia" OR brunei OR burma OR myanmar OR cambodia OR timor-leste OR indonesia OR laos OR malaysia OR philippines OR singapore OR thailand OR vietnam ) AND ( emotional OR behavior OR behavior OR "emotional behavioral disorder" OR "emotional behavioral problem" OR adhd OR "conduct disorder" OR "oppositional defiant" OR depression OR anxiety))
Cochrane Library	Trials matching ((("parenting program" OR "parenting programme" OR "parent training" OR "parenting education" OR "parenting intervention") AND ( "southeast asia" OR brunei OR burma OR myanmar OR cambodia OR timor-leste OR indonesia OR laos OR malaysia OR philippines OR singapore OR thailand OR vietnam ) AND ( emotional OR behavior OR behavior OR "emotional behavioral disorder" OR "emotional behavioral problem" OR adhd OR "conduct disorder" OR "oppositional defiant" OR depression OR anxiety)) in Title Abstract Keyword - (Word variations have been searched)
Google Scholar	allintitle: ("parenting program" OR "parenting programme" OR "parent training" OR "parenting education" OR "parenting intervention") ("southeast asia" OR brunei OR burma OR myanmar OR cambodia OR timor-leste OR indonesia OR laos OR malaysia OR philippines OR singapore OR thailand OR vietnam)
EBSCOHOST	parenting programs or parenting classes or parenting programs or parenting program or parenting programme AND SEA OR brunei OR burma OR myanmar OR cambodia OR timor-leste OR indonesia OR laos OR malaysia OR philippines OR singapore OR thailand OR vietnam AND emotional and behavioral disorders or ebd or internalizing disorders or externalizing disorders

Separate searches returned a total of 401 articles (Fig. 1). After removing the duplicates, there were 387 articles with abstracts for screening.



**Figure 1 : PRISMA Flow Diagram, Depicting the Article Selection Process**

## Selecting Relevant Studies

### Inclusion and Exclusion Criteria

Given the scarcity of research in the field, we included all qualitative and quantitative studies, with or without comparison groups. We had no limits in the participants' age range and included parents of children aged 18 and under living in Brunei, Myanmar, Cambodia, Timor-Leste, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, or Vietnam. Concerning types of intervention, we included studies that evaluated any parenting program, parenting intervention, or parent training program that primarily targeted children or parents. We considered either individual or group-based programs. The inclusion and exclusion criteria were determined during the screening process (Table 2). Samples that included parents and/or children with autism spectrum disorder were excluded, on the basis that they would need an entirely different parenting intervention (Booth et al., 2018). No specific timeline was given due to the anticipated scarce data on parenting intervention programs in the region of interest. With regards to literature type, articles with empirical data, thesis, conference proceedings, books, and book chapters were included to ensure wide search coverage. Subsequently, only

publications in English, Malay or Indonesian languages were selected for review to avoid confusion and ensure proper translation by the authors. This process excluded 193 articles.

**Table 2: Inclusion and Exclusion Criteria**

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Sample	None	Children with autism spectrum disorder
Timeline	All	None
Literature type	All relevant quantitative and qualitative studies/literature on the phenomenon Article with empirical data Books Chapter in book	Review article Meta-analysis Conference proceeding, Editorial, short communication and letters
Language	English, Malay, Indonesian	Non-English, Non-Malay, Non-Indonesian

Next, the remaining 194 articles were divided between the first and second authors who read the abstracts and discussed the articles' relevance to the research question. Studies that best addressed the research aim, including those that examined the acceptability, feasibility, effectiveness, or process in the implementation of a parenting program targeting to improve parenting practices and/or children's emotion or behavior, were deemed to be relevant. If there was doubt about whether an article was relevant, the third author conducted an independent assessment on its full-text. We also contacted the corresponding authors to request additional information or full-texts. At the end of this process, 183 irrelevant articles were excluded and the final 11 articles were included in the review.

### **Data Extraction & Charting**

Data from each article were extracted according to authors' details, aims, sample characteristics, study design, program details, follow-up, outcome measures, cultural adaptation, fidelity measure, and key findings, as shown in Table 3. Data from the remaining final 11 articles are extracted using a narrative and an analytic approach.

**Table 3 : Summaries of Reviewed Articles (in Chronological Order)**

Authors (Year) Country	Objective	Participants/ sample size		Design/ method	Program details		Outcome Measures	Key findings
		N, mean age (years), gender (% female)			Name Duration Follow-up			
		Parents	Children					
Kummabutr et al. (2013) <i>Thailand</i>	To examine the effect of a parent training program in conjunction with a life skills training program for school-aged children.	IG: 26 42.31 84.6%	IG: 26 10.5 46.2%	RCT	Parent Training Programme and Life Skills Training Programme for School-aged Children (LSTPSAC)	- Life Skills Questionnaire for School-aged Children - Child Life Skills Development Questionnaire for Parents (researcher-developed)	No significant effect on children's life skills, parents' attitudes, subjective norms regarding child life skills development.  Positive effects on parents' child-rearing skills, self-efficacy toward child life skills development, and intention to engage in child-rearing skills.	
		CG: 27 42.74 74.1%	CG: 27 10.37 years 48.1%		One-hour weekly sessions over a period of 11 weeks  <i>One and three months</i>			
Meyers et al. (2013) <i>Philippines</i>	To examine the parenting program within the national conditional cash transfer service delivery program pre-testing: (Alampay et al., 2018)	60 36 100%	60 3.8 53%	Pilot RCT	Masayang Pamilya/MaPa (Happy Family) Programme	- Frequency of Child Maltreatment - Parenting of Young Children Scale - Attitude towards Physical Punishment - Parenting Stress Index - DASS-21 - WHO-5 Well-being Index	Less overall maltreatment, physical abuse, emotional neglect, dysfunctional parenting, over-reactivity, intrusiveness, daily behavioral problems.  More daily positive parenting and parental self-efficacy.  No difference in positive parenting, parenting stress,	

							<ul style="list-style-type: none"> <li>- Eyberg Child Behaviour Inventory (ECBI)</li> <li>- Ages &amp; Stages Questionnaire</li> <li>- Conflict Tactics Scale</li> <li>- Index of Marital Satisfaction</li> <li>- Parent history of maltreatment</li> </ul>	parental mental health, child communication or socio-emotional development, intimate partner violence, intimate partner negotiation, marital satisfaction.
Yap et al. (2014) <i>Singapore</i>	To examine the effectiveness of the Signposts program in a different cultural context from which it was designed.	1021 Age not reported 62.7% (0.59% were grandparents)	770 3.65 20%	Pre- and post- group comparison	Signposts for Building Better Behaviour 2–2.5 hours weekly session for 5 weeks <i>3 months</i>	<ul style="list-style-type: none"> <li>- Parenting Sense of Competence Scale</li> <li>- DASS-42</li> <li>- The Parenting Hassles Scale</li> <li>- Developmental Behaviour Checklist</li> <li>- Difficult Behaviour Assessment Form</li> </ul>	<ul style="list-style-type: none"> <li>Parents /caregivers</li> <li>- less stressed, depressed, anxious</li> <li>- more confident, satisfied managing their child</li> <li>- less hassled by their child’s behavior</li> <li>- perceived children’s behaviors as improved</li> <li>Findings maintained three months after completion.</li> </ul>	
Umemoto (2015) <i>Laos</i>	To describe a process evaluation of a Positive Parenting program (PPP) piloted in Bokeo Province, as part of an ongoing Early Childhood Care and Development (ECCD) implementation plan.	133 (58 for mini survey and 75 for focus group discussion) Age and gender not reported	Children were not involved	Qualitative	The Positive Parenting Programme 2-3 hours a session, once every 1-2 weeks for a 6-9 months period <i>No follow up</i>	<ul style="list-style-type: none"> <li>- To what extent the project design is informed by underlying determinants of children’s nutrition and inclusive of ethnic diversity and gender awareness</li> </ul>	Some issues identified in the facilitators’ ability to effectively facilitate the program and that while most of the targeted parents were women, the majority of selected facilitators were men.	

							- To what extent do learning tools allow local customisation
Sumargi et al., (2015) <i>Indonesia</i>	To examine the efficacy and acceptability of an evidence-based parenting program, the Triple P seminar series, among Indonesian parents.	143 37.01 94%	143 6.34 50%	RCT	Triple P  Three 90-min Triple P seminars once a week for three weeks  <i>Six months</i>	- Family Background Questionnaire - Child Adjustment and Parent Efficacy Scale - Parenting and Family Adjustment Scale - Parenting Scale - Parent Acceptability Questionnaire - Parent Satisfaction Survey	A greater decrease in child behavioral problems, dysfunctional parenting practices, parental stress.  Greater increase in parenting confidence.  Effects maintained at 6-month follow up.
Annan et al. (2017) Another publication of the same study: Puffer et al. 2017) <i>Thailand</i>	To examine effectiveness of a parenting skills intervention on mental health outcomes among Burmese migrant and displaced children, and on parenting and family functioning living in 20 communities in Thailand.	513 (caregivers in general) IG: 240 Age not reported 84% CG: 239 Age not reported 82%	IG: 240 10 years 51% CG: 239 10 years 51%	RCT	Happy Families Programme (adapted from the Strengthening Families Programme  12 weeks  <i>Six months (for IG only)</i>	- Achenbach Child Behaviour Checklist CBCL) - Youth Self Report - Child Psychosocial Protective Factors Scale	The intervention increased protective aspects of family wellbeing for migrants.  Strongest effect on parent-child relationship quality and family functioning.  Discipline practices: mixed. Significant reductions in EXT problems and child attention problems, and increase in prosocial protective factors in IG compared to CG.

							No significant effect on INT problems.
Zhou et al. (2017) <i>Singapore</i>	To investigate whether Triple P intervention system (Level 4 and 5) brings change in parenting practices and children's problem behaviors, whether changes differ across two caregiver groups, and whether strategies for Level 5 caregivers reduce risk factors associated with recurrence of child abuse.	83 40.6 65%	83 7.5 years 42%	Pre- and post- group comparison	Triple P programme - Level 4: Six (individual) or eight (group) sessions. - Level 5: First completed an expedited version of Level 4 Triple P then completed four additional sessions of Level 5  <i>No follow up</i>	- ECBI - Parenting Scale - DASS-42 - Being a Parent Scale - Parental Attributions for Child's Behaviour Measure - Parental Anger Inventory	Significant improvement in parenting practices, children's behavior problems, parental satisfaction, and parents' psychological adjustment for both groups of caregivers.  Changes on Level 5 specific outcomes were not statistically significant.
Bhusiri et al. (2018) <i>Thailand</i>	To investigate effectiveness of the Parenting Skills Training Programme (PSTP) to increase parents' behaviors and intentions on aggressive behavior modification and reduce children's aggression.	IG: 50 43.30 years CG: 50 42.60 63%	IG: 50 11.82 CG: 50 11.98 44%	Quasi-experimental study design with repeated measures	PSTP  Two hours weekly session for five weeks  <i>One month</i>	- The Parents' Intentions Questionnaire - Parenting Behaviours Questionnaire - Child's Aggressive Behaviour Questionnaire	Parents in the IG had statistically significant higher mean scores of intentions and children's aggressive modification behavior across all time points of measurement, and statistically significant reduction of children's aggressive behavior at one week and one month after the program, than those in the comparison group.

Yap et al. (2019) <i>Singapore</i>	To examine the predictors of parenting self-efficacy in mothers who attended the parenting program.	248 Age not reported 100%	248 3.38 years Gender not reported	Pre- and post-	Signposts for Building Better Behaviour  2-2.5-hour weekly session for five weeks	- Parenting Sense of Competence - Parenting Hassles Scale - DASS-21	After controlling for general stress and specific parenting hassles, the program was effective in improving mothers' parenting self-efficacy.
<i>Three months</i>							
Fjermestad et al. (2020) <i>Cambodia</i>	To examine the initial outcomes and feasibility of a manual-based intervention for siblings and parents of children with neurodevelopmental disorders.	56 43.5 61.1%	52 12.7 44%	Pre- and post-	SIBS (manual-based intervention for siblings and parents of children with neurodevelopmental disorders)  All five sessions delivered in one day	- Strength and Difficulties Questionnaire (Khmer version) - DASS-21 - Parent Child Scale- child and parent versions	Parent-reported mental health scores for siblings were higher than sibling self-report.  Significant improvement in parental mental health and parent-rated mental health for siblings from baseline.  No change in sibling-reported mental health or family communication.
<i>Four months</i>							
Shaw et al. (2020) <i>Malaysia</i>	To examine the impact of a parenting intervention on parenting self-efficacy (PSE), parenting practices, family functioning, and emotional wellbeing.	IG: 47 32 100% CG: 32 32 100%	No information	RCT	No specific name  2-hour weekly session for eight weeks  <i>3-months</i>	- Child Adjustment and Parent Efficacy Scale - Alabama Parenting Questionnaire (APQ) Short Form - Family Functioning Scale - Refugee Health Screening-15	Changes in child intensity, PSE, family intimacy and conflict, and emotional distress. All changes maintained over time (except emotional distress)  No changes in positive parenting, inconsistent discipline, or poor supervision.

## Results

Only seven of 11 Southeast Asian countries were found in the articles reviewed (Cambodia,  $n=1$ ; Indonesia,  $n=1$ ; Laos,  $n=1$ ; Malaysia,  $n=1$ ; Philippines,  $n=1$ ; Singapore,  $n=3$ ; Thailand,  $n=3$ ). About half employed randomized controlled trial (RCT) design ( $n=5$ ), a quarter used pre- and post-test design ( $n=4$ ), while the rest were quasi-experimental studies with repeated measures ( $n=1$ ), and qualitative method ( $n=1$ ). In the qualitative study, in-depth interviews, focus group discussions, and a short survey were used. Four studies recruited their participants from the clinical settings; two in hospitals in Singapore and Thailand, one in child and adolescent mental health clinic in Cambodia, and one at the Clinical and Forensic Psychology Service. The rest of them were community-based: villages in Laos and the Philippines; schools in Thailand; central community locations in Malaysia; rural, suburbs, and urban sites in Thailand; schools, child-care centers, and churches in Surabaya, Indonesia.

The studies aimed to evaluate program effectiveness ( $n=8$ ), efficacy ( $n=1$ ), acceptability ( $n=1$ ), feasibility ( $n=1$ ), predictors of parenting efficacy ( $n=1$ ) and process evaluation ( $n=1$ ). In general, there were positive findings with regards to program outcomes ( $n=7$ ), mixed findings ( $n=3$ ), and negative findings ( $n=1$ ). All the studies had a range of follow-ups between one to six months (three months,  $n=4$ , one month,  $n=3$ , four months,  $n=1$ ; six months,  $n=3$ ).

## Directions of Parenting Program in the SEA

Almost all studies explicitly mentioned the rising issues of emotional and/or behavioral problems among children in their respective countries (Annan et al., 2017; Bhusiri et al., 2018; Fjermestad et al., 2020; Kummabutr et al., 2013; Shaw et al., 2020; Sumargi et al., 2015; Yap et al., 2019; Yap et al., 2014; Zhou et al., 2017). Besides, Meyers et al. (2013) and Zhou et al. (2017) also highlighted the issue of family violence and child maltreatment risk. However, a study by Umemoto (2015) is unique in the sense that it employed a holistic approach to child's development based on the Convention of the Right of the Child (Fegert, 2019) by integrating early learning, stimulation, play, health, sanitation and nutrition in one parenting program, targeting parents of Laos children aged 0-5 years. The study also looked into the lack of knowledge among these parents.

By examining the management of children's negative behaviors, many studies ( $n=7$ ) trained parents effective and nonviolent skills to manage their children's negative behaviors (Annan et al., 2017; Bhusiri et al., 2018; Meyers et al., 2013; Shaw et al., 2020; Sumargi et al., 2015; Yap et al., 2019; Yap et al., 2014). Three studies aimed at strengthening the parent/caregiver-child relationship (Annan et al., 2017; Bhusiri et al., 2018; Fjermestad et al., 2020) and another on family relationships (Shaw et al., 2020). In addition, some programs were intended to enhance parenting self-efficacy among the parents and caregivers (Bhusiri et al., 2018; Kummabutr et al., 2013; Meyers et al., 2013; Shaw et al., 2020; Yap et al., 2019). As shown by a meta-analysis, parenting programs could also reduce violence against children and improve parent-child interactions (McCoy et al., 2020). Nevertheless, some programs may have a wider scope than others. For example, in Thailand, Kummabutr et al. (2013) examined a program that targeted both parents and children, by promoting and providing information on child-rearing skills, as well as addressing the beliefs, attitudes, and parenting self-efficacy among participating parents. In the child component, children were trained on decision-making and problem-solving skills, and skills to develop self-esteem and critical thinking skills. Similarly,

Fjermestad et al. (2020) trained Cambodian parents on the skills to listen and communicate with children and concurrently trained their children to have discussions about another sibling with various neurodevelopmental disorders.

Children's underlying physical or psychological conditions could have sparked an interest among clinical practitioners and policymakers in the region. Yap et al. (2019) and Fjermestad et al. (2020) had both focused on children with developmental and neurodevelopmental disabilities, while Zhou et al. (2017) studied children within the welfare system. A couple of programs targeted migrant families (Annan et al., 2017; Shaw et al., 2020). Altogether, parenting intervention programs in the region have had diverse aims, although behavior problems have been a consistent focus in most countries. Nonetheless, it was noted that many programs in the region seemed to cluster within the clinical and welfare context.

### **Between Locally-developed and Transported Programs**

Parenting programs in SEA could be categorized into those that were locally-developed or known as the "homegrown" (Leijten et al., 2016), or those developed from other, usually developed countries and brought over to the current countries (the "transported" program). In a qualitative study, a "homegrown" program provided access for parents to offer responsive parenting, stimulating physical and social environment, good nutrition, and a clean environment for Laos children (Umemoto, 2015). The developers embarked on a new Positive Parenting program and developed a new curriculum with modules for each session delivered in target villages. Such "homegrown" programs were also used in three more studies (Bhusiri et al., 2018; Kummabutr et al., 2013; Shaw et al., 2020). Bhusiri et al (2018) developed the Parenting Skills Training Program (PSTP) from a literature review and focus group interviews. The primary investigator in Thailand also developed the Parent Training Program (PTP) (Kummabutr et al., 2013). The Malaysian study utilized the immigrants' focus groups and several parenting resources to develop their parenting intervention program module.

In the other seven studies, a few brands of "transported" parenting programs were used (Annan et al., 2017; Fjermestad et al., 2020; Meyers et al., 2013; Sumargi et al., 2015; Yap et al., 2019; Yap et al., 2014; Zhou et al., 2017). Some of the programs were conducted in their original version and some were adapted. Australian Triple P (Positive Parenting Program) (Sanders, 2008) was used by Zhou et al. (2017) while the Signpost for Building Better Behavior program by Yap et al., (2019) and Yap et al., (2014) all in their original version, although local facilitators delivered them. On the other hand, some parenting programs were used in their newly adapted version. Using surface-level adaptation, Sumargi et al. (2015) delivered the program to the local Indonesian population. In Thailand, the Happy Family program was adapted from the Strengthening Families Program (Kumpfer & Magalhães, 2018) from the United States intended intervention for drug prevention in high-risk children Annan et al. (2017). In the Philippines, the Parenting for Lifelong Health (PLH) was adapted into its Filipino version (Meyers et al., 2013), as a collaboration among the World Health Organization, UNICEF, and both the UK and South African universities. Fjermestad et al. (2020) adapted the SIBS program from Norway through English translation and subsequently developed an abbreviated Khmer version.

Adapting established programs might not be cost-effective for some countries, particularly those with less income. As a consequence, developing local parenting modules seemed to be the better option. Furthermore, local parenting programs would be more culturally responsive and appropriate for Southeast Asian parents. This, however, is not evident in the homegrown programs in this review, as they lack documentations on participants' satisfaction. Comparatively, there were positive evaluations of participants' satisfaction reported in studies that involved cultural adaptation (Fjermestad et al., 2020; Meyers et al., 2013; Puffer et al., 2017; Sumargi et al., 2015). Among the studies on foreign programs, only Fjermestad et al. (2020) mentioned about culturally adapting the program beyond the surface, including by reducing the program duration. Meyers et al. (2013), Puffer et al. (2017), and Sumargi et al. (2015) performed only surface-level adaptations that mainly dealt with material translations. On the other hand, programs that originated from English-speaking countries were not adapted when used in Singapore.

### **Program Acceptability and Feasibility**

Only a few studies in this review examined and reported program acceptability and feasibility. While the Indonesian study used the Parent Acceptability Questionnaire (PAQ) to measure participants' acceptability of the program (Sumargi et al., 2015), Annan et al. (2017) and Fjermestad et al. (2020) reported this in the form of high participant satisfaction levels. Pre-testing and feasibility tests showed that MaPa program was acceptable to Filipino parents (Alampay et al., 2018). Also, Triple P program participants in Indonesia reported high acceptability and cultural appropriateness of the program contents. On the other hand, Shaw et al. (2020) in their pilot program also mentioned its feasibility but did not elaborate on the measures used. Fjermestad et al. (2020) doubted their program feasibility and suspected that the high dropout could be due to strain facing the families.

### **Program Attendance and Attrition**

Most parenting programs in the SEAS have documented moderate to good program attendance and retention. However, the lack of follow-up data in these studies has limited our understanding of program sustainability. This has hampered further analysis of long-term program cost-effectiveness.

The Signpost program in Singapore (Yap et al., 2014) reported an impressive attendance record; although mothers were the majority of attendees, there was a higher number of fathers who attended. Attendance in Thailand was comparatively good, with an average of 81.2% attendance of participants for all 12 sessions (Annan et al., 2017). Zhou et al. (2017) reported a 21.5% dropout rate, with an average of three sessions attended by dropouts. Program attendance was lower in the programs involving immigrants, as Shaw et al. (2020) reported an attendance rate of 65% in the intervention group. In Laos, parents reported several attendance barriers including inconvenient timing, limited eligibility criteria, session length (attributed by the group size and limited facilitation skill), and frequency of sessions (Umamoto, 2015).

It is noteworthy that in some studies, pilot studies helped them to come up with some approaches to enhance attendance and prevent dropout, such as giving small incentives (Annan et al., 2017), and making adaptations to the original program (Annan et al., 2017; Fjermestad et al., 2020). Apart from these approaches, risk stratification for parents or caregivers who

potentially drop out should be done, along with further focus and framework to reduce attrition among them at higher risk.

## **Discussions**

At present, parents, children, parent-child relationships, and parenting practices were among the elements in families severely affected by the pandemic situation. Parenting programs have been shown to improve aspects of parent mental health, children's behavior, parent-child interaction, and parenting practices; these programs could offer solutions to improve the aftermath of his health crisis. Although it has been shown that parent- and family-focused interventions may be beneficial to the LAMICs (Pedersen et al., 2019), the vast majority of trials supporting the role of parenting programs concentrated in developed countries. An evidence gap exists between the countries in the SEA and the Western countries with regards to program implementation and effectiveness. Our scoping review investigated the literature published on all parenting programs conducted in the SEA region focusing on improving children's emotion and/or behavior as well as improving parenting practices and well-being. The novelty of this study lies in the fact that it examines the available evidence-based parenting programs in a region with economic, racial and cultural diversity. The review also supports the notion that research evidence in the parenting intervention field in the SEA is still scarce; in fact, parenting programs were found to be few and far between. Therefore, this review could stimulate future development or transfer, and implementation of these programs in the region.

In the first result section, we gained an understanding of how the parenting programs in the region had taken separate directions; the unifying focus guiding the programs was non-existent. It could be seen that they had different research directions and characteristics. None of the programs, however, emphasized parents of children with attention-deficit/hyperactivity (ADHD) or conduct disorder, among the most commonly studied conditions in the parenting intervention field across cultures (Thompson et al., 2017). Nevertheless, the observation that many programs were conducted in the clinical and welfare setting could be useful, as it corresponds to a meta-analytic finding that treatment-based parenting intervention studies were associated with larger program effects than prevention studies (Menting et al., 2013).

## **Cultural Adaptation of Parenting Programs: Compulsory or Voluntary?**

Parenting programs in the region generally consisted of both "homegrown" or "transported". As a developed country, Singapore has opted for utilizing transported parenting programs, which gave them the benefit of only having to perform surface adaptations to the contents, thus saving time and resources. Conversely, developing countries like Malaysia and Laos developed their own program. However, Indonesia and Thailand leaped forward in minimally adapting programs. The importance of the cultural adaptation must not be undermined. In general, culturally-adapted interventions have almost five times greater odds than non-adapted interventions to improve mental health problems (Hall et al., 2016). Kumpfer et al. (2017) had advocated some cultural adaptation processes i.e. the assessment of specific needs of cultural sub-groups, translation of program materials, and cautious content adaptation during repeated delivery. While the surface-level cultural adaptation of parenting programs addresses basic understanding and perception of program materials (Cabassa & Baumann, 2013), deep adaptations involve incorporating elements that influence the behavior of the target group (van Mourik et al., 2017), and require local resources (Thompson et al., 2017). Surface adaptation,

as used by Annan et al. (2017) and Sumargi et al. (2015), has been shown to increase the feasibility of the programs (Baumann et al., 2015) and possibly effectiveness (Cabassa & Baumann, 2013). Nevertheless, it should be borne in mind that the adaptation process should be accompanied by enrolment, engagement, and retention strategies (Masiran et al., 2019).

Based on Gardner et al. (2016) and Ortiz & Del Vecchio (2013), who agreed that parenting interventions in their original versions were flexible and culturally competent enough, it was not unforeseen that cultural adaptation was only described or mentioned in less than a quarter of the articles in this review. In these articles, the surface-level program adaptation has been described through the use of native language and culturally relevant examples. Discussions among mental healthcare staff, pilot groups, qualitative research, and adaptations to written materials were also made. Nonetheless, a meta-analysis by Leijten et al. (2016) found that both local and foreign parenting interventions did not differ in their effectiveness thereby suggesting against any preference between the two. During a worldwide crisis such as the current pandemic, it is pertinent that parenting intervention programs reach parents and/or children in maximum speed and coverage. Therefore, a quick but effective option would be to bring over and employ programs already established elsewhere in the region.

### **Limitations**

Firstly, the review is limited to the published articles and included books and book chapters. This limits the conclusions made and there is a serious concern with trusting many different reported outcomes. The second limitation refers to the study by Fjermestad et al. (2020) on children with various neurodevelopmental disorders. Unfortunately, the list of disorders in this study had included 16.7% of children with autism spectrum disorder, although this diagnosis had been one of the exclusion criteria by the authors. As children with autism made up a small group in this study, it was still included in this review. We intended to be over-inclusive to catch as many parenting interventions which could answer our research questions, so we had to include this study as it also targeted children with behavior problems who were not having autism. Thirdly, our literature search of publications was limited to language restrictions. Therefore, we may not have been able to identify other regional publications. Fourthly, it was also limited to clinical and the community populations studied. Finally, the relatively low overall number of articles included has added to the difficulty of gleaning clear conclusions.

### **Conclusions**

This review provides an overview and synthesis of the available research evidence in parenting programs conducted in the SEA. Not only does this review describe the characteristics of programs in the region, but the synthesis of the literature on this topic has also highlighted and brought about a discussion on the role of cultural adaptation – be it a necessity or an alternative in regional parenting programs. The scarcity of implemented parenting programs in the region, as further demonstrated in this review, suggests the need to administer and disseminate these programs around the region. Transporting readily available evidence-based parenting programs, with or without cultural adaptation, may hence be a strategic approach to meet the need for parenting interventions in the region. Collaboration between program developers and local mental health practitioners and researchers could be strengthened to promote program dissemination. In addition, mental health practitioners and researchers must move along with

technology to ensure program accessibility and feasibility. A new model of culturally-adapted parenting program should employ technology-enhanced service delivery (Georgeson et al., 2020) to ensure universal access to intervention during the current pandemic without risking intervention fidelity and public health measures.

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## ANALYSING THE STYLES OF THINKING AMONG PRIMARY SCHOOL TEACHERS

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**Abstract:** *One of the focuses of Malaysian National Philosophy is the holistic development of individuals, which includes the ability to think in higher order. Teachers are the most important agents in the teaching process, so it's critical to pay attention to their capacity to teach students the skills. As a result, the purpose of this research is to examine teachers' thinking abilities and determine if there are any differences between genders. The Teaching Skills Inventory was completed by 266 primary school teachers in the Selangor area, and the results revealed that teachers use executive thinking skills. Despite the fact that both genders preferred executive thinking skills, a t-test indicates that male teachers scored significantly higher in all of Sternberg's suggested thinking styles. At the conclusion of the study, some recommendations for future research were included.*

**Keywords:** *Thinking styles, executive style, primary school teachers, mental self-government, quantitative method*

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### Introduction

Teaching and learning is a dynamic process that necessitates constant adaptation to changing circumstances. Individuals and society are facing new and demanding issues as the economy becomes more globalised, populations become more diverse and interconnected, and technological progress accelerates. Technology forces change, which is unsettling since it forces individuals out of their comfort zones. McCain and Jukes, (2001) argued that future success is determined by the mindset of those who use technology rather than by the technology itself. As a result of these factors, school systems must adjust to such shifts in mindset. McCain and Jukes (2001) went on to say that teachers should teach students higher-order thinking abilities, such as analysis, synthesis, and assessment, which are critical for effective problem-solving. As a result, to adapt to the requirement to modify teachers' mindsets and duties, school systems must improve their curriculum policies in order to teach kids new abilities for future survival.

In Malaysia, the transition from the New Primary School Curriculum (Kurikulum Baru Sekolah Rendah) or KBSR to the new Primary School Standard Curriculum (Kurikulum Standard Sekolah Rendah) or KSSR, which began with Year One students in 2011, placed a greater emphasis on developing higher-order thinking skills as well as knowledge (Malaysia Education Blueprint 2013-2025 p.E-4). This appears to be a step in the right direction in terms of higher-order instruction. KSSR was created in an effort to reform and improve the existing curriculum in order to ensure that students are equipped with the information, skills, and values necessary to address the requirements and challenges of the twenty-first century (KPM, 2012). The old primary school curriculum, KBSR, focused on three skills: reading, writing, and arithmetic; however, the current curriculum, KSSR, includes a fourth skill: reasoning (*menaakul*). Thinking, specifically higher-order thinking, is a form of reasoning.

Furthermore, the KSSR is designed to produce a balanced and holistic student capable of thinking creatively, critically, and innovatively through six strands: i) communication, ii) science and technology, iii) physical and aesthetic development, iv) self-exposure, v) humanity, and vi) spirituality, attitudes, and values (*Malaysia Education Blueprint 2013 - 2025*, 2013). Thinking skills is one of the ambitions included in the KSSR, which emphasises that every student would be instilled with a desire for inquiry and lifelong learning, as well as the ability to integrate disparate parts of knowledge (p.E-4). Critical thinking, reasoning, creativity, and innovation are just a few of the cognitive abilities that every student will need to acquire. As a result, this curriculum is expected to encourage students to think in higher order.

As the primary agent in the teaching process, teachers play a critical role. The previous study has found that teachers' intellectual styles, as well as their relationship to students' intellectual styles, influence classroom teaching and learning (Zhang, 2008). There is also a link between specific teachers' thinking styles and student creativity, according to research (Dikici, 2014; Boroujerdi & Hasani, 2014; Betoret, 2007). Having said that, a study conducted by Chua (2011) discovered that Malaysian teachers are left-brainers, which means that they are lack creative skills, which makes it difficult for them to teach creativity to students. Similarly, Kamarulzaman (2017) discovered that teachers do not comprehend critical thinking, making it difficult for them to teach the skills to students. The problem we discovered in prior studies is that there is a scarcity of research on teachers' thinking styles, particularly in primary schools, which is thought to have an impact on student learning. As a result, the current research attempts to examine the thinking processes of primary school teachers and determine if there are any differences between genders.

## **Literature Review**

### ***Thinking Styles***

A way of thinking is referred to as a *style* (Sternberg, 1997). A style of thinking, according to Sternberg, is not a skill but rather a preferred way of putting one's abilities or skills to use. The distinction between the two is obvious: ability refers to how well someone can do something, whereas style refers to how someone prefers to perform something.

Sternberg (1997) provides the idea of mental self-government, in which he argues that the world's forms of administration are not spontaneous but rather an external mirror of what

individuals think. As a result, the various kinds of government are thought to be reflections of people's minds.

Government has three functions: executive, legislative, and judicial. To connect the world's governments, he says that the legislative branch enacts laws, the executive branch implements the initiative, policies, and laws, and the judicial branch assesses if the laws are being followed correctly or if any violations have been enforced.

This theory proposes that persons who want to do things their own way are more likely to be legislative people. These individuals make their own decisions about what and how they will do their jobs. They love challenges that are not pre-structured or manufactured, and they prefer to make their own rules. Legislative people are typically creative because they not only have the ability to generate new ideas but also the drive to do so. Scientist, cover artist, policy banker, and architect are some of the jobs that legislative people prefer.

The legislative mindset differs from the executive mindset. Executives favour challenges that are pre-structured or premade because they like to follow the rules. They tend to fill in the gaps with an existing framework rather than create their own structures or norms. Executives prefer activities such as solving mathematical issues, applying rules to difficulties, and enforcing regulations. Furthermore, executive people are appreciated in both school and work since they willingly execute what they are instructed. They prefer to follow instructions and orders, and when it comes to judging themselves, they will judge themselves based on how effectively they follow instructions, which is similar to how the system will rate them. As a result, a bright child who thinks in an executive style is more likely to succeed in school, whereas a gifted youngster who thinks in a legislative style is more likely to be seen as non-conforming and even rebellious.

Furthermore, unlike executive officials who prefer to follow instructions and regulations, judicial officials prefer to assess those instructions, rules, and processes. Furthermore, judicial individuals tend to analyse and evaluate existing problems and ideas, as opposed to legislative people who want to construct or produce their own policies and solve pre-structured difficulties. Judges, consultants, system analysts, and admission officials are some of the jobs that judicial people favour.

Zhang (2003) looked into Sternberg's (1997) concept of mental self-government and discovered that persons who think in a judicial style are continually reviewing and prioritising items in order to make appropriate decisions. They are also more likely to perform evaluative and analytical tasks (Zhang, 2003). Zhang (2004) conducted another mental-government study a year later and discovered that analytical ability and judicial style are related; the capacity to analyse will require judicial thinking and vice versa. This is supported by Abdi's (2012) research, which claims that there is a link between Sternberg's (1997) thinking styles and critical thinking skills and that the judicial style of thinking engages evaluative and analytical tasks.

### ***Teachers' Thinking Styles***

According to Zhang (2002), analytical thinking style has a significant relationship with executive thinking style, which is supported by Dikici (2014), who claims that people with executive thinking styles are left-brainers who are specialised in processing information in a piecemeal, analytical, and sequential manner. A study of mathematics teachers discovered that their thinking styles were not dissimilar (Deringol, 2019). Deringol (2019) contrasted the analytic and holistic thinking styles and discovered that teachers solve mathematical problems in similar ways. However, Canbolat et al. (2016) discovered that, when compared to judicial and legislative thinking types, mathematics teachers favoured the executive thinking style, which likes to deal with procedures and has a greater level of topic understanding. Teachers favoured executive thinking style, according to Sariçoban and Kırmızı (2020), and it is an ultimate predictor of both knowledge and cognitive regulation. They adhere to the rules and regulations of the debate and, for the most part, use the most acceptable problem-solving approaches.

A lot of research was also conducted to investigate the relationship between teachers' thinking styles and other characteristics. One of them investigated the relationship between thinking styles and attitude and discovered that, while the majority of the participants preferred legislative thinking styles, executive thinking styles have a significant relationship with values, love, and teaching attention (Uygun & Kunt, 2014). This research supports Şen (2018), who claims that teachers with executive thinking styles are more confident in their communication skills and provide plausible explanations when making decisions. According to Chang (2013), executive thinking style is associated with helpful, understanding, and freedom traits, which allow students to study more freely. These teachers, on the other hand, favoured leadership and rigid interpersonal behaviour. Furthermore, executive teachers participate in activities such as lecturing about facts and requiring students to produce what they have learned in detail, whereas legislative and judicial thinking styles teachers provide students autonomy and opportunities to make their own decisions (Zhang, 2001). Studies also suggested that teachers who teach different student grades have different preferences in thinking styles; those who teach in upper grades may adopt executive thinking style (Sternberg & Grigorenko, 1995) and may also adopt legislative and judicial thinking styles as they are more experienced teachers (Dikici, 2014). As can be shown, thinking styles influence a variety of features and variables.

When comparing teachers' thinking styles by gender, there were some discrepancies. Male teachers scored higher on executive thinking style, according to Zhang and Sternberg (2002), and they were also judged to have greater leeway in determining their teaching content. However, a more recent study by Betoret (2007) indicated that there is no significant difference in thinking styles preference between genders, despite the fact that female teachers scored higher in executive thinking style. Similarly, Qummer and Zamir (2020) discovered that while both genders' thinking styles were similar, female teachers scored higher in executive style. However, Ozan (2019) discovered that female teachers favoured executive thinking style significantly as compared to male teachers, which is consistent with Çenberci and Yavuz (2018). It can be concluded that most studies that we reviewed suggested that female teachers prefer executive thinking style more than male teachers.

Based on the literature, we found that there is a lack in research on the thinking styles among primary school teachers in Malaysia. Thus, in the current study we hypothesised that teachers preferred executive thinking style, and there is a significant difference in teachers' thinking styles between genders.

## **Method**

### ***Sample***

A total of 266 participants were purposefully selected to answer the questionnaire. They were primary school teachers from around five schools in Selangor area.

### ***Measure***

A revised version of Mental Self-Government (MSG) Thinking Styles Inventory (TSI) (Sternberg & Wagner, 1991) questionnaires where only the functions of mental self-government were used from the questionnaire. The questionnaire is designed to determine the types of thinking that teachers adopt. There are three types of thinking measured by the revised questionnaire: legislative, executive, and judicial. Each construct has 0.78, 0.95, and 0.83 reliability scores respectively and 0.90 when they are computed together (Gelen et al., 2016). Sample items of the questionnaire are shown in Table 1 below:

**Table 1: MSG TSI sample items**

<b>Styles</b>	<b>Items</b>
Legislative	1. When making decisions, I tend to rely on my ideas and ways of doing things
	2. When faced with a problem, I use my own ideas and strategies to solve it
Executive	1. When discussing or writing down ideas, I will follow formal rules or presentation
	2. I like to figure out how to solve a problem following certain rules
Judicial	1. When discussing or writing down ideas, I like criticising others' way of doing things
	2. When making a decision, I like to compare the opposing points of view

### ***Data collection and analysis technique***

Permissions from the Ministry of Education, State Education Department and District Education Office were obtained since the research employed teachers from five public schools. We went to each school and sought the permission from the school's principal to conduct our survey. Once the permission was obtained, we left the hard copy of the questionnaire at the schools for the teachers to respond. After a month, we went back to the schools to collect our questionnaire. The quantitative data collected was measured based on the items in the questionnaire. Sternberg MSG Interpretation table (1998) is used to analyse the data collected from the questionnaire. The questionnaire used 1-7 Likert scale. There are 8 assessment statements for each thinking style, and they are interpreted separately and differently. Descriptive analysis, as well as t-tests, were used to analyse the data.

## **Ethical Consideration**

Ethical consideration is an important part of the research process and should be adhered to with the highest standards in regard to the work completed. Ethics need to be considered in all aspects of the research project to maintain rigour, prevent bias, and alleviate all conflicts of interest. It may not be possible to completely avoid all such cases, but every effort was made regarding this study to achieve the most ethical manner possible.

### ***Informed Consent***

The study's outline was explained to all participants, and their participation was entirely optional.

### ***Harm and Risk***

The risks connected with this study are extremely low, and there is a very slim chance that any of the participants will be harmed as a result of their involvement. Because participation is fully voluntary, participants were given the option to decline or withdraw at any time.

### ***Privacy, Confidentiality, and Anonymity***

Gender, marital status, age, and teaching experience were all used to determine the participants' identities. The genuine names, on the other hand, are kept hidden. Others will be unable to access the participants as a result of this.

Results

### ***Demographic information***

**Table 2: Demographic Information**

		<b>Frequency (N=266)</b>	<b>Percent</b>
<b>Gender</b>	Male	60	22.6
	Female	206	77.4
<b>Race</b>	Malay	235	88.3
	Chinese	5	1.9
	Indian	24	9.0
	Others	2	.8
<b>Age Range</b>	Less than 35 years old	72	27.1
	35-44 years old	138	51.9
	More than 45 years old	55	20.7
	NA	1	.4
<b>Teaching Experience</b>	Less than 5 years	32	12.0
	Between 5-10 years	85	32.0
	Between 11-15 years	77	28.9
	More than 15 years	72	27.1
<b>Level of Education</b>	Diploma	22	9.0
	Bachelor's degree	224	84.2
	Master's degree	18	6.8

Table 2 summarises the demographic information where female participants are more than male participants at 77.4% and 22.6%, respectively. 88.3% were Malay participants, 5% Chinese, 24% Indians, and 2% comes from other races. 52% of the participants are between 35-44 years old. Most of the participants have 5-10 years of experience in teaching (32%) and have a bachelor's degree (84%).

### ***Teachers' Thinking Styles***

Table 3 below shows the comparisons between the three styles of thinking and the differences among male and female teachers. The comparison is made by looking at the high and low columns for both genders. When comparing between the styles, it is found that most male teachers are high in executive style (53%) and 33% of them have low preference in legislative thinking style. Similar results show in female teachers where 38% of them prefer executive style, and 37% of them preferred legislative style the least.

**Table 3: Types of teachers thinking styles**

	Male (%)			Female (%)		
	Low	Middle	High	Low	Middle	High
Legislative	33	54	13	37	59	3
Executive	0	47	53	2	60	38
Judicial	17	55	28	29	43	28

Our descriptive analysis shows similar results, as shown in Table 4. Executive thinking style scored the highest ( $\bar{x}=41.1$ ,  $sd=6.97$ ), followed by legislative style, ( $\bar{x}=38.5$ ,  $sd=6.86$ ), and judicial thinking style ( $\bar{x}=37.6$ ,  $sd=7.3$ ) which shows that teachers prefer executive thinking style.

**Table 4: Descriptive Analysis**

	N	Mean	Std. Deviation
Legislative	266	38.4549	6.86142
Executive	266	41.0755	6.97194
Judicial	266	37.5602	7.29889
Valid N (listwise)	266		

Further analysis was done to determine whether there is a significant difference between genders in teachers' thinking styles preference. Table 5 illustrate the results which indicates that there is significant difference in all styles of thinking; legislative ( $t=3.145$ ,  $df=264$ ,  $p=0.02$ ), executive ( $t=1.979$ ,  $df=264$ ,  $p=0.049$ ) and judicial ( $t=2.359$ ,  $df=264$ ,  $p=0.019$ ) were male teachers preferred all types significantly as compared to female teachers. Nonetheless, we failed to reject our null hypothesis since both genders prefer executive thinking style.

**Table 5: Gender Difference in Thinking Styles**

Style	Male			Female			t	df	p
	n	$\bar{x}$	sd	n	$\bar{x}$	sd			
Legislative	60	40.9	6.93	266	37.8	6.69	3.145	264	0.02
Executive	60	42.6	6.35	266	40.6	7.09	1.979	264	.049
Judicial	60	39.5	6.89	266	37.0	7.33	2.359	264	.019

## **Discussion**

The aim of the study is to investigate the thinking processes of primary school teachers and determine whether there are any differences between male and female teachers. The teachers preferred executive thinking style, according to our findings. Canbolat et al. (2016) found that, when compared to judicial and legislative thinking styles, mathematics teachers preferred executive thinking, which enjoys dealing with procedures and has a higher level of topic mastery. Similar findings were observed by Sariçoban and Kırmızı (2020), who went on to say that teachers who preferred executive thinking style were ultimate predictors of both knowledge and cognitive control. They follow the debate's rules and regulations and, for the most part, employ the most acceptable problem-solving techniques. Additionally, executive thinking style is linked to analytical mode of thinking, which is specialised for processing information in a piecemeal, analytic, and sequential manner (Zhang, 2002). Other research, on the other hand, has discovered that executive thinking style hinders students' creativity (Chua, 2011). Executive style people like to follow the rules and organisation, according to Sternberg's mental self-government theory. Although it may appear that this does not aid in the development of higher-order thinking skills in students, they are excellent implementers and action takers (Sternberg & Grigorenko, 1995). They are capable of performing the duties of a teacher in a professional way, as needed and directed by the Ministry of Education. Individuals who prefer executive thinking style are most suited for schools and the federal government, according to Sternberg (1997).

Another finding from our study showed that although there is a significant difference in the level of preference between genders in all the thinking styles, both male and female teachers do not differ in their thinking style preference which is the executive style. Simply put that, male teachers showed more characteristics of all the thinking styles, but both genders scored highest in executive style. This is contradictory with a study by Betoret (2007), who indicated that there is no significant difference in thinking styles preference between genders, despite the fact that female teachers scored higher in executive thinking style. Similarly, Qummer and Zamir (2020) discovered that while both genders' thinking styles were similar, female teachers scored higher in executive style. Our study found that there are none of the male participants' scores low in executive characteristics.

## **Conclusion and Recommendation**

The study's goal is to look at the thinking styles of primary school teachers in the Selangor area, as well as the differences in thinking styles between genders. Only the functions domain of the mental self-government theory was examined, and 266 teachers were specifically chosen to respond to the MSG TSI questionnaire, which was amended. Teachers preferred executive thinking style, which is thought to be best suited for teachers and federal government employees, according to our data. We also discovered that teachers have the same preference for thinking styles, even though there is a significant difference in each thinking style, with male teachers scoring better in all styles than female teachers. The executive thinking style is said to be the ideal fit for teachers since they are good implementers and action takers who will follow the Education Ministry's ideas and directions on how to effectively teach students higher-order thinking skills.

Since we have identified teachers' preferred thinking style, future research could focus on the relationship between the style and other factors like teaching style, student academic performance, teachers' attitudes, and work satisfaction.

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# THE CORRELATION OF CLEANING OPERATIONAL MANAGEMENT, SERVICE QUALITY, AND CUSTOMER RELATIONSHIP MANAGEMENT OVER CUSTOMER'S SATISFACTION: A CASE OF CLEANING SERVICE INDUSTRY IN MALAYSIA

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**Abstract:** *The rising of new buildings with unique architecture are one of the development impacts towards country. In regards with that, the necessity of having good building maintenance has been emphasized and cleaning services maintenance is one of the main aspects include in building maintenance. People normally see the cleaning services work as a simple cleaning work such as wipe tables, chairs, and furniture, sweep the floor, clean the mirror or glass wall, wash the toilet and removed trash from all the dustbin that exist in their premise. Meanwhile, cleaning services is actually more than what their current perceptions are. Cleaning services includes everything in the premise internally and externally depending on the scope of work agreed in the contract agreement. Cleaning services quality is another aspect in operating business in cleaning industry. It is important for the cleaning services provider to provide cleaning services and meet customer requirement that will bring to customer satisfaction. However, both the quality that have been mentioned and the customer satisfaction are subjective. After research have been done, it is founded cleaning operational management, service quality, and customer relationship management are components that are related with customer satisfaction. The details are being discussed in this research paper. In terms of data, there were 100 answered survey question being used in generating the data analysis. Those data were filled up by respondent who have an experience working or dealing with cleaning services provider. With the analysed data, it is found that all the independent variables and moderating variable stated are significant with the dependent variable. Thus, it is justified that Cleaning Operational Management, Service Quality, and Customer Relationship Management are correlated with Customer Satisfaction.*

**Keywords:** *Service Quality, Cleaning, Customer Satisfaction*

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## Introduction

Nowadays, cleaning services is no longer an option to all building owners or building manager. The importance and value of cleaning services has been emphasized in all industry and business sector. In regards with that, it has created the necessity for having good building maintenance. The need for clean environment both indoors and outdoors are constantly and continuously being emphasized by the need to improve cleaning methods and services.

Cleaning services provides a critical service to both individuals and commercial enterprises. It requires hard work, professionalism and an awareness of evolving technologies and

information, yet it suffers from an image problem. It emphasizes the positive results of properly done commercial cleaning, which include providing a safe, healthy indoor environment for people to work and helping people avoid symptoms and illnesses caused by an unhealthy environment. There was a study done previously on international tourists, the main issue that have been highlighted is about the cleanliness especially at the tourist's area. This issue must be addressed and solved before country's image badly affected. It would seem that no matter how many cleanliness campaigns are organized such as Clean Malaysia, Beautiful Malaysia Campaign, Malaysia Bersih, and Malaysia Indah, Malaysians' level of awareness on public cleanliness is still low (Bernama, 2010). The cleaning industry is a sector in rapid and constant evolution. The main issues for the cleaning industry are the improvement of the sector's image, the professionalization of the industry and the creation of career perspectives for employees in the sector, the development of skilled workers, and safety & health at work. The cleaning industry is continuously moving towards a more global and integrated service delivery. Cleaning service companies are increasingly forced to adapt to clients' changing needs in the face of economic difficulties. The industry needs to respond to fundamental requirements of the society such as cleanliness, hygiene particularly in hospitals and protection of the environment. It represents, in economic and social terms, one of the most dynamic areas of corporate services. This is increasingly pushing cleaning companies to offer their clients' facilities management and support services rather than the simple cleaning services especially to Small, Medium Enterprises (SMEs). This trend resulted in an increased pressure to offer more specialized cleaning services next to office cleaning.

### **Cleaning Service Sub-Sectors**

Cleaning services industry involved in almost all of the business sector domestically and internationally. That can be seen through the identified sub-sectors and those identified sub-sectors are public cleansing, waste collection, transportation cleaning, building cleaning, oil and gas cleaning, heritage cleaning, and marine and river cleaning. In cleaning services, quality has been emphasized and has become one of the main aspects in determining the level of customer satisfaction. High level of customer satisfaction may result in good company reputation and indirectly generate marketing tools especially 'Word of Mouth' among customers and prospect customers. By that, it strengthens up company's competitive edge, enhance cost efficiency in the long run, and ensuring company's growth. Quality often synonym with products rather than services. However, in recent years, quality awareness has been shifted towards service industry as well. Product quality is easier to be defined as those quality can be seen through product's performance. Unlike services, service quality is subjective. High level of service quality is always an expectation from customer and that high expectations may lead to dissatisfaction and unwarranted complaints. Determining the acceptable levels of quality in cleaning services is not easy as each customer perceives quality from different point of view. Thus, quality management that act as a benchmark is needed to evaluate cleaning services' performances.

ISO 9000 series was then developed with the intention to enable companies conform to cleaning services quality standards while being accepted globally. International Organization for Standardization (2016) stated that ISO 9000 series standards provide guidance and tools for companies and organizations who want to ensure their products and services consistently meet customer's requirements, and that quality is consistently improved. In fulfilling the requirements of ISO 9000, majority of the cleaning companies have developed their

ownquality control systems that are used to determine levels of cleaning quality to be maintained and provided. Various of cleaning quality control system have been created with the same intention that is to measure the level of cleaning services quality performed.

Although cleaning companies have implemented ISO 9000 series standards into their quality management system and quality control system have been set up, customer satisfaction is still a question mark. Although there are many researches have been done earlier mentioned that service quality has a direct relation with customer satisfaction. However, in cleaning services industry especially in Malaysia, there are other contribution factors that brings to the customer satisfaction. Therefore, finding other factors that contributed to customer satisfaction in cleaning services industry in Malaysia is the main reason for this research to be carried out.

## **Literature Review**

### **Cleaning Operational Management**

In every production or formation of services, there must be an existence of its own operational procedure to ensure the production or services operation run as it is supposed to. It same goes to cleaning services and that operational process called as Cleaning Operational Management (COM). COM covers three main aspects of cleaning management and those are cleaning operational procedure, workforce, and cleaning equipment. Those three aspects are the main substance required in operating cleaning services.

#### **i. Cleaning Operational Procedure**

In general terms, cleaning is the systematic process of putting unwanted matter in its proper place so as to achieve a clean condition. It is the basic form of environmental management whereas it ensures that the environmental condition is free from unwanted matter that may have the possibility to cause hazard to human being. It is the fundamental process employed to keep the living and non-living substances in the surroundings at acceptable risk levels so as to protect health and enhance or enable human activity (Berry, 2008).

Cleaning management services cover not only floor surfaces but also three-dimensional elements, such as walls, doors, office fixtures and equipment. They are designed to maintain a balance between good appearance and proper sanitation according to the special features of each room. The elements involved in cleaning management vary depending on the use of a building and the types of materials to be cleaned. In addition, it has to be conducted to satisfy the special properties of the diverse range of materials and properties. The basic method of cleaning management has recently evolved from ‘post-cleaning’ to ‘preventive- cleaning’. This involves applying treatment before dirt accumulates and taking steps to prevent dirt from entering the building in order to maintain a good appearance and proper sanitation. The “dry method” that avoids the use of liquids is perhaps the cleaning method most suitable for contemporary buildings (Hart, 2011). Realizing the factors mentioned, any cleaning companies need to assure on the cleaning scope of services that is agreed with their clients. As the one who experts in cleaning services, they need to know on the cleaning methods to be implemented on each of cleaning area and the suggested frequencies of cleaning in order to maintain the cleanliness of that project or area and that is the main purpose for customer to hire cleaning services provider. The cleaning procedure in most cases be the task of the cleaning companies’ management that has developed as part of the company culture over a

period of time and will include the process that the company has educated or trained its workers to perform the specific cleaning assignments or tasks. Nowadays some of the customer may request special equipment or tools to be used at their premise due to certain reason that mostly related to health problem or their company's image. While others may prefer for the cleaning companies to use their own cleaning materials and equipment.

## **ii. Workforce**

Being categorized in a service industry, the main sources needed to run the cleaning project is the manpower. Cleaner or Janitorial are the main sources needed. Cleaners may specialize in cleaning interior and exterior of particular things or places. Cleaner work involves keeping buildings in clean and orderly condition. Cleaner perform duties such as dusting, cleaning floors by sweeping, mopping, scrubbing or vacuuming; shampooing rugs; stripping, buffing and waxing floors; cleaning windows, partitions, mirrors and walls; setting up tables and chairs; cleaning and stocking bathrooms; and emptying rubbish. Cleaning and maintenance companies in the private sector are contracted by commercial businesses as well as government offices to perform cleaning services at agreed-upon intervals (Urvashi and Charlotte, 2013). With the various types of cleaning work involves for a cleaner to complete their cleaning task, it is important for the cleaning companies to hire a skilled cleaner to maintain the cleaning quality of that project to meet customer expectation. Besides than skill, other factors that need to be considered by every cleaning company is the cleaners' grooming. Cleaners who are well-groomed and wear neat, professional-looking uniforms elevate not only their own personal self-esteem, but the image of their company and the entire industry. Another workforce required in cleaning services other than cleaners are those personnel that are closely involved in that particular cleaning project such as the Supervisor, who is responsible to control and monitor all those cleaners, and the operational team that will be the person in charge in communicating between the site cleaning team and customer, and between the site cleaning team and company's management team. In order to make sure everything run as planned, giving training to all the employees are seems to be a good idea as the higher up personnel must have high knowledge in cleaning services in order to monitor their subordinates and at the same time to ensure the cleaning works run without failure.

## **iii. Cleaning Equipment**

Based on the agreed cleaning scope of services with customer, it is the responsibility of cleaning services providers to provide all the cleaning materials, chemicals, machineries, and other cleaning item needed for the cleaning project. They must have knowledge on the specific chemicals, machineries, and tools to be used for all the cleaning works that included in the cleaning scope of work. Wrong usage for chemicals for example, might result to property damaged and that is the main reason why training on cleaning is very important to all cleaning services providers' staff especially to the on-site staff. When dealing with machineries and chemicals, the cleaning companies need to comply with Department of Occupational Safety and Health (DOSH) requirements. DOSH is the regulator for Occupational Safety and Health Act 1994 and Factories and Machinery Act 1967. Areas under the supervision of DOSH are the use of chemicals and machinery. Customers will always have a certain way to express their interest in cleaning process. However, exaggerated expectations might pose danger and damage to the facility and stress to equipment or

materials should be limited and discouraged as they may result to overall cost increment that may result in the overall cleaning services quality.

### **Service Quality**

Service quality (SERVQUAL), which can be defined as a measure of how well the service delivered matches customers' expectations has received considerable attention in marketing and services industry. Pioneering studies on SERVQUAL have focused on its measurement, which has its theoretical roots in Parasuraman et al. (1985), who identified 10 determinants of SERVQUAL. Going a step further, the same authors devised the most popular measure for SERVQUAL by reclassifying their previous 10 determinants into five categories: tangibles, reliability, responsiveness, assurance, and empathy which is also known as RATER model. The RATER model is explained as follows:

- Reliability refers to the ability to perform the service accurately and dependably.
- Assurance relates to knowledge and accuracy of employees and their ability to convey trust and confidence to the customers.
- Tangibles refer to the appearance of physical facilities, equipment, personnel and communication materials.
- Empathy refers to dealing with customers in a caring and individualized manner.
- Responsiveness is the willingness to help customers and provide prompt service.

As a proxy for employee performance, SERVQUAL has been regarded as having a significant and direct impact on customer satisfaction and overall firm performance (Juran 1989, Roth and Jackson 1995); therefore, SERVQUAL research has continuously been exploring the antecedents and consequences of SERVQUAL. Basing their research on Heskett et al.'s (1994) conceptual framework of the impact of internal SERVQUAL on a firm's revenue growth and profitability, several analytical and empirical studies have investigated the antecedents and consequences of SERVQUAL.

For example, in terms of the antecedents of SERVQUAL, Hays and Hill (2001) highlighted the positive effect of a strong service guarantee on customer perceptions of SERVQUAL, customer satisfaction and loyalty. In addition, based on a survey of finance service professionals, Field et al. (2006) found that process improvement and SERVQUAL are positively correlated. On the issue of SERVQUAL consequences, Gowen et al. (2006) found initiatives aimed at employee commitment and control affecting the perceived results of quality management programs of US hospitals more than other quality practices. Despite this wealth of studies, contrary to Bowersox et al.'s (2002) recommendation on the measurement of SERVQUAL, most research in SERVQUAL domain has been based on cross-sectional survey data or pure analytical models. It is this limitation that has hindered the possibilities of SERVQUAL research, specifically as it relates to the inclusion of operating efficiency.

In SERVQUAL prospect, it measures those five elements of SERVQUAL towards the cleaning services providers. It does measure the reliability, assurance, tangibility, empathy, and responsiveness of the company towards customers' needs and wants. Therefore, in SERVQUAL, it is important to keep the company's performance at high level.

### **Customer Relationship Management**

Customer Relationship Management (CRM) is the process of building and maintaining profitable relations with customers by providing products or services that are valuable to consumers and create satisfied customers. CRM is the way companies build relationships with customers with the aim of maintaining customer loyalty and commitment to continue to use the company's products and services is concerned. CRM is a philosophy and a business strategy, supported by a system and a technology, designed to improve human interactions in a business environment. In CRM requires communication between the company and related parties that support the company in business. Communication that exists is not a monologue or one way, but necessary dialogue involving two or more parties in the process of giving and receiving information. In addition, companies today must do direct communication. This is necessary considering the increase complexity of needs, desires and standards of quality that consumers want the products required.

According to a study done by Kamrul and Rahman (2015), it is stated that there are eight factors affecting CRM and those factors are reliability, customization, customer attraction, customer retention, information technology (IT), responsiveness, customer orientation, and commitment. In all business sector, there are two types of customer: existing customer and potential customer (prospect). In cleaning services industry, CRM approach for those type of customers are different although there is a slightly similar to each other. As for example, in maintaining good relationship with existing customer, the sequence of factors affecting CRM based on the level of affections are customer retention, responsiveness, customer orientation, commitment, customer attraction, IT, customization, and reliability. Meanwhile, in order to attract potential customers, the sequence of factors affecting CRM based on the level of affections are reliability, customization, customer attraction, customer retention, information technology (IT), responsiveness, customer orientation, and commitment. There is difference exist in the sequence due to different attention to different types of customers.

Feliks, and Panjaitan (2012), states companies that implement CRM properly will result increasing customer satisfaction. Kusnadi (2008) also showed that the CRM application helps companies to gain customer knowledge that helps companies improve customer satisfaction and this is also supported by Wetsch, et al. (2006) that by using the theory of justice to investigate the potential impacts that could cause by the involvement of the customer in the CRM implementation to trust, satisfaction and customer loyalty.

### **Customer Satisfaction**

Customer satisfaction (CS) as a conscious evaluation or cognitive assessment is to whether the performance of the product or service is relatively good or bad or whether the products or services are appropriate or not for their intended purpose. Satisfaction or dissatisfaction of customers is customer response to the discrepancy or disconfirmation perceived with previous expectations. Basically, the purpose of a business is to create satisfied customers. Customer satisfaction is a function of expectations of the buyers of the products or services to the perceived performance.

### **The correlation of COM, SERVQUAL, CRM and CS**

SERVQUAL is synonym with service industry as SERVQUAL is the benchmark in defining the quality in service industry and it has no exception for cleaning services industry. In total, it defines the capability of the cleaning services provider in serving their cleaning services.

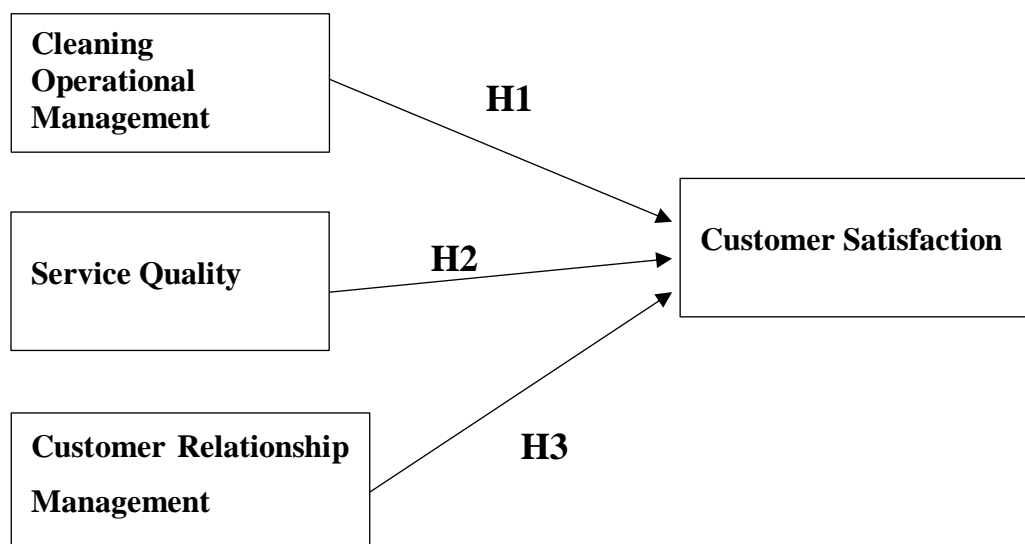
However, by defining the capability of the cleaning services provider through SERVQUAL itself is not sufficient. In operating the cleaning services, COM is said to be the driver that ensure the cleaning team equipped with all the cleaning gears before SERVQUAL is considering.

Other than profit, CS is another objective in running a business including running the cleaning services company. Based on study by Froehle (2006), it is showed that CS is driven by the three characteristics of thoroughness, knowledgeableness and preparedness of a customer service representative, rather than by the traditional attributes of courtesy, professionalism and attentiveness. By that, it can be seen that COM and SERVQUAL are not enough in getting the CS. There is another factor lies in between COM, SERVQUAL, and CS, and that factor is CRM. CS is a statement to the buyer about the appropriateness of the reward, received in exchange for the service experienced. It is generally understood as the pleasure of having the services and the voice of customer that will differ from person to person. A satisfied customer always connects with a service provider. CRM is a formation that ensures CS. CRM is a systematic process of building long-term relationships with its customer by providing optimum satisfaction. The cleaning companies actively takes the necessary steps in order to promote satisfaction. Maintaining the desired level of CS requires a proactive corporate responsiveness in accessing, building and retaining satisfied customers for sustainable competitive advantages in marketplace (Rahman, et. al, 2014)

## Methodology

### Conceptual Framework

As mentioned in Problem Statement, this research is being carried to find other factors that contributed to customer satisfaction in cleaning services industry in Malaysia. Based on information gathered, there are three main areas that involved in this research that stands as dependent variable and independent variable. Referring to Sekaran and Bougie (2009), variable is any factor or element that can consider in defining values.



**Figure 3.1: Conceptual Framework**

By referring to the theoretical framework above, it is expected that cleaning operational management, service quality, and customer relationship management will have a positive relationship towards customer satisfaction.

### **Research Hypothesis**

Based on the theoretical framework above, hypothesis for this research have been developed as follows.

- H01:** There is no significant relationship between cleaning operational management with customer satisfaction.
- Ha1:** There is a significant relationship between cleaning operational management with customer satisfaction.
  
- H02:** There is no significant relationship between service quality with customer satisfaction.
- Ha2:** There is a significant relationship between service quality with customer satisfaction.
  
- H03:** There is no significant relationship between Customer Relationship Management with Customer Satisfaction.
- Ha3:** There is a significant relationship between Customer Relationship Management with Customer Satisfaction.

### **Research Design**

This research is categorized under descriptive study. Based on Sekaran and Bougie (2009), descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. The goal of a descriptive study is to offer the researcher a profile or to describe relevant aspects of the phenomenon of interest from an individual, organizational, industry oriented, or other perspective. The main approach adopted in this research is the case study approach. A case study mostly involves an in depth study of an organization in understanding the operational procedure and process in related with the customer satisfaction in cleaning services industry. The best alternative for researcher is to conduct a survey to analyze the impact on their service procedures in cleaning services industry in Malaysia. Through the survey, the researcher able to conduct data collection and analysis for this research. In this research, a sample of primary data from 100 respondents were collected to represent the entire population of cleaning companies' performance and its impact towards customer satisfaction.

### **Data Analysis**

#### **Descriptive Statistics**

A summary of computed means of all items according to the variables is shown below. The overall scores for each variable were obtained by averaging the response to appropriate items.

**Table 4.1: Summary of mean and standard deviation for all variables**

Variables	Mean	Standard Deviation
Cleaning Operational Management	3.6320	0.52549
Service Quality	3.5644	0.53391
Customer Relationship Management	3.5667	0.61682
Customer Satisfaction	3.6000	0.68993

Table 4.1 above shows descriptive analysis of the mean value depicting the overall customers' satisfaction from the cleaning operational management, service quality, and customer relationship management. This indicates that the respondents have consider all the factors listed above have significant importance (with a mean value above 3 on a 5 point Likert scale) in order for them to achieve satisfaction from the cleaning service provider.

### Reliability Test

All variables have been tested its reliability and the result shows that SERVQUAL has the highest value of cronbach's alpha which is 0.939, second is the CS with 0.896. CRM rank the third highest value of cronbach's alpha with 0.831 followed by COM with 0.829. Generally, the reliability coefficient which the value is more than 0.6 is considered as acceptable. Therefore, by the value mentioned, all variables are acceptable for this research.

**Table 4.2: Cronbach's alpha values**

Variables	Cronbach's Alpha	N of Items
Cleaning Operational Management	0.829	5
Service Quality	0.939	18
Customer Relationship Management	0.831	3
Customer Satisfaction	0.896	4

### Hypothesis Testing

As mentioned earlier, there are three hypotheses to be tested in this research paper. The hypothesis as listed below. As for hypothesis 1, 2 and 3, the hypothesis was tested using Pearson correlation analysis that are to justify the relation between two variables. Meanwhile, later for the hypothesis were tested using multiple regression analysis that used to define the relationship between three or more variables.

**H01:** There is no significant relationship between cleaning operational management with customer satisfaction.

**Ha1:** There is a significant relationship between cleaning operational management with customer satisfaction.

- H02:** There is no significant relationship between service quality with customer satisfaction.
- Ha2:** There is a significant relationship between service quality with customer satisfaction.
- H03:** There is no significant relationship between Customer Relationship Management with Customer Satisfaction.
- Ha3:** There is a significant relationship between Customer Relationship Management with Customer Satisfaction.

**i. Pearson Correlation Analysis**

The relationship between the independent variables (IV) and dependent variable (DV) is tested and investigated using the Pearson Correlation Analysis to determine the significance between them. The correlation matrix between dependent variable and independent variables are exhibited as below. In general, the correlation of variables is considered as negligible if the coefficient (r) value is from 0.01 to 0.09. The correlation considers weak when the coefficient (r) value is from 0.10 to 0.29. The correlation is then considered as moderately strong when the coefficient (r) value shows 0.30 to 0.49. Meanwhile, the correlation is strong when the coefficient (r) value is from 0.50 to 0.69.

**Table 4.3: Pearson correlation analysis**

Pearson Correlation	Cleaning Operational Management	Service Quality	Customer Relationship Management	Customer Satisfaction
Cleaning Operational Management	1	0.746	0.644	0.653
Service Quality	0.746	1	0.740	0.820
Customer Relationship Management	0.644	0.740	1	0.619
Customer Satisfaction	0.653	0.820	0.619	1

By referring to Table 4.3 above, it can be concluded that null hypothesis for hypotheses 1 and 2 are rejected.

*a) The Relationship of COM and CS*

Pearson correlation analysis shows the coefficient (r) value is 0.653. That figure shows that the correlation between COM and CS is strong. Therefore, null hypothesis which mentioning there is no significant relationship between cleaning operational management with customer

satisfaction is rejected and the alternative hypothesis for the relationship of COM and CS is accepted.

*b) The Relationship of SERVQUAL and CS*

Pearson correlation analysis shows the coefficient (r) value is 0.820. That figure shows that the correlation between SERVQUAL and CS is strong. Therefore, null hypothesis which mentioning there is no significant relationship between service quality with customer satisfaction is rejected and the alternative hypothesis for the relationship of SERVQUAL and CS is accepted.

ii. Multiple Regression Analysis

Pearson correlation analysis is to define the relationship between two variables. However, in multiple regression analysis (MRA), it is to define the relationship of three variables or more and thus provide the reason of using MRA in justifying the hypotheses.

**TABLE 4.4 Result of multiple regressions analysis**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 <sup>a</sup>	.667	.666	.39849

a. Predictors: (Constant), CRM, COM, SERVQUAL

b. Dependent Variable: Customer Satisfaction

**Table 4.5: Significances of IVs**

<b>ANOVA</b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.881	3	10.627	66.923	.000 <sup>b</sup>
	Residual	.118	96	.159		
	Total	.965	99	.747		

a. Dependent Variable: Customer Satisfaction

**Table 4.6: Regression Coefficients**

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-.303	.295		-1.025	.308
COM	.118	.117	.090	1.011	.314
SERVQUAL	.965	.131	.747	7.366	.000
CRM	.010	.099	.009	.098	.922

a. Dependent Variable: Customer Satisfaction

b. Predictors: (Constant), CRM, COM, SERVQUAL

Based on the Table 4.4 and 4.5 above, it can be concluded that all the variables are positively related and that can be seen through the value of adjusted R square. As for Table 4.6, SERVQUAL has the highest standardized coefficients beta with 0.747. That shows SERVQUAL has the biggest impact towards CS. COM has the second highest standardized coefficients beta with 0.090 then followed by CRM with 0.009. With all the positive beta, it can be said that the theoretical framework used to carry out this research is relevant.

## Conclusion and Recommendation

### Conclusion

Without being noticed, cleaning services industry is one of the industries that has contributed a large amount towards country's GDP and at the same time contributed to the economy's development of the country. Therefore, in maintaining the industry and developing cleaning services industry into another level is seems to be an advantage towards the economy. Therefore, improvements are one of the important factors that the business players in that industry need to look at.

As based on this research, to sustain the business in this competitive situation, customer satisfaction is the major elements that all the cleaning services providers need to focus on as that are the input on how they can improve their business. Being categorized in the service industry, service quality carry major impact in getting customer satisfaction as showed through the multiple regression analysis. Other than service quality, cleaning operational management is said to be the next elements in gaining customer satisfaction.

Although the cleaning services providers has been equipped with good cleaning operational management and service quality, there is still a gap if there is no customer relationship management involved in it. Good customer relationship management will retain the customer

and it act as a tool for the cleaning services providers to provide services and improve their services to meet the customers' needs and wants.

### **Recommendation**

Today's cleaning management services requires more than just an accumulation of simple cleaning work, they require professional knowledge and management skills. In order to minimize the global environment issues, Green Cleaning is then promoted in the industry. Green Cleaning is defined as cleaning to protect health without harming the environment. A green cleaning program goes beyond chemical and equipment choices. It includes policies, procedures, training, and shared responsibility efforts that minimize the impact of cleaning materials on the health of building occupants and protect the environment. Going green is becoming increasingly attractive as a business strategy. As headlines scream of pollution and dwindling natural resources, green industry practices not only enjoy benevolent public sentiment and the psychic income of a lower carbon footprint, but increased cost savings, supportive government policies and ever-increasing profitability as well (Bradshaw & Solistro, 2011). Trends in consumption, government policy and costs all point towards even more green industry business opportunities in the years ahead.

Another way to improve the cleaning services industry, it requires a complex cleaning operational management system that can help the cleaning services providers to perform efficiently. The implementation of systematic procedure may improve the cleaning services providers and the whole industry in long term.

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## INFLUENCE OF USER-GENERATED CONTENT TO ATTEMPT DESTINATION LOYALTY AMONG DOMESTIC MILLENNIALS AFTER COVID-19 CRISIS

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**Abstract:** *The tourism industry extremely hinges on information through communication technology. The digital platform is seen as the way to help the tourism industry to leverage. Tourism retailers, operators, and travellers use social media heavily to support services, organise groups, and share their travel memories and experiences through multiple online social networks, media sharing websites, and social bookmarking websites. The advantages of social networking sites (SNSs) such as making travel arrangements including transportation, accommodation, and tour packages were experienced by visitors. The present study would like to forward a framework to understand the consensus of developing trust by visitors through UGC using social media websites. The high power of trust using user-generated content as a source of filtering decision-making in selecting destination tourism remains a gap that needs further exploration. It is a cheap medium but very powerful for marketing tools as a breakthrough in a new era. Therefore, it would be of great interest for marketers to understand how the use of UGC will impact destination loyalty in the tourism industry after the COVID-19 crisis.*

**Keywords:** *domestic tourism, user-generated content, destination loyalty.*

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### Introduction

The tourism industry extremely hinges on information through communication technology (Hossein et al., 2015). Tourism retailers, operators, and travellers use social media heavily to support services, organise, and share their travel memories and experiences through blogs (e.g., Blogger and Twitter), online social networks (e.g., Facebook, RenRen, and Trip Advisor), media sharing websites (e.g., Flickr and YouTube), social bookmarking websites (e.g., Delicious) and other ways available (Leung et al., 2013). The use of social networking sites (SNSs) to make travel arrangements, including transportation, accommodation, and tour packages, was experienced by 58.6% of shoppers in 2015 (Malaysian Communications and Multimedia Commission, 2016).

With one single touch, a tourist can access, read, view, scroll, and interact instantly with any information published online using UGC created by the public. In mere seconds, emotional news can spread the responses of a tourists' actual experience globally. Information that is being posted online using UGC can go viral, either by discouraging potential visitors and

smudging the island's image or on the positive end bringing in repeat loyal visitors to the island. UGC helps them share their opinions freely and is accessible through online platforms, namely social media websites (e.g., blog posts, wikis, videos, and comments). These shared contents are highly trusted and highly credible by viewers. They are accessible through the use of new mobile technologies that have become user-friendly and affordable to the public by posting text, downloading and uploading digital photos, audio, images with little or no filters. However, little is known on the empirical impact of UGC on destination loyalty.

Furthermore, when looking into visitors' market segments, most groups that use social media heavily are the millennials generation and the Z generation. Therefore, it would be of great interest for marketers to understand how the use of UGC among millennials has an impact on destination loyalty. On the contrary, generation Z naturally demands comfortable and friendly technology to interact on social media websites. They too will demand higher quality in services and new tourism product lines. This scenario will eventually lead to some intensely salient reasons that may influence tourists' behaviour of destinations loyalty, especially among local visitors and ultimately, their decision-making as their preferred destinations.

A review from previous literature reveals that understanding the consensus on destination loyalty formation linking with UGC and visitors' motivation leaves a gap among these generations, especially the millennials. According to literature research, developing trust by visitors through UGC using website 2.0 and creating loyalty engagement in island tourism is still blur and is still at stake among destination marketing researchers (González, Eduardo, & Dimitrios, 2015). To fill this gap, this research would like to incorporate visitors' satisfaction and destination image. This study will also instill a better understanding of sustaining online tourism in the retail market.

Shared UGC can potentially be negative and can ruin the reputation of the island. Alternatively, if these shared contents are positive, the island will eventually enjoy growth and prosperity. Thus, these shared opinions using UGC need to be sensibly used. It can be a powerful digital marketing tool that can be viewed by so many readers openly for collective knowledge and information sharing before purchasing travel services (Bilgihan, Barreda, Okumus, & Nusair, 2016). The high power of trust using user-generated content as a source of filtering decision making (Baber et al., 2016) in selecting destination tourism has not been investigated as part of its destination loyalty model. It is a cheap medium that is very powerful for a marketing tool as a breakthrough in a new age market.

## **Literature Review**

### **User-Generated Contents (UGC)**

A review from previous literature reveals that understanding and consensus on the destination loyalty formation linking with UGC and visitors' motivation are unclear. *According to the literature, developing trust by visitors through UGC using website 2.0 and creating loyalty engagement in island tourism is still blur and is at stake among destination marketing researchers (Martinez Gonzalez et al., 2015).* Therefore, incorporating visitors' satisfaction and destination image would instill a better understanding for a destination marketing organisation to be sustainable in the tourism online retail market.

A tourist can access, read, view, scroll, and interact instantly with any information published online using UGC created by a public user in one single touch. In mere seconds, emotional news can spread the responses of a tourists' true experience globally. The information posted online using UGC can go viral, either by discouraging potential visitors and smudging the image of the island or bringing in repeat loyal visitors to the island. UGC helps them share their opinions freely and is accessible through online platforms, namely social media websites (e.g., blog posts, wikis, videos, and comments). These shared contents are highly trusted and credible by viewers. They are accessible through the use of new mobile technologies that have become user-friendly and affordable to the public by posting text, downloading and uploading digital photos, audio, images with little or no filters.

### **Destination Marketing Organization**

The Internet and information technology have become the bridges to connect information between tourists and travel destinations. The innovation in information technology has evolved new channels for tourism information networking, thus making destination marketing organisations (DMOs) grasp their customers with efficiency. At the same time, DMOs are facing challenges to keep up with higher tourists' demand, especially for accommodations and transportations at a competitive cost. Therefore, DMOs, the social media and microblogging platforms, are seen as effective interactive marketing tools to meet visitors' satisfaction criteria in searching for their perfect holiday destinations (Míguez-González & Fernández-Cavia, 2015).

Recently, DMOs discovered that mobile tour information services used smartphone devices as a popular tool for planning trips (Kim, Chung, & Ahn, 2017). Hence, DMOs need to be on the alert, where online information through UGC is displayed by tourists, travelers, professional travel bloggers and travel journalists to share information from social media channels. These channels are seen as an effective way to promote potential destinations (Oliveira & Panyik, 2015). By looking at the current market trend, DMOs are always reminded by researchers to engage and fit in UGC roles tactically with less cost. Further, DMOs with UGC ensure tourists' satisfaction before, during and after their visits to be truly meaningful and memorable in creating repeat visits.

### **Push and Pull Motivation Theory**

The '*Push and Pull Motivation theory*' was introduced by Dann (1977), using the scaling survey. It was later enriched by Crompton (1979), using unstructured in-depth interviews. He re-identified the motivational push factors in different dimensions, which consist of *escapism; self-exploration and evaluation; relaxation; prestige; regression; kinship and social interaction*. Yoon and Uysal (2005) believed that tourists' satisfaction was strongly influenced by the '*pull*' motivation for their destinations attributes, while the '*push*' motivation was connected with tourists' drives, emotional state and instincts to directly affect their loyalty to a destination (Njagi, 2017). Most motivational push factors involved 'socio-psychological anxieties among individuals. It could be specified in the form of inherent desires such as escapism, relaxation, adventure, prestige, family and friendship togetherness, sport, and enjoying the environment. It formed a specific force in a person's life that led to deciding on a vacation, such as to travel outside a person's daily environment.

Uysal and Hagan, (1993) designed the '*push and pull motivation model*' to interpret the theory much clearer, applicable to the tourism industry. The theory revealed that the reason why tourists decided to travel because they were inspired by internal forces known as the motivational '*push*' factors. The motivational '*pull*' factors were influenced by the external forces of destination attributes (Uysal & Hagan, 1993). The motivational *push and pull* factors were important for tourists to decide the destinations suitable and attractive for their fulfillment (Caber & Albayrak, 2016). In short, this model could influence the process of decision-making among tourists and further explained their destination preferences (Edwards, Griffin, Hayllar, Dickson, & Schweinsberg, 2009). Hill and Jain (2000) illustrated that the choice of a vacation destination was influenced by (i) individual characteristics, such as motivation, perceptual encoding, the use of memory and decision rules; and (ii) peripheral forces such as values, family, lifestyle and situational.

However, Horner and Swarbrooke (1996) viewed it differently. They classified holiday motivation decisions into two groups of factors - inner and external factors. Some examples of internal factors on personal motives consist of personality, health, family commitments, past experiences and perceptions. External factors include the availability of suitable products, advice of travel agents, political restrictions on travel such as visas and health regulations, information obtained from destination marketers, word-of-mouth recommendation of friends and family members, special promotions and offers from tourism organisations and the climate of the destination (Njagi, 2017).

Tourism marketers were required to establish travel behaviour such as attributes for selecting a destination and choosing a destination (Yoon & Uysal, 2005). For effective destination marketing, marketers should comprehend and motivate individuals a desire to travel. If destination marketers have a clear awareness of the demand of their products for a given market segment, they will be able to shape and customise their products specifically to clientele's needs with accurate promotion and sales messages (Battour, Battor, & Ismail, 2012).

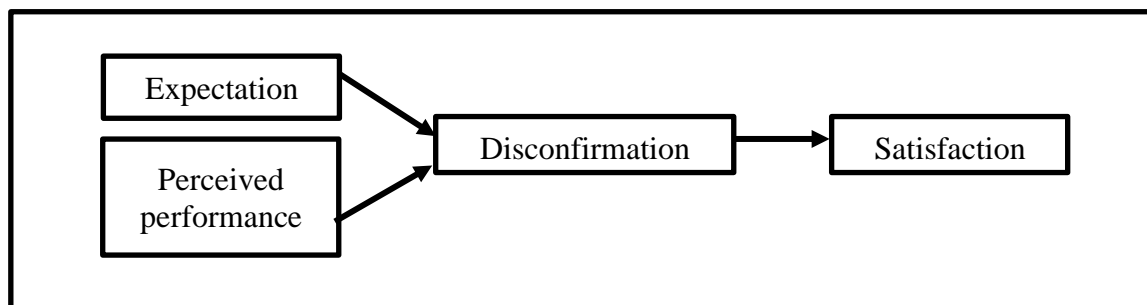
### **The Expectations and Disconfirmation Model of Satisfaction**

Grading tourists' satisfaction is the ultimate measure of performance management destination. It offers a variety of product attributes to a destination. Tourists' sense of satisfaction with the performance differs among the expectations. Visitors are satisfied that the quality of products offered meets their expectations. Dissatisfaction with one of the attributes of the products will affect satisfaction on the other. The theory of expectancy disconfirmation model of satisfaction (Figure 1) is the basis for determining the performance of visitors' destinations. This fact is based on the perceptions of senior travelers on several attributes that are essential to tourism destinations.

Oliver (1980) defined expectation as an analytical belief about a product's attributes and/or performance, with dual roles in satisfaction formation. First, as a direct antecedent (Oliver & DeSarbo, 1988) and secondly as a comparative referent (Oliver, 1980). Expectations were considered to have a direct influence on satisfaction levels without any assessment or comparison to actual performance. Expectations were associated with performance levels, and satisfaction was evaluated based on these expectations (Oliver, 1993; Oliver, 1981). Consumers would assimilate satisfaction levels to expectation levels. The outcome would

result in a situation where satisfaction changed to either high or low (Oliver, 1980). He later developed further the satisfaction paradigm, which became profound satisfaction research until today. Expectations were formed before any purchase and actual performance. It was then assessed regarding expectations. The consumer would feel satisfied whenever performance exceeded expectations, known as positive disconfirmation. Otherwise, they would be dissatisfied if the performance was worse than expected, and this is known as negative disconfirmation. Despite its popularity, the expectancy-disconfirmation paradigm had to tolerate considerable theoretical and operational criticisms.

At present, theory of satisfaction researches has proven empirically that satisfaction is a mediator construct, but on the contrary, the theory remains unclear until further research is carried out. Research by Osman and Sentosa (2013) confirmed that satisfaction was a mediator between service quality and loyalty for Malaysian rural tourism using PLS. Different research on Muslim tourists in Malaysia by Battour et al. (2012) too confirmed that satisfaction was a mediator between travel motivation and destination loyalty.



**Figure 1: The Expectancy Disconfirmation Model of Satisfaction**  
(Sources: Oliver, 1980)

### **Destination Loyalty**

Visitors' loyalty is viewed as one of the most fundamental driving powers of the tourism business. Significantly it has proven the success in forming and sustaining the sectors and has become an inescapable topic to examine in tourism literature (Gursoy, Chen & Chi, 2014; Prayag, Hosany, Muskat & Del Chiappa, 2015; Sun, Chi, & Xu, 2013). The success of any tourism business depends not on the first visit purchases but the revisits. However, the intense rivalry among DMOS is expected to increase the human capital investment to meet visitors' expectations and improve services to increase repeat tourists. Residents living within the destinations usually have a higher prospect to play host to loyal domestic tourists at the destinations in which they reside (Ballantyne, Hughes, Ding, & Liu, 2014; S. Wang & Xu, 2015). During the off-seasons, the residents who ran the tourism business usually played host to more domestic visitors rather than foreign tourists. These interesting encounters indicated that positive image perceptions among residents led to a positive effect on visit satisfaction in the past and brought loyalty to the destination (Picón, Castro, & Roldán, 2014). This is a very thought-provoking fact to deny, knowing that understanding residents as tourists in their home destination has dramatically grown (Sharpley, 2014).

Handling visitors' relationships and increasing visitors' loyalty have been a subject of strategic importance for business tourism organizations (Picón et al., 2014). Loyalty had been regarded as the key source of competitive advantage (Antón, Camarero, & Laguna-García, 2014) with significant direct and indirect effects on economic, social and environmental levels on tourism destinations (Martinez Gonzalez et al., 2015). It was revealed that a 5% increase in customer retention yielded 85% more profits in the service industry (Frederick & Sasser, 1990).

In addition, retention and maintenance of existing customers have been indicated to cost less than acquiring new customers (Reichheld, 1996). Further, pleasing visitors and providing them with complete visit satisfaction will ensure them to remain loyal in any specific destinations. It needs to be rigorously investigated mainly among domestic tourists who have a different perspective when compared to international visitors (Tasci & Gartner, 2007). Residents living in tourism destination locations are most probably the most loyal domestic tourists of the destinations to which they belong (Ballantyne et al., 2014). More attention and respect should be given due to their financial contribution to the local community, especially during the non-sessional periods (Wang & Xu, 2015).

In the tourism service sector, destination managers face challenges when planning and developing tourism attractions in the present vigorous and competitive global scenarios. It considers the fact that many global destinations offer similar attractions, services and experiences. Destination managers have to plan and strategize marketing destinations focusing specifically on repeat visits among domestic tourists. Specific strategies will ensure an increase in earnings.

A blend of unique experience and continuous development of tourism products on tourists' destinations is of practical importance to attract repeat visitors. As a consequence, new visitors will be offered quality services through the UGC social media. Hence, managers need to have good knowledge of visitors' expectations to increase loyalty at any destination. Thus, destinations can transform their new offerings, service delivery, and communication strategies to exceed visitors' expectations (Gursoy, Chen, & Chi, 2014). Constant evaluation of the determinants of tourists' loyalty is required to recognise factors that can influence the likelihood of a tourist to revisit the destination (Zhang, Fu, Cai, & Lu, 2014). The business environment constantly changes due to complex deviations in visitors' attitudes, economic crisis and proximity on the intention to travel (Martinez Gonzalez et al., 2015).

Gursoy et al. (2014) further proposed that future studies on destination loyalty should consider their propositions and test the whole model or part of the model using the multi-trait and the multi-method approaches systematically. In addition to examining the strength and direction of those constructs on loyalty, future studies should examine in-depth and in berth these constructs by including the mediation or moderation effects on their proposed conceptual model between loyalty and the various antecedents of loyalty.

### **Destination Image Model Formation**

Researchers have different opinions on image components that make up a holistic impression. There is no concrete agreement because image comprises different environments and changes over time due to social culture that plays an essential role in contributing to the dimensions

over time and space. Earlier and Crompton (1979) believed destination image consisted only of the cognitive component. Gartner (1986) stated that tourists' perceptions of various destination attributes would interact to form a global image. Most recent studies tended to consider the image as being formed by two closely related components, the cognitive and affective components. There was a general agreement that the cognitive component was an antecedent of the affective component. In addition, the combination of these two components, affective and cognitive, formed a holistic composite image of a brand image.

Baloglu and McCleary (1999) and Prayag (2008) claimed that there were two main elements of image consisting of the cognitive and affective images. The cognitive image was described as the beliefs and information that visitors had about a destination. This element evaluated the community who lived in that place and the events happening in that place. The affective image was about people perceiving the destination, such as knowledge, beliefs and thinking, all of which are related (Coban, 2012).

However, Breckler (1984) believed that image had been conceptualised with a three-component model of attitudes, which had been popular in the psychology literature since the 1940s. Attitudes were evaluative statements formed through the interaction of i) cognitive, ii) affective, and iii) conative components. The cognitive component represented the beliefs and knowledge one held regarding an object or person. The affective component represented one feeling towards an object (sad, happy etc.). Recent research examining the affective component indicated that emotions were better predictors of destination visitation and customer purchase intentions than the more commonly used cognitive component (White, 2003). The conative component indicated how one acted towards the object (Bootzin, Epstein, & Wood, 1991). After processing the cognitive and affective components, a decision was made whether or not to travel to the area. This act was considered the conative component, and it formed the action component of the image and was similar in behaviour. The three components, cognitive, affective and conative, developed the travel decision process towards a destination.

Other researchers proposed image components, namely; holistic, attributive, to be common and unique to provide deeper insight into how each component was internalised. Peter and Olson (1999) classified images into three categories: cognitive, affective, and attitude. They stated that both affective and cognitive components were mental responses as the stimuli in the environment. This relationship was dynamically interactive and was known as a "reciprocal system". The outcome included positive or negative feelings with varying intensity. At the high end of intensity, emotions such as love and anger developed, followed by satisfaction and frustration, and finally moods such as boredom and relaxation. At the low end of intensity were evaluations (attitudes) such as likes and dislikes. The cognitive component was defined as a mental response that involved thinking, paying attention, remembering, understanding, interpreting, evaluating (good/bad, favourable/ unfavourable), and making decisions about stimuli in the environment. Thus, image assessment involved factual knowledge, personal beliefs, meanings, memories, evaluations, and decisions. Anand, Holbrook, and Stephens (1988) stated that an increase in cognition about an object might lead to an increase in effective feelings towards that object.

In the past, Tasci et al. (2007) claimed that image was an interactive system of destination image components. The interactive system consisted of (i) the cognitive knowledge, (ii) the common and unique attributes, and (iii) the affective response. The interaction among them

formed a composite image (holistic or overall) on decision making. Every item in this reciprocal system developed a change in cause and effect over time. Therefore, cognitive, affective and conative images should be studied in an integrated manner. In conclusion, a destination image is an interactive system of thoughts, opinions, feelings, visualizations, and intentions towards a destination.

### **UGC Engagement in Tourism Industry**

The behaviour of Malaysian Internet users is characterized to be socially driven. The Internet has transformed people searching for information, shifting the culture from passive information receiver to active information seeker. It is evident that among selected daily online activities, Malaysians were more prone to exert themselves in leisure activities that incorporate networking features such as OTT messaging, Facebook and participation in informal forums. These platforms turned out to be the primary source of information for a majority (86.9%) of Internet users against news portals, which accounted for only 65.5% of user-based information (Malaysian Communications and Multimedia Commission, 2016).

Although UGC is defined mainly as reviews through visual and audio, commercials primarily, it also includes questions and answers. It is a highly trusted form of content (Ukpabi & Karjaluoto, 2018). To be meaningful for other users, it needs to be shared, seen and reach by others. At present, most respondents hear about tourism destinations through social media first before any other sources. This outlines a vital link of UGC engagement because it disseminates information for the domestic tourism industry.

Local data among Malaysians recorded that nearly 31% of online buyers acknowledged using social media channels to purchase services (Malaysian Communication and Multimedia Commissioner, 2017). An average customer read ten or more UGC reviews before buying something. A tourism destination needed at least 12 positive reviews to offset the impact of one negative review. The percentage of Malaysian internet users in 2015 showed a remarkable increase of 11.0 points (2015: 77.6% and 2014: 66.6%), making the online community from two-third to three-fourth of the entire population of Malaysia. The number of Internet users in 2015 was approximately 24.1 million, which was equivalent to 77.6% population of the country (Malaysian Communications and Multimedia Commission, 2016).

Among users who regard the Internet as the source of information, 90.4% claim that information is obtained from instant messaging. A report by Malaysian Communications and Multimedia Commission (2016) revealed that information searched via search engine appeared to be at 87.2%, followed by information obtained from social media at 86.9%, online video at 69.5%, and news portal 65.5% and online forum at 24.0%. Eight in ten internet users visited social media sites, and 96.5% claimed that they owned a Facebook account. Half of them accessed their accounts daily. This is followed by WeChat Moments at 61.2% account ownership and 31.7% formed daily visitors. About 46.0% of the internet users have an Instagram account and 42.1% of YouTube account. Social media followers used the service for about four hours or less a day. 4.1% of users browsed social media for more than twelve hours a day. A study indicated that 69.0% of Malaysian online buying behaviour was influenced by reviews from UGC (Malaysian Communications and Multimedia Commission, 2016). Six out of ten buyers liked the feature of peer reviews on shops or products. Many

travel service providers in Malaysia embraced e-commerce by weaving in automated and real-time technology into their business processes as a means to be the best-cost provider in the industry (Malaysian Communications and Multimedia Commission, 2016).

Due to the heavy use of UGC in social media, the Tourism Ministry tap into the current flow of communication technology by launching the social media platform for theirs. The ministry spent MYR 1.8 million to promote Malaysia aggressively in tourism event promotions (Cruz Tonyo, 2011). The advertisements did succeed in boosting foreign visitors to visit Malaysia. The annual percentage of tourist arrival growth was increased to 48.5 per cent in 2016 compared to 20.6 per cent in 2015. There was a decline in tourist arrivals' annual percentage growth in 2015 compared to 3.4 per cent in 2014 (Department of Statistics Malaysia, 2018). The eventual success of using social media to provide tourist arrival was proven when tourism Malaysia was awarded in 2015 the Social Media Awards for "*Social Media Engagement in Tourism*" at the World Bloggers and Social Media Awards. This award was given based on its involvement in platforms such as Facebook, Twitter, and Instagram (Tourism Malaysia, 2015). This proves that the government realizes the strength of the UGC social media to boost the success of the local tourism industry.

In the tourism industry, UGC realized that the digital marketing communication channel could seek information for tourist decision-making, mainly during pre-trips. The process has changed with the spreading of the social networking sites provided by Web 2.0 technologies. In contrast with Web 1.0, website content was created by the administrator for users (Stepaniuk, 2014). This belief was viewed as bias and information was controlled by administrators' point of view. Consequently, users comprising mainly from the silent information seekers turned out to be actively producing electronic content reviews in UGC travel blogs worldwide under WEB 2.0. UGC effectively created excitement, willingness to share and participation among readers under one platform to benefit each other.

For potential tourists, UGC formed an important information source to formulate an image towards a particular destination (Stepaniuk, 2014). Tourism destinations were required to disseminate favourable experiences to tourists, and these experiences included advice and comments from other travellers'. UGC contained information reflecting the users' own experiences, including the affairs of the activities they participated in, all of which were shared with other users (Kang & Schuett, 2013). UGC influenced visitors' decision-making process at all levels. 95% of internet users rely on the web for travelling and 50% of them were strongly influenced by UGC in different stages of their travel plan (Bhusal, 2016). In Malaysia, tourists increasingly purchased airline tickets, hotels reservations, and tour packages online (Malay Mail online, 2015). This provided additional benefits for online tourism retailers and small cottage industries to develop under UGC platforms confidently.

UGC played a significant role in travel planning among prospective travellers, especially in the information search phase (Ukpabi & Karjaluo, 2017; Yilmaz, 2017). Traditional advertising campaign with a single purchasing plan through a single communication channel was no longer effective. UGC nurtured the way for industries in the tourism field to connect and engage their visitors through the prevalent use of mobile technology (Llodrà-Riera, Martínez-Ruiz, Jiménez-Zarco, & Izquierdo-Yusta, 2015). UGC required tourism providers to understand the new features of direct link communication networks for tourists. The accessibility of mobile broadband services like the 4G and free Wi-Fi services facilitates travellers to bring their

mobile devices such as Smartphones and tablets for their convenience. Constantly, connectivity helped tourists upload and download UGC instantly and easily locate their coordinates (Manap & Adzharudin, 2013) with other bloggers, friends, and family members accurately.

### **Trust and Credible Sources**

Recent feedback by Gursoy, Del Chiappa, and Zhang (2016) in their studies using conjoint analysis of visitors to Sardinia, Italy, stated that tourists were likely to trust the UGC to review sites more than from any other information sources. It was perceived to be trustworthy and credible (Yoo & Gretzel, 2008) and in turn, created a stronger positive e-WOM (Jalilvand, 2016) satisfaction. More travel companies have shown higher trust in using UGC as a marketing channel to communicate with their clients. Further research by Llodrà-Riera et al. (2015) demonstrated that visitors-generated content constituted part of the information sources latent variable and suggested it would be interesting to determine the precise weight that visitors generated content exerted on each type of image (Dunne & Hanrahan, 2015).

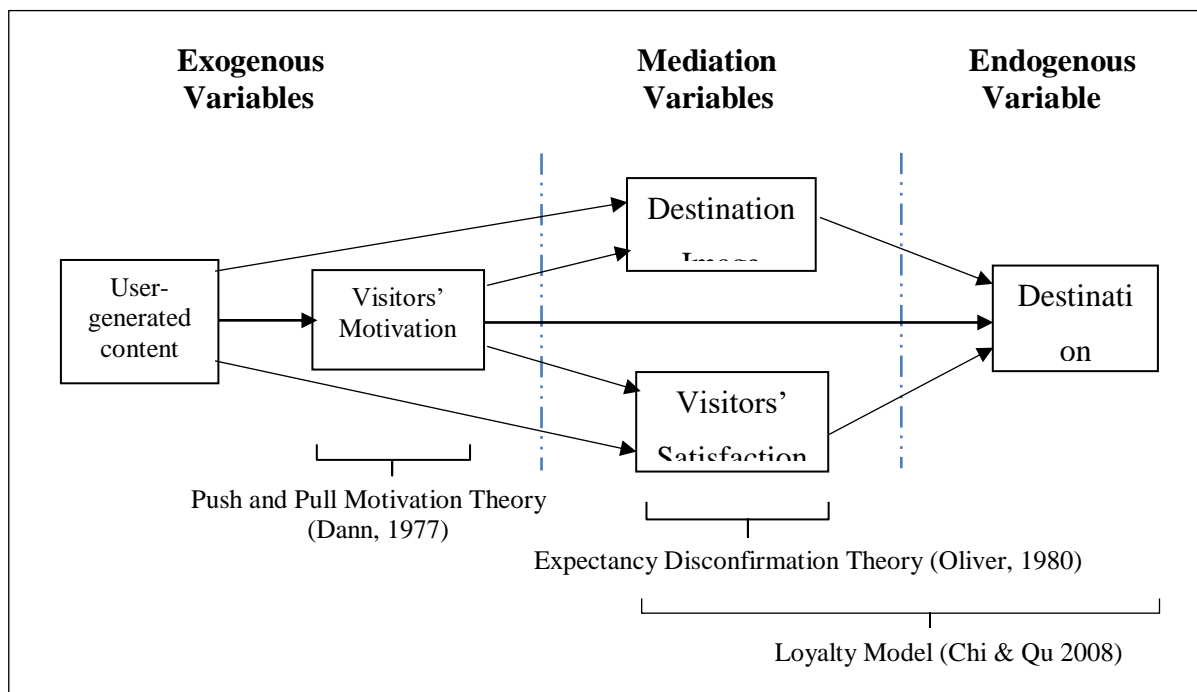
UGC, viewed as an information source perceived to be trustworthy and credible, was accepted by the public more quickly (Yoo & Gretzel, 2008; Kautsar, Widiyanto, Abdullah, & Amalia, 2012). This, in turn, increased consumers' willingness to use the source (Ayeh, Au, & Law, 2013) and the likelihood to be influenced by the source in the users' final choices (Brogan, 2009). Positive word-of-mouth (both offline and online) was also considered a result of tourists' satisfaction (Mohamad, Ali, Ab Ghani, Abdullah, & Mokhlis, 2012). It spread from previous experiences either positively or negatively. Ting, Ting and Hsiao, (2014) found that bloggers shared their thoughts for four main reasons; usefulness, reputable, unselfish and trustworthy, thus influencing sharing. This perception accounted for 54% of the variance. Another positive factor was the subjective norm, which had influenced the intention of sharing via the travel blog, and it accounted for 69% of the variance. Therefore, this would create higher trustworthiness and credibility when spreading information, primarily to secluded island destinations.

Social networking sites are typically operated by inviting people to join and contribute to a network. As this process snowballs, networking develops. Communities relied upon UGC for their ongoing operation (Trusov, Bucklin, & Pauwels, 2009). The authors adopted a more general view of UGC and were perceived to provide social interaction from users. It was perceived to be an essential source of information. In the online context, e-WOM occurred when consumers created their information on the Internet to share their experiences and views about products they purchased (Park, Lee, & Han, 2007). Tourists are continuously looking for information that will help them decide a particular destination to travel to fulfill their unique and authentic experiences. UGC is importantly a constant process achieved by the intermediary of tourist discourse. It stands for another concept that has not been fully explored and put into theory among tourism researchers.

### **Model Development**

Based on the above suggestion, this study proposes to fill the gap by investigating the dynamic nature of trust in user-generated content and the mediation role of visitors' motivation towards visitors' satisfaction and destination image either directly or indirectly on destination loyalty

during the post-pandemic COVID-19 crisis in Malaysia. It forms the anchor in the proposed model for destination loyalty. The model presented in Figure 2 represents the conceptual research model, which consists of destination loyalty (endogenous variable), destination image, visitors' satisfaction, visitors' motivation and user-generated content. UGC construct is representing the exogenous variable (independent variable). It is hoped that this research can gauge the effect and the strength of theoretical development of the relationship amongst constructs.



*Figure 0 : Model of Destination Loyalty*  
Sources: Jamaludin, (2018)

## Conclusion

Domestic millennial travellers, using user-generated content (UGC) via social media platforms are dominant. The present study examines the effects of destination loyalty among domestic millennial travellers using the newly developed destination loyalty model. The study is guided by the theory of motivation on the 'push and pull factors' and the theory of satisfaction 'expectancy disconfirmation'. This study fills the void among the casual relationships on UGC, visitors' motivation, destination image, visitors' satisfaction, and destination loyalty.

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## INCORPORATING CHINESE TRADITIONAL CULTURE IN PRIMARY SCHOOL CHINESE TEXTBOOKS

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**Abstract:** *"Where there are Chinese people, there is Chinese education". The Malaysian Chinese ancestors practiced Chinese education in Malaysia since their arrival and with their efforts, Malaysia has the most comprehensive and systematic Chinese education in Southeast Asia. It is also considered the country that has preserved Chinese culture the best. (Qian, 2017) Since year 2011, Chinese language is offered as an elective subject in the standards-based curriculum for primary school (KSSR) syllabus. There have been two versions of Chinese textbooks for the national primary schools since introducing Chinese into classrooms which are (KSSR) National Primary School Chinese Textbook in 2011 from grade 1 until grade 6. Its subsequent revision in 2017 KSSR (Semakan 2017) National Primary School Chinese Textbook has been applied up to grade 5. By studying these two versions of the textbooks, this paper will discuss how Chinese culture is depicted in Malaysian national primary school Chinese textbooks. It will also analyse the elements of Chinese culture, and subsequently, investigate whether cultural content is necessary to be reinforced in national primary school Chinese textbooks for its text to be enriched. The research objective is determined using integrated studies, done within and beyond Malaysia, and includes relevant materials, research reports, literature, dissertation papers, among others. Through literature review, this paper summarises, categories, and analyses content about traditional Chinese cultural elements that can be found in both versions of the Chinese textbooks in national primary school. The traditional Chinese cultures found in both versions of textbooks are listed under four elements which are: Traditional Chinese Festivities, Traditional Chinese Folk Games, Traditional Chinese Family Appellations, and Traditional Chinese Food Culture. The collected content then is categorised, arranged, and analysed. A deduction can then be made to provide conclusive recommendations. It can be deduced that the textbooks are quite packed with relevant and related Chinese cultural elements, but primarily, it is apparent that the Chinese culture is mostly influenced by local cultural elements which are very close to our daily life. National primary school Chinese language education plays a role in cultural dissemination. It enables pupils of different ethnic backgrounds to learn Chinese and gain a deeper understanding of Chinese culture. This can help prevent misunderstandings caused by cultural differences.*

**Keywords:** *(Chinese Traditional Culture, National Primary School, Chinese Textbooks, Chinese as a Second Language, Chinese Language as an Elective Subject)*

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### Introduction

Malaysia and China share an inseparable bond. Malaysian Chinese are descendants of the first generation of immigrants who went down South of the Yangtze River to earn a living during the Han, Ming, and Qing Dynasties. Today, Malaysian Chinese account for 22.6% of the

Malaysian population (Mahidin, 2020), making them the second-largest ethnic group in Malaysia. Malaysia was the first ASEAN member to establish diplomatic relations with the People's Republic of China on 31 May 1974, where Malaysia signed a joint communique with the People's Republic of China, and since then, it has sent many ambassadors to the country. (Changjiu Weichi Mazhong Guanxi Xu Geshou Duiwai Zhengce Yuanzhe, 2019) In fact, up until this took place, many Malaysian Chinese did not return to their hometowns of origin to visit their relatives. These layered sentiments are indicative that Malaysian Chinese will always have some sense of attachment with China.

### **Chinese Education in Malaysia**

In Malaysia, however, reconciling "Where there are Chinese people" and "there is Chinese education", has always been a difficult path fraught with hardships. The Malaysian Chinese have only managed to pave a better way for Chinese education for the sake of their community by persevering through obstacles and overcoming many critics.

Through their forefathers' efforts, Malaysian Chinese students today have a comprehensive path of Chinese education. Consequently, from kindergartens to universities, aside from China, Hong Kong, Macao, and Taiwan, Malaysia has the most comprehensive and systematic Chinese education in Southeast Asia and is also the country that has preserved Chinese culture best (Qian, 2017). There are still many unknowns ahead, but for these accomplishments, Malaysian Chinese students can walk on with their chests out and heads held high.

### **Research Background**

#### **The Manifestation of Chinese Culture in Malaysia**

Malaysia is a multi-ethnic country. Its five major ethnic groups are Malay, Chinese, Indian, Iban, and Kadazan-Dusun. Politics, economy, culture, and education, have been and will always be influenced by one another. Due to the influence of local life, Malaysian Chinese have come to incorporate the culture of other ethnic groups into their own culture. Likewise, they have also influenced other ethnic groups with Chinese culture.

*Zheng Liang Shu* wrote about how "culture is life". However, culture can also be a way of life. A Malaysian Chinese person can be influenced by the learning environment of Chinese language education, for they will come to learn more about their ancestral national customs, traditions, festivals, culture, history, and so on. On the other hand, if Malaysian Chinese were to be educated in other languages, such as English or Malay, their way of life would become less "Chinese". They might not be able to understand or comprehend their mother tongue, and may even prefer using languages belonging to other ethnic groups. Consequently, they would become soulless Chinese without a national identity, and others may resent them for their lack of national dignity. (Zheng, 2005)

In Malaysia, most ethnic groups have some knowledge about the customs, traditions, festivities, culture, and history of their people, through the Malaysian education system which they become a part of from an early age. Regardless of whether a person is 'very Chinese' or 'not very Chinese', many are exposed to diverse cultures from a young, and this is especially true for children of intermarriage between different ethnic groups. Thus, it does not really matter if one can understand or comprehend the Chinese language, for one can still be familiar with the customs, traditions, festivities, culture, and history of the Chinese people.

### **The Malaysian Education System: Primary Schools (7-12 years of age)**

In Malaysia, the national education system at the primary school level under the category of government education institutions comprises national schools and national-type schools (vernacular schools). National primary schools (*Sekolah Kebangsaan*, SK) use the Malay language as the medium of instruction. There are two types of national-type schools, one is national-type school (Chinese), which uses Chinese language as the medium of instruction (*Sekolah Jenis Kebangsaan (Cina)*, SJK(C)), and national-type school (Tamil), with Tamil language being used as the medium of instruction (*Sekolah Jenis Kebangsaan (Tamil)*, SJK (T)). Malaysia used to have national-type school (English) as well, which used English language as their medium of instruction. However, many of these English schools were converted to national primary schools in the 1970s, after the National Language Act was passed in 1967; and Malay became their medium of instruction (Ma Lai Xi Ya Jiaoyu Fazhan Gaikuang, 2007).

The Malaysian government mandated a compulsory six-year primary school education for all school-age children. To ensure that this rule was upheld, parents who were found to be in violation would be fined. (Kementerian Pendidikan Malaysia, 2021) After gaining independence in 1957, Malaysia started offering Chinese language classes in various national primary schools. These classes were known as Pupils Own Language (POL). They were only open to those who are Chinese, and there had to be at least 15 Chinese pupils to start a POL class. Chinese language education was only opened to pupils of other ethnicities in 1996 at a national primary school level, but even then, it was only offered on an extracurricular basis. Pupils had to stay behind after school classes to attend the lessons. This situation lasted until 2011, when, in accordance with Malaysia's Education Blueprint, the Ministry of Education implemented a new curriculum which is the standards-based curriculum for primary school (KSSR) whereby it offered such as Chinese, Arabic, Tamil, Iban, and Kadazan-Dusun languages as an elective school subject. Moreover, to further improve national primary schools, the elective subject is allocated 90 minutes (30 minutes x 3 sessions) for learning per school week into the pupils' schedule. (Alimuddin Mohd. Dom, 2010)

### **Research problem**

#### **Chinese Language as an Elective Subjects in National Primary School (BCSK)**

In the last decade, the Malaysian government has come to place greater importance on the teaching of Chinese as a National primary school subject. There have been two versions of Chinese textbooks for primary schools since the introduction of Chinese into classrooms, following the standards-based curriculum for primary schools in 2011, until its revision in 2017 KSSR (Semakan 2017). To date, the KSSR (Semakan 2017) has been applied in national primary schools up to Grade 5. Chinese language learning in national primary school is a second language. High expectations and overpacked of the subject will cause a burden to pupils. When comparing the versions of textbooks that have been used, a significant reduction in learning topics can be observed, and this reflects how the Malaysian Curriculum Development Department (BPK) has been adapting to students' abilities. This measure may have been taken to prevent students from feeling pressured as they learn a second language. It may also have been done in response to students who struggle with learning Chinese, and will eventually give up learning due to a sense of helplessness. Evidently, students in the Malay or English medium primary schools are not overlooked when it comes to the teaching of Chinese

in national primary schools. Ultimately, the purpose of teaching Chinese as a second language in these learning environments is to encourage students to use this language in their everyday lives. It is also hoped that students can benefit from a more relaxed, dynamic, and engaging curriculum. In this aspect, teachers play a crucial role. The quality and ability of the teachers will have a significant impact on the curriculum provided.

Besides, cultural differences among ethnicities are always a sensitive issue. If no understanding among each other's it easily causes ethnic conflict. Education is the best way to teach pupils the cultures of different ethnicities in Malaysia. If pupils are educated since an early age on different cultures, definitely misunderstanding between each other can be reduced and of cause, the relationship with each other will be closer.

### **Research Questions**

Chinese language is introducing to pupils from different ethnicity in national primary school is not only as knowledge dissemination but through learning Chinese language, you learn the culture of the language.

There is two research question in this research which are:

1. What are the traditional Chinese cultural elements that chosen to be included in the Chinese textbook in national primary school for both versions?
2. Can the traditional Chinese cultural elements be included in the Chinese textbooks in national primary school for both versions becomes a medium for cultural communication or culture dissemination?

### **Research Objective**

National primary school Chinese language education plays a role in cultural dissemination. It enables people of different ethnic backgrounds to firstly learn Chinese as a second language, and consequently gain a deeper understanding of the traditional Chinese culture. At the same time, it allows Malaysian Chinese children to gain a better understanding of their ancestral culture's traditions. This can help prevent misunderstandings caused by cultural differences. From an early age, pupils will get to learn about each other's cultures, foster respect, and harmony among each other, and pave the way for a peaceful country.

The (KSSR) used two versions of national primary school Chinese textbooks over the last decade. Both versions include topics on traditional Chinese culture and localised Malaysian Chinese culture, which are based on real-life situations. By studying these two versions of textbooks, this paper will discuss how traditional Chinese culture is depicted in Malaysian national primary school Chinese textbooks. It will also analyse the elements of traditional Chinese culture, and investigate the need to reinforce cultural content in national primary school Chinese textbooks. This way, other ethnic groups may also obtain a better understanding of traditional Chinese customs, traditions, festivities, culture, and history.

The objectives of this research are:

1. to study the appropriateness of the traditional Chinese cultural elements that introduced in the Chinese textbook in national primary school as for cultural dissemination.

2. to analyse the traditional Chinese cultural elements and to investigate the need to reinforce cultural content in the Chinese textbook in national primary school.

### **Significant of the Research**

Language and culture are correlated and cannot be separated. (Sapir, 1912) Culture has to be educated at an early age especially in Malaysia with multi races and ethnicities. Chinese language as a second language in national primary school which means Chinese language will be taken up by non-native learners where their culture is different from Chinese culture. It is very important that while introducing a language, pupils not only learn how to speak, how to read and how to write, pupils are taught regarding their culture as well. Culture elements that are included in the Chinese textbook in national primary school are very important because they can become a medium for cultural communication among ethnic and also culture dissemination to others.

After study the traditional Chinese cultural elements that include in the Chinese textbook and analysing the traditional Chinese cultural elements that included in the Chinese textbook and the revised KSSR (semakan 2017) Chinese textbook in national primary school, can see which traditional Chinese cultural elements are been the focus and important for developing a peaceful and harmony country with all the pupils and people are united. Rather than that, comments and suggestions will be given to reinforce cultural content in national primary school Chinese textbooks.

### **Literature Review**

#### **Conceptual Review**

#### **An Introduction to Language and Culture**

##### **I. Language**

What is language? Edward Sapir defined language as “*a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.*” (Sapir, 1912) According to Ferdinand de Saussure, language is a well-defined homogeneous. It is a system of signs (meanings and sound images) that express ideas. It is the social side of speech and is something that we can study separately compared to speaking. Language is a storehouse of sound images, and writing is the tangible form of those images. (Saussure, 1966) In the Oxford Dictionary, Language means *the system of communication in speech and writing that is used by people of a particular country or area.* (Language, 2021)

##### **II. Culture**

Edward B. Tylor’s definition of culture is *that complex whole that includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by man as a member of society.* (Tylor, 1871)

The modern Chinese dictionary defines culture in three ways: Firstly, as the combination of material and intellectual wealth, created by human beings in the process of social and historical development, it especially refers to intellectual wealth in literature, art, education, science, etc. Secondly, culture is defined as an archaeological term, which refers to the relics and remnants of a historical period, and their collective synthesis, which is independent of the location(s) to which they have been transferred. Tools, utensils, and production techniques are distinct characteristics whose similarity indicates a shared, same culture. Meanwhile, the third definition of culture refers to the ability to apply words and general knowledge. (Zhongguo Shehui Kexueyuan Yuyan Yanjiusuo Cidian Bianjishi, *Xiandai Hanyu Da Cidian*, 2006)

(Wang & Zhu, 2006) summarised the meaning of culture into four levels: (1) the sum of material wealth accumulated and created as a result of the historical practice of human society, (2) the superstructure of society and its corresponding systems and organisations, (3) general knowledge, (4) ancient culture and education.

### III. Language and Culture

Language and culture are correlated. As culture changes, language responds by adapting and complimenting the shift. (Sapir, 1912) Concurrently, languages and cultures also play an important role in education. The culture of a nation can be explained when one learns its language.

In researching Chinese curricula, it has been found that cultural factors are always prevalent whether in kindergarten or university syllabuses. Learning a language translates to the understanding of its culture and background. It is commonly believed that the destruction of a people's culture is equivalent to the disappearance of their language. (Sapir, 1912) The Chinese language and its Chinese characters have been among the world's most perfectly preserved languages since ancient times in reflection of the many languages that have vanished with the degeneration of its people.

#### **An Introduction to Traditional Chinese Culture**

Traditional culture refers to the spirit of a people and its manifestations, that have been shaped by their history, as well as the casting of their history, which then gives life to their present and nurtures their future. A people and its culture are inseparable. To leave culture behind is to lose trace of traditions; without traditions, culture cannot be sustained. (Pang, 2003)

The traditional Chinese culture has existed before the May Fourth Movement for thousands of years; shaped by the environment, economic structures, government systems, social frameworks, and ideologies of China itself. Accumulated and inherited until today, traditional Chinese culture still affects modern society. Traditional Chinese culture is very much the pulse and 'genes' of Chinese civilisation. It is the Chinese people's source of power and wisdom in their endless pursuit for growth and progress; it is their shared bond and interconnected state of being. (Li, 2014)

Traditional culture is the overall representation and compilation of a people's ideologies, conceptual notions, and value orientations. It is "everything that has existed in the past"; a stream of ideas, an understanding of morality, a trend of consciousness, and a state of existence; which began in the past, melds with the present, and extends into the future. Traditional

Chinese culture is also based on Confucianism- the collective memory and sustaining life force of the Chinese people. (Wang, 2006)

## **Research on Traditional Culture in Teaching Materials**

### **Studies on Chinese Traditional Culture Elements in Second Language Teaching Materials**

The teaching of traditional Chinese culture is important and necessary in the action of teaching Chinese as a foreign language. Culture plays a significant role as it reinforces the customs and values of the Chinese people. Culture has the potential to shape the attitudes of its students toward the Chinese language and encourages enthusiasm towards Chinese culture. The teaching of Chinese as a foreign language should include more information on the traditional Chinese culture. This is to improve the appeal of Chinese culture which could potentially elevate the teaching and usage of the Chinese language. This will inevitably undermine the core values and status of the Chinese language among other world languages. (Zhou, 2013)

*Wang Le* stated in his studies that teaching Chinese language as a foreign language mainly focuses on the ultimate goal to achieve cultural understanding. In other words, as foreign students learn the Chinese language, they will gain a better understanding of traditional Chinese culture. The study attempts to understand the objectives of teaching the Chinese language, handle language teaching and cultural teaching in sequence, and coordinate its synergy. Through these experiences, adaptations, and innovations and explored to combine the teaching practices. *Wang* then explains how teaching Chinese as a foreign language uses culture to foster multicultural understanding. (Wang, 2009)

### **Studies on Cultural Elements Found within Malaysian National Primary School Chinese Teaching Materials**

In his master's thesis, *Zhang* compared the teaching materials of Malaysian national-type schools (Chinese) (SJK(C)) and national primary schools (SK), and further explored and compared the cultural elements contained within the teaching materials of these two different streams of primary schools that pertain to China's traditional Chinese culture and local Malaysian Chinese culture, while analysing which of these two sets of teaching materials is more suitable for the Malaysian Chinese community, in terms of the heritage of, as well as the need for, traditional culture. (Zhang, 2020)

Next, *Lin Shan Wen* and *Zhu Zhi Ping* compared and analysed the Chinese textbooks of (SJK(C)) with the Chinese textbooks of (SK), which focused on Chinese cultural elements. Their conclusion after the analysis is that there are differences and similarities, in the educational content and composition, in the Chinese textbooks of (SJK(C)) and the Chinese textbooks of (SK). The thought process behind the composition of the Chinese language syllabus for national primary schools has Chinese cultural heritage as its primary focus and was heavily influenced by Chinese primary schools and cultural heritage. *Lin* and *Zhu* used charts to summarise and analyse the two versions of textbook. They found that the teaching of Chinese in national primary schools as a second language, under the influence of Chinese education and cultural heritage in Malaysia, shows other ethnic groups the traditional values of Chinese culture that are so highly valued by the Malaysian Chinese. In addition, Malaysia's national primary school Chinese textbooks have incorporated multicultural content to expose non-Chinese Malaysians to the joy of learning Chinese. (Lin & Zhu, 2020)

### **Research Gap**

After comparing the integrated studies, done within and beyond Malaysia, and includes relevant materials, research reports, literature, dissertation papers, etc. notice that there are fewer studies in this teaching Chinese language as a second language in national primary school. Comparison usually makes between the Chinese traditional cultural elements in the Chinese textbooks of (SJK(C)) and the Chinese textbooks of (SK) or just discussing the Chinese traditional cultural elements in the Chinese textbooks of (SJK(C)). Actually, Chinese traditional cultural elements play an important role in second language teaching whereby it is culture dissemination and it is a path for racial harmony.

Sustainable tourism as defined by The World Tourism Organization (UNWTO) is tourism that takes full account of current and future economic, social and environmental impacts...

### **Research Methodology**

#### **Textual Analysis**

The research objective shall be determined using integrated studies done within and beyond Malaysia, that are relevant to the teaching of Chinese in primary schools, and the inclusion of Chinese cultural elements in the teaching materials of teaching Chinese as a second language. It will also make use of Chinese cultural elements found in the teaching materials of Malaysia's Chinese language subject in national primary schools, as well as the study of collecting relevant materials, research reports, literature, dissertation papers, and the like. By means of literature review, this paper summarises, categorises, and analyses content about traditional Chinese cultural elements that can be found in (KSSR) Chinese textbooks for national primary school grade one to six, and in revised KSSR (Semakan 2017) Chinese textbooks for national primary school grade one to five. An objective deduction will be made based on the inevitability, importance, and value of the promotion of traditional Chinese cultural elements in the Chinese textbooks of national primary schools.

#### **Chart Statistics**

Firstly, elements of traditional Chinese culture found in national primary school Chinese language textbooks from grades one to six are listed out. The same is done for cultural elements found in the revised KSSR (Semakan 2017) national primary school Chinese textbooks from grades one to five. Next, the collected content is categorised, arranged, and analysed. It is evident that elements of traditional Chinese culture can be found in national primary school Chinese textbooks. Such content can be summarised, analysed, and then deduced, in order to provide conclusive recommendations.

### **Research Analysis and Findings**

#### **Categorised and Elaborated Traditional Chinese Culture**

This paper summarises content about Chinese culture found in (KSSR) national primary school Chinese textbooks from grades one to six, as well as from grades one to five in their revised KSSR (Semakan 2017) versions of national primary school Chinese textbooks. The content is divided into four categories of traditional Chinese cultural elements.

## Traditional Chinese Festivities

### a. Chinese New Year - *Nong Li Xin Nian* (农历新年)

In Malaysia, we call the first day of the Lunar New Year as *Guo Nian* (过年), or *Nong Li Xin Nian*. But in China, it is commonly known as the Spring Festival (春节). Undoubtedly, this is the biggest festival for the Chinese diaspora. The historical origin of the Chinese New Year is described in *The Story of Nian* 《年的故事》. Once upon a time, there was a beast called *Nian*. On the last day of every year, *Nian* would emerge to eat humans. On the night of the last day one year, when the villagers were rushing to hide in the mountains, an old man came to beg from a grandmother. Seeing that he looked pitiful, the grandmother cooked a bowl of dumplings for the old man. After that, the old man taught the grandmother to stick a piece of red paper on her door, and also burn bamboo trunks at the door. Then the old man put on a red robe. When the *Nian* came, it saw the red paper stuck on the door, the old man in his red robe, and the burning bamboo trunks. Hearing the burning trunks crackle and pop, the *Nian* rolled on the ground, then ran away covering its eyes and ears. The next day, the villagers returned and listened to the grandmother's fortunate encounter. From then on, every year, when the day came for the Year beast to emerge, everyone would put on red clothes, stick red paper on their doors, and burn bamboo trunks. Driven away, the *Nian* eventually stopped appearing, and that day the *Nian* been chase away to be known as the Chinese New Year. The red paper stuck at doors became Spring Festival couplets, the burnt bamboo trunks became firecrackers, and the red clothes worn became the custom of wearing red clothes whenever Chinese New Year is celebrated.

In Unit 12: Lunar New Year *Nong Li Xin Nian* (农历新年) on page 34-36 of the (KSSR) national primary school Chinese textbook of grade one, the story of the *Nian* is told. The text also introduces that day's meaning, the 'Big Day of the Chinese'. "Children eat New Year rice cakes, receive red packet *Hong Bao* (红包), every one of them is happy." In a simple way, it explains how the Lunar New Year is a 'Big Day' for the Chinese. The food that must be eaten during Lunar New Year is the New Year sticky rice cake *Nian Gao* (年糕), to symbolise rising year after year. Another custom of the Chinese is a red packet with money given by elders to younger generations, or vice versa, to symbolise well-wishes and blessings. Pictures in the book depict the Lion Dance, which is very well-known in Malaysia. There are Lion Dance championships held every year, and the culture of this dance has been embraced by non-Chinese Malaysians. Many have become participants of the Lion Dance.

Activity (4) of Unit 8: Today is Monday *Jin Tian Xing Qi Yi* (今天星期一) on page 42 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade two, has a small reading article titled Happy Chinese New Year *Xin Nian Kuai Le* (新年快乐), which mentions Chinese New Year, or the Lunar New Year.

Every New Year, the Chinese open their doors and visit their friends. It is a festival of harmony and friendship. It could even be called a day of universal celebration.

b. Dragon Boat Festival - *Duan Wu Jie* (端午节)

The Dragon Boat Festival is one of China's four major festivals. It is also known as *Long Zhou Jie* (龙舟节). On the fifth day of the fifth lunar month every year, Chinese households will wrap rice dumplings, *Zong Zi* (粽子), and the community will organise dragon boat races, *Sai Long Zhou* (赛龙舟). There are several versions of history that allude to the origin of the Dragon Boat Festival. But what most people know is the story of *Qu Yuan* (屈原), who did not want to see his home lost and country defeated, and so threw himself into the *Mi Luo River* (汨罗江), tied to a boulder, to kill himself. After hearing that *Qu Yuan* had thrown himself into the river, the people immediately rowed boats out to rescue him. However, they could not find *Qu Yuan's* body. Because the people did not want fish feeding on *Qu Yuan's* body. They began dropping rice balls into the river and beating drums to drive the fish away. This is how the custom of dragon boat racing and dumpling eating came about for the Dragon Boat Festival. The Malaysian Chinese tend to treat this festival with great importance. Every year, it is customary for them to wrap and eat rice dumplings, have dragon boat races, and return to their hometowns to have dinner with their elders. Besides the Chinese, other ethnicities are also known to wrap rice dumplings but with different fillings, and gradually, a local flavour for rice dumplings has emerged

The Dragon Boat Festival is mentioned in Unit 7: Back to Hometown for Festival Celebration *Hui Xiang Guo Nian* (回乡过年), on page 38-42 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade three. The accompanying text mentions the following: "Eldest Uncle, Aunt, and Younger Uncle have all returned to grandpa and grandma's house for the festival. Everyone loves to eat grandma's dumplings." Later, Eldest Uncle and Aunt even bring the author to see a dragon boat race. Evidently, this text briefly describes the Dragon Boat Festival and its customs, which include family gatherings, dumpling eating, and dragon boat racing.

c. Mid-Autumn Festival - *Zhong Qiu Jie* (中秋节)

The Mid-Autumn Festival falls on the fifteenth day of the eighth month of the Chinese Lunar Calendar. This is a day where Malaysian Chinese eat mooncakes, admire the moon and carry lanterns. The beautiful love story between *Hou Yi* (后羿), who shot the sun, and *Chang'e* (嫦娥), who flew to the moon, is the most popular Mid-Autumn Festival myth. As the story goes, after *Hou Yi* bravely shot down nine suns in the sky, the Queen Mother of the Heavens had rewarded him with two elixirs of immortality. He took the elixirs home to his wife, *Chang'e*, to keep, and the both of them made plans to have a meal together. However, *Hou Yi's* elder brother unexpectedly found out about his brother's elixirs and arrived to ask *Chang'e* for them while *Hou Yi* went out. In an anxious hurry, *Chang'e* gulped down the two elixirs and began floating upwards into the sky. At that very time, she caught a glimpse of her husband who was returning home. The two of them were separated from that moment on. This kind of imperfection of this story evokes the ideal of reunion in people's hearts, and also makes people cherish this day of symbolizing reunion.

The (KSSR) Chinese textbook for national primary school grade two has a picture story of *Chang'e* flies to the Moon *Chang'e Ben Yue* (嫦娥奔月), on page 87-90 of its Unit 16: The Round, Round Moon *Yuan Yuan De Yue Liang* (圆圆的月亮). There is also text which mentions mooncakes as a Mid-Autumn Festival Food.

Meanwhile, activities of eating mooncakes, carrying lanterns, and drinking tea while admiring the moon are mentioned on page 38-42, in Unit 9: Today is the Mid-Autumn Festival *Jin Tian Shi Zhong Qiu Jie* (今天是中秋节) of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade four.

d. Winter Solstice - *Dong Zhi* (冬至)

The Winter Solstice is one of the most significant solar terms in the Chinese Lunar Calendar. It is the first of 24 solar terms and falls on December 22 or 23 of the Gregorian calendars. The Winter Solstice is always the last festival of the year for the Chinese people. After the Winter Solstice, the New Year is always just around the corner. The Chinese community in Malaysia has maintained the custom of celebrating the Winter Solstice. On this day, everyone eats glutinous rice balls *Tang Yuan* (汤圆) to symbolise reunion.

In Unit 12: Winter Solstice *Dong Zhi* (冬至) on page 117-129 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade five, the custom of rolling *Tang Yuan* is mentioned and brings out how the Winter Solstice is a good day for a family reunion. In addition, this lesson also introduces traditional Chinese festivals and its foods, which include: eating *Nian Gao* during Chinese New Year, eating *Zong Zi* during the Dragon Boat Festival, eating mooncakes during the Mid-Autumn Festival, and eating *Tang Yuan* during the celebration of Winter Solstice. Text on page 126 also mentions how during every celebration and festival, people will gather and make merriment.

Next, the (KSSR) Chinese textbook for national primary school grade five introduces the custom of eating Mandarin Oranges during Chinese New Year to symbolise auspiciousness. The chapter also teaches that it is customary to eat *Tang Yuan* during Chap Goh Meh, which falls on the fifteenth day of the first Lunar month; eat *Zong Zi* and watch dragon boat racing during the Dragon Boat Festival, which falls on the fifth day of the fifth Lunar month; and admire the moon, drink tea and eat mooncakes during the Mid-Autumn Festival, which falls on the fifteenth day of the eighth months. All these festivals are briefly introduced on page 104-112 of Unit 13: Understanding Each Other *Hu Xiang Liao Jie* (互相了解).

As a matter of fact, all traditional Chinese festivals have one thing in common: they wish for those who have been away from home to return and visit their relatives, to share delicious food with them, and to reunite with them as a family, because that is happiness!

## I. Traditional Chinese Folk Games

### a. Chinese Chess - *Xiang Qi* (象棋)

Chinese chess is an intangible cultural heritage of China. It is a board chess game for two which is quite popular in Southeast Asian countries, especially among Southeast Asian Chinese communities. Chinese Chess is an official sport in the World Mind Sports Games. (Wood, 2016)

### b. Diabolo Juggling - *Che Ling* (扯铃)

Diabolo juggling, or *Kong Zhu* (空竹) is widely known as *Che Ling* in Malaysia. There are two types of diabolo juggling: single and double. The latter is easier than the former.

### c. Shuttlecock kicking - *Ti Jian Zi* (踢毽子)

Shuttlecock kicking is another traditional Chinese game. Most shuttlecocks are made using chicken feathers. The sport can be played in any flat-open space. The goal of the game is to repeatedly kick a shuttlecock in the air and prevent it from touching the ground. This game compares the number of kicks its players can make, how long they can keep a shuttlecock suspended, and the kicking technique they use. It is a popular fitness activity in China.

### d. Top spinning - *Tuo Luo* (陀螺)

Top spinning is a traditional Chinese folk game that involves spherical wooden tops. A thread would be wound around a top with its tip pointing to the ground. In a whipping motion, the thread would be released, and the top would spin on the ground. The top can be whipped again as it is spun to speed it up. The player who can keep their top spinning for the longest time wins the game.

These four traditional games are introduced in Unit 6: The Blue Sky is My Way *Lan Tian Ren Wo Xing Li* (蓝天任我行) on page 43 of the (KSSR) Chinese textbook for national primary school grade five. Although the explanations are brief, teachers may be able to go into greater detail about each game

In the revised KSSR (Semakan 2017) Chinese textbook for national primary school, shuttlecock kicking is mentioned from page 85-93 in Unit 9: Going back to Grandma's house *Hui Wai Po Jia* (回外婆家). A picture shows a game of shuttlecock kicking; meanwhile, a short poem briefly introduces the game and even explains how it is a healthy activity for the body. The same book mentions top spinning next. There is a short passage for reading about spinning tops with friends. Next, Unit 10: I Love Camping *Wo Ai Lu Ying* (我爱露营) on page 94 mentions Chinese chess.

## II. Traditional Chinese Family Appellations

All ethnic groups practise family appellation. When it comes to the Chinese people, family appellations emphasise on seniority and order of lineage. Every family appellation uniquely indicates whether one is referring to a relative who is older, younger or the same generation as themselves. In fact, the national primary school Chinese language textbook also teaches one how to address their paternal and maternal relatives.

In Unit 8: My Family *Jia Ren* (家人) on page 22-23 of the (KSSR) Chinese language textbook for national primary school grade one, appellations are taught for one's father, mother, older brother, older sister, younger brother and younger sister. Next, (KSSR) Chinese language textbook for national primary school grade two introduces appellations for one's paternal and maternal grandparents in its Unit 13: Relatives *Qin Ren* (亲人), on pages 42-44. In Unit 12: Visiting Relatives and Friends *Tan Fang Qin You* (探访亲友) on page 89-96 of the (KSSR) Chinese language textbook for national primary grade four, appellations are introduced for one's relatives on their paternal side. These include appellations for one's uncle (father's elder brother) and his wife: *Bo Fu, Bo Mu* (伯父, 伯母); uncle (father's younger brother) and his wife: *Shu Shu, Shen Shen* (叔叔, 婶婶); aunt (father's sister) and her husband: *Gu gu, Gu Zhang* (姑姑, 姑丈); as well as paternal and maternal cousins *Tang Xiong Di Jie Mei, Biao Xiong Di Jie Mei* (堂兄弟姐妹, 表兄弟姐妹) .

Similarly, in Unit 6: My Family *Wo De Jia Ren* (我的家人) on page 23-28 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade one, appellations are taught for one's father, mother, older brother, older sister, younger brother and younger sister. At the same time, revised KSSR (Semakan 2017) Chinese textbook for national primary school grade two teaches appellations for one's father, mother, older brother, older sister, younger brother, and younger sister, in its Unit 3: This is My Home *Zhe Shi Wo De Jia* (这是我的家) on page 13-18. In the same book, Unit 4: Who Are They *Ta Men Shi Shei* (他们是谁) on page 19-24 teaches appellations for paternal and maternal grandparents.

The revised KSSR (Semakan 2017) Chinese textbook for national primary school grade three teaches appellations for one's paternal aunts (姑姑) and uncles (大伯、叔叔) in Unit 7: To Hometown for Festival Celebration *Hui Xiang Guo Nian* (回乡过年) from page 38-42. On the other hand, Unit 3: Having Dinner *Chi Wan Fan* (吃晚饭) on page 17-24 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade four introduces appellations for one's mother's siblings, or maternal aunts (阿姨) and uncles (舅舅) .

It is evident that Chinese family appellations differ significantly from those used by other ethnicities. The revised KSSR (Semakan 2017) Chinese textbook for national primary school introduces these appellations to students in gradual stages, and this indirectly teaches Chinese children the proper way to address their family members and relatives.

### III. Traditional Chinese Food Culture

Food culture often changes due to the influence of local culture and the culture of other ethnic groups. The eating habits of the Malaysian Chinese still retain traditional Chinese food customs, but they have been localised to adapt with local customs. The Malaysian Chinese still enjoy eating deep-fried dough sticks *You Tiao* (油条), soybean *Dou Jiang* (豆浆), *Dian Xin* (点心), *Bao Dian* (包点) and tea for breakfast.

Unit 4: The Market *Cai Shi* (菜市) on pages 11-15 of the (KSSR) Chinese textbook for national primary school grade three describes Chicken Rice. Chicken Rice commonly sold at markets originated from the Chicken Rice of *Wen Chang, Hainan* (文昌, 海南). It was brought to Malaysia by the Chinese who travelled to Southeast Asia in the 20th century. Nowadays, Hainan Chicken Rice is not only a popular food among the Malaysian Chinese but also among other ethnic groups.

In Unit 11: Grandfather's Birthday *Ye Ye De Sheng Ri Hui* (爷爷的生日会) on page 88 of the (KSSR) Chinese textbook for national primary school grade four, there is a poem which mentions peach-shaped birthday buns *Shou Tao* (寿桃), birthday noodles *Shou Mian* (寿面) and Chinese tea *Zhong Guo Cha* (中国茶). Longevity is often a theme associated with elders. On their birthdays, they will have *Shou Tao* and *Shou Mian*, to signify that they will have longevity after eating them. Tea culture is another element of Chinese food culture.

Meanwhile, Unit 11: I Love Malaysia *Wo Ai Ma Lai Xi Ya* (我爱马来西亚) on page 87-94 of the (KSSR) Chinese textbook for national primary school grade five also mentions Chicken Rice.

Tea is mentioned in Unit 12: What Do You Want to Drink *Ni Yao He Shen Me* (你要喝什么) on page 67-73 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade two. From this book, we can also observe how tea culture has been integrated into the culture of other ethnic groups in Malaysia. Tea culture is mentioned once again in Unit 2: Brushing Teeth Together *Yi Qi Shua Ya* (一起刷牙) on page 7-12 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade three.

Meanwhile, the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade four mentions red-dyed birthday eggs on page 88-97 of its Unit 12: My Birthday *Wo De Sheng Ri* (我的生日). The Chinese have always had the tradition of eating red eggs to celebrate birth occasions. When a family celebrates the birth of a child, they will give eggs to their relatives and friends on the full moon of the baby. During birthday celebrations, Chinese families are also known to dye eggs red as a mark of good luck and merriment. The preparation of red eggs has become a custom for the Chinese during family celebrations. In Unit 6: Local Cakes *Ben Di Gao Dian* (本地糕点) on page 53-64 of the revised KSSR (Semakan 2017) Chinese textbook for national primary school grade five, Chinese buns *Bao Zi* (包子) and *Red Tortoise Cakes Hong Gui Gao* (红龟糕) are introduced. This section also mentions the making of Nine-Layered Cake *Jiu Ceng Gao* (九层糕) and Spring Roll *Bao Bing* (薄饼).

Chart Statistics

Comparing Elements of Traditional Chinese Culture between (KSSR) National Primary School Chinese Textbook and its Revised Versions KSSR (Semakan 2017) National Primary School Chinese Textbook

Table 1. Traditional Chinese Cultural Elements in (KSSR) National Primary School Chinese Textbook

Cultural Element	Primary grade 1	Primary grade 2	Primary grade 3	Primary grade 4	Primary grade 5	Primary grade 6
Traditional Chinese Festivities	Lunar New Year	Mid-Autumn Festival			Lunar New Year Chap Goh Meh Dragon Boat Festival Mid-Autumn Festival	
Traditional Chinese Folk Games					Chinese chess Diabolo juggling Shuttlecock kicking Top spinning	
Traditional Chinese Family Appellations	Father Mother Older brother Older sister Younger brother Younger sister	Father Mother Older brother Older sister Younger brother Younger sister Paternal grandparents Maternal grandparents		Uncle, Aunt (Father's elder brother & wife) Uncle, Aunt (Father's younger brother & wife) Aunt, Uncle (Father's sister & Husband) Paternal cousins Maternal cousins		Uncle (Mother's brother) Aunt (Mother's sister)

Traditional Chinese Culture	Food	New sticky cake	Year rice	Mooncake	Chicken rice	Peach-shaped birthday buns Birthday noodles Chinese tea	Chicken rice Mandarin Oranges <i>Tang Yuan</i> <i>Zong Zi</i> (dumplings) Mooncake Tea	
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**Table 2. Traditional Chinese Cultural Elements in Revised KSSR (Semakan 2017) National Primary School Chinese Textbook**

Cultural Element	Primary grade 1	Primary grade 2	Primary grade 3	Primary grade 4	Primary grade 5
Traditional Chinese Festivities		Lunar New Year	Dragon Boat Festival	Mid-Autumn Festival	Winter Solstice Lunar New Year Dragon Boat Festival Mid-Autumn Festival
Traditional Chinese Folk Games					Shuttlecock kicking Top spinning Playing chess (Chinese chess)
Traditional Chinese Family Appellations	Father Mother Older brother Older sister Younger brother Younger sister	Paternal grandparents Maternal grandparents	Uncle (Father's elder brother) Uncle (Father's younger brother) Aunt (Father's sister)	Uncle (Mother's brother) Aunt (Mother's sister)	
Traditional Chinese Food Culture	<i>Bao Zi</i> Noodles Cakes <i>Dian Xin</i>		<i>Zong Zi</i> (dumpling)	Red eggs Mooncakes	<i>Bao Zi</i> , <i>Red Tortoise Cake</i> , Nine-layered cake, Spring Roll, <i>Tang Yuan</i> , <i>Zong Zi</i> (dumplings), Mooncakes, New Year sticky rice cake

When comparing the cultural elements featured in the (KSSR) national primary school Chinese textbook with their revised versions KSSR (Semakan 2017) national primary school Chinese textbook, there are clear similarities and differences observed. In terms of ‘Traditional Chinese Festivities’, both textbook versions mention the Lunar New Year, Dragon Boat Festival, and Mid-Autumn Festival. However, the details provided vary. The (KSSR) national primary school Chinese textbook mentions that the Chap Goh Meh falls on the fifteenth day of the last day of the Lunar New Year celebration. However, the revised KSSR (Semakan 2017) national primary school Chinese textbook does not mention this detail. Instead, it introduces the Winter Solstice festival, which involves the eating of glutinous rice balls *Tang Yuan*.

‘Traditional Chinese Folk Games’ such as Chinese chess, Diabolo juggling, Shuttlecock kicking, and Top Spinning, are mentioned in the (KSSR) national primary school Chinese textbook. But in the revised KSSR (Semakan 2017) national primary school Chinese textbook, only Chinese chess, Shuttlecock kicking, and Top spinning have been retained. Diabolo juggling has been excluded from the syllabus.

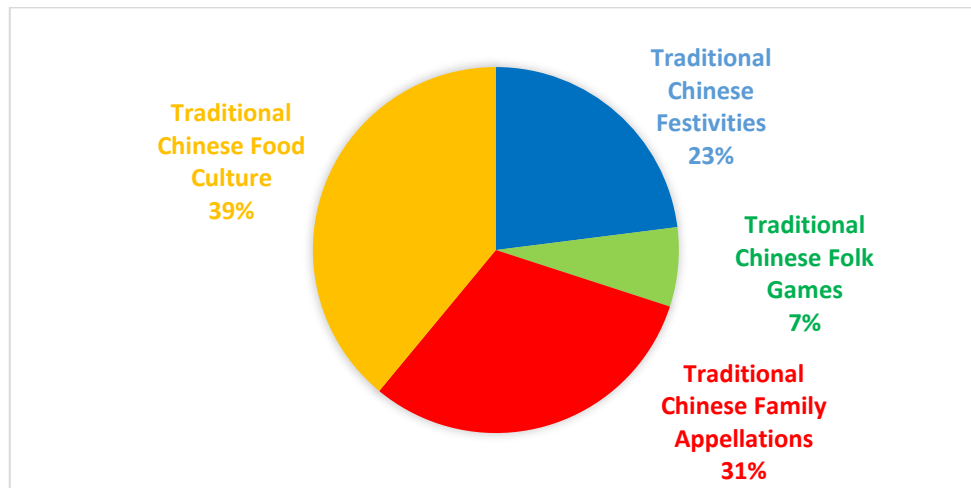
In both versions of (KSSR) national primary school Chinese textbook, ‘Traditional Chinese Family Appellations’ include appellations for one’s father, mother, older brother, older sister, younger brother, younger sister, paternal and maternal grandparents, paternal uncles, and aunts, and maternal uncles and aunts. However, it is observed that the revised KSSR (Semakan 2017) national primary school Chinese textbooks use a more gradual approach to teach these appellations. At the same time, there are no longer appellations taught for neither paternal or maternal cousins.

In terms of ‘Traditional Chinese Food Culture’, the (KSSR) national primary school Chinese textbooks mention the Chinese New Year Sticky Rice Cake, Mooncakes, Chicken Rice, Peach-shaped birthday buns, Birthday noodles, Chinese Tea, Mandarin Oranges, Glutinous Rice Balls, Dumpling, Mooncake, and Tea in this order. Meanwhile, the revised KSSR (Semakan 2017) national primary school Chinese textbook mentions *Bao Dian*, Noodles, Cakes, *Dian Xin*, Dumplings, Red Eggs, Mooncake, Red Tortoise Cake, Nine-layered cake, Spring Roll, Glutinous Rice Balls, Dumpling and Chinese New Year Sticky Rice Cake. There are some similarities, but also differences.

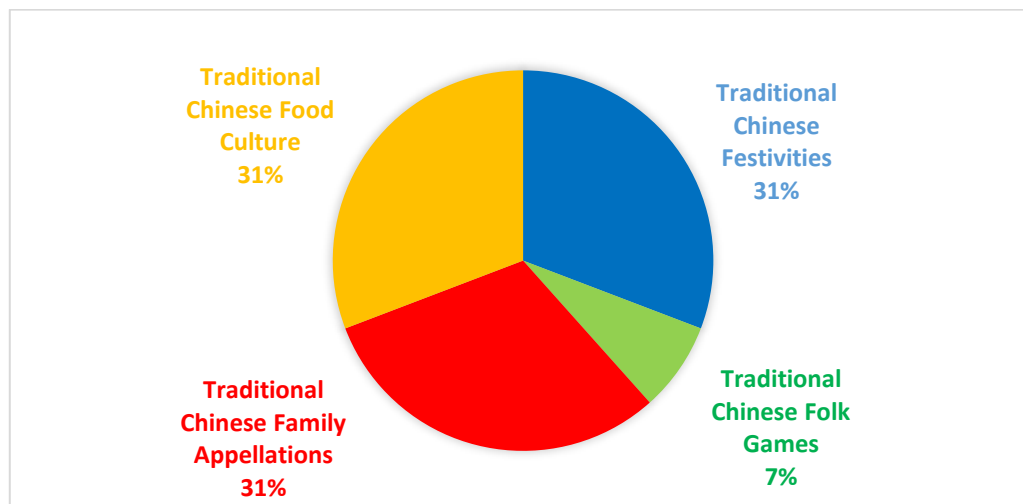
Because the revised KSSR (Semakan 2017) national primary school Chinese textbook has only been printed up till primary grade five, we are unable to determine which Chinese cultural elements will be included in the revised KSSR (Semakan 2017) national primary school Chinese grade six textbooks. But hopefully, we can expect to see more elements that will enrich the contents of the Chinese Traditional culture in the book.

## A Comparison Between Chinese Cultural Elements

**Chart 1: Distribution of Traditional Chinese Cultural Elements Found in (KSSR) National Primary School Chinese Textbook**



**Chart 2. Distribution of Traditional Chinese Cultural Elements Found in the Revised KSSR (Semakan 2017) National Primary School Chinese Textbook**



Based on Chart 1: Distribution of Traditional Chinese Cultural Elements Found in (KSSR) national primary school Chinese textbook, ‘Traditional Chinese Food Culture’ is the cultural element that appears the most in the textbooks. This is followed by ‘Traditional Chinese Family Appellations’. Next, ‘Traditional Chinese Festivities’ and ‘Traditional Chinese Folk Games’ is the cultural element which appears the least.

On the other hand, Chart 2: Distribution of Traditional Chinese Cultural Elements Found in the Revised KSSR (Semakan 2017) national primary school Chinese textbook again reveals how different Chinese cultural elements in textbooks do not get the same emphasis. ‘Traditional Chinese Festivities’, ‘Traditional Chinese Family Appellations’, and ‘Traditional Chinese Food Culture’ feature in the same proportions, and this could perhaps be significant as the

reflected three elements are much close to real-life scenarios. In comparison, fewer pages are given to ‘Traditional Chinese Folk Games’.

The revised KSSR (Semakan 2017) national primary school Chinese textbook is more comprehensive at introducing ‘Traditional Chinese Festivities’. However, no Units mention the Lunar New Year, but some introduce the Dragon Boat Festival, Mid-Autumn Festival, Winter Solstice celebration. Systematically introduce the ‘Traditional Chinese Family Appellations’, and introduction on some popular Chinese *Gao Dian* (糕点). Although only three ‘Traditional Chinese Folk Games’ are mention, but more introduction on it. The revised version KSSR (Semakan 2017) national primary school Chinese textbook grade six has yet to be printed, and so we look forward to observing what kinds of cultural elements may be introduced there.

This paper has analysed the two versions of (KSSR) national primary school Chinese textbook. It can be deduced that the textbooks are quite packed with Chinese cultural elements, but of course, the Chinese culture is mostly influent by the local cultural elements. How far can cultural heritage sustain itself? Teachers play an important role in finding out. Teachers can provide guidance, and give more detailed explanations about topics taught, and they can also initiate activities for students to participate in. A lesson in culture can be as rich as it can be shallow. When it comes to cultural differences between ethnic groups, teachers also have the duty of helping to resolve misunderstandings and foster respect and tolerance between students in the classroom. It is safe to say that the cornerstone of national harmony has always been the quality of our educators.

## **Discussion and Summary**

After comparing and analysed the two versions of (KSSR) national primary school Chinese textbook, can found that the Chinese traditional culture Elements included are relevant and related to the local Chinese culture which is very close to our daily life. Introducing these cultural elements can bring understanding to others races and also can build cultural communication among ethnic.

Thus, this paper found that some Chinese traditional culture Elements are not been included. This paper would like to suggest including some Chinese traditional cultural elements. Examples:

1. Chinese traditional stories, legends, tales, historical elements
2. Chinese traditional sports element: *Wu Shu* (武术)
3. Chinese traditional performance element: 24 Festival Drums (二十四节令鼓)
4. Local Chinese elements: history and building

In believe that after these elements are added, they can enrich the contents in the national primary school Chinese textbook. Besides, no matter Chinese or non-Chinese pupils, they can know much better about the Chinese traditional culture as well as the local Chinese culture which is closer to their daily life and is able to understand this multinational country, Malaysia.

It has been nearly 50 years since China first formed diplomatic relations with Malaysia. Ever since China opened its doors, China’s vigorous economic development has allowed its standing

in the world to be elevated day by day. The 2008 Beijing Olympics further cemented the People's Republic of China and Beijing in everyone's minds. That deep impression has greatly piqued the interest of people towards this ancient country filled with mystique, that has more than five thousand years' worth of history and culture. They are further filled with an ever-increasing curiosity about its culture, its language, and its people. This has led to an increase in the number of learners of the Chinese language in the world, as well as caused an unceasing flow of people who visit China for holidays, or study tours.

The Malaysian government is placing ever greater importance on the Chinese. Starting from 2008, the Beijing Foreign Studies University, and the Malaysian Ministry of Education, together with the People's Trust Council, have committed to doing a collaborative programme to train Malay teachers, and for the 2 units of recommended students, specially launched the "Chinese as a Foreign Language - Malay Teachers Training Programme". (Shihua Ribao online, 2017) The Malaysian government sends Malay students to study Chinese in China, in the hopes that these Malay students will be able to teach Chinese as a second language in national primary schools, after returning to Malaysia upon the completion of their studies. In 2011, Chinese language was included in the KSSR syllabus as an elective subject and was officially accepted as a legitimate class, with the full duration of 90 minutes per week.

Other Malaysian ethnic groups, by way of their appreciation towards the Chinese language, as well as realize the value of Chinese language, have chosen to send their children to national-type school (Chinese) to receive Chinese education. But at the same time, there are also, of course, Malaysian Chinese families who send their children to national primary schools due to very specific reasons. Different families with different needs to be met have caused Malaysia's education system to have a diverse ethnic mix of students. Because of this, the curricula should really emphasise accurately representing the traditional cultures, customs, and festivities of all ethnic groups.

Malaysia is a multi-ethnic country. Thus, to live and grow up here, is to learn how to live harmoniously with other ethnic groups. In view of this, Malaysia's education curricular includes teachings about the traditional culture, customs, and festivals of its various ethnic groups. The reason why this is done is so that from the time they are young, conflicts between different ethnic groups can be prevented, and all Malaysians will instead be more united and have fewer misunderstandings due to differences. In this way, harmony will be strengthened.

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## ISSUES AND CHALLENGES FACED BY TOUR GUIDES IN KUNDASANG AND KAMPUNG SAYAP.

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**Abstract:** The study aims to identify the issues and challenges faced by your guides in the highlands along the west coast of Sabah. The destinations chosen in this study were the famous Kundasang located in the district of Ranau and Kampung Sayap, a blooming highland destination in the district of Kota Belud. The qualitative study used the case study approach. The methodology used were divided into three stages. At stage 1, the researchers hiked with the tour guide to personally encounter the experience provided by the tour guide. At stage 2, the tour guides were placed in group and a list of questions were put forward for them to express the issues and challenges they face while performing their tour guide duties. Finally, at stage 3, the village chief was included in the discussion in providing recommendation on how to improve the services as well as the standard of living of tour guides. The study revealed that the ratio of tourist to tour guide is too high, inability to communicate in English, do not have the knowledge on the intrinsic as well as the extrinsic value of the flora and fauna, lack of facilities, the hikers were mainly man, changes in the weather condition, schedule is too tight and the demand is seasonal. Many of the tourists did not have a tour guide licence because they did not have school certificates. Thus recommendations were given to focus on capacity building, working condition, status of the tour guide, safety, security and well being of guides.

### **Background of Study.**

The sustainability of eco-tourism largely depends on the tourist guide that consists of local communities. Tour guides are considered intermediaries in the tourism industry. Some researchers also refer them as brokers in the tourism industry. They play an important role in controlling the flow of information and create structural holes in the communication network. The guide usually maximizes his own capital based on the knowledge of the tourism product that he is promoting like the knowledge of the natural heritage as well as the cultural heritage. The guides usually has the inside story that enables the tourist to experiences the destination like a local. A tour guide will be able to provide information on facts, history, landmarks, figures, local customs and more. The tour guide is also able to provide insight information about the location. Knowledgeable guides may be able to make the trip memorable. A tour guide is the first and the last person seen by a tourists. There are several benefits of hiring a tour guide. They can ensure safety for the entire family who is under their responsibility. They know the unique places that you should visit. Their entire tour will be well organised and it will also be hustle free. In short they will be able to cater for all your needs.

A study by Kuo-Chien Chang (2014) claimed that perceived credibility trust, perceived benevolent trust and tourist satisfaction were the factors that influence the tourist shopping behaviour in Taiwan. Companies give guided tours to maintain the quality of the tour. The findings also supported the study conducted by Mak, Wong and Chang (2010) that supports that there are a number of issues that reduces the satisfaction level of tour guides. Among the human resource issues highlighted by the researcher were the low and unstable income earned for a 24/7 job that they need to offer, lack of recognition from their employer, high turnover rate among guides and new immigrant guides that create competition with the local guides. The guides are not receiving enough recognition seem to be the main difficulty faced by tour guides in Macau China. Employer expects the guides to receive below the cost fare. They are also treated as if they are part time workers or freelance workers but in reality they are working full time. The tour guide felt they were exploited by the employer and the financial pressure was shifted to them. Their low and unstable income adds to the burden. The tour guides are not given a basic salary. Most of their own expenses are paid from the tour guides pocket money. Thus these tour guides who have a degree or good in English or any other foreign language opt to work in hotels and casino for a better salary and a stable income. Competition arises from tour guides who are not from that area. Oversupply of tour guide creates tour services rendered in a cheaper rate but not promising a satisfying quality service. Moreover, when the tourism market has not reached maturity the tourist will negotiate for a lower cost or fee and willing to compromise a quality tour. Sometime the tour operator rip off majority of the share for the package and only provide small amount to the tour guide. The items in the itenary will not be fulfilled leading to dissatisfaction.

The road towards boosting the ecotourism industry along the west coast of Sabah in order for it to be strong and sustainable future growth requires in depth understanding and careful re-evaluation on the issues and challenges of the industry. Moreover, ecotourism is a distinctively service based one, which relies to achieve a strong and sustained future growth in Hong Kong's tourism industry heavily in high quality service delivery. As there were concern about the quality of the service provided by the main stakeholders who were the local community especially the tour guides potential problems and challenges faced by these tour guides need to be addressed. This led to the study to be initiated.

### **Previous Studies on The Challenges Faced By The Tour Guides.**

Tourism has become an essential tool to promote socioeconomic status for communities. Like any other goods and services the growth of the product totally depends on the satisfaction of the customers. Tour guides have a direct link with these customers known as tourist. Tourist guides has various roles in projecting the right image about a destination. According to World Tourism GoI (2020), a tour guide needs to provide the right information with facts and figures. This can include the history culture, the architecture, scientific reasoning to support the facts and figures. The guides need the tourist to feel like a local to embrace their experience. They need to make sure the tourist are always save 24/7 and fully satisfied during their visit to a destination.

Unfortunately, when a search engine is used to identify the level of satisfaction obtained by customers in certain destination, 95% of the dissatisfaction is due to untrained, unlicensed, casual and fake guides in places like India. Thus, the domestic tourist does not treat the guides with respect and does not consider a guide's job as a prideful one. In India they are always looked down.

According to Chowdhary and Prakash (2008), the vulnerable position of a tour guide can be seen in the tourism supply chain. In order to understand better the position and the bargaining power, a business setting for a tour guiding job should be analysed. There are three main players in the business scenario. Government is the main facilitator. Government promotes tourism within and outside the country with themes or brands like Visit Malaysia, Colourful Indonesia and Incredible India. These brands send out a message of a promised quality that will be experienced by the tourists. Since tourism is service based industry, government cannot be totally monitoring or controlling the tourists experience. Thus, to facilitate this experience the government depends on the tour operator or tour agencies who delivers the experience of using the product. The government assess the demand for the products or services or even the facilities at various locations like museum, zoo, parks, eco-trail, worship places like temple, church and mosque, sanctuaries, heritage sites like palace. The government train the guides and provide the licence for interpreting the experience and escorting the tourists. The guides complement the tour agencies and operators in providing the itineraries.

The tour agencies or the operators take over the role of the government that promotes tourism experience at the macro level to a micro level. The agencies or operators manage the resources by taking the role of an entrepreneur. They design the itinerary for the company, the transport, food, accommodation in the form of a tour package together with the right tour guide that has the experience and language skills needed in the tour. The tour packages are the tourism products put for sales.

The third link is the tour guide. They are usually independent workers who are employed or engaged by the tour companies. They are train and licensed. They can be engaged full time or part time. Guides always face the dilemma of conflicting interest between the government and the tour company. Government wants to gave the tourism experience as promised in its promotion but the tour company is too profit orientated.

### **Research Objective**

The overall research objective was to determine the issues and challenges faced by the tour guides in the locations of study (Kampung Sayap and Kundasang). The specific objectives of the study was as follows:-

- a. To describe the current standard in the services provided by the tour guide based on the observation of the researchers in the hiking activity in ecotourism.

- b. To identify the issues or problems as well as challenges encountered by the tour guides in providing the services required by the tour operators or the tourists.
- c. Finally to recommend some suggestions on how to overcome the problems encountered by tour guides in providing a standard service and at the same time boost their socioeconomic status.

### **Research Questions**

The overall research question of the study was as follows: -

“What are the issues and challenges faced by the tour guides along the west coast of Sabah?”

The specific research questions were as follows: -

- a. What is the current service standard offered by the tour guides in the location of study (Kundasang and Kampung Sayap) based on the observation made by the researchers during an ecotourism activity like hiking?
- b. What are the issues and challenges faced by the tour guides in providing services to the tourist as well as the tour operators?
- c. What are the suggestions that can be recommended for the tour guides in providing a standard service and at the same time increase their socioeconomic status?

### **Methodology**

The study adopted the qualitative approach to identify the issues and challenges faced by the tour guides along the west coast of Sabah. This was considered the most appropriate method due to the nature of the study which is exploratory and limited information in the area of study. The study adopted a case study approach. The study setting was Kampung Sayap and Kundasang. The data collection for this study was obtained through in-depth interviews conducted on the key players involved in tour guiding activities in the locations of study. The collection of data was carried out by enumerators using a set of open-ended questions. The interview was held from the 28th of August 2020 to 31st of August, 2020. The data collection took place in three stages. At stage 1, the researchers went on hiking as the main activity of ecotourism. Based on the observation, the researchers identified the strengths and weaknesses of the tour guides involved in the activity of hiking. At the second stage, a group discussion was carried out with the hikers to identify the issues and challenges faced by the hikers. Finally, at stage three, personal interviews that lasted for one and a half hours with the village head who is also a tour guide to provide suggestions on how to ensure that the guides can provide a standard service and at the same time increase their socioeconomic status.

The interviews were all tape recorded and fully transcribed. The questions asked were as follows: -

1. What is the problem you encounter when the tourist arrives at your place?
2. Who prepares the itinerary for the tourist? Is it your responsibility or the tour operator that decides the itinerary? Are you comfortable with the itinerary prepared?
3. How did you work out the costing? Did you look at your competitors' pricing and decided to impose a cheaper price? Did you just estimate the cost and place a certain percentage hike in the price to gain profit?
4. Do you need to pay the tour operator if he or she brings the tourist to your place? Is the fee given to you sufficient to cover your cost of operation?
5. Do you explain to the tourist about the rules and regulations and the safety measures before you start the activity?
6. What is the ratio of guide to tourists? Do you think this ratio is good enough? Or they should be in smaller groups?

7. Do you have sufficient knowledge to communicate with them to explain basic things? Does the tourist ask you questions? If they do ask you questions do you understand the questions and make the correct response?
8. Do you have the intrinsic and as well as the extrinsic knowledge on flora and fauna in the places you hike?
9. Do you find the income that you get is in line with the effort you make?
10. Are you doing this tour guide job as a part timer or full time?
11. Do you have the knowledge to do first aid when a tourist is hurt?
12. Is there immigrant of tour guide from outside your village that you deem as a competitor?
13. Do you have a tour guide licence? If no what is the obstacle of getting one?
14. What type of training is required by the tour guides in your village?
15. What are the suggestion that can be given to boost the quality of the service provided by the tour guides?

These 15 questions were asked in a focus group but the following question was enquired to the Village Chief who is also a tour guide and a hiker.

### **Findings**

At the entrance of the hiking trail, payment was collected and briefing was given on how to behave in the forest. Among the advice claimed by the researchers were as follows:-

“ Do not mention certain names in the forest like bears and other wild animals because it is the believe of the locals that the animals whose name is mentioned has good hearing ability and might attack you when you are in the forest.” “ Follow the guides and watch the steps carefully because the trails are slippery due to the rain on the previous day”. The payment included the guides’ fee as well as the payment for the food which is lunch. The researchers observed that since the hiking took place as soon as the movement control order relaxed and allowed movement of people between districts, the inflow of tourist to the location of study increased. Thus the ratio of guide to tourists was high. Since the tourists consists of Malaysian who knew the local language or even the national language, Bahasa Malaysia, it enabled them to communicate with the guides easily. But unfortunately the guides were unable to communicate in any other language other than Malay and the local language like Dusun and Kadazan. They were unable to communicate in English.

The second issue was the tour guides who hiked with the hikers were not able to explain the intrinsic as well as the extrinsic value of the flora and fauna in the area. They were unaware of the endemic species found during the hiking. This made the entire experience of hiking incomplete. They were just guiding the tourists to make sure they follow the correct path. In some cases the researchers themselves identified the unique species in the jungle.

The village did not have a shop or the facilities to sell the equipment needed for the hiking. Some of the tourists did not have the proper shoes for hiking, thus the tourist was not able to follow the rest of the tourists in hiking. The researchers felt that the guides can sell local hiking shoes like “addidas kampung” to the tourists who are not equipped with the right equipment. The hiking sticks made out of wood were provided. This can enable the tourist guides to earn extra income.

The path way for hiking is still fresh. It is not paved for the hikers to climb. Moreover since the village or the hiking spot is along the Crocker range of Mount Kinabalu, it is always exposed to the change in weather condition. If it rains, the path becomes muddy and slippery,

which is dangerous to the tourists. In addition, all the guides were male, there is no female guides. Thus it becomes uncomfortable if a female wants certain safety favours from the guides especially for a Muslim woman.

The guides are usually considered ambassador for the natural and cultural heritage. Unfortunately, the local tour guides were unable to explain the natural heritage as well as the cultural heritage as expected. The lunch prepared was a local cuisine wrapped up in leaves like “nasi bungkus”. The guides fulfilled the requirement of keeping the environment clean as required in ecotourism but not allowing rubbish or plastic water bottles to be thrown in the jungle. The guides also followed the stipulated time of starting and completing the hiking according to time.

Overall the researchers felt the hiking as an adventurous activity, more towards keeping one self fit and to be relaxed seeing the scenic mountain view, sun rise and sun set with the right temperature. Unfortunately, it did not give them the educational or knowledge transfer element about the natural heritage and the cultural heritage in the location of study.

At the second stage of the exploratory study, a focus group was formed. The focus group consists of tour guides, researchers who followed the tour guides as hikers and tourists. The focus group was aimed to have the opinions on the issues or problems encountered by the tour guides. This will help them to argue and debate in putting forward their views.

All the tour guides collectively agreed that they can communicate in Malay as well as Dusun or Kadazan language easily. Unfortunately, their English is not good. Some tour guides are able to understand English but lack the confidence to respond. Thus, they claim that they are able to handle the tourists with more confidence if they are from Malaysia, Indonesia, Singapore compared to foreign countries. The guides also claim that the itinerary for their stay in Kampung Sayap or Kundasang is prepared by the tour operators if they booked through the tour operating company. But if they have booked personally through their websites the itinerary will be prepared by the local tour guide. The guides claim that tour company usually cramp their itinerary to make maximum profit from the tourists. They bring the tourists in the tour bus. By the time they reach the destination, it is 2 to 3 in the evening. The tourists are really tired. They decide to do the hiking the next morning. They return from the hiking around 4 p.m. before it gets dark. Some tourists will check out and leave to Kota Kinabalu on the same day. Some will leave the next day. This does not give the tourists enough time to fully explore and increase their understanding about the natural as well as cultural heritage. For those tourists who do not want to hike will go for a swim at the rivers and waterfalls in the area like Kampung Sayap or visit the cattle farm and organic plantation in the area like Kundasang. The souvenir shops in both the places are not outstanding as the souvenir shops in another tourist destination.

The pricing strategy implemented by the tour guides were cost based pricing. The wage of the tour guide plus the cost of the lunch were included. After estimating the cost, a small percentage was used to hike the price to gain profit. The small percentage of the profit is used to upgrade the facilities and the infrastructure for the hikers. If the tour operators bring in their tourists they only pay for the wages of the tour guide and cater food based on the need of the tourist. The cost is similar with the cost they incurred without a tour operator. Sometime the local tour guide will be escorted by a tour guide arranged by the tour company to enable the tourist to communicate effectively.

The tour guides explain the rules and regulation before the hiking begins. But it is very brief. They also explain the beliefs and norms to be followed. Usually they claim there are many tourists who are not discipline in following the rules and this creates negative spill over effect for the guides. Sometime the tourist might get injured but the hikers are not trained to provide first aid services to the tourists. During low peak season, the ratio for guide to tourists is low.

Thus, the entire activity is very personalized but during high peak season, the ratio is very high. This is the only way for them to make extra income. Thus, the rules and regulation on the ratio is usually ignored. The guides also claim that tourist never reveal their actual health condition before hiking. This is because in certain areas like Kampung Sayap the steepness of the mountain is almost 85 degrees. This requires good stamina and fitness. During the journey, many tourists could not complete the activity. They need to be brought back to the village with assistance of more guides. Even though the service was rendered with more guides but the extra guides will not be paid. Their service will be considered as a humanitarian gesture.

Since these guides do not have the knowledge to explain the historical knowledge of the area or the cultural heritage or the natural heritage, the tour company uses their heritage to make money. The tour operators just pay the entrance fee. They bring their own tour guides who can communicate better, explain the heritages of the area more effectively. Thus, these guides brought by the tour company become competitors to the local guides. Therefore, the low income and instability in income leads the youth to leave the village and go to the nearby town looking for more stable jobs. The tour guides also try to get the licence for tour guides but they are told that they don't qualify for it.

The third stage of the exploratory research was to interview the Village Chief who also works to tour guide and a hiker. The Village Chief supports the claim by the guides that they need to be trained in communication skills, knowledge about their natural heritage and cultural heritage. They are also required to have basic first aid skills. Once these skills are required maybe the government would be lenient in giving the Tour Guide Certification. This can help the villages to earn their income through ecotourism. Moreover, the Village Chief also highlighted the fees to obtain the certificate is very expensive but the villagers cant afford it. The Chief expressed his gratefulness if the government can subsidize the fees. Many villagers are also being constantly affected by the changes in the land slide.

### **Discussions on The Findings.**

Bases on the observation by the researchers and the interview conducted with the tour guides and the village chief, the following discussion was stipulated into subsections for better understanding.

### **Capacity Building**

There are inappropriate and insufficient infrastructure for training and continuous learning for tour guides. Guides know that professional attitude and training is essential especially in the village to provide superior service quality. But there is no avenue for these local community to demand for such training. They are deemed not suitable because they do not have school certification. Schooling certification is the entry requirement for the courses and the licencing. Thus for the guides that originate from the local community, not only licencing has become an issue but learning and capacity building has been given the least importance. Guides were also seen to be unsatisfied with the followings:-

- Training that are not scheduled in a regular basis. The effectiveness of the training is not evaluated. It is carried out in a once in a while with no follow up training. The guises are lost whether what was taught are carried out is implemented in a proper manner. There is no monitoring and supervision.
- There is no consideration of imparting knowledge based on hands on approach for those who do have a School cert.
- The modules for ecotourism is not clear and yet to be created. Extra modules on niche tourism should be conducted based on the demand.

- An institution of higher learning should complement the location to make knowledge transfer more effective. The postgraduates and the undergraduates can do their internship around 3 months in these areas. The internship will work in a two way process, where the students can transfer the knowledge to the guides and also at the same time the guides can train them about the natural and cultural heritage in the area.
- Duration of training is too short and takes place after long intervals, sometime almost a year.
- The delivery of the content need to be more practical or hands on rather than too theoretical.
- Since internet is not accessible in that area, information accessibility is questionable. Paucity of resources like language, info on traveling, tourism, hospitality or related industry is scarce.

### **Working Conditions**

The second important category is the working conditions of the guides.

- The guides felt that proper interview should be conducted to recruit guides from the destination. They should be trained and given the licence to operate in a specific area. This is like the taxi permit given to taxi drivers on the location they can provide their taxi services. Authorities should also stipulate in the licence the location where the guiding services that can be given by the guides. This can create demand and fair competition. Thus the authorities can control the amount of licence issued for tour guides in a location. If a guide is needed for a niche tourism, added training should be given to them. The guide can also request permission from the local authorities to do the niche tourism.
- There should also be a mechanism established by the government or the local tourism authorities or even the association for the tourist to contact the tour guides directly instead of going through the tour company. The portal can provide the information on who to be contacted based on the needs of the tourists.
- *Status of the tour guides*
- Tour guides are known as cultural ambassadors. But unfortunately they do not the respect or the recognition from the tourists especially the domestic tourists. Up to date there is no tourism policy or act that supports the dignity of this group. Thus it is the responsibility of the government or the tour company to create awareness on how a guide should be treated.
- *Safety, security and well being of guides*
- There is no job security. The demand for them is seasonal. Sometime they can go for a long period of time without any job.
- Low remuneration. Their wages are not set by the government. They are set by the tour company. Many claim that they are not paid fairly. Some say they need to do jobs outside their job description. Some activity can be classified as crimes or antisocial element.
- Their safety especially when dealing with foreign tourist are questionable because they do not know the background of the tourists.
- The guides do not get subsidized food or accommodation. Sometime the tourist or the hotelier give them a place to stay or treat them in a restaurant as a friendly gesture.
- Payment delayed and no official receipt given for the transaction.
- The guides do not have any medical insurance or benefits if they are injured during their work.

- Guides are pressured to take up assignments which they are not prepared.
- Operators pressure the guides to convince tourists to buy products from them or stay in their accommodation. If the guides fail to convince the tourist, they will lose their extra income.
- The villagers promise the guides that the accommodations have the promised facilities. But when the tourist arrives many facilities are not provided plus not in a working condition. This disrupts the mood of the tourist who will later take it out with the tour guide. They reduce the payment given to the guide.
- Tourists like to disobey rules and regulation which puts them in danger and the credibility of the guide questionable.
- Domestic tourists have little faith with local guides. Prejudice opinions and poor listeners. They pay less attention to advice.

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## AN ANALYSIS OF TAX AVOIDANCE BY THE MALAYSIAN LISTED CORPORATIONS

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**Abstract:** *Taxation is vital in contributing towards government revenue and infrastructure development of a country. Corporate tax is one of the major components in tax revenue. Corporate tax in Malaysia contributes more than 50% from overall direct tax collection. With the increasing number of tax avoidance from year to year as well as the uncollected tax up to RM 1 billion, tax avoidance become one of the major tax issue facing by the Malaysia tax authority. The study is conducted to investigate the influences drivers of corporate tax evasion in Malaysia. Sample of the study consisted of 260 Malaysian public companies listed in the main market. Data is analysed by using statistical method of multiple regression. Findings of the study revealed that return on asset, leverage and sales growth are significant in influencing corporate tax avoidance in Malaysia, whereas no significant effect is shown by firm size, capital intensity and inventory intensity. The study is beneficial as the findings contribute to the knowledge as well as tax policy makers in the context of Malaysia.*

**Keywords:** *Tax Avoidance, Corporate Sectors, Malaysia.*

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### Introduction

Tax is the main source of government revenue. The collection of the tax will be used by the government for development purposes (Edame & Okoi, 2014). According to Osho and Efuntade (2020), tax contributes to a positive impact on investment, social and economic development of the country. Countries in developing economies need significant amounts of tax revenue to ensure the smooth and effective running of the state at both national and sub-national levels (Neog and Gaur, 2020). Taxation has a statistically important effect on the steady-state amount of GDP per capita (Ciftci, Gokmenoglu and Yetkiner, 2018). Taxation is one of the element of a fiscal policy for the country to control inflation and economic recession, whereby the effect of fiscal policy on growth depends on the structure and extent of taxes and spending applied y the government (Kneller, Bleaney and Gemmell, 1999).

Due to the importance of tax for the country, tax compliance is vital to ensure taxpayers obey the rules and regulations as highlighted by the tax authority. Tax compliance can be described as tax enforcement as the declaration of all revenue and collections of all taxes by accordance with the rules of the legislation, regulations and court rulings (Alm, 1991). According to Faizal, Palil, Maelah and Ramli, (2017), tax compliance behaviour can be enhanced by implementing good and fair treatment in tax procedures and activities. It is important to increase the

taxpayer's trust towards tax authority as it can increase the tax compliance behaviour. According to Mohamad & Ali (2016), one of the categories of tax non-compliance is tax avoidance. Tax avoidance is defined by Mardiasmo (2016) as an effort to reduce the tax burden but does not violate the law, while Pohan (2015) stated tax avoidance as an effort to circumvent paying taxpayers lawfully and safely, as it does not interfere with the provisions of taxation, in which the tactics and strategies used appear to take advantage of the limitations found in the laws and regulations of taxation themselves in order to reduce the amount of tax owed. According to Hanlon and Heitzman (2010), tax avoidance applies to the act of minimising specific tax regardless of the lawfulness of the activity. tax avoidance behaviour indicate various means that have been adopted with a view to save tax and thus secure the income of the taxpayer from a higher liability that would otherwise have been incurred (Kiabel and Nwokah, 2009).

The Malaysia Royal Malaysian Customs Department has recorded RM812 million revenue leakages for a period of January until June 2020. This amount is significant as it consisted more than half of the amount in 2019, which is RM1.3 billion. According to Malaysia Customs Department Director General of Enforcement and Compliance, Datuk Johari Alifiah, the tax leakages are detected from commercial fraud, undervaluation, tax evasion and also excessive input tax claims. There was 617 cases of tax avoidance in 2013, and the number increase to 689 in 2014, 1063 in 2015, 1454 in 2016 and 2169 in 2017 (Annual report of the Inland Revenue Board of Malaysia, 2013-2017). In other words, a gap exists between the expected tax revenue and the actual tax collection. Thus, the study is conducted to investigate factors influencing tax avoidance by corporate sectors in Malaysia.

## **Literature Review**

### ***Return On Asset***

Return on asset is the ratio between net income and total asset of the company. This ratio indicates the success of the company in generating the profit from the investment in assets. Nguyen, Nguyen, Le, Le and Truong (2020) examine factors affecting corporate income tax non-compliance upon enterprises in Ho Chi Minh city. Sample of 187 enterprises have been selected by using a theoretical sampling method. The study used probit regression to analyse the data Findings reveals that there is positive relationship between return on asset and tax avoidance. This is possibly because company generates more return by using their assets will face pressure to fulfil the tax obligation which become more complex as the earnings are higher. They will have difficulties in calculating tax obligation, as well as time consuming and costly for the company itself. As for the result, there is a possibility for enterprises to conduct tax non-compliance through tax avoidance. The finding is consistent with study by Tandean and Nainggolan (2016) in Indonesia upon 120 listed manufacturing companies, and study by Yee, Sapiei and Abdullah (2018) upon 82 companies of good disclosure in the Malaysia-ASEAN corporate governance report in the year 2014. However, findings of the study is inconsistent with Ryandono, Ernayani, Atmojo, Susilowati and Indriastuty (2020) that found insignificant effect of return on asset of 19 listed food and beverages companies in Indonesia towards tax evasion behaviour.

### ***Firm Size***

Firm size is the measurement of how big or small the organization is. Satyadini (2018) examines tax avoidance risk assessment including dimension and magnitude of tax risk exposure of tax avoidance. The samples were selected by using stratified observation method from 6,005 tax-related, financial statement and other data released by the OECD for a period of 2008 to 2012. Based on multiple regression analysis conducted, findings reveal that firm size has a positive significant relationship with effective tax rates, thus lead to a negative relationship with tax avoidance. This is because bigger companies tend to comply with the tax regulations as they have to sustain in the long-term period of time. Companies intend to reduce the risks which includes tax burden by mitigating and constructing the tax compliance strategies. Companies tend to fully utilise their employees to make sure that they could sustain in the future. Therefore, the bigger the companies, the lesser the tax avoidance activities. The results also aligned with study by Chytis, Tasios, Georgopoulos and Hortis (2019) upon 280 companies listed in Athens Stock Exchange for a period of 2011 to 2015. However, the findings is not aligned with a study by Irianto, Sudiby and Wafirli (2017) that found positive relationship between form size and tax evasion upon 36 manufacturing companies listed on Indonesian Stock Exchange, and a study by Kusbandiyah and Norwani (2018) that found no significant relationship between firm size and tax avoidance.

### ***Leverage***

Leverage can be defined as the use of debt to finance investment of the companies. Hariyanti, Rohaya, Normah and Rozainun (2013) examine the governance of accounting and tax rules on the level of tax burdens by 148 SMEs in Malaysia. Based on cross sectional regression analysis conducted, results of the study reveal that leverage has a significant negative relationship with effective tax rates. This is because interest expenses will reduce the amount of taxable income of the SMEs, thus they will pay lower tax due to lower effective tax rate. In other words, this will increase tax avoidance as the SMEs pay less from the actual tax payment. The findings is not in line with a study by Kasim and Saad (2019) that found positive relationship between leverage and tax avoidance upon 830 high risk multinational corporations, and a study by Pratama (2017) that reveals no relationship between leverage and tax avoidance upon 70 listed companies on the Indonesian Stock Exchange.

### ***Sales Growth***

Sales growth is the percentage of increase in sales over a specific period of time. Oktaviyani and Munandar (2017), investigates the relationship between sales growth and institutional ownership towards tax avoidance. Sample is selected based purposive sampling method. Study found that there is no significant relationship between sales growth and tax avoidance. This is possibly because for companies with greater sales growth, employees will tend to get bonuses and rewards. This will lead to an increase in motivation to increase the sales in future as they will obtain better bonuses and rewards. As a result there will be no tax avoidance initiatives in the companies. Companies will pay tax to the tax authorities without the need for tax avoidance activities. The result is not consistent with a study by Purwanti and Sugiyarti (2017) upon 75 Indonesian listed industrial and manufacturing companies and a study by Desmiranti and Sulhendri (2019) upon 27 Indonesian listed companies that found positive relationship between sales growth and tax avoidance behaviour.

### ***Capital Intensity***

Capital intensity refers to the amount of capital needed to generate sales for the company. Putra, Syah and Sriwedari (2018) examine tax avoidance behaviour among 100 Indonesian listed manufacturing companies. Based on multiple linear regression analysis, result of the study shows positive significant relationship between capital intensity and tax avoidance. Companies with higher capital intensity ratio will use more assets to generate sales. This will lead to an increase of deductible expenses such as depreciation expenses. As a result, taxable income of the companies will decrease, thus make the companies pay less. In other words, higher capital intensity is one of the tax avoidance strategies used by the companies. The findings is aligned with a study by Kalbuana, Solihin, Saptono, Yohana and Yanti (2020) upon 30 listed companies in Jakarta Islamic Index, and a study by Sugeng, Prasetyo and Zaman (2020) upon 37 Indonesian manufacturing listed companies. However, a study by Hanny and Niandari (2018) upon 39 listed banking companies in Indonesia banks investigated.

### ***Inventory Intensity***

Inventory intensity is the proportion of inventory owned by the company as compared to total assets of the company. Zikrullah and Martini (2019) tax avoidance upon 11 manufacturing companies in Indonesia. The companies are selected based on purposive sampling method. Regression analysis conducted reveals negative significant relationship between inventory intensity and effective tax rates, thus lead to a positive relationship with tax avoidance. This is because a high inventory intensity ratio will increase the cost of the inventory especially in inventory storage. This will reduce profit and decrease tax burden of the companies. Thus, companies will pay less amount of tax to the tax authorities. The findings support previous result by a study of Putri and Lautania (2016) upon 60 Indonesian listed manufacturing companies as well as findings by a study of Ahmad (2018) upon 12 industrial sectors of consumer goods companies in Indonesia. However, the findings are not consistent with a study by Yanti and Fatahurrazak (2018) that found no significant relationship between inventory intensity and tax avoidance.

### **Research Methodology**

In conducting the study, secondary data is used. Out of total population of 785 companies listed in the main market of Bursa Malaysia, 260 companies are selected as sample based on technique of stratified random sampling. The number of sample selected is based on Krejcie and Morgan (1970). The sample companies consisted of 13 different economic sectors. Data pertaining tax evasion, return on asset, firm size, leverage, sales growth, capital intensity and inventory intensity is collected through annual reports of the companies. Data is analysed by using statistical technique of multiple regression.

### **Findings**

The results of multiple regression model showed that return on asset, leverage and sales growth was statistically significant at  $p=0.000$ ,  $p=0.001$  and  $p=0.002$ , respectively. This revealed that the increase in return on asset, leverage and sales growth will results to an increase in tax avoidance initiatives made by corporate sectors in Malaysia. Other factors (firm size, capital intensity and inventory intensity) were found to be not statistically significant. This meant that

the tax avoidance initiatives by the corporations are not influenced by these factors. Details of the findings can be seen in Table 1.

**Table 1  
Results of Multiple Regression**

<b>Variables</b>	<b>Unstandardized B</b>	<b>Coefficients Std. Error</b>	<b>Standardized Coefficients Beta</b>	<b>T</b>	<b>Sig.</b>
(Constant)	-0.564	3.576		-0.158	0.875
Return on Asset	-0.309	0.075	-0.347	-4.122	0.000
Firm Size	-0.691	1.197	-0.059	-0.577	0.565
Leverage	0.237	0.072	0.306	3.297	0.001
Sales Growth	-0.172	0.054	-0.280	-3.177	0.002
Capital Intensity	-0.066	0.159	-0.036	-0.418	0.677
Inventory Intensity	0.084	0.046	0.176	1.830	0.07
Explanation of the model: $R^2 = 0.268$ Adjusted $R^2 = 0.228$					

## **Conclusion**

This study was conducted to investigate factors influencing tax avoidance by corporate sectors in Malaysia. Specifically, the study examined the significance of six independent variables, namely return on asset, firm size, leverage, sales growth, capital intensity and inventory intensity upon the tax avoidance initiatives by 260 listed Malaysian companies from various corporate sectors. The findings revealed that return on asset, leverage and sales growth are significant in influencing tax avoidance by the companies being investigated. The remaining factors reveal insignificant results.

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## THE RELATIONSHIP BETWEEN PUBLIC SERVICES MOTIVATION AND ETHICAL LEADERSHIP WITH ORGANIZATION PERFORMANCE AT MILITARY TRAINING ACADEMY, NDUM.

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**Abstract:** *Public organization is an important sector in the administration of the Nation and it needs to remain relevant and accepted by society. The sub-sector such as services and security are the most important organizations that require high performance in society and the country to ensure security is always guaranteed. Military Training Academy, NDUM is an organization involved in various security and humanitarian operations either nationally or internationally. Accordingly, this study was conducted to assess employee motivation in public service activities by using the Public Service Motivation Model (PSM). The elements contained in the model are attraction to public policy making, commitment to the public interest, self-sacrifice, love and ethical leadership. This study aims to analyze the relationship between Public Service Motivation (PSM) and organizational performance with ethical leadership among employees in Military Training Academy, NDUM. Quantitative research methods was used and questionnaires have been distributed to staff and instructors in Military Training Academy, NDUM, located in Kuala Lumpur by distributing the questionnaire and analyzed using SPSS 19.0. The results of this study showed that the attraction towards public policy making ( $t=1.927$ ,  $p>0.01$ ), commitment to public interest ( $t=0.289$ ,  $p>0.01$ ), self-sacrifice ( $t=1.623$ ,  $p>0.01$ ), compassion ( $t=0.704$ ,  $p>0.01$ ) and ethical leadership ( $t=7.071$ ,  $p<0.01$ ). Ethical leadership encourages employees to participate in community service programs and improve organizational performance.*

**Keywords:** *Public Policy Making, Public Interest, Self-Sacrifice, Compassion*

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### Introduction

Public organization is the most important sector in the administration of the Nation and it needs to be relevant and accepted by the society. The security sector is an example of an important organization that requires high performance in the community to ensure safety is always superior. Military Training Academy, NDUM is involved and successfully accomplishes its mission in various operations including public services operation whether national or international by using existing human resources expertising and equipment. Military Training Academy, NDUM also helps the State authority to manage and extend humanitarian assistance or deploying state assets when needed by their expert person. Therefore, the organizational

performance needed to measure in order to identify the level of public service motivation among employees especially in public organization.

### **Literature Review**

Some research discussions on Public Service Motivation Model (PSM) and ethical leadership in the public sector. In 1990, Perry and Wise were the first scholars to elevate and parse the dimensions of PSM as an important topic in understanding employees and management. PSM is an important aspect in communities and organizations and is seen as a noble value to create quality life in various levels and systems of community life and organizational administration. (Ritz, Brewer, & Neumann, 2016). Accordingly, organizational commitment in PSM activities is required to improve organizational performance and achieve competitiveness whether for profit or non-profit-based organizations (Clerkin & Fotheringham, 2017).

The concept of PSM is used among the businesses organization to motivating employees in managing their jobs well (Perry et al., 2010; Wright, 2007). PSM also focused on the specific motivational properties of public service organizations, including their prevalence, antecedents, and effectiveness (Taehee and Long, 2015). However, the article of Ritz et al. (2016) argue that human resource management practices and PSM are not integrated and ineffective in public organizations, but Perry (1997) and Vandenabeele (2010) state PSM as an effective practice to organizations by introducing several elements to form PSM theory i.e. attraction to policy making public (APM), commitment to the public interest (CPI) (Houstan, 2006).

APM is an important component of PSM as it involves many organizational and individual perceptions of community service activities that can be engaging and dramatic in nature; and it can strengthen one's self-interest image (Perry, 1996). CPI refers to people's motivation to do good in society that exists in various forms of civic behavior outside the workplace, such as formal and informal volunteering (Lee and Jeong, 2015). Volunteering is a key value or event to increase employee interest in participating in public service activities and improve organizational performance (Coursey et. al., 2011; Clerkin and Fotheringham, 2017; Ertas, 2014; Lee and Jeong, 2015; Taylor, 2010). Another element in PSM is self-sacrifice (SS). Choi and Mai-Dalton (1998) define SS as the complete/ partial neglect; and/ or permanent deferral of personal interests, privileges, or well-being in the division of labor, rewards, and training. SS, according to Yorges et al. (1999), defined as giving up or losing something important to an individual. Both of these definitions focus on aspects of SS that involve giving up personal gain.

Last of PSM elements is Compensation (Com), been defined as "an attitude toward others, whether near others or strangers, or the whole of humanity; which contains feelings, cognitions, and behaviors focused on caring, tenderness, and orientation toward supporting, helping, and understand especially to those who suffer or need" (Sprecher and Fehr, 2005) or "attitudes toward others who suffer or need" (Radey and Figley, 2007). Development of PSM Philosophy and Framework inspired by Perry & Wise, 1990 is the motivation for the public service philosophy defined by Rainey (1982) as the individual's tendency to respond to the well-being of society and bring harmony to life and a positive impact to the organization as a public service (Kjeldsen and Hansen, 2018). Civil service states the responsibility of individuals or groups in an organization to society's demands to create a better quality of life (Gawthrop, 1998).

PSM and Organizational Performance are linked in public organizations from employee perspectives such as job satisfaction, individual performance, public sector job choices and work commitment and earnings (Ritz et al., 2016). PSM is also associated with Ethical Leadership (EL) which is critical component that can have a significant impact on individual and organizational attitudes in the workplace. The function of leadership is to create action by using language, symbols, and rituals in developing the way subordinate workers work (Shamir, 1991), which produces organizational norms and values. Whereas Ethics is defined as the demonstration of normatively appropriate behavior through personal actions and interpersonal relationships, as well as the promotion of that behavior to followers through two-way communication, reinforcement, and decision-making (Brown et al., 2005). Therefore, the EL is a additional element to measuring the organizational performance especially in the public security organization.

### **Research Methodology**

This study aims to analyze the relationship between Public Service Motivation (PSM) and organizational performance with ethical leadership among employees in Organization A. The study was using both method, qualitative and quantitative approach to obtained and analysed the data. This study will focus on officers and support workers working in Organization A in Sungai Besi, Kuala Lumpur. The total staff of Military Training Academy, NDUM is 217 people and consists of 49 officers and 168 support levels.

Statistical Package of Social Science (SPSS) version 23.0 was used in this study to analyze the data obtained from the questionnaire. The purpose of the expert survey was to obtain agreement and comment on the proposed model. The panel of experts was selected based on their knowledge and experience related to PSM. Five experts participated in this expert survey. The expert panel is selected with at least 3 years experience in PSM or humanitarian assistance. Selection of PSM members based on the focus of a group approach. The number of experts participating in this research is appropriate (Krueger & Casey, 2000). Table 1 shows the profiles of the expert reviewers in this study.

Therefore, this preliminary investigation shows that the items for public service motivation are acceptable and relevancy to continued this study at Military Training Academy, NDUM. As a result of detailed interviews, questionnaires was developed to obtain information and data. A pilot study was conducted before the actual study was conducted. This was done to confirm that the questionnaire items were constructed according to the terms and language appropriate for the study. A pilot study and questionnaire was conducted on administrators of organization A to 40 subordinates using GoogleForm on February 9, 2021 and various information obtained from discussions with respondents related to the importance and relevance of questions to the study, correct language use, and the level of understanding of each item to the respondents. The interview with 5 expert in humanitariaan and disaster operation have been conducted in February, 2021 and suggests the questionnaire is adequated to measure PSM and EL and impact on the Organization Performance at Military Training Academy, NDUM. The results of the suggestions and respondents 'information was used to adapt and refine each pilot study item to the actual research item. The results of a pilot test that identified Cronbach Alpha for each variable score more than 0.8 and are good for actual studies.

Table 1: Expert Reviewer Profile

Detail	Appointment	Length of Service	Type of Department	Education Level
Expert 1	Chief of Operation	28 years	Administration	Master Degree
Expert 2	Chief of Department	27 years	Administration	Master Degree
Expert 3	Account Officer	23 years	Administration	Degree
Expert 4	Chief Clerk	24 years	Administration	SPM
Expert 5	Clerk	14 years	Administration	SPM

Futhermore, the actual study was conducted with an online approach and collected 138 sets of questionnaires from officers and support staff of Military Training Academy, NDUM in Sg Besi, Kuala Lumpur. The feedback was used to analyze the level of the PSM and EL on Organizational Performance and used a sampling base on Krejcie and Morgan (1970). Analysis was conducted to covers demographic characteristics, overall factors of PSM Model, EL and Organizational Performance, demographic characteristics, demographic characteristics and their relationship with PSM Model and relationship contributing factors to Organizational Performance among employees in Military Training Academy, NDUM.

## Findings

### Respondents Demographic

Demography respondents was conduct to analyze the relationship between Organization A instructors and staff PSM and EL towards Organization Performance as a whole according to demographic characteristics i.e. gender, age, marital status, duration of service and salary + allowance. Observations from the demographic data identify the majority of respondents is Male with 126 (91.3%) respondents and 12 (8.7%) is Female. Age data shows 85 (61.6%) respondents is age between 31-40 years; follow by 21 (29%) respondents age between 21-30 years; 22 (15.9%) respondents age between 41-50 years; and 2 (1.4%) respondents age 51 years and above. The marital status data shows 108 (78.3%) respondents is married and 27 (19.6%) is single. Duration of service result shows majority respondents was serving in organization A. for more than 16 years with 74 (53.6%) respondents. The majority 90 (65.2%) respondents is SPM qualification; and follow by Diploma and above with 31 (22.5%) respondents. Majority respondents have family commitment between 3-5 family members with 67 (48.6%) respondents. According to salary + allowance, majority respondents have received RM2,501.00 – RM4,500 with 63 (45.7%) respondent's; and follows by below RM2,500.00 income per month with 44 (31.9%) respondent's. Therefore, the demography result shows the maturity of respondents is high with majority are more than 31 years old and married. The majorities respondents have been serve for more than 16 years in Organization A and get income more than RM2501.00 per month.

### Descriptive Analysis

This section defines respondents 'descriptions of the PSM Model and EL as independent variables and relationships with dependent variables (Organizational Performance) among officers and supporting staff. Responses was assessed on a five -point Likert scale where 1 =

strongly disagree, 2 = disagree, 3 = disagree, 4 = agree and 5 = strongly agree. The result shows most of the data have high score with mean value more than 3.50 (high score). The most high mean score is “I would agree to a good plan to make a better life for the poor, even if it cost me money” = 4.19. The most of SD value is close to mean score which meaning the curve of the data slim to mean.

**Factor Analysis.** In this study, the Kaiser-Meyer-Olkin (KMO) measures how suited is the data collected for Factor Analysis. KMO value would range from 0 to 1.

**Total Variance Explained** which labeled the Initial Eigenvalues, Extracted Components and Rotated Components. This result demonstrated that 67 components cumulatively explained 100.00%, and consequently, it could be stated that 100% of items which assessed intention was included in the model. Having said that, Factor 1 explained 55.305%, Factor 2 explained 7.250% and Factor 3 explained 3.505% and decreased until Factor 67 with explained 0.014% which total Initial Eigenvalues Cumulative Percentage is 100%. The Age data shows almost r value close to 0 and only Commitment to Public Interest ( $r=0.750$ ) value close to 1, but weak correlation (Ramlan & Adnan, 2016). According to Duration of Service, two items shows the negative r value which is Commitment to Public Interest ( $r=-0.037$ ) and Compassion ( $r=-0.016$ ). The strongest correlation r value is Attraction to Public Policy Making ( $r=0.135$ ); follows by Organization Performance ( $r=0.046$ ); and Self Sacrifice ( $r=0.045$ ). The Age and Duration of Length shows there were no relationship between Age and Duration of Service with PSM and Organization Performance.

### **Regression Analysis.**

Regression analysis was conduct to acknowledge the relationship between the contributing factors as a whole among the employees instructors and staff. The result shows the Significant F Change value of 0.000 (Less than 0.05) implies that the model for intention is significant at the 84.3% percent significant level. The value  $R=0.843$ , indicated that the level of prediction to assess Organization Performance was high. Adjusted  $R^2$  value, (coefficient of the determination) 0.699 indicated that 69.9% of Organization Performance could be explained by the 5 independent variables. The standardized coefficients ( $\beta$ ) estimated how strongly the explanatory variables influenced the dependent variable (Ramlan & Adnan, 2016). Where Constant = 0.404, shows that if PSM are all rated as zero, Organization Performance would be 0.404.  $\beta_1 = 0.195$ , shows that one unit change in Attraction to Public Policy Making results in 0.195 units increase in Organization Performance;  $\beta_2=0.030$ , shows that one unit change in Commitment to Public Interest, results in 0.030 units increase in Organization Performance;  $\beta_3=0.159$ , shows that one unit change in Self Sacrifice, results in 0.159 units increase in Organization Performance;  $\beta_4=0.074$ , shows that one unit change in Compassion, results in 0.074 units increase in Organization Performance;  $\beta_5= 0.444$ , shows that one unit change in Ethical Leadership, results in 0.444 units increase in Organization Performance. The magnitude of the coefficients of the independent variables also denoted the strength of the influence that they have on the dependent variable. The results indicate Organization Performance is strongly influenced by Ethical Leadership (coefficient  $\beta_4=0.444$ ), Attraction to Public Policy Making (coefficient  $\beta_4=0.195$ ), Self- Sacrifice (coefficient  $\beta_{14}=0.159$ ), Compassion (coefficient  $\beta_4=0.074$ ) and Commitment to Public Interest (coefficient  $\beta_4=0.030$ ). All independent variables shows the positive regression coefficient indicates a direct proportionality in increase to Organization Performance and the higher significant is EL (coefficient  $\beta_4=0.444$ ). As result, the relationship between the contributing factors among organization a employee's is moderate.

According to the multivariate relation findings the relation between PSM toward organization performance. The result show attraction towards public policy making ( $t=1.927$ ,  $p>0.01$ ), commitment to public interest ( $t=0.289$ ,  $p>0.01$ ), self-sacrifice ( $t=1.623$ ,  $p>0.01$ ), compassion ( $t=0.704$ ,  $p>0.01$ ) and ethical leadership ( $t=7.071$ ,  $p<0.01$ ). Ethical leadership encourages employees to participate in community service programs and improve organizational performance.

### **Conclusion**

For the conclusion, this concept focuses on employee behavior, attitudes and culture in producing young officers with education and becoming better employees and front lines with good life values. This study provides information on PSM and EL among instructors and general duty officers on Organizational Performance. The EL have a significant impact on the Organization Performance in Military Training Academy, NDUM. Therefore, this study allows human resources to plan to develop appropriate methods to improve organizational performance by focusing on EL factor in Military Training Academy, NDUM. As a security organization, the ethical leadership among their Officer's is a most important to motivated the subordinates to involved any public service especially during peacetime.

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## MANDARIN TEACHING: TRENDS OF NON- CHINESE CHARACTER TEACHING

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**Abstract:** *This is a quantitative and partial qualitative research to study the possibility of delayed the teaching of Chinese character writing at the beginning of Chinese learning process. 30 students in year two level who join the Chinese language class in S.K. TOBOBON, Sabah, Malaysia were randomly selected to participate in the Before-After experimental design research. The objective of the research is to study students' ability in master the language skills (listening skills, speaking skills and reading skills) without the Chinese Character writing. The data revealed that student able to respond after listen to certain words read, able to respond when some questions asked and able to read on some given Chinese characters much better after sometimes without Chinese character teaching.*

**Keywords:** *Chinese as second language, non-native students, Chinese character*

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### Introduction

In Sabah, only 19 national schools were offering Chinese classes in 2008 (Unit Bahasa Cina, 2012). As for Kota Kinabalu, only 4 national schools offered the subject to the students: S.K. Seri Gaya, SK Mutiara, SK. Tobobon and S.K. Lok Yoke. However, in the year 2012, the number of schools offering the subject National School Chinese within the whole of Sabah expanded from 19 to 36 schools and the ones in Kota Kinabalu doubled. (Unit Bahasa Cina, 2012) This, has indirectly increased the number of Chinese language users. However, only 34 nations school manage to continue offering the subject in year 2021. (Unit Bahasa Cina, 2021)

Most of the students in the national school who joined the National School Chinese class are not native Chinese language speakers. They have no Chinese language background and have never spoken Chinese before. Hence, the Chinese language is their second language. These students are called non-native Chinese speakers. They are the ones that face the most problem in their Chinese language learning journey and might need longer time to mastery the language (Asia Society, 2010). Learner will be placed at high risk if good planning or a better teaching strategy is lacking. (Orton & Scrimgeour, 2019) Effective instructional practises and appropriate teaching methods can facilitate the process of second language acquisition and enhance and consolidate its outcomes, and that incorporating these methods into a carefully planned curriculum with opportunities for evidence-based evaluation, teacher development, and stakeholder feedback can lead to long-term success. (Tavakoli & Jones, 2018)

This study has two purposes:

- a) To study the effectiveness of not teaching Chinese character writing to non-native Chinese speaker.
- b) To study students' ability in mastering speaking, listening, and reading skills without learning how to write Chinese characters.

Given the issues mentioned above, this research aims to answer the following research questions:

1. What is non-native students' speaking achievement if they are not required to learn how to write Chinese characters?
2. Do students have higher achievement in reading if they are not required to learn how to write Chinese characters?
3. Does teaching without Chinese characters writing improve students' mastering of listening skills?

This research is subjected to four limitations:

1. Only national primary schools were involved in the research. Thus, the result of the research does not attempt to generalize about all primary-level Chinese-language learners, such as non-native students in Chinese medium primary school or students at higher education level.
2. The participants for this study included only non-native students who have no Chinese language background. Therefore, the research does not attempt to generalize about all non-native Chinese language learners, for example, those who speak Chinese at home or those who have Chinese language background.
3. Only non-native students from year two are involved in the research. They are concluded as "beginners" in language learning. Students in the higher level (example, primary 4 to primary 6) who has joined the Chinese class for years are not counted as a beginner or early language learning.
4. Only 30 students in year two who are eight years old are selected to be involved in the research. Therefore, those who study in year two with other ages would not be counted.

### **Literature Review**

This research aims to study the effectiveness of separating Chinese character writing from other language skills teaching methods in non-native students' language learning. As for the non-native students, Chinese language learning is considered second language learning. Therefore, the researcher needs to understand second language teaching and the Chinese language as second language teaching. Furthermore, due to the limitation of self-knowledge, it is also a must for the researcher to go through other scholars' reports related to the field. Hence, this section touches upon theories regarding second language teaching and Chinese language as second language teaching. In addition, research about teaching Chinese as a second language will also be discussed.

### ***Second Language Teaching***

According to Linguistics Conspectus, the second language teaching method towards listening and speaking was produced by the Americans in World War II with the heard and speak leading principle. The theory proposed that spoken language is primary and written language is derived based on the spoken language. (Molina, Cañado, & Agulló, 2006) Thus, second language teaching should focus on listening and speaking skills while teaching reading and writing skills. This is to develop students' listening and speaking abilities. The sequences of teaching are: starting with teaching listening and speaking skills and teaching reading and writing skills. (Central China Normal University, 2013) Second language teaching emphasizes learners' ability in the mastery of the language, and learners should be able to communicate using the language in a particular communicative arena.

The Cognitive-symbol method, proposed in the late 1960s and early 1970s, has an opposite concept. The Cognitive-symbol teaching method underscored students' understanding of the language rule and pays attention to students' initiative to further develop their ability in using the language. (John, 2011) According to this theory, the language teaching principle advocates the comprehensive development of listening, speaking, reading, and writing abilities.

According to Ivan Pavlov and his classical conditioning learning theory, stimulus plays an essential role in learning. (John, 2011) On the other hand, Edward L. B.F Skinner's operant conditioning theory stated that reinforcement is essential in affecting the probability of a response. (John, 2011) Speech primacy theory claimed that students must have developed substantial oral and aural skills prior to the start to literacy instruction (Dew, 2007) Language learning, according to Krashen, is the conscious act of reflecting grammatical knowledge by artificial means such as memorization and drills, whereas language acquisition is the unconscious process of acquiring competency in the target language system. (Krashen, 2002). The goal of language teachers, therefore, should be to provide their learners opportunities for language acquisition.

### ***Teaching Chinese as Second Language***

In Yap Teng Teng's opinion, teaching the Chinese language as a second language means teaching Chinese language to those whose first language is not Chinese. In Malaysia, teaching the Chinese language among Chinese students is equivalent to teaching mother-tongue, also known as Chinese education; teaching Chinese as a second language means teaching the Chinese language among non-Chinese students, while French, Spanish, Japanese, teaching among all ethnic groups of students in the foreign language teaching in Malaysia. (Yap, 2011) Due to the reason that this research was done in Malaysia, this annotates about teaching Chinese as a second language would become very important to the researcher.

Second language teaching should focus on listening, speaking, reading, and writing skills training to develop learners' communicative competency. However, teaching ought to focus on listening and speaking skills and delay writing skill training in the early language learning stage. Liu Xun mentioned this too: in the primary stage of Chinese language as second language learning, teaching should base on listening and speaking skills leading principle, focusing more on listening and speaking practice, while the middle stage should place focus on the four-

language skills training. Finally, the advanced stage focuses more on reading and writing practice. (Xun, 2012)

However, some scholars argued that speaking and writing skill should be combined in Chinese language teaching. This would mean that students have to write what they speak and read the words they write. Writing, along with naming speed, plays a central role in Chinese reading acquisition. Scholars claimed that handwriting plays an important role in communication and it has shown that, the literacy of handwriting affects the literacy of reading such that children who were better at handwriting were also better at reading (Tan, Spinks., Eden., Perfetti., & Siok, 2005). Michael E. Everson ever point out that transition from pinyin to Chinese characters learning is difficult and requires a significant investment in time and effort on the part of both teachers and students. He emphasised the need of early integrated literacy development in language learning. (Michael, 2018) Yang Li (2011) suggested in her article Guo Ji Han Yu Zhu Liu Jiao Xue Mo Shi De Yan Fa Yu Tui Guang that Chinese as second language teaching mode research and development should focus mainly on developing the integrated skills teaching method. That means learners have to master reading, speaking, listening, and writing skills in their language learning simultaneously.

### ***Research on Chinese as Second Language in Malaysia***

Tan Su Ling (2010) had investigated the difficulties faced by the Malay students in University Teknologi Mara (UiTM) when they learn Chinese characters. The researcher finds that students cannot master all the language skills at the same time. Therefore, teaching should stress listening skills and speaking skills practice and supplement by recognizing and writing skills

Du Su Yi (2011) concluded in the research titled Malaysia University Students' Motivation on Learning Chinese that Malaysia University students learn Chinese is more to carry out communicative activities. The learner's assessment of Chinese is mostly based on practical goals, although it is also altered. In the views of learners, Chinese speakers have a certain worldwide standing and Malaysian social status, as evidenced by the investigator's attitude toward Chinese. (Lee & Chow, 2015)

Cheng Ching Yi has done a review of the current progress of the study of Malaysian Chinese vocabulary by focusing on three aspects of "localness", "objectiveness" and "practicalness" by using examples from the vocabulary teaching of Chinese as a foreign language in Universiti Malaysia Pahang. (Cheng, 2016). Yap Teng Teng (2011) conducted a study on teaching the Chinese language as a second language in Malaysian universities. According to the mentioned researcher: this is the first time a scientific study was conducted separately on "The Teaching Chinese as a Second Language" instead of "Chinese Education" in Malaysia, and "A Study on the Development of Teaching Chinese as a Second Language in Malaysian Universities" was the focus of current research.

### **Research Method and Methodology**

Thirty participants are selected from the year two students in S.K. Tobobon joined the two Chinese language classes offered in school, as the researcher teaches both classes. This could avoid any changes that may affect the variable due to different teaching methods employed by different teachers. Furthermore, it is easier for the researcher to conduct the study and focus on the participants since they work in the school. The two classes selected randomly from other

classes for this study involved thirty 10-year-old children from the year two classes for non-native speakers. Fifteen participants in the class will be grouped as the experimental group. Another 15 participants in class II will be grouped as a control group. It is assumed that they have no Chinese language background before attending the Chinese language classes offered in school. Table 1 below shows the detail of the students who participate in the research.

Group	Male	Female	Total
I. Experimental group	5	10	15
II. Control group	8	7	15
Total of Students	13	17	30

**Table1: Distribution of Students Who Participate In The Research**

### *Procedure*

Thirty participants are selected randomly and divided into two groups: the control group and the experimental group. Selected participants are given three tests. First, they have to select ten words read by the teacher. Then, they are given 15 characters to read, and lastly, they will have to answer the question according to 5 given situations. This is to ensure that they have the same language level. After that, the control group will continue their language learning as usual, including the four language skills: listening, speaking, reading, and writing skills. On the other hand, the experimental group's learning will only focus on listening, speaking, and reading skills. They will be taught without writing skills. This will go on for about five months. After the treatment is being carried out, the participants will be given another test. First, they will have to select ten words read by a teacher from the given list. Then, they will be given another 15 characters to read on. Lastly, they will have to answer specific questions according to a given situation.

### *Listening Test*

A list of 20 words chosen from the textbook is shown in table 1. The researcher reads out only ten words from the list, and the participants will have to assign numbers beside the words according to the sequence. For example, if the first word that the researcher reads out is tian liang (天亮), then the students will have to look for the word 天亮 (tian liang) and assign number 1 on the box beside the word. For every word, the researcher will read it out twice. About 20 seconds will be given for the students to look for the answer before the second word is being read out. Each correct answer will be awarded 1 mark. The maximum score is 10.

问	Ask	早	Morning
手	hand	好	Good
我	Me	走	Walk
天亮	Dawn	太阳	Sun
孩子	Children	同学	Classmate
老师	Teacher	洗脸	Wash the face
上课	Attend class	乐园	Paradise
刷牙	Brush teeth	儿童	Child
上学	Go to school	朋友	Friend
玩耍	Play	开心	happy

**Table 2: 20 Words Selected for Listening Text**

The 20 words in table 2 are selected from the year 2 Chinese language textbook. It is chosen from the first few chapters that are expected to be covered in the five months teaching. Eventually, the average of the word selected from each chapter is accounted for 20-25 percent of the selected word. The chosen words are the main characters to be taught in each chapter. 问(wen)、早(zao)、手(shou)、好(hao)、我(wo)、走(zou) are 6 characters picked randomly from those chapters as it is considered as high use frequency words in the students' everyday learning.

### *Speaking Test*

For speaking Test, it will be carried out face-to-face between the researcher and the students. Then, the participants will be told to meet the researcher individually, and each of them will be called only after the previous participant is done with the Test.

During the face-to-face session, the researcher first explained to participants that they will be given five situations and that they will have to answer accordingly. For example, the researcher asked, "what would you say when you meet your teacher in school?" The participants will have to answer either "good morning, teacher" or another logical answer. The participants will be given 30 seconds to think and provide their answers before proceeding to the next question.

Five situations will be given in an "easy to difficult" order. If the participant is unable to answer a question, the Test will stop. Every successful and logical answer provided will be awarded one mark.

1. 来到学校，你看到老师你会说什么？ Lái dào xué xiào , nǐ kàn dào lǎo shī nǐ huì shuō shén me? What would you say when you meet your teacher in school?
2. 收到礼物时该说些什么？ Shōu dào lǐ wù shí gāi shuō xiē shén me ? What would you say when you received a gift?
3. 放学时，你向同学说什么？ Fàng xué shí , nǐ xiàng tóng xué shuō shén me ? What would you say to your friend after school?
4. 向老师请示。（任何事情都可） Xiàng lǎo shī qǐng shì 。 ( Rèn hé shì qíng dōu kě ) Ask permission from teacher. (Any permission)
5. 向同学发出指示。（任何指示都可） Xiàng tóng xué fā chū zhǐ shì 。 ( Rèn hé zhǐ shì dōu kě ) Instruct your classmate. (Any instruction)

**Table 3: 5 Situations Selected for Speaking Test**

Table 3 shows the five situations selected for the speaking Test. These situations are chosen as it is closer and more relevant to the participants' living and learning condition. These situations

are also taught in the 5-months lessons. The participants will be taught how to respond to these situations during regular lessons before the Test. Role-playing activities according to these situations will be carried out in class too. Therefore, the participants do have the opportunity to practice their speaking skills in class.

### ***Reading Test***

Similar to the speaking Test, the reading test will be carried out individually. The participants will be called to see the researcher one by one. A list of 10 characters chosen from the textbook will be assigned to the participants. The researcher will point to the word and ask the participant to read the word. For example, when the researcher points at the character 八 (ba), the participant will have to read ba (八) correctly. The participants will be given 30 seconds to think and read the word before proceeding to the next character. If the participant cannot read the pointed word after 30 seconds, the researcher will have to continue the Test by pointing to the next character.

One mark will be given to the participants if they accurately read the word with the correct tone. Reading with the correct tone is important because different tones mean different words and different meanings in the Chinese language. For example, the sound ba, if it is read with first tone (阴声), it could mean eight (八) whereas if ba is read with second tone (阳声), it would become pull or pluck (拔). Another serious example would be wo ba le ya, (我拔了牙) I have pulled my tooth. If read in the wrong tone, it could end up become wo ba le ya, (我爸爸乐雅) my dad names Le Ya. Hence, no score will be given to the participants if they read the word in the wrong tone.

Table 4 shows the characters chosen for the reading test. These are the vocabularies listed in the national school year 2 Chinese language textbook. The characters were listed according to the frequency in print and strokes to form the character; it is also listed in an order from simple to complex. The participants will be asked to read aloud each Chinese character, and the teacher will circle the correctly pronounced characters. Each correct answer will be given one mark, and ten marks is the maximum.

八	Eight	四	Four
上学	Go to school	朋友	Friend
上课	Attend class	乐园	Paradise
玩耍	Playing	哥哥	Brother
手拉手	Hand in hand	有礼貌	Polite

**Table 4: 10 Selected Characters for Reading Test**

## **Finding**

### ***Results Before Treatment***

#### ***Experimental group***

Table 5 below shows the results of the experimental group of students for the listening test. The minimum score achieved is 0, and the maximum score achieved is 4. This shows that all the students are not getting 50% correct for the Test. 2 students are getting 0 marks for the Test,

showing that they know nothing at all, and two students achieving the maximum score of 4. Thus, students obtained two marks on average.

Scores for Listening Test	0	1	2	3	4	5	6	7	8	9	10	Total	Mean Score
Total students	2	4	3	4	2							15	2
% of students	13.3	26.7	20	26.7	13.3							100	

**Table 5: Scores of Listening Test for The Experimental Group**

Table 6 shows that all students could only answer 2 to 3 questions among the five questions asked. Twenty percent of the students could answer only two questions, and 80 percent of the students managed to answer three questions. The mean score is 2.8.

Scores for Speaking Test	0	1	2	3	4	5	Total	Mean Score
Total students			3	12			15	2.8
% of students			20	80			100	

**Table 6: Scores of Speaking Test for The Experimental Group**

Table 7 shows that most students can only read three words out of the ten given words. There are even two students who cannot even read a single word from the given list. Thus, the maximum score achieved is six and the minimum score achieved is 0.

Scores for Reading Test	0	1	2	3	4	5	6	7	8	9	10	Total	Mean Score
Total students	2	1	3	5	2	1	1					15	2.73
% of students	13.3	6.7	20	33.3	13.3	6.7	6.7					100	

**Table 7: Scores of Reading Test for The Experimental Group**

### *Control Group*

Table 8 shows more or less the same situation as the experimental group, whereby most of the students in the control group cannot even get 50% correct for the Test. Most students scored only four and below. Two students showed some difference from the others as they scored 6 and 9 respectively in the Test.

Scores for Listening Test	0	1	2	3	4	5	6	7	8	9	10	Total	Mean Score
Total students	1	2	5	4	1		1			1		15	2.87
% of students	6.7	13.3	33.2	26.7	6.7		6.7			6.7		100	

**Table 8: Scores of Listening Test for The Control gGoup**

The result of the speaking Test displays not much difference between the experimental group and control group. Table 9 shows that all the students in the control group can only answer two to three questions asked by the researcher.

Scores for Speaking Test	0	1	2	3	4	5	Total	Mean Score
<b>Total students</b>			1	14			15	2.9
<b>% of students</b>			6.7	93.3			100	

**Table 9: Scores of Speaking Test for The Control Group**

Table 10 shows that most control groups only achieved four marks and below for the reading test. Only one student managed to get seven marks on the Test. Most of the students read only 3 out of the ten given words, as 46.7 percent of the students achieved three marks in the Test.

Scores for Reading Test	0	1	2	3	4	5	6	7	8	9	10	Total	Mean Score
<b>Total students</b>	2	2	2	7	1			1				15	2.53
<b>% of students</b>	13.3	13.3	13.3	46.7	6.7			6.7				100	

**Table 10: Scores of reading test for the control group**

### *Mean Score*

Table 11 shows the mean scores achieved by both the experimental and control groups in the three mentioned tests. For the listening test, the mean score for the experimental group is two, and the control group is 2.87. There is not much difference for the speaking Test as the mean score for the experimental group is 2.8 and the control group is 2.9. Finally, for the reading test, the means score for the experimental group is 2.73, and the control group is 2.53.

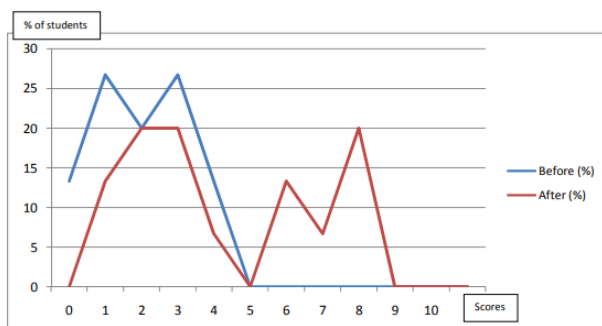
The mean score of each group is very similar, which means that both groups performed comparably to yielding very comparable scores. The control group yields a slightly better result in the listening test and the speaking Test, while the experimental group shows better results in the reading test. The mean scores achieved by two groups in the Test before treatment show that the language level of the groups is more or less the same.

Test	Mean Score (Experimental Group)	Mean Score (Control Group)
Listening	2	2.87
Speaking	2.8	2.9
Reading	2.73	2.53

**Table 11: Means Scores of Three Tests for Experimental Group and Control Group**

***Comparing the Results Achieved by Students in Listening Test  
Result Before Treatment and After Treatment for Experimental Group***

As seen in Figure 1, the result achieved by the experimental group in the listening test after treatment is much better. There are no more students who scored 0 on the Test, and there is 42 percent of the students achieving six marks and above. Comparing to the result before treatment, all the students can only score four and below, which shows a significant improvement among the students.



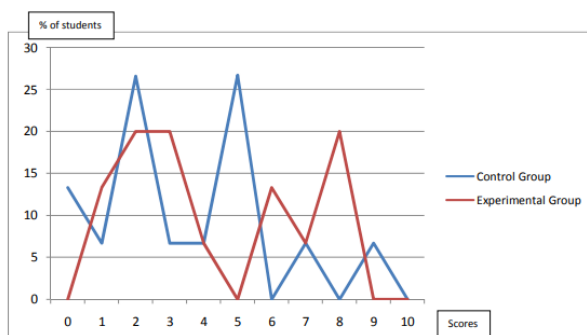
**Figure 1: Result Achieved by Experimental Group in The Listening Test**

***Results between Experimental Group and Control Group***

Figure 2 does not show that the experimental group has a better achievement than the control group. Furthermore, it is found that the maximum score for the control group is nine, but the maximum score for the experimental group is only 8. However, this does not mean that the control group has better achievement than the experimental group.

The result shows that the control group has more students getting scores lower than 5, which is around 86.7 percent of them. However, some students in the control group cannot even get a correct answer in the Test. 2 of the control group students got 0 scores for the Test, yet no more students in the experimental group obtained 0 scores in the listening test after the treatment. Hence, although only 60 percent of the experimental group students get lower than five scores in the Test, compared to the control group (86.7%), the experimental group's achievement seems better.

The mean score for the Test's control group is 3.47, and the mean score for the experimental group in the Test is 4.27. Thus, it further proves that the experimental group has a slightly better achievement in the listening test than the control group.



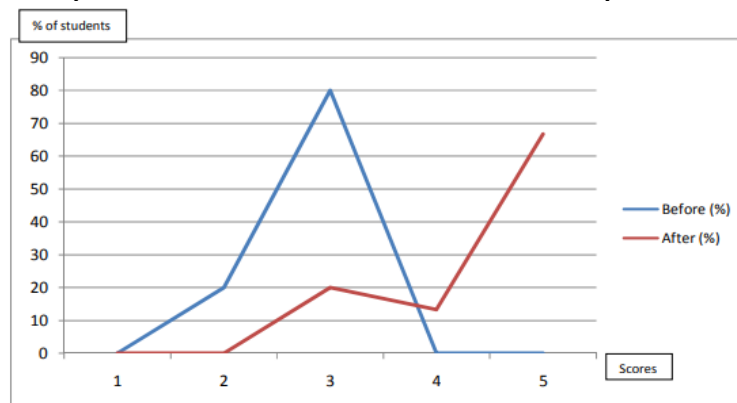
**Figure 2: Result Achieved by Experimental Group and Control Group in The Listening Test**

The only student in the control group who get the highest score on the Test achieved the best listening test score before treatment. This is a rather particular case that does not represent the result of the whole control group. After checking the result of this student, it is found that not only in the listening test, she also has remarkable achievement in speaking Test and reading Test be it the pre-test or the post-test. The researcher did a simple survey on this particular student, and it is found that she did quite a perfect job for both school work and homework. Her exercise book and activity books are also very neatly presented. It shows that this student puts in many efforts into her language learning. Therefore, it is no surprise that she achieved such an excellent achievement in the tests. This is the only particular case in the research that cannot represent the whole group of students.

### ***Compare the Result Achieved by Students in Speaking Test***

#### ***Result before treatment and After Treatment for Experimental Group***

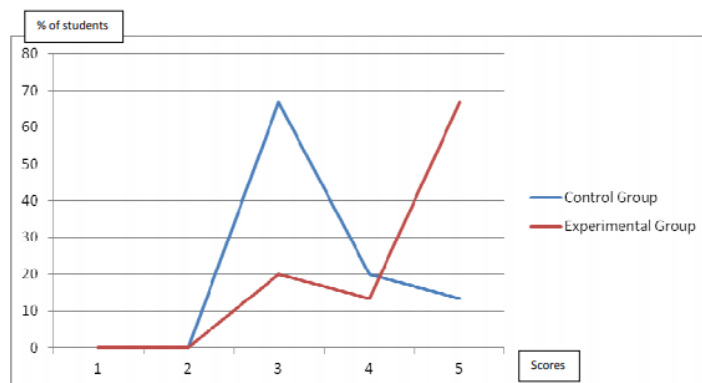
According to figure 3, the students in the experimental group have a significant improvement in the speaking Test. All of the students managed to get three scores and above, while none of the students could obtain more than four scores in the speaking Test before treatment. After treatment, most of the students, 66.7 percent of them, could answer the questions correctly. The maximum score in the pre-test is now the minimum score in the post-test.



**Figure 3: Result Achieved by Experimental Group in The Speaking Test**

#### ***Results Between Experimental group and Control Group***

According to figure 4, both groups of students have shown improvements. The minimum score for both groups is three, and the maximum score is 5. However, the percentage of students that the experimental group is yielding a slightly better result can be seen from the percentage of students. Of most of the students in the experimental group, 66.7 percent of them are getting the maximum scores in the Test, but only 13.3 percent of the students in the control group manage to achieve the maximum scores. The mean score for the control group is 3.47, and the mean score for the experimental group is 4.47. This shows the difference in the achievement achieved by both groups.

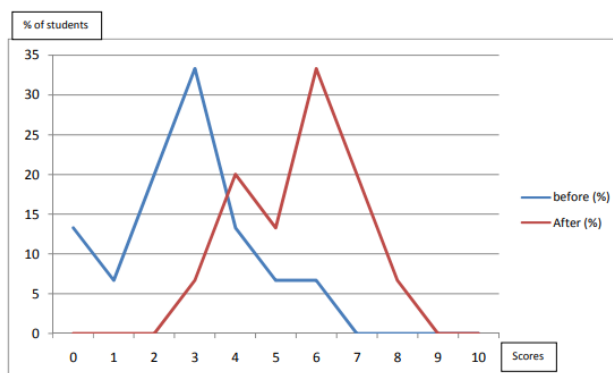


**Figure 4 : Result achieved by Experimental Group and Control Group in The Speaking Test**

***Compare the Result Achieved by Students in Reading Test***

***Result before treatment and After Treatment for Experimental Group***

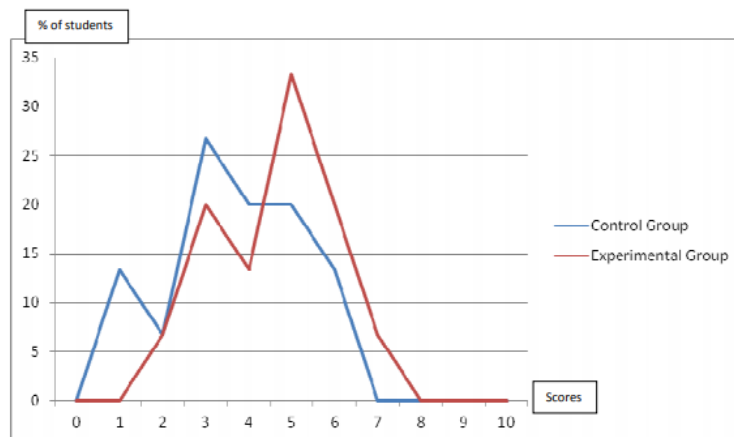
The students in the experimental group have shown significant improvement in mastering the reading skills in their Chinese language learning. Before treatment, all of the students only managed to gain six scores and below in the Test. Most of the students only manage to achieve three scores which are only about 33.3%. However, in the post-test, the minimum score has increased to 3, and the maximum score becomes 8. As a result, most of the students (33.3%) manage to have six scores in the post-test. This shows that the students do have significant improvement in mastering their reading skills.



**Figure 5: Result Achieved by Experimental Group in Reading Test**

***Results Between Experimental group and Control Group***

Even though the achievement gap is not as straightforward as above, the difference in the achievement attained between the experimental and control groups is quite evident from the chart. The minimum score for the control group in the reading test is 1, and the maximum score is 6. However, the experimental group managed to get a minimum score of 3 and a maximum score of 8. While the means score for the control group is 3.6, it is 5.6 for the experimental group. On average, there is two marks difference between the two groups. The experimental group has achieved a better result in the Test.



**Figure 6: Result Achieved by Experimental Group and Control Group in The Reading Test**

### Conclusion and Discussion

Comparing the pre-test and post-test results for the experimental group shows that the experimental group students have improved dramatically in mastering listening, speaking, and reading skills. Moreover, comparing the post-test result for the control group and the experimental group shows that the experimental group has gained a better result, especially for the reading test with a mean score difference of 2. It is proved that teaching without the Chinese character writing process does affect the students' ability to master the listening, speaking, and reading skills. Students can perform better in the three language skills if they do not have to go through the Chinese character writing process.

#### *Reason for No Chinese Character Writing Teaching*

The research suggests no Chinese character teaching for the non-native students in the early stage of their language learning. The reasons are shown below:

##### *Time Allocation*

The prolonged process of learning Chinese characters often leads to unsatisfactory results in characters' reproduction, and this would, in turn, slow down the entire process of learning the Chinese language.

##### *Fear of Learning*

Chinese language learning is not an easy task, and the most complex task in learning the Chinese language is learning how to write the Chinese characters. Chinese characters writing involves three steps: memorizing the shape of each character, memorizing the correct stroke sequence of each character, and finally writing the character in an enclosed space correctly and neatly. (田字格)

##### *Writing Technology*

In order to master writing skills, it takes long-term practice and hard work. Therefore, in the beginning of language learning, it is recommended to utilize Chinese word-processing software to help the students "write."

### ***Delayed but not to Abolished***

No Chinese character teaching in the research means “no Chinese character teaching only at the beginning stage of language learning”. This research’s suggestion is to delay the character writing process, not to abolish the teaching process totally. Writing process does play an important role in the language learning process. It is not complete without mastering the writing skills in language learning process. Furthermore, communication may hamper without computer, if one does not master the writing skills by hand.

### ***Further Research***

This research examined the Chinese language as a second language teaching method for non-native students whose native language is the alphabet. The focus was to investigate the effect of no Chinese character writing teaching for the non-native students in their mastering of the listening, speaking, and reading skills. Finally, the researchers used three tests to identify the learners' achievements in their language skills mastering, reflecting objectively to Sk. Tobobon non-native students' learning situation. However, due to time limitations and the researcher's ability, this research may not be perfectly done. Nevertheless, the researcher hopes that this will not reduce the feasibility and validity of the research. This research on the teaching method used in teaching Chinese as a second language focuses on a relatively small group of Chinese language learners and is limited to the participants whose native language is not Chinese. Moreover, it is limited to the 8-year-old primary school students studying at a medium-size national primary school in Kota Kinabalu, Sabah. Future research has yet to be performed on Chinese language learners who are either older or younger than the participants in this research. Further research may also focus on adult learners who are beginners in learning the language. This is to determine the feasibility of implementing Chinese character writing entirely to every beginner of Chinese language learning. Finally, due to the limitation of various objective conditions, this research was only carried out for three months. Therefore, future research may consider extending the research timing to understand the overall long-term impact of no teaching of Chinese characters towards Chinese language learning.

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## CHINESE CULTURE TEACHING IN MANDARIN LANGUAGE COURSE AT UiTM

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**Abstract:** *Language as the carrier for culture is closely associated with culture, also the main presentation of it. People use language to create culture, while culture enriches the expression of language. Thus, language is inseparable from culture, at the same time the spreading of culture depends on language. With Daily Conversation Mandarin Language 1 as the research text, a sample of 70 students and 5 lecturers from UiTM Sarawak campus has been selected for this study. The objective of this study is to investigate the current situation of Mandarin teaching in UiTM and provide suggestions for teaching of Chinese culture in the curriculum, thus enhancing the quality and efficiency of teaching Mandarin as a foreign language.*

**Keywords:** *Chinese Culture, Mandarin as Foreign Language, Mandarin Teaching*

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### Introduction

People in the world are increasingly keen to learn Mandarin language as China is speedily rising become an economic giant in the last few decades. In Malaysia, non-Chinese students can choose Mandarin language as a third language course at most of the public universities. At Universiti Teknologi MARA (UiTM), where all students are non-Chinese, Mandarin language courses are offered in both diploma and degree levels. Interestingly, non-Chinese students enrolling in Mandarin language classes as third language are always in greater numbers than other languages every year (Ting, et.al, 2020). The main purpose of Mandarin language course at UiTM is to improve the understanding and proficiency of Mandarin language for the non-Chinese learners. Although Mandarin language course is basically a language education, it is in fact closely associated with cultural education in relation to the language. Culture awareness has risen to prominence in modern language instruction, reflecting a growing recognition of the inextricability of language and culture, as well as the necessity to prepare students for cross-cultural dialogue (Shemshadsara, 2012). When non-Chinese learner have achieved certain level of cultural background knowledge, it can certainly enhance their language proficiency as well. Therefore, teaching Mandarin as a foreign language should be cultural orientated to some extent.

Foundation Mandarin Level 1 is a basic Mandarin course offered by UiTM Sarawak to the students of Diploma in Tourism Management, Diploma in Office Management and Technology, Diploma in Business Studies and Diploma in Banking. The main material of Mandarin Level 1 Course is Daily Conversation Mandarin Language 1(Chan, et.al, 2020), its

content has been continually refined and the course structure has been soundly developed. As the new textbook is written by a group of experienced Mandarin lecturers who are Malaysian Chinese, it showed a great deal of distinct local features of Chinese culture in Malaysia.

### ***Statement Of Problem***

The fundamental elements for teaching Mandarin as foreign language include culture and language components. The ultimate purpose of teaching Mandarin as foreign language is to improve the learner's intercultural communication ability. From previous teaching practices, we prioritize students' ability of listening, speaking, reading and writing, hoping they will acquire the same proficiency as native speakers. It is understandable from the language perspective the importance of instilling skills such as phonetics, semantics, and syntax. However, the reveal of weaknesses in traditional teaching methods together with the promotion of Communicative Language Teaching, the "teaching language for the sake of language" kind of teaching model for teaching Mandarin for foreign language needs to be reviewed. Sometimes it is difficult to learn a foreign language without knowing certain cultural connotations of that language, therefore introducing some "culture" components in teaching Mandarin should be given due attention. Furthermore, in Malaysia, lack of awareness about cultural differences among ethnic groups may lead to misunderstanding and conflicts.

Learning a foreign language is inseparable from listening, speaking, reading and writing. According to the content analysis of the Mandarin course curriculum in UiTM, the basic stage emphasizes on Pinyin pronunciation and basic daily conversation. Listening and speaking skills can be improved through immersion or real-life in the aspects of pronunciation, vocabulary and grammar, and in addition to improve reading texts and expression ability.

The students are expected to build up their ability in sentence construction and communication skills by using the textbook Daily Conversation Mandarin Language 1, which has structured a sound curriculum characterised by clear integration of basic language knowledge, and cultural portion composed about 10% of the book's contents.

### ***Objective***

The objective of the research is to study the importance of Chinese culture in the Mandarin course as a third language at UiTM, from the perspective of both students and lecturers, hopefully by incorporating Chinese culture into the curriculum will improve the quality and effectiveness of Mandarin teaching and learning.

### ***Research Question of The Study***

To address the above issues, this research questions seek to answer:

1. What are the current Chinese culture teaching effects on students' learning of Mandarin?
2. How to optimize teaching effectiveness and students' learning outcome of Mandarin language course?
3. How to promote Chinese culture teaching in Mandarin course, and to build a more mature and comprehensive teaching mode?

### **Literature Review**

As for the content of cultural teaching, Zhang (1990) thought that Teaching Mandarin as Foreign Language should have classified the culture into two categories, namely "knowledge culture" and "communicative culture", and use them as the main teaching content. Knowledge

culture includes basic national conditions of China, literature, history, philosophy, geography, religion, etc. Communicative culture includes knowledge of social life, customs, values, etc.

Jia and Zhang (1995) suggested letting students understand Chinese culture, history and custom through physical objects, or else utilize multimedia to give them intuitive feeling, enabling the students to know the actual use of Mandarin. Simple textbooks that reflect Chinese culture are recommended for students to read so they could better understand Chinese culture. To deepen student's understanding of actual use of knowledge of Chinese culture, it is recommended to create a diverse language environment.

Ren (1995) thought that different stages of cultural teaching should have different focus. The content of cultural teaching in primary stage should introduce background cultural knowledge, meanwhile in intermediate level stage should then focus on introduction of background cultural knowledge and custom cultural knowledge. The capacity for advanced stage should then increase and extend from language-related knowledge culture to various fields of culture such as philosophy, history, literature etc

Sun (1997) explored the ways to introduce culture in Teaching Mandarin as Foreign Language based on a basic Mandarin textbook, they are: sequence display method, systematic induction method, Chinese and foreign comparison method, the now and then comparison method, and teaching according to aptitude method.

As for individual teaching for foreign students, the teaching content must meet the students' communication needs, at the same time highly targeted and flexible, but teaching for language knowledge is insufficient according to Li (2003). The teaching philosophy should be in line with the concept of students' needs, taking into account the real requirements of students in a given teaching progression. Culture connotation should be introduced into teaching from basic to comprehensive in stages. We should not confuse the importance of language and the culture contained in the language teaching, not even to replace one by another completely.

In the opinion of Ye (2007), language and non-language culture should be introduced into cultural teaching, focusing on accuracy and decentness of daily life language and basic written language. Yu (2008) gave her opinion on teaching method according to the statement regarding "Cultural teaching by osmosis": first, enhance the students' understanding of cultural psychology of Han nationality; second, emphasize communication; third, emphasize comparison; fourth, pay attention to the scale of cultural penetration; fifth, to combine the principle of gradual progress with "breaking one-by-one principle"; sixth, the use of modern teaching.

Cai (2010) suggested that cultural education needs to emphasize these five perspectives: 1) The unique culture in daily life; 2) The unique culture and traditional custom of Chinese folks; 3) The quintessence of Chinese culture; 4) The structural and political culture; 5) Conceptual culture.

Regarding the current situation on Teaching Mandarin as foreign language, Xin and Huang (2015) believed that cultural teaching has always been a weaker and lacking part, as most of the teaching materials and activities are based on language knowledge, while understanding the importance of culture in communicative ability is insufficient.

Other than that, Cheng and Li (2019) thought that there are three elements in the composition of course content: subject knowledge, social life experiences and learning activities. Thus, the structure of cultural content in Teaching Mandarin as Foreign Language can be formed with reference to such an idea.

In summary, all the studies above focus on the cultural research of Teaching Mandarin as Foreign Language in China, meanwhile research on cultural teaching of Mandarin language courses in Malaysia is lacking. As a highly practical study, the aim of this paper is to directly address the problem. Therefore, it is important to do in-depth research towards teaching subjects based on targeted questions to obtain real and reliable information, for getting targeted solutions and ways.

## **Methodology**

### ***Research Method***

The aim of this study is to investigate the current situation of Chinese culture teaching in Mandarin courses at UiTM, and examine how the teaching approach affects students' learning. The researcher applied a quantitative research method to this study through a questionnaire.

### ***Participant***

The subjects of the research consisted of 70 non-native Mandarin learners, who were taking Mandarin course in UiTM. The sample was chosen based on certain criteria, in which students must have taken their Mandarin course, either TMC101 (Foundation Mandarin Level 1) or TMC151 (Foundation Mandarin Level 2), and be enrolled in a Diploma course at UiTM.

### ***Research Instruments***

Due to the covid-19 pandemic, which prevented the interview session from taking place, the researcher used a questionnaire to conduct the study. A structured questionnaire, including Dichotomous Questions (Yes or No), Multiple-Choice Questions and Rating Scale Questions was used in the study; questions were organised in order based on what participants answered, allowing researcher to delve deeper into what they think and reflect on what may apply to their answer.

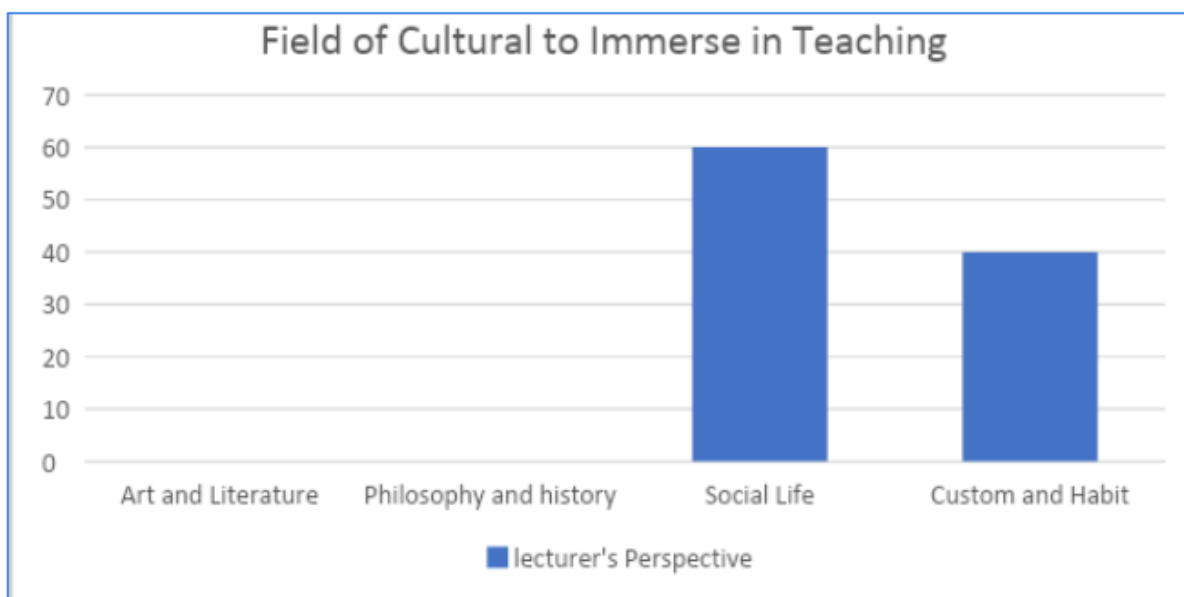
## **Results and Discussion**

Students can only attend classes online from home due to the national impact of the COVID-19 pandemic. As a result, the data in this research report must be interpreted in light of the current state of online courses. According to the current curriculum structure, *Daily Conversation Mandarin Language 1* focuses on daily communication materials, with Chinese culture serving as an auxiliary. The questionnaire survey shows that 80% of instructors and 58.6% of learners believe that the content of Chinese culture in *Daily Conversation Mandarin Language 1* is adequate. Although the term language teaching refers to the teaching of a language, all instructors agree that it is essential to take the initiative to teach cultural content.

Furthermore, language and culture are inextricably linked. In the current UiTM curriculum and textbook layout, the cultural content is only largely imparted as an auxiliary reference. With the exception of the textbook *Daily Conversation Mandarin Language 1* used for the research in this article, which has added cultural content, the rest of other Mandarin textbooks do not include relevant cultural content. Most instructors and students agree that cultural content can

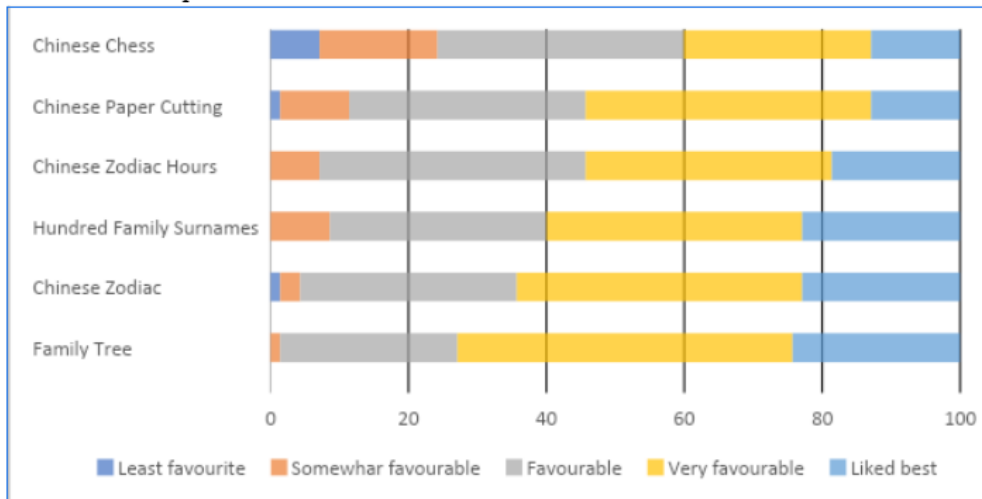
pique students' interest in learning Mandarin. Up to 97.1% of students believe that learning relevant Chinese cultural content in *Daily Conversation Mandarin Language 1* will benefit them in their daily lives.

The role of Chinese culture in teaching Mandarin is expected to be extensive and profound, as illustrated in Figure 1, all instructors believe that students' Mandarin learning at beginner's level should begin with cultural content related to social life, customs and habits, because these are the Chinese culture components that they will or likely to encounter in daily lives. This is in line with the purpose of focusing on daily communication as a starting point in the course. The fields of art & literature and philosophy & history are harder to command with, so that should be introduced at a higher level of Mandarin courses.



**Figure 1: Field of Cultural to Immerse in Teaching**

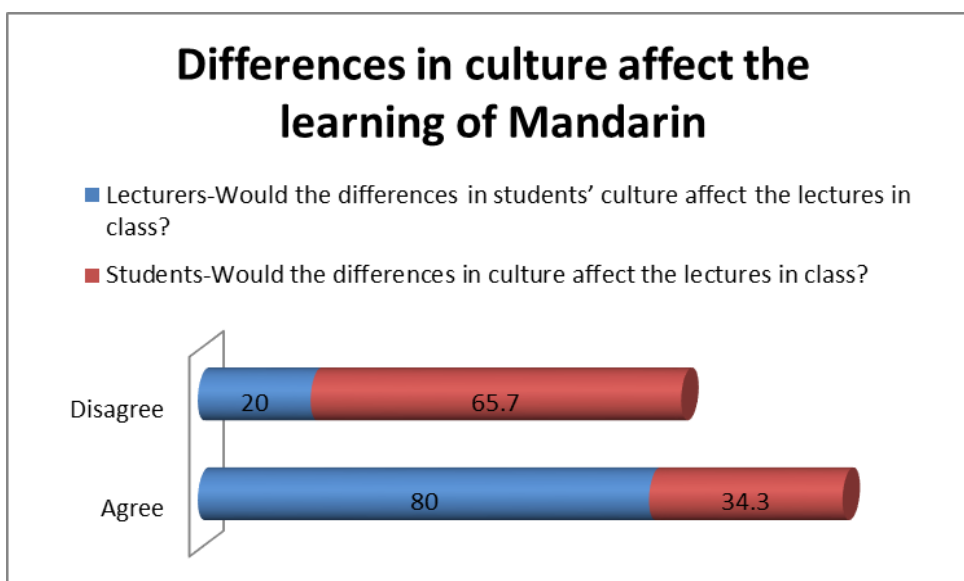
Figure 2 shows that most of the learners are more interested in cultural common sense about social life topics which consist of Chinese chess, paper cutting, zodiac hours, hundred family surnames, Chinese zodiac and family tree as can be found in the textbook *Daily Conversation Mandarin Language 1*, and this is in line with the instructor's suggestion as shown in Figure 1. The “Family Tree” section introduced in the course is the cultural topic that attracted most of the students' interest, whereas it is rather difficult to pique their interest in learning “Chinese Chess”, which could be due to the fact of lacking in understanding of the game and it has not much practical benefits in the actual social life.



**Figure 2: Student's Preference of Various Types of Cultural Topics**

Thus, instructors believe that students generally have difficulty to grasp the content of art and literature and philosophy and history, because this cultural knowledge has no effect on students' daily life. From the standpoint of students, they are willing to learn all the knowledge about Chinese culture. The actual operation can provide a sense of accomplishment to the learner. Using “Chinese paper-cutting” as an example, the instructor can advise students to prepare materials ahead of time so that they can actually operate and experience the inheritance and beauty of paper-cutting during class.

Language learning is influenced by culture, so anyone will encounter some great difficulties at the beginning stage of learning a language that is not their native language. As shown in Figure 3, 80% of instructors believe that classroom teaching will be affected by students' native cultural, but only 34.3% of the learners do not think so.



**Figure 3: Differences in Culture Affect the Learning of Mandarin**

As a result of limitations owing to the curriculum design, the existing teaching materials cannot clearly explain the unique language feature of Chinese culture. This causes instructors to spend more time searching for information and explaining to students. For example, “Chinese Zodiac” has deep cultural connotations, but for students, it just merely arranges 12 animals in a specific order. Therefore, teachers and learners have different perspectives of cultural understanding.

The textbook does not clearly explain Chinese culture's unique language and culture, such as the cultural connotation of the word *fàn* (饭, rice) in *chīfàn* (吃饭, dining) and the meaning of the word *dǎ* (打, beat) in sports such as “playing”. The textbook does not explain these common words in detail. Furthermore, the course adheres to standard sentences such as *Nǐ hǎo* (你好, hello) and *hěn gāoxìng rènshí nǐ* (很高兴认识你, I am glad to meet you) in Western communication habits, while omitting daily communication phrases in Chinese society such as *chīle ma* (吃了吗, have you eaten), *zǒu ba* (走吧, Let's go) and *lái a* (来啊, Come on). This is not only disconnected from reality, but it also makes it difficult for students to understand Chinese culture correctly.

Fortunately, Malaysia is a country of diverse ethnicities, and the cultures of all ethnic groups have long been integrated. Therefore, some students have a certain basic understanding of Chinese culture. Therefore, they do not think that cultural differences in the classroom will affect their learning.

Figure 5 shows the results of a variety of ways that learners acquire the knowledge of Chinese culture in everyday life. The order of preference is most prevalent by courses and teachers, followed by the internet, family and friends, and finally community culture. This demonstrates that Mandarin learning guided by courses and teachers continue to be the most important learning objects for the Chinese language learners.

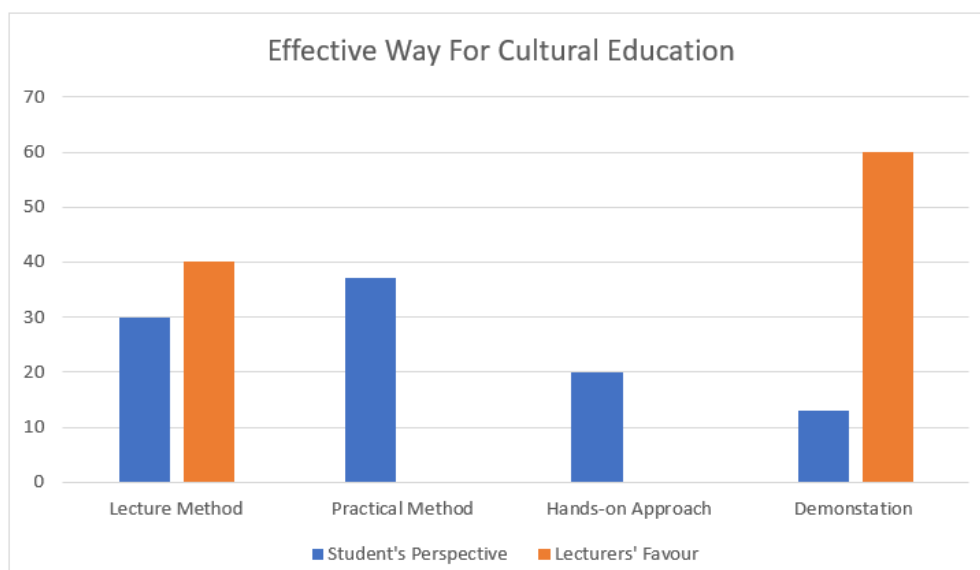


**Figure 4: Ways to Learn General Knowledge of Chinese Culture**

In addition, due to the current COVID-19 pandemic situation, the Internet has become another most convenient way for learners to master general knowledge of Chinese culture. Conversely, community cultural activities that require physical contact with people can only be temporarily discarded.

The explanation of the knowledgeable instructor is an important guarantee for students' high-efficiency absorption. The isolation of the real world and pure classroom teaching, on the other hand, greatly reduces students' absorption of cultural knowledge. Students have learned some “written culture” in the classroom, but there is no way for them to connect with Chinese culture in the real world. Therefore, in order to meet the unique requirements of cultural courses, the principle of cultural point selection must be based on the learner's study period and language level.

The cultural teaching in Mandarin language course is closely associated with language teaching. The particularity of the subject, content and purpose of teaching determine the teaching method which is different from other cultural teaching. Figure 5 shows that when teaching about Chinese culture, the instructor prefers the multimedia presentation method and the oral teaching method, which are 60% and 40% respectively according to the survey results. Learners, on the other hand, prefer the scenario simulation practise method in the classroom, with as many as 37.1% preferring it. The oral teaching method came in second, accounting for up to 30% of the total. Participating in practical activities, according to 20% of students, can help them learn Chinese culture more effectively. Figure 5 shows that only 12.9% of learners agree with the multimedia presentation method, indicating students do not use multimedia displays by themselves as their primary method of learning Chinese culture. This is in contrast to the instructor's strength in cultural teaching using multimedia presentation, and thus a good cultural communication effect should be reviewed for better achievement.



**Figure 5: Effective Way for Culture Education**

In this regard, this article suggests that the four main teaching methods must be re-examined.

### ***Lecture Method- Oral Explanation***

Teaching methods are mainly lecturers explain Chinese cultural knowledge to students through oral explanation. It is the main teaching method for Teaching Mandarin as Foreign Language. In primary stage of Teaching Mandarin as Foreign Language, the focus of lecture content is basic knowledge regarding phonetics, vocabulary and grammar, at the same time incorporating relevant cultural knowledge into it will enhance students' level of understanding Mandarin. For example, "Have you eaten rice?" (你吃饭了吗?) is equivalent to "Have you eaten?" (你吃了吗?). This is because the Chinese are predominantly rice eaters and this awareness is naturally reflected in the language.

At the advanced stage of learning Mandarin, as students have already acquired a certain amount of Mandarin vocabulary and cultural knowledge, we can gradually guide them to learn deeper connotation of Chinese culture or teach them about it through cultural-specific topics and lectures.

### ***Practical Method- Simulation in The Lecture***

Lecturers could organize activities in the lecture to provide more opportunities for students to communicate using Mandarin, thus increasing students' learning motivation. For example, for the chapter "Buy Stuff" in the textbook, lecturer can simulate the scene for students to experience real language environment. In the shopping process, students could learn how to ask for the price, "How much is it?" (多少钱?), the way to negotiate "cheaper price, okay?" (便宜点儿, 好吗?). Other than that, lecturers could use lecture discussion to involve students during teaching.

### ***Hands-on Approach: Participation in Practical Activities***

Lecturers should emphasize hands-on activities in teaching, let students understand Chinese culture better through communication. If possible, lecturers could arrange students to organize Chinese culture festivals such as rice dumpling wrapping for Dragon Boat Festival, lantern making and moon cake eating for Mid-Autumn Festival, so that students could experience the traditional culture in a practical way.

During Chinese New Year, lecturers should encourage students to greet Chinese friends around them. This is an opportunity for students from different ethnics to compare the similarities and differences between their own festivals and Chinese New Year, deepen the understand for cultural knowledge. This does not only increase students' understanding of Chinese culture and their interest in learning, but also improve observation in culture, providing chance to integrate culture and language teaching.

### ***Demonstration: Demonstration Through Multimedia***

With the rapid development of modern information technology, multimedia technology is widely used in teaching. Lecturers' proficiency in using audio, images and videos and so on as teaching method not only making the learning atmosphere lively and attract students' attention, at the same time increase students' learning interest and improve teaching efficiency and effectiveness.

Although the multimedia presentation method is not a preference among students, it is undeniable that it is the favourite method of learners during this online-teaching period. Compared to pure language teaching, cultural teaching in Mandarin language course is easier

to demonstrate to the learners through multimedia technology. If lecturers considerably utilize multimedia technology in teaching, students can understand better regarding the knowledge as they turn abstract into image. For example, the use of multimedia is a convenient and efficient teaching method when introducing Chinese traditional cultural knowledge. Traditional opera music, folk crafts and folk customs can all be shown to students visually and graphically through images, making it easy for students to understand.

In a conclusion, lecturers could utilize the resources and technology around them in incorporating cultural knowledge in teaching Mandarin, so that students can implicitly feel the cultural knowledge that is embedded in the language. With more support of lectures guided by lecturers, students would be able to better understand the connotations and meanings of Chinese culture.

### **Conclusion**

Early foreign language instruction was focused on teaching linguistic skills while ignoring the cultural component. Until cultural problems have arisen, researchers and instructors then only began to re-examine in new ways about the relationship between culture and language, and to explore how to connect language teaching and culture in teaching in foreign language. As a result, cultural understanding has become the fifth ability besides listening, speaking, reading and writing. However, more individuals believe that culture is not only a skill, but it should be integrated into all types of abilities and skills while learning a language. Based on this perception, the UiTM curriculum team began incorporating cultural elements into the new curriculum. The authors believe that teaching Chinese as a third language and introducing different Chinese cultural knowledge is the way to move forward in the future.

Language and culture are inextricably linked. Through this article showed that, UiTM's current Chinese culture instruction has had a good influence on students' Mandarin speaking. In language education, importing cultural information, incorporating social humanities, folk customs, and other relevant cultural aspects not only can enrich the teaching content and increase classroom engagement, help students to learn more effectively, it also helps students to comprehend and appreciate Chinese culture by speeding up the penetration of language and culture in the subconscious. Furthermore, it aids students in discovering and comprehending the numerous diverse cultural phenomena that arise in cross-cultural communication, as well as improving their cross-cultural communication skills.

Although language teaching should not be separated from culture, but language teaching should take precedence, therefore cultural content should be appropriately selected, and not to take place of the basic language teaching. The instructor must have a more comprehensive understanding of Chinese culture and be familiar with the students' mother tongue culture. If the instructor can start from the learner's cultural background, make appropriate choices and give priority to the cultural content closely related to language communication, it will be able to promote Chinese culture teaching and establish the same mature and perfect teaching model as other professional disciplines.

Students can only attend online classes due to the impact of the recent coronavirus outbreak. This has influenced lecturers' teaching as well as the data in this study. Anyway, if the instructor can make good use of all kinds of teaching methods, teach students in accordance with their aptitude, they will be able to optimize the teaching effect and students' interest in learning will

be piqued. Therefore, this study explores Chinese culture in the context of teaching Mandarin as a third language, which is of positive significance to the language and culture education in Malaysia. Under the trend of globalization, this study can help countries and individuals of different languages and cultures reduce cultural conflicts and language communication barriers through cross-cultural communication.

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## MENEROKA KESAN IBUBAPA DIPENJARA TERHADAP PERKEMBANGAN EMOSI DAN SOSIAL ANAK

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**Abstrak:** *Isu hari ini mengenai perkembangan emosi dan sosial remaja sangat membimbangkan. Kurangnya keprihatinan mengenai isu perkembangan emosi dan sosial anak-anak yang mempunyai ibubapa dipenjara perlulah dititiberatkan untuk ke arah kesejahteraan diri remaja. Oleh itu, tujuan kajian ini adalah untuk meneroka kesan penahanan ibubapa dipenjara terhadap perkembangan emosi dan sosial anak. Kaedah temubual telah dilaksanakan terhadap enam orang remaja dari peringkat umur 15-18 tahun, dari Rumah Kanak-Kanak Cheras dan Rembau. Protokol temubual telah dibina dan digunakan dalam meneroka kesan emosi dan sosial remaja. Data dianalisis secara analisis bertema. Hasil kajian mendapati penahanan ibu bapa di penjara memberi kesan buruk terhadap emosi dan perkembangan sosial anak-anak remaja. Keenam-enam peserta kajian mengalami gangguan emosi dari segi tahap kemarahan, kebingungan atau kebuntuan. Empat daripada peserta kajian mempunyai rasa benci terhadap diri sendiri dan lima daripada peserta kajian mengalami kesedihan yang melampau. Selain itu, dua daripada peserta kajian mempunyai masalah hubungan dengan ibu atau ayah. Hasil kajian ini menyingkap apa yang dialami oleh remaja dan memberi gambaran bentuk bantuan yang kaunselor dan ahli keluarga lain boleh berikan untuk membantu anak-anak bagi ibu bapa yang dipenjarakan.*

**Katakunci:** *Ibubapa dipenjara, emosi, sosial, remaja*

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### Pengenalan

Kesan pemenjaraan tidak terhad kepada tahanan sahaja, namun hal itu juga mempengaruhi keluarga dan anak-anak mereka, serta implikasi yang lebih luas kepada masyarakat. Kesan secara tidak langsung antaranya pencerobohan sosial masyarakat (Clear, 2001); dan mengurangkan peluang pekerjaan untuk bekas banduan (Holzer, Steven, dan Michael, 2004). Namun begitu, kesan ketara adalah kepada keluarga. Seluruh keluarga mungkin mengalami pergolakan emosi akibat stigma, rasa malu, rasa bersalah, dan kesukaran menguruskan anggota keluarga ketika dipenjarakan. Selain itu, berurusan dengan sistem pengadilan jenayah seperti kurangnya pengetahuan mengenai cara menghubungi ibu bapa, syarat lawatan, ketidakpastian mengenai apa yang akan berlaku kepada ibu atau bapa juga menambahkan lagi tekanan. Menurut Sara dan Chase (2019), anak-anak yang ibu atau bapa mereka dipenjarakan berisiko tinggi mengalami kesan yang berbahaya seperti masalah emosi dan kemerosotan pencapaian akademik (Andersen, 2016; Armstrong, Eggins, Reid, Harnett dan Dawe, 2017; Christian, 2009; Hairston, 2007; Haskins dan Jacobsen, 2017; Murray, Bijleveld, Farrington, dan Loeber, 2014; Poehlmann, 2005; Turney dan Haskins, 2014; Wakefield dan Wildeman, 2013).

### **Tinjauan Kajian Lepas**

Pemenjaraan ibu atau bapa memberi kesan yang berbeza pada anak-anak, khususnya sama ada ibu atau bapa yang dipenjarakan. Kebanyakan kajian mendapati ibu yang dipenjarakan mengakibatkan gangguan hubungan ibu-anak dari segi sosial, emosi dan fizikal anak-anak mereka. Pemenjaraan ibu menjadi satu kejutan besar bagi anak-anak dengan mengakibatkan kejadian masalah mental yang tinggi (Burgess-Proctor, Beth dan Joseph, 2016). Perubahan dalam struktur keluarga, akibat ibu atau bapa yang dipenjarakan juga memberi kesan negatif terhadap kesihatan anak-anak sepanjang hayat. Anak-anak mungkin mengalami trauma kesan daripada perpisahan mereka dengan ibu atau bapa yang dipenjarakan yang mana ia memberi kesan buruk kepada kesejahteraan mereka (Murray, Bijleveld, Farrington, dan Loeber, 2009). Apabila seorang bapa itu dipenjarakan, hubungan dengan ibu turut terjejas (Western, 2004), juga mengurangkan kualiti perhubungan dan penglibatan anak-anak (Waller dan Swisher, 2006).

Selain itu, perubahan emosi dan tingkahlaku akibat ibu atau bapa yang dipenjarakan ini juga memberi kesan dalam persekolahan atau pembelajaran mereka. Jika mereka menjadi agresif, ini akan memberi kesan kepada pembelajaran rakan sekelas; jika hasil pencapaian mereka terjejas dan terganggu mereka memerlukan perhatian selanjutnya dari guru dan pendidik. Kesan emosi terhadap anak, hubungan dengan ibu bapa yang dipenjara, hubungan dengan orang lain, sekolah dan pendidik, keadaan kehidupan, aktiviti sosial, pendekatan penjaga, semua itu harus dipertimbangkan untuk menghasilkan jawapan yang menyeluruh terhadap kesan negatif hukuman penjara ibu bapa terhadap anak-anak (Barnett-Cooper, 2012). Menurut Foster & Hagan (2007), pemenjaraan ibu bapa telah dikenal pasti sebagai petunjuk utama pengecualian sosial sebagai peralihan kanak-kanak ke alam dewasa.

Sebilangan besar tinjauan kajian dalam artikel ini mengenai ibu bapa yang dipenjara di Barat. Kebanyakan kajian-kajian di Malaysia memberi tumpuan kepada bekas banduan dan bukannya keluarga dan kanak-kanak bekas banduan. Oleh itu, kajian ini adalah kajian berbentuk kualitatif untuk meneroka bagaimana penahanan ibu bapa di penjara mempengaruhi perkembangan emosi dan sosial anak di Malaysia.

### **Metodologi Kajian**

Metodologi penyelidikan menjelaskan keseluruhan rancangan atau strategi yang membantu dalam mencapai tujuan dan objektif penyelidikan yang diinginkan. Menurut (Sekaran, 2003), rekabentuk penyelidikan disusun antaranya, bagaimana untuk mengumpulkan data lebih lanjut, menganalisis dan menafsirkannya, dan memberikan jawapan terhadap masalah tersebut. Kajian ini menggunakan kaedah penyelidikan kualitatif. Kaedah penyelidikan kualitatif berasal dari sains sosial untuk membolehkan penyelidik mengkaji fenomena berorientasikan sosial dan budaya. Kaedah kualitatif menunjukkan pendekatan yang berbeza untuk penyelidikan ilmiah daripada kaedah penyelidikan kuantitatif. Walaupun prosesnya serupa, kaedah kualitatif bergantung pada data teks dan gambar, mempunyai langkah unik dalam analisis data, dan menggunakan reka bentuk yang berbeza-beza (Creswell, 2014).

Peserta kajian ini adalah terdiri daripada enam orang remaja berumur lingkungan lima belas hingga sembilan belas tahun dari Rumah Kanak-kanak Rembau dan Cheras. Pengumpulan data menggunakan kaedah temubual berpandukan protokol kajian yang telah

dibina oleh pengkaji. Sesi temubual dilaksanakan oleh pengkaji di kedua-dua Rumah Kanak-kanak tersebut antara bulan Oktober hingga Disember 2019. Setiap sesi temubual mengambil masa lebih kurang empat puluh minit. Selepas selesai setiap sesi temubual pengkaji akan menyediakan transkrip temubual tersebut. Setelah semua pusingan temubual selesai, pengkaji memulakan analisis tema untuk mendapatkan tema-tema dari dapatan kajian.

### **Dapatan Kajian**

Tujuan kajian ini adalah untuk meneroka kesan ibu bapa yang dipenjarakan terhadap perkembangan emosi dan sosial anak. Dapatan kajian ini dimulakan dengan deskripsi latarbelakang peserta kajian seperti jadual 1.1 di bawah ini.

**Jadual 1.1 Latarbelakang peserta kajian**

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>
Jantina	<b>Perempuan</b>	<b>Perempuan</b>	<b>Perempuan</b>	<b>Perempuan</b>	<b>Lelaki</b>	<b>Lelaki</b>
Umur	15	16	18	15	17	17
Bil. Adik-beradik	4	1	5	3	2	2
Ayah/ibu dipenjarakan	Ayah	Ayah	Ayah	Ibu	Ibu	Ayah
Tempoh ibu bapa dipenjarakan	1	2	1	1	1	1
Tahu atau tidak ibu bapa akan keluar dari penjara	Tahu	Tahu	Tahu	Tahu	Tahu	Tahu

### **Kesan emosi terhadap perkembangan anak-anak**

Bahagian berikutnya adalah dapatan kajian mengenai kesan emosi terhadap perkembangan anak-anak. Dapatan temubual bersama-sama peserta kajian mendapati empat tema muncul dari kesan emosi terhadap anak-anak apabila ibu bapa mereka dipenjarakan. Empat tema tersebut ialah marah, bingung, sedih dan benci diri sendiri. Kesemua peserta kajian berasa marah bila ayah atau ibu mereka dipenjarakan. Berikut adalah petikan daripada temubual dengan P1, P2, P3, P4 P5 & P6.

<b>Tema</b>	<b>Petikan temubual</b>
Marah	Saya rasa marah sebab dia ketua keluarga, dia sepatutnya bagi contoh yang baik (P1)
	...mula-mula dulu saya rasa benci kat dia, kehidupan saya kontang kanting... saya hidup sorang diri, tapi ni kali kedua saya dah mula rasa biasa...(P2)
	saya rasa kecewa dan sangat marah, hidup kami huru-hara.. (P3)

---

hmm, ... hidup kami kais pagi makan pagi kais petang makan petang, dulu hidup kami senang...tapi sekarang... sekarang semuanya hilang...sebab dia hidup kami hancur! (P4)

---

Selain dari perasaan marah, peserta juga berasa buntu, bingung dan tidak tahu apa yang perlu dilakukan apabila ibu atau bapa mereka dipenjarakan.

<b>Tema</b>	<b>Petikan temubual</b>
Buntu	<p>Sebagai anak sulung, saya bertanggungjawab untuk menjaga adik-adik... emak saya lumpuh separuh badan... saya... buntu, tak tahu nak buat apa (P3).</p> <p>saya anak bongsu dan anak tiri, sejak ibu ditahan ayah tiri saya selalu abaikan saya...saya buntu... saya ni hanyalah menumpang.. (P5)</p> <p>..emak saya dah meninggal, ayah saya pula ditahan... saya buntu tak tahu nak buat apa...mmm, hidup saya sebatang kara... (P2)</p> <p>..kami dah tahu emak ditahan, yang menjadikan kami buntu sebab emak dan ayah dah bercerai... kami buntu tak tahu nak buat apa..(P4)</p> <p>Saya anak sulung, adik saya kecil lagi, mama saya pulak tak kerja, saya bingung sangat kak masa tu.. (P6)</p>

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Apabila ibu atau bapa mereka dipenjarakan, ada peserta yang berasa sedih.

<b>Tema</b>	<b>Petikan temubual</b>
Sedih	<p>..saya rasa sedih sangat sebab saya paling rapat dengan ayah... hampir setiap hari saya menangis.. (P1)</p> <p>Sejak ibu dipenjarakan, berat saya susut, saya tak makan, tidur pun tak lena, sedih tak berkata kak.. (P5)</p> <p>...saya rasa sedih sangat kak, dia lah ibu, dia lah ayah... setiap hari saya menangis rindukan kedua-dua ibu bapa saya... (P2)</p> <p>sedih memang sedih tapi saya perlu kuat demi adik-adik... (P3)</p> <p>kami sangat sedih sebab ayah tak nak bela kami, ayah sendiri taknak bela inikan pulak sedara-mara... (P4)</p>

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Selain itu, terdapat juga peserta yang berasa benci dengan diri sendiri walaupun yang dipenjarakan adalah ibu atau bapa mereka.

<b>Tema</b>	<b>Petikan temubual</b>
Benci diri sendiri	Kadang-kadang saya rasa benci kat diri saya, saya rasa dunia ni tak adil.. (P2)
	Saya pernah rasa benci terhadap diri saya, saya rasa, saya rasa... saya akak yang tak berguna...(P3)
	Saya selalu persoalkan kenapa saya yang perlu hidup didunia ni, hidup dalam kebencian membuatkan saya benci diri saya kak...(P5)

Ada juga peserta yang menyalahkan takdir yang berlaku kepada diri dan keluarga mereka. Ini dikongsi oleh peserta 4 dan 6.

<b>Tema</b>	<b>Petikan temubual</b>
Menyalahkan takdir	Saya tak ada rasa benci pada diri saya cuma saya selalu menyalahkan takdir saya dapat emak seperti dia... (P4)
	Walaupun saya happy ayah tak ada, tapi kesan yang dia bagi tu membuatkan saya benci dengan takdir hidup saya... (P6)

### **Kesan sosial terhadap perkembangan anak-anak**

Terdapat tiga tema muncul daripada kesan sosial terhadap perkembangan anak-anak iaitu i) hubungan dengan ayah atau ibu terjejas, ii) timbul stigma dan malu akibat ibu bapa dipenjarakan dan iii) sokongan sosial yang diterima. Daripada enam peserta kajian, dua peserta tidak mempunyai hubungan yang baik dengan ibu bapa mereka.

<b>Tema</b>	<b>Petikan temubual</b>
Hubungan tidak baik dengan ayah atau ibu	Saya tak bercakap langsung dengan dia masa dia kene penjara...hubungan kami makin renggang. (P3)
	Saya memang tak rapat langsung dengan dia, so saya tak kisah...(P6)

Manakala empat peserta masih mempunyai hubungan yang baik dengan ibu atau bapa mereka walaupun mereka dipenjarakan.

<b>Tema</b>	<b>Petikan temubual</b>
Hubungan baik dengan ayah atau ibu	<p>..dah lama tu barulah hubungan kami anak beranak okay macam tak ada apa-apa terjadi...baik buruk dia, dia tetap ayah saya, semua tu tak ubah apa-apa pun...(P1)</p> <p>..kadang-kadang nenek saya datang ajak melawat ayah tapi saya taknak... saya tak nak tengok muka dia dah...(P2)</p> <p>Hubungan saya dengan emak okay je, biasanya saya melawat emak bila atuk dan kakak saya nak melawat...(P4) Kalau boleh setiap hari saya nak melawat ibu saya kak...hubungan saya dengan ibu okay sangat lagipun dia mangsa keadaan...(P5)</p>

Berkaitan stigma atau malu, empat peserta kajian setuju bahawa mereka malu bila ibu bapa mereka dipenjarakan.

<b>Tema</b>	<b>Petikan temubual</b>
Timbul stigma dan malu akibat ibu bapa dipenjarakan	<p>Saya rasa malu, pakcik makcik saya kata ayah saya ni sampah masyarakat...(P1)</p> <p>Saya kesiankan adik-adik saya, diorang sampai malu nak ke sekolah sebab selalu diejek oleh kawan-kawan dia...(P3)</p> <p>Saya malu sangat kak, saya tak tahu nak menumpang kasih kat siapa, saya cuma ada kakak tiri, itu pun saya tak rapat dengan dia...(P5)</p> <p>Saya malu sebab bila mama minta tolong atau nak pinjam duit pakcik makcik untuk sara kami, diorang akan salahkan mama tak reti pilih suami...(P6)</p>

Selain itu, empat dari mereka menyatakan bahawa mereka mempunyai sokongan sosial terutama dari kawan-kawan.

<b>Tema</b>	<b>Petikan temubual</b>
Mendapat sokongan sosial dari kawan	<p>..rakan-rakan saya sangat baik dan selalu menyokong saya bila saya rasa putus asa...(P1)</p> <p>Rakan-rakan saya sangat baik dan sangat menyokong saya. Mereka juga sangat penyayang dan <i>supportive</i>...(P3)</p>

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Rakan-rakan saya selalu menjadi keluarga saya, memenuhi setiap keperluan saya yang tak cukup...(P4)

Saya bersyukur dan kawan yang memahami dan menjadi tulang belakang saya untuk ke hadapan...(P5)

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### **Perbincangan**

Secara umumnya kajian ini meneroka kesan ibu bapa yang dipenjarakan terhadap perkembangan emosi dan sosial anak. Kebanyakan anak-anak melalui pelbagai emosi seperti marah, bingung, sedih dan ada juga yang benci dengan ibu bapa dan diri mereka sendiri. Menerusi kajian ini didapati kebanyakan anak-anak mempunyai bapa yang dipenjarakan. Mereka faham sebab bapa mereka dipenjarakan dan mereka juga tahu bila bapa mereka akan keluar dari penjara. Perpisahan dengan ibu atau bapa menjadi punca utama tekanan kepada anak-anak. Ini ditambah lagi dengan pelbagai perkara lain yang timbul seperti kehilangan tempat bergantung dan tidak mendapat sokongan dari ahli keluarga kerana stigma ibu/bapa yang dipenjarakan.

Kesemua peserta kajian melalui pelbagai perasaan yang timbul akibat kesan ibu atau bapa mereka dipenjarakan. Ada yang berasa marah, sedih, bingung, malahan ada remaja yang menyalahkan diri mereka sendiri. Namun anak remaja yang melalui pelbagai perasaan mempunyai sebab yang berbeza-beza. Anak sulung marah dengan ayahnya kerana ayah merupakan ketua keluarga dan dia sepatutnya menjadi suri teladan yang baik sebagai bapa. Ada anak yang sedih kerana hubungannya rapat dengan bapa. Manakala anak remaja yang menyalahkan takdir merasa benci kenapa beliau mempunyai emak sebegitu tingkahlakunya.

Ini sejajar dengan kajian oleh Burgess-Proctor, Beth and Joseph (2016) bahawa hubungan ibu-anak terjejas akibat ibu mereka dipenjarakan serta anak mengalami pelbagai masalah sosial, emosi dan fizikal. Bowlby (1973) menekankan bahawa untuk berjuang menunjukkan emosi, anak-anak memerlukan hubungan yang lengkap dan berterusan dengan ibu bapa mereka. Maka, jika berlaku perpisahan di antara anak dan ibu bapa, anak-anak akan mengalami tekanan dan itu akan menindas perasaan mereka. Pemenjaraan ibu bapa mungkin tidak semata-mata meningkatkan peluang anak untuk terlibat dalam tingkah laku delikueni hingga dewasa namun juga mempengaruhi ikatan sosial (Nicholas, Hue, Simon, & Graham, 2017). Dapatan kajian ini mendapati kebanyakan daripada anak remaja ini lebih suka bersama-sama dengan kawan-kawan dan bergantung kepada mereka untuk mendapatkan sokongan.

Pembesaran anak yang berjaya adalah tidak hanya bergantung pada tingkah laku ibu bapa atau ahli keluarga, tetapi juga pada tindakan / input seluruh masyarakat. Apabila seorang kanak-kanak menghadapi stigma atau prasangka di kawasan kejirannya, di media, atau di kuliah, ada beberapa akibat negatif akan muncul. Begitu juga yang dialami oleh peserta kajian di mana mereka malu dengan stigma yang dilemparkan oleh saudara-mara dan masyarakat terhadap mereka dan ibu bapa yang dipenjarakan. Kajian ini sejajar dengan Knaphus-Soran (2017) di mana pemenjaraan ibu atau bapa menjadi sumber utama mereka malu. Pengalaman yang dilalui oleh anak-anak dalam situasi ini memberi penjelasan bagaimana pengalaman stigma membentuk cara individu bertindak balas terhadap pemenjaraan ibu bapa mereka.

## **Kesimpulan**

Melalui kajian ini didapati bahawa pemenjaraan ibu atau bapa memberikan kesan buruk terhadap emosi serta menjejaskan perkembangan sosial anak. Kajian ini diharap dapat memberi impak kepada institusi kaunseling di Malaysia, anak-anak dan ibu bapa. Dalam elemen kaunseling, dapat dilihat melalui penerokaan kaunselor terhadap masalah anak-anak dan dapat membantu kaunselor untuk lebih peka tentang kemahiran membantu bagi menangani anak-anak tersebut. Selain itu, kaunselor boleh mengubah atau menyesuaikan cara mereka mendekati anak-anak agar mereka lebih selesa untuk berkongsi cerita dengan kaunselor. Selain itu, kaunselor juga perlu membantu anak mengurangkan rasa malu atau stigma sama ada stigma terhadap sendirinya atau orang lain. Melalui kajian ini juga akan memberi impak khusus kepada anak-anak itu sendiri dan membuat mereka lebih sedar tentang kesan pemenjaraan ibu bapa dan berani untuk terus maju dan meneruskan kehidupan dengan baik tanpa ibu atau bapa.

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## PERSEPSI BELIA TERHADAP TAHAP KESELAMATAN AKIBAT JENYAH BUKAN FIZIKAL

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**Abstract:** *Persepsi memainkan peranan yang besar dalam membentuk tindakan dan membuat keputusan. Pada hari ini, kes jenayah bukan fizikal semakin meningkat, dan semakin parah apabila ia melibatkan anggota keselamatan sendiri. Pastinya, ia memberi persepsi yang pelbagai dalam kalangan masyarakat. Oleh yang demikian, artikel ini akan mengkaji tahap keselamatan akibat jenayah bukan fizikal dalam kalangan belia. Model Kepercayaan Kesihatan digunakan sebagai kerangka dalam kajian. Metodologi kajian melalui rekabentuk kuantitatif melalui pendekatan survei. Seramai 412 orang responden terlibat yang dipilih secara rawak mudah. Kajian mendapati belia mempunyai persepsi yang negatif terhadap tahap keselamatan (84.7%) dan mempunyai kebimbangan yang tinggi apabila melibatkan salah laku kakitangan awam (89.4%) yang boleh menyebabkan ancaman keselamatan dan kedaulatan negara (92.7%). Kerajaan mesti tegas, tetapi belia skeptikal terhadap kemampuan kerajaan menjamin keselamatan (49%) terutamanya melibatkan ahli politik (75.6%). Belia percaya agama (84.5%), amalan sivik (89.9%) dan etika (84.5%) yang baik mampu menjadi faktor penghalang daripada terjebak dalam salah laku sebegini. Tindakan yang tegas dan drastik amat penting, dan bagi pelapis pemimpin masa hadapan, ini adalah antara perkara yang mendesak untuk diselesaikan dan cabaran pada masa hadapan.*

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**Keywords:** *integriti; ketenteraman awam; politik; belia*

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### Pengenalan

Keperluan keselamatan adalah sangat penting. Teori Hirarki Maslow yang klasik sering menjadi sandaran dalam perbincangan dalam kajian sains sosial. Keselamatan yang merupakan asas kedua terpenting selepas keperluan fisiologi memberi penekanan yang sangat jelas terhadap keperluan keselamatan. Oleh yang demikian, tahap keselamatan perlu dikenalpasti agar tindakan pencegahan jenayah dapat dibuat bagi menjamin keselamatan yang lebih baik.

Dalam Indeks Kualiti Hidup Malaysia, keselamatan awam adalah berkait rapat dengan pencegahan jenayah. Kadar jenayah yang tinggi membuatkan wujudnya perasaan ketakutan. Perasaan ketakutan memberi persepsi bahawa tahap keamanan dan keselamatan sesebuah negara adalah lemah. Ini adalah ukuran atau barometer yang seringkali dirujuk dalam kebanyakan negara. Ukuran terhadap tahap keselamatan dibuat dengan pelbagai cara. Antara metodologi yang sering menjadi rujukan ialah melalui soal selidik. Melalui metodologi ini, isu-isu semasa berkaitan tahap keselamatan dapat dipastikan, seterusnya diformulasikan pelan tindakan.

Kadar jenayah yang meningkat di Malaysia sebenarnya menggusarkan rakyat dan mengancam ketenteraman awam. Ini terbukti apabila data daripada Laporan Indeks Jenayah 2021 Asia Tenggara oleh Numbeo.com, sebuah agensi penyelidikan yang berpangkalan di Serbia, mendapati Malaysia berada yang teratas dalam senarai negara ASEAN (NUMBEO, 2021). Jadual 1 Laporan Kedudukan Indeks Jenayah 2021 Bagi Negara Asia Tenggara di bawah merupakan petikan dapatan daripada laporan tersebut.

*Jadual 1 Laporan Kedudukan Indeks Jenayah 2021 Bagi Negara Asia Tenggara*

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3	Myanmar	47.17	52.83
4	Indonesia	46.23	53.77
5	Vietnam	46.09	53.91
6	Philippines	42.16	57.84
7	Thailand	39.38	60.62
8	Singapore	32.98	67.02
9	Brunei	28.03	71.97

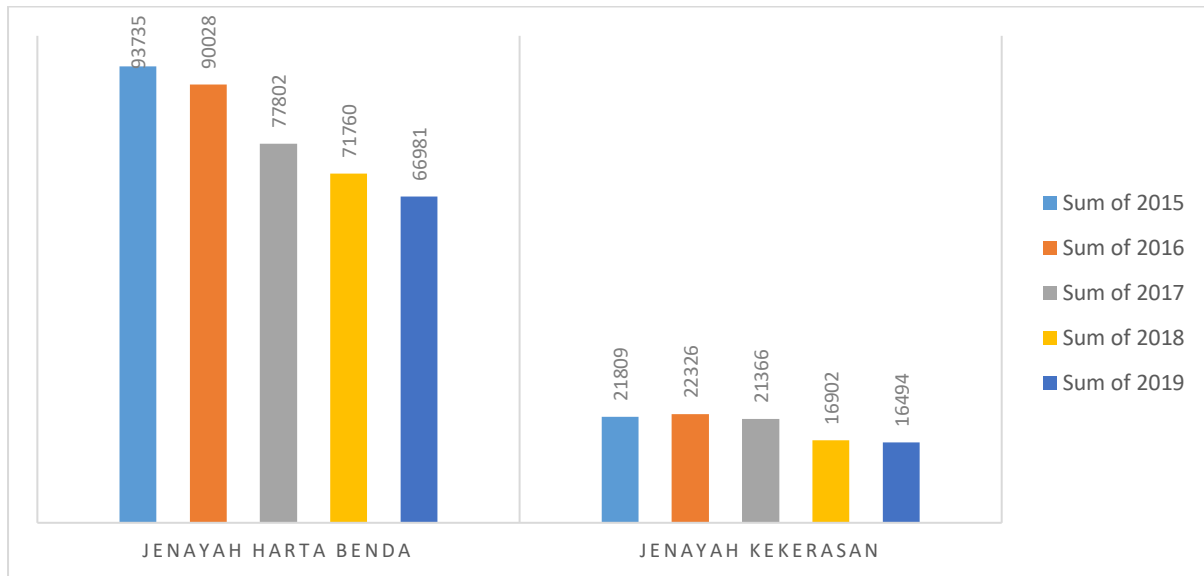
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Laporan ini sangat membimbangkan. Ini kerana indeks ini turut menyenaraikan jenayah yang fizikal serta jenayah bukan fizikal seperti rasuah, korupsi, ancaman seksual bukan fizikal, komersial, penipuan dan siber. Walaupun terdapat beberapa laporan dalam negara menyatakan indeks jenayah menurun (BERNAMA, 2020; Dass, 2019) atau pun menaik (BERNAMA, 2021; Hakim et al., 2019; Nawawi, 2021; Rosni et al., 2019), namun kebanyakan analisa tersebut merujuk kepada laporan dan kes yang telah direkodkan. Manakala instrumen yang diguna oleh numbeo.com adalah merujuk kepada persepsi dan perasaan ketakutan.

Secara amnya, klasifikasi jenayah di Malaysia dibahagikan kepada dua iaitu jenayah indeks dan jenayah bukan indeks. Jenayah indeks pula terbahagi kepada dua kategori, iaitu pertama, Jenayah Kekerasan yang merangkumi bunuh, rogol, samun berkumpulan tanpa senjata api, samun berkumpulan dengan senjata api, samun tanpa senjata api, samun dengan senjata api

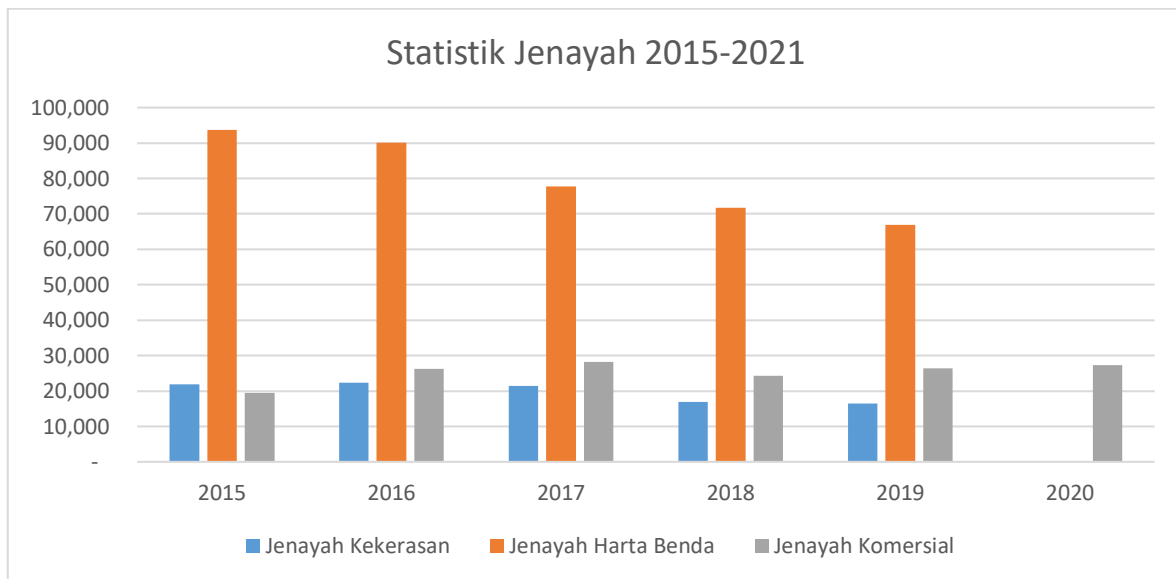
dan mendatangkan kecederaan. Kedua ialah Jenayah Harta Benda, iaitu yang merangkumi kesalahan pecah rumah atau curi, kecurian kenderaan dengan sub-klasifikasi sebagai curi motokar, curi motosikal, curi lori/van/jentera berat, curi ragut dan kecurian lain-lain. Jadual 2 dibawah menunjukkan statistik jumlah jenayah yang telah berlaku berdasarkan kategori daripada 2015 sehingga 2019. Dapat difahami bahawa jenayah harta benda adalah yang paling kerap berlaku berbanding jenayah kekerasan.

*Jadual 2 Statistik Jenayah Berdasarkan Jenis 2015-2019*



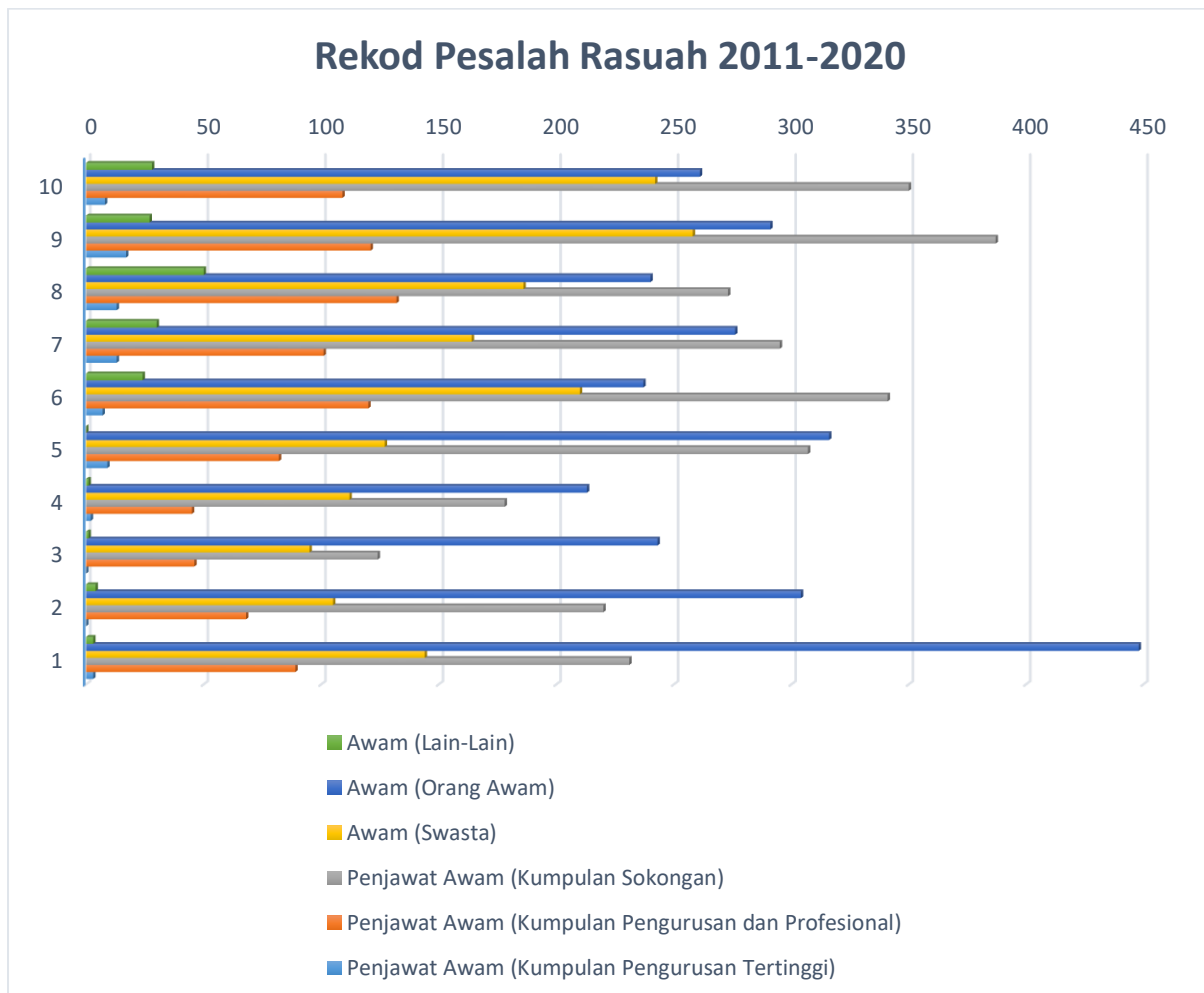
Jika dilakukan perbandingan dengan data jumlah kes jenayah indeks daripada tahun 2015 hingga ke 2019, ia boleh difahami kes jenayah indeks adalah menurun, tetapi ia kes jenayah komersial pula meningkat. Ini seperti laporan yang diberikan oleh Jabatan Siasatan Jenayah Komersial, Polis Di Raja Malaysia pada Julai 2021 dengan jenayah siber yang melibatkan penipuan e-dagang, pinjaman tidak sah dan penipuan pelaburan yang dengan kerugian RM2.23 billion dari tahun 2017 hingga Jun 2021 (Mohamed Basyir, 2021). Jadual 3 di bawah pula ialah statistik jenayah yang direkodkan daripada 2015 sehingga Jun 2021 bersumberkan laporan daripada Jabatan Statistik Malaysia dan laporan-laporan Polis Di Raja Malaysia.

*Jadual 3 Statistik Jenayah 2015-2021*



Begitu juga rekod statistik mengenai pesalah jenayah rasuah di Malaysia bagi 10 tahun yang dianalisa daripada rekod Suruhanjaya Pencegahan Rasuah Malaysia memperlihatkan trend yang pelbagai sebagaimana yang dipaparkan dalam Jadual 4. Trend yang dapat dilihat daripada rekod tersebut amat membimbangkan. Ini kerana bukan sahaja jumlah kes yang direkodkan, tetapi kumpulan individu yang disabitkan kesalahan juga berubah daripada orang awam ke kumpulan penjawat awam sokongan serta kumpulan pengurusan dan profesional. Jelas, kes yang melibatkan kumpulan penjawat awam amat membimbangkan.

Jadual 4 Rekod Kes Kesalahan Rasuah 2011-2020



Maka dapat disimpulkan, walaupun jenayah harta benda merekodkan jumlah yang banyak berbanding jenayah kekerasan dan komersial, tetapi dalam konteks keselamatan bukan fizikal yang tidak merangkumi tiga belas kesalahan indeks, ia amat membimbangkan.

Model Kepercayaan Kesihatan ialah model yang secara umumnya dipercayai dan diterima kerana mempunyai kuasa prediktif yang sangat tinggi (Barakat & Kasemy, 2020; Christensen et al., 2020; Mohd Azmir Mohd Nizah et al., 2020a; Shahnazi et al., 2020). Model HBM juga adalah panduan teoretikal dalam memahami kegagalan orang awam mematuhi strategi pencegahan penyakit. HBM dapat memberikan kerangka penjelasan terhadap persepsi keselamatan (Mohd Azmir Mohd Nizah et al., 2020b; Williams et al., 2014). Kesedaran bahawa etika, peranan agama, sumber maklumat yang sah, serta integriti sahaja yang mampu meningkatkan persepsi terhadap tahap keselamatan yang baik. Persepsi kepercayaan ini menyebabkan berlaku kes jenayah bukan fizikal meningkat. Kerangka teori HBM ini dapat memberi penjelasan bahawa perbuatan jenayah bukan fizikal berkait rapat dengan bagaimana kognitif menilai sesuatu situasi berdasarkan risiko dan perdagangan keselamatan seterusnya mengubah perlakuan masyarakat (Mohd Azmir Mohd Nizah, 2020).

Melalui perbincangan diatas, dapat disimpulkan bahawa persepsi terhadap keselamatan boleh difahami dengan lebih baik apabila menggunakan kerangka HBM. Penulisan dalam konteks psikologi keselamatan banyak dibincangkan dalam aspek kesan, teknologi maklumat, media sosial dan juga keselamatan antarabangsa, tetapi masih lagi belum dijelaskan melalui kerangka ini. Kerangka HBM yang popular dan mempunyai kuasa prediktif yang tinggi boleh digunakan dalam mendalami tahap kesedaran masyarakat, terutamanya dalam konteks persepsi terhadap tahap keselamatan akibat peningkatan kadar kenayah bukan fizikal yang berlaku di Malaysia.

Oleh yang demikian, artikel ini akan membincangkan persepsi belia terhadap tahap keselamatan akibat jenayah bukan fizikal, yang berbeza dengan dapatan-dapatan kajian sebelum ini yang banyak merujuk terhadap persepsi dan tahap keselamatan akibat jenayah fizikal. Ini penting kerana dalam kerangka Model Kepercayaan Kesihatan, terdapat korelasi antara persepsi dan perkara yang sebenarnya berlaku. Dalam konteks ekonomi, ia sebenarnya memberi impak negatif terhadap perkembangan sosial dan ekonomi negara secara amnya.

### **Metodologi Kajian**

Kajian ini merupakan kajian kuantitatif dengan mengaplikasikan pendekatan soal selidik. Satu set soalan dibangunkan berdasarkan faktor-faktor yang ada dalam kerangka Model Kepercayaan Kesihatan yang diubahsuai. Set soalan kemudian disebar dengan melibatkan belia yang berumur 18 hingga 25 tahun untuk menjawab soalan. Set soalan diformulasi melalui *google form* dan disebar secara rawak mudah bertujuan. Masa yang diambil ialah selama 21 hari bagi pengumpulan data. Data kemudian diekstrak ke dalam Statistical Package for Social Science (SPSS) versi 26. Data dianalisa melalui deskriptif dan rujuk silang.

### **Dapatan Kajian**

Berikut adalah dapatan hasil daripada kaji selidik yang telah dilakukan. Data yang dibentangkan adalah berbentuk deskriptif. Bagi tujuan makalah ini, 19 instrumen yang akan dibentangkan. Ia dibahagikan kepada lima konstruk, iaitu konstruk keselamatan, konstruk kebimbangan, konstruk halangan, konstruk motivasi dan konstruk faedah.

*Jadual 5 Rasa Tidak Selamat*

#### **1. Saya rasa tidak selamat akibat banyak kes jenayah terancang**

	N	%
Sangat Tidak Setuju	6	1.5%
Tidak Setuju	5	1.2%
Neutral	51	12.6%
Setuju	134	33.0%
Sangat Setuju	210	51.7%

Sebanyak 84.7% responden mempunyai persepsi tidak selamat akibat terlalu banyak kes-kes yang dilaporkan akibat perbuatan jenayah terancang sebagaimana dalam Jadual 5. Manakala

hanya 2.7% sahaja yang mempunyai perasaan selamat akibat bilangan kes jenayah terancang yang meningkat.

Manakala dalam Jadual 6, sebanyak 89.4% responden menyatakan persepsi yang sangat negatif terhadap keselamatan mereka akibat perbuatan kakitangan kerajaan yang terlibat dengan jenayah terancang. Hanya peratus yang tidak signifikan, iaitu 1.7% menyatakan perasaan selamat walaupun kakitangan kerajaan sendiri terlibat dalam aktiviti jenayah terancang.

*Jadual 6 Rasa Tidak Selamat Kakitangan Awam Terlibat*

**2. Saya rasa tidak selamat dengan kakitangan kerajaan yang terlibat dengan jenayah terancang**

	N	%
Sangat Tidak Setuju	1	0.2%
Tidak Setuju	6	1.5%
Neutral	36	8.9%
Setuju	127	31.3%
Sangat Setuju	236	58.1%

*Jadual 7 Rasa Bimbang Boleh Terjebak*

**3. Saya bimbang saya boleh terjebak dengan kegiatan sindiket jenayah terancang kelak**

	N	%
Sangat Tidak Setuju	34	8.4%
Tidak Setuju	44	10.8%
Neutral	93	22.9%
Setuju	99	24.4%
Sangat Setuju	136	33.5%

Manakala dalam konteks kebimbangan, sebanyak 57.9% merasa bimbang akan kebolehliputan atau boleh terjebak dalam kegiatan sindiket pada masa akan datang. Hanya 19.2% responden tidak mempunyai kebimbangan boleh terjebak dengan kegiatan sindiket jenayah terancang. Ini dapat dilihat dalam dapatan sebagaimana dalam Jadual 7 Rasa Bimbang Boleh Terjebak dengan kegiatan sindiket jenayah terancang kelak.

*Jadual 8 Persepsi Ancaman Kedaulatan Negara*

**4. Jenayah terancang di sempadan negara mengancam kedaulatan negara.**

	N	%
Tidak Setuju	1	0.2%
Neutral	17	4.2%
Setuju	83	20.4%
Sangat Setuju	305	75.1%

Manakala dalam Jadual 8 Persepsi Ancaman Kedaulatan Negara, sebanyak 95.9% responden menyatakan kebimbangan bahawa jenayah rentas sempadan sebenarnya mengancam kedaulatan negara. Ini dapat dilihat, apabila hanya 4.4% yang tidak bersetuju dan neutral dalam bersetuju dengan pernyataan tersebut.

*Jadual 9 Macau Scam mengancam tahap keselamatan negara*

**5. "Macau Scam" mengancam tahap keselamatan negara**

	N	%
Sangat Tidak Setuju	2	0.5%
Tidak Setuju	1	0.2%
Neutral	27	6.7%
Setuju	92	22.7%
Sangat Setuju	284	70.0%

Sebanyak 92.7% responden bersetuju dengan kebimbangan bahawa "Macau Scam" sebenarnya mengancam keselamatan negara. Ini dapat dilihat dengan perbezaan yang sangat jauh berbanding responden yang tidak mempunyai kebimbangan dengan jumlah 0.7%. Dapatan daripada Jadual 9 adalah dirujuk.

*Jadual 10 Sindiket Penipuan Kad Pengenalan Mengancam Kedaulatan*

**6. Sindiket penipuan kad pengenalan mengancam kedaulatan negara**

	N	%
Sangat Tidak Setuju	1	0.2%
Neutral	7	1.7%
Setuju	68	16.7%
Sangat Setuju	330	81.3%

Selain itu, 98% responden juga bimbang dengan aktiviti sindiket penipuan kad pengenalan yang boleh mengancam kedaulatan negara, berbanding dengan responden yang tidak mempunyai pandangan negatif atau positif serta yang tidak mempunyai kebimbangan sebanyak 1.9%. Ini menunjukkan bahawa responden secara majoriti bersetuju bahawa penipuan kad pengenalan mengancam kedaulatan dan keselamatan negara. Ini dapat dinilai melalui Jadual 10.

*Jadual 11 Sindiket Pasport Imigresen Mengancam Keselamatan Negara*

**7. Sindiket penipuan pasport imigresen mengancam keselamatan dalam negara**

	N	%
Sangat Tidak Setuju	1	0.2%
Neutral	7	1.7%
Setuju	63	15.5%
Sangat setuju	335	82.5%

Dalam Jadual 11 pula, majoriti responden iaitu sebanyak 98% juga bersetuju bahawa sindiket penipuan pasport imigresen juga mengancam keselamatan dalam negara. Peratus responden yang mempunyai tahap kebimbangan yang sama dalam semua konstruk kebimbangan adalah suatu aspek yang perlu diambil perhatian yang sangat tinggi.

*Jadual 12 Sikap Tidak Jujur*

**8. Sikap tidak jujur segelintir anggota keselamatan adalah punca kes jenayah bukan fizikal meningkat**

	N	%
Sangat Tidak Setuju	1	0.2%
Neutral	20	4.9%
Setuju	84	20.7%
Sangat Setuju	301	74.1%

Selain itu sebanyak 94.8% responden bersetuju berkenaan sikap tidak jujur anggota keselamatan adalah punca kes jenayah bukan fizikal meningkat. Ianya adalah satu skala yang sangat perlu diberikan perhatian yang serius oleh pihak kerajaan. Jika tidak dibendung ianya akan menjadi barah bagi negara pada masa akan datang. Ini kerana persepsi negatif ini boleh menjadi asas kepada ketidakpercayaan terhadap sistem penyampaian kerajaan, juga terhadap tahap kepercayaan rakyat kepada kerajaan.

*Jadual 13 Punca Kes Meningkat*

**9. Tahap etika sangat rendah segelintir anggota keselamatan adalah punca kes jenayah bukan fizikal meningkat.**

	N	%
Sangat Tidak Setuju	1	0.2%
Tidak Setuju	3	0.7%
Neutral	25	6.2%
Setuju	95	23.4%
Sangat Setuju	282	69.5%

Dalam memahami faktor punca peningkatan kes jenayah bukan fizikal ini meningkat, 92.9% responden menyatakan tahap etika sangat rendah dalam segelintir anggota keselamatan yang merupakan punca kes jenayah bukan fizikal meningkat. Ini dapat diberbanding dengan 0.9 % responden yang tidak bersetuju dengan kenyataan ini manakala 6.2% mengambil sikap neutral bagi kenyataan ini. Jadual 13 menerangkan dapatan bagi item nombor 9.

*Jadual 14 Persepsi Wujud Ugutan*

**10. Wujudnya ugutan oleh pihak sindiket terhadap anggota keselamatan.**

	N	%
Sangat Tidak Setuju	6	1.5%
Tidak Setuju	4	1.0%
Neutral	65	16.0%
Setuju	116	28.6%
Sangat Setuju	215	53.0%

Di samping itu, 91.6% responden juga bersetuju bahawa wujudnya ugutan oleh pihak sindiket terhadap anggota keselamatan di dalam negara ini. Jadual 14 menerangkan persepsi bahawa sindiket ini makin berani sehingga mampu melakukan ugutan terhadap pihak keselamatan. 16 % responden pula menyatakan neutral terhadap pernyataan ini. Perkara ini seharusnya dibendung segera agar keselamatan rakyat khususnya terjamin di masa hadapan.

*Jadual 15 Persepsi Sindiket Dilindungi*

**11. Terdapat sindiket yang dilindungi oleh segelintir anggota keselamatan.**

	N	%
Sangat Tidak Setuju	3	0.7%
Tidak Setuju	2	0.5%
Neutral	37	9.1%
Setuju	109	26.8%
Sangat Setuju	255	62.8%

Manakala bagi item 11 pula, sebanyak 89.6% responden menyatakan mempunyai persepsi bahawa terdapat sindiket yang dilindungi oleh segelintir anggota keselamatan. Manakala 9.1% respondedn pula menyatakan neutral terhadap pernyataan ini. Perkara ini seharusnya tidak harus berlaku dan seharusnya dielakkan bagi memberikan keyakinan kepada rakyat bahawa keselamatan mereka adalah terjamin bukan sebaliknya.

*Jadual 16 Ketegasan Terhadap Aktiviti Penipuan Wang*

**12. Pihak kerajaan harus tegas dalam menangani sindiket penipuan wang**

	N	%
Sangat Tidak Setuju	1	0.2%
Neutral	5	1.2%
Setuju	49	12.1%
Sangat Setuju	351	86.5%

Manakal dalam aspek motivasi, sebanyak 98.6% responden bersetuju bahawa pihak kerajaan seharusnya bertegas dalam menangani sindiket penipuan wang yang berleluasa di dalam negara ini. Kadar penipuan wang semakin meningkat dengan adanya sistem perkhidmatan online dimana kebanyakan sindiket ini beroperasi secara maya di atas talian. Jika tidak dibendung ia bakal memberikan ancaman keselamatan bukan sahaja kepada rakyat malah kepada negara juga.

*Jadual 17 Ketegasan Aktiviti Penggubahan Wang*

**13. Pihak kerajaan harus tegas dalam menangani aktiviti penggubahan wang haram.**

	N	%
Sangat Tidak Setuju	1	0.2%
Neutral	8	2.0%
Setuju	37	9.1%
Sangat Setuju	360	88.7%

Dalam Jadual 17 Ketegasan Aktiviti Penggubahan Wang, sebanyak 97.8% responden bersetuju supaya pihak kerajaan seharusnya tegas dalam menangani aktiviti penggubahan wang haram di dalam negara ini. Ini merupakan salah satu masalah yang serius yang harus dibendung segera oleh pihak kerajaan sesegera mungkin. Ini kerana aktiviti bukan sahaja melibatkan orang biasa dan orang kenamaan, golongan artis, malahan juga ahli politik. Maka amat jelas, responden mempunyai motivasi yang tinggi kerajaan perlu mengambil tindakan yang sangat tegas.

*Jadual 18 Fungsi Kerajaan Menjamin Keselamatan Awam*

**14. Hanya pihak kerajaan sahaja  
mampu menjamin keselamatan  
awam**

	N	%
Sangat Tidak Setuju	22	5.4%
Tidak Setuju	70	17.2%
Neutral	115	28.3%
Setuju	95	23.4%
Sangat Setuju	104	25.6%

Namun begitu, dalam aspek persepsi responden dalam Jadual 18 Fungsi Kerajaan Menjamin Keselamatan Awam, hanya 49% responden bersetuju bahawa hanya pihak kerajaan sahaja yang mampu menjamin keselamatan awam. Manakala 28.3% mengambil sikap neutral bagi kenyataan ini dan 22.6 % lagi tidak bersetuju dengan kenyataan ini. Ini menunjukkan bahawa rakyat percaya terdapat institusi lain seperti komuniti, dan organisasi masyarakat sivil (CSO) atau badan pendesak awam juga boleh memainkan peranan dalam menjamin dan menjaga keselamatan awam.

*Jadual 19 Fungsi Anggota Keselamatan*

**15. Hanya pihak anggota  
keselamatan mampu menjamin  
keselamatan awam.**

	N	%
Sangat Tidak Setuju	23	5.7%
Tidak Setuju	62	15.3%
Neutral	115	28.3%
Setuju	106	26.1%
Sangat Setuju	100	24.6%

Sebanyak 50.7% responden bersetuju hanya pihak anggota keselamatan mampu menjamin keselamatan awam di dalam negara ini sebagaimana yang ditunjukkan dalam Jadual 19 Fungsi Anggota Keselamatan dalam menjamin keselamatan awam. Manakala 28.3% mengambil sikap neutral bagi pernyataan ini dan 21% lagi tidak bersetuju dengan pernyataan ini.

*Jadual 20 Peranan Ahli Politik Dalam Menjamin Keselamatan Awam*

**16. Hanya ahli politik sahaja mampu menjamin keselamatan awam**

	N	%
Sangat Tidak Setuju	83	20.4%
Tidak Setuju	94	23.2%
Neutral	130	32.0%
Setuju	55	13.5%
Sangat Setuju	44	10.8%

Dalam persoalan fungsi ahli politik sebagaimana dalam Jadual 20 Peranan Ahli Politik Dalam Menjamin Keselamatan Awam, sebanyak 43.6% responden tidak bersetuju hanya ahli politik sahaja mampu menjamin keselamatan awam dalam negara ini. Manakala 32.0% lagi hanya mengambil sikap neutral bagi pernyataan ini dan 24.3% lagi bersetuju bahawa hanya ahli politik sahaja mampu menjamin keselamatan awam di dalam negara ini. Ini menunjukkan bahawa responden belia mempunyai persepsi negatif terhadap ahli politik dalam menjamin keselamatan awam.

*Jadual 21 Pendidikan Agama Penghalang Aktiviti Haram*

**17. Dengan adanya pendidikan agama mampu menghalang saya dari terjebak dengan aktiviti-aktiviti haram sindiket**

	N	%
Sangat Tidak Setuju	5	1.2%
Tidak Setuju	10	2.5%
Neutral	30	7.4%
Setuju	101	24.9%
Sangat Setuju	260	64.0%

Manakala bagi kontruk faedah pula, sebanyak 88.9% responden bersetuju dengan adanya pendidikan agama, ia mampu menghalang mana-mana individu dari terjebak dengan aktiviti-aktiviti haram sindiket. 7.4% pula bersikap neutral bagi pernyataan ini, manakala hanya 2.7% sahaja yang tidak bersetuju dengan pernyataan ini.

*Jadual 22 Etika Faktor Penghalang Aktiviti Haram*

**18. Hanya dengan kesedaran etika mampu menyedarkan saya daripada terjebak dengan aktiviti-aktiviti haram sindiket.**

	N	%
Sangat Tidak Setuju	4	1.0%
Tidak Setuju	8	2.0%
Neutral	51	12.6%
Setuju	108	26.6%
Sangat Setuju	235	57.9%

Dalam pada itu, sebanyak 84.5% responden bersetuju dengan kesedaran etika mampu menyedarkan mana-mana individu daripada terjebak dengan aktiviti-aktiviti haram sindiket. Ini dapat dilihat daripada Jadual 22 Etika Faktor Penghalang Aktiviti Haram. Manakala hanya 12.6% sahaja yang bersikap neutral dalam pernyataan ini dan sebanyak 3.0% lagi tidak bersetuju dengan pernyataan ini.

*Jadual 23 Sivik Faktor Penghalang Terlibat Aktiviti Jenayah*

**19. Kesedaran sivik mampu menghalang saya dari terlibat dengan aktiviti jenayah bukan fizikal**

	N	%
Sangat Tidak Setuju	4	1.0%
Tidak Setuju	2	0.5%
Neutral	35	8.6%
Setuju	118	29.1%
Sangat Setuju	247	60.8%

Item terakhir sebagaimana dalam Jadual 23 Sivik Faktor Penghalang Terlibat Aktiviti Jenayah, sebanyak 89.9% responden percaya dan bersetuju kesedaran sivik mampu menghalang mana-mana individu daripada terlibat dengan aktiviti jenayah bukan fizikal dalam negara ini. Manakala hanya 8.6 % bersikap neutral dalam pernyataan ini dan hanya 1.5 % tidak bersetuju dengan pernyataan ini.

## **Perbincangan**

Kajian ini melibatkan sebanyak 19 item yang diubahsuai daripada kajian terdahulu serta diselaraskan dengan konstruk-konstruk dalam Model Kepercayaan Kesihatan dan diubahsuai dengan dicadangkan Model Kepercayaan Keselamatan. Sebanyak 5 konstruk yang dikaji dalam mendapatkan persepsi belia terhadap konstruk keselamatan, konstruk kebimbangan, konstruk halangan, konstruk motivasi dan konstruk faedah.

Responden mempunyai persepsi yang negatif terhadap tahap keselamatan akibat jenayah bukan fizikal yang semakin meningkat, dan mempunyai kebimbangan yang tinggi apabila melibatkan kakitangan awam dalam salah laku jenayah tersebut. Responden juga merekodkan persepsi kebimbangan yang tinggi apabila jenayah bukan fizikal tersebut boleh menyebabkan ancaman keselamatan dan kedaulatan dalam negara, walaupun mempunyai persepsi yang baik terhadap kebolehterlibatan dalam aktiviti jenayah bukan fizikal tersebut kelak. Responden juga secara majoriti mempunyai pandangan yang negatif terhadap anggota keselamatan yang tidak jujur dan tidak mempunyai etika yang baik serta percaya anggota keselamatan dilindungi oleh sindiket serta anggota keselamatan juga dipercayai menerima ugutan daripada sindiket. Responden juga mempunyai motivasi bahawa kerajaan mesti tegas dalam kegiatan jenayah sindiket ini, tetapi agak skeptikal terhadap kemampuan kerajaan menjamin keselamatan serta tidak percaya kepada ahli politik mampu menjamin keselamatan awam. Responden belia juga mempunyai persepsi bahawa agama, amalan sivik yang baik serta etika yang tinggi mampu menghalang mereka daripada terlibat dan terjebak kepada aktiviti jenayah bukan fizikal tersebut.

## **Kesimpulan**

Makalah ini membincangkan lima konstruk dalam model cadangan iaitu konstruk keselamatan, konstruk kebimbangan, konstruk halangan, konstruk motivasi dan konstruk faedah. Berdasarkan dapatan kajian, persepsi belia terhadap keselamatan negara pada waktu ini adalah pada tahap yang membimbangkan, dengan wujud kebimbangan kebolehterlibatan belia dengan aktiviti jenayah terancang bukan fizikal. Pihak kerajaan khususnya pihak keselamatan dan juga ahli-ahli politik seharusnya bertindak segera dalam melakukan penambahbaikan persepsi belia bagi mengembalikan keyakinan mereka terhadap isu keselamatan awam di dalam negara ini. Ini adalah kerana golongan belia adalah merupakan bakal kepimpinan negara pada masa hadapan, namun sebuah sistem yang lebih baik, berintegriti, telus dan juga bersih perlu ditambahbaik bagi melihat kesinambungan yang berterusan. Seharusnya, ini adalah merupakan cabaran mendatang yang harus diberi perhatian oleh semua. Kajian ini juga membina sebuah instrumen yang diubahsuai serta model kepercayaan keselamatan berasaskan persepsi awam.

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## CABARAN DAN KESAN PEMBELAJARAN DALAM TALIAN TERHADAP KEMAHIRAN LITERASI MEMBACA DAN MENULIS BAHASA MELAYU BAGI MURID SEKOLAH RENDAH

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**Abstract:** Pengajaran dan pembelajaran (PdP) dalam talian merupakan sebuah perubahan norma baharu dalam sistem pendidikan. Kajian ini dijalankan bertujuan untuk mengenal pasti cabaran dan kesan pembelajaran secara dalam talian terhadap kemahiran literasi membaca dan menulis murid sekolah rendah. Pendekatan kajian yang digunakan adalah kajian kuantitatif. Sampel kajian terdiri daripada 109 orang murid Tahap 2 yang dipilih secara rawak di daerah Pekan dan Muadzam Shah, Pahang. Instrumen kajian adalah soal selidik. Data soal selidik dianalisis melalui perisian *Statistical Package for the Social Sciences (SPSS)* versi 25. Dapatan kajian menunjukkan cabaran pembelajaran dalam talian dan kesan pembelajaran dalam talian terhadap kemahiran membaca berada pada tahap sederhana dengan  $\text{min}=3.07$  dan  $\text{min}=2.46$ . Kesan pembelajaran dalam talian terhadap kemahiran menulis pula berada pada tahap rendah dengan  $\text{min}=2.21$ . Analisis inferensi ujian-T menunjukkan tidak terdapat perbezaan yang signifikan antara faktor jantina dengan kesan pembelajaran dalam talian terhadap kemahiran membaca dan menulis. Analisis korelasi menunjukkan hubungan yang signifikan antara kadar capaian internet dengan kesan pembelajaran dalam talian terhadap kemahiran membaca dan menulis. Dapatan ini menunjukkan bahawa kadar capaian internet yang stabil mempengaruhi kesan peningkatan kemahiran membaca dan menulis murid secara dalam talian. Justeru, kajian mendapati kemahiran membaca dan menulis murid Tahap 2 berada pada tahap memuaskan walaupun pembelajaran dilaksanakan secara dalam talian. Implikasi kajian ini adalah kadar buta huruf dalam kalangan murid sekolah rendah dapat diatasi sepanjang pembelajaran dalam talian dengan kerjasama semua pihak yang terlibat.

**Keywords:** *Pembelajaran dalam talian, kemahiran membaca, kemahiran menulis, bahasa Melayu dan murid sekolah rendah*

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### Pengenalan

Kepentingan mempelajari dan menguasai bahasa Melayu membawa kepentingan yang sama seperti memartabatkan perpaduan negara. Sehubungan itu, asas kemahiran utama untuk menguasai bahasa iaitu literasi membaca dan menulis perlu dipelajari sejak peringkat awal untuk memenuhi sasaran Kementerian Pendidikan Malaysia (KPM). Pendidikan yang berkualiti akan meningkatkan prestasi murid serta persekitaran bahasa dan masyarakat yang harmoni dapat diwujudkan. Penguasaan asas literasi ialah permulaan kepada kemampuan murid untuk bertutur, membaca, menulis dan memahami percakapan. Menurut Mohd Sharifudin Yusop (2014), penguasaan kemahiran abad ke-21 bergantung kepada tahap literasi murid yang menjadi aspirasi dalam menghadapi persediaan dan cabaran mendatang.

Kemampuan murid menguasai kemahiran literasi dengan cepat akan membantu meningkatkan kadar celik huruf di Malaysia.

Krisis pandemik Covid-19 yang melanda dunia menyebabkan masyarakat perlu menerima gaya hidup secara norma baharu termasuklah inovasi dalam sistem pendidikan negara. Arahan penutupan semua institusi pendidikan termasuk sekolah, kolej dan universiti menyebabkan aktiviti pengajaran dan pembelajaran ditukar kepada kaedah baharu iaitu secara dalam talian. Menurut Rahayu Ahmad Bahtiar et.al (2020), pihak pengurusan dan pentadbiran pendidikan juga dilakukan dari rumah untuk merancang pengubahsuaian modul pembelajaran mengikut kesesuaian perubahan penyampaian pengajaran. Namun demikian, krisis global ini menyebabkan sistem pendidikan negara perlu diperbaharui sepenuhnya sesuai situasi semasa serta mengakibatkan pengajaran dan pembelajaran secara konvensional ditangguhkan. Sudah pasti perubahan landskap pendidikan yang mengutamakan pendidikan digital memberikan cabaran yang cukup besar terhadap warga pendidik begitu juga kepada para pelajar.

Manfaat pembelajaran secara dalam talian walau bagaimanapun sukar untuk diaplikasikan dalam PdP kemahiran literasi membaca dan menulis. Selain berhadapan cabaran untuk tidak belajar secara bersemuka, kaedah pengajaran kepada murid sekolah rendah memerlukan lebih perhatian, penelitian dan kawalan oleh guru. Isu luaran seperti murid tidak mempunyai peralatan atau gajet serta capaian internet untuk mengikuti kelas memberi cabaran besar kepada pendidik untuk menjalankan pembelajaran secara dalam talian. Cabaran dalam menghasilkan pembelajaran yang berkesan akan memberikan kesan kepada tahap literasi bahasa Melayu. Aspek-aspek seperti sosioekonomi keluarga dan sikap untuk mengikuti pembelajaran menyumbang kepada pengaruh yang sangat besar kepada pendidik. Pentaksiran secara holistik memerlukan kepakaran dan strategi berkesan daripada guru untuk menstabilkan platform pengajaran agar kekangan yang dihadapi mampu ditangani dan diterima baik sebagai cabaran baharu dalam dunia pendidikan. Kesimpulannya, roses PdP secara dalam talian masih lagi berada dalam fasa penerimaan awal oleh masyarakat terutamanya warga pendidik dan murid.

## **Kajian Literatur**

### **Kajian Pandemik Covid-19**

Bermula 18 Mac 2020, seluruh rakyat Malaysia diberikan arahan Perintah Kawalan Pergerakan (PKP) sebagai langkah pencegahan oleh kerajaan persekutuan Malaysia. Tindakan ini dilaksanakan secara serentak di seluruh negara untuk menangani penularan wabak Covid-19. Menurut Li et. al. (2020), permulaan wabak jangkitan paru-paru (pneumonia) yang tidak diketahui puncanya mula dikesan di Wuhan, Wilayah Hubei, China pada penghujung tahun 2019. Setelah kajian dan penyelidikan dilakukan, pakar perubatan berjaya menemukan bahawa jangkitan paru-paru ini disebabkan oleh virus baru yang diberi nama 2019-novel Coronavirus disease (COVID-19). Sejurus selepas itu, pandemik Covid-19 diumumkan sebagai masalah kesihatan awam dunia oleh Pertubuhan Kesihatan Sedunia (World Health Organisation, WHO) setelah mencatatkan lebih 50 juta kes dengan angka kematian sebanyak 1.25 juta orang (Data WHO, 2020).

Pandemik Covid-19 telah mengubah cara hidup manusia secara keseluruhan serta menerima perubahan kehidupan secara norma baharu untuk mengelakkan jangkitan virus berbahaya. Perubahan dalam aktiviti harian menyaksikan pelbagai isu semasa yang timbul kesan daripada virus ini. Berdasarkan kajian, penyakit berjangkit merupakan suatu penyakit yang sudah lama berlaku dan bukanlah suatu perkara yang baharu (Shafiza Safie & Zulkifli Mohamed, 2020). Dari perspektif Islam, penularan penyakit berjangkit (Covid-19) memberikan kesan dan hikmahnya kepada manusia. Kesan yang jelas dapat dilihat kepada diri,

masyarakat dan ekonomi sejak bermulanya penularan wabak. Kekhawatiran terhadap Covid-19 memberikan pengaruh kepada sikap sosial masyarakat khususnya individu dalam proses interaksi sosial. Menurut Siti Rahma Harahap (2020), masyarakat kini memilih untuk mengelakkan perjumpaan secara bersemuka kerana kluatir akan penyakit bergejala dan risiko kematian.

Penutupan institusi pendidikan berikutan Covid-19 yang melanda turut memberi kesan kepada semua sistem pendidikan seluruh dunia. John Daniel (2020) dalam kajiannya 'Education and the Covid-19 pandemic' menyatakan pandemik Covid-19 memberi cabaran besar kepada sistem pendidikan. Penularan wabak yang tidak terkawal menyebabkan semua institusi pendidikan perlu membuat persiapan dalam jangka masa yang singkat untuk menangani keperluan pelajar mengikut tahap dan bidang pengajian. Bagi meningkatkan kapasiti untuk mengajar secara jarak jauh, sekolah dan institusi pengajian tinggi disarankan untuk memaksimumkan penggunaan pembelajaran digital secara fleksibel. Emma Garcia dan Elaine Weiss (2020) dalam laporan Institut Dasar Ekonomi menyentuh fasa pemulihan dasar pendidikan di Amerika Syarikat akibat penularan wabak Covid-19. Krisis ini didapati telah meluaskan jurang sosioekonomi sedia ada dan mempengaruhi pembelajaran dan ketidakseimbangan pendidikan. Kesannya, ramai kanak-kanak terjejas untuk mengikuti pembelajaran secara dalam talian berbanding kaedah pembelajaran secara bersemuka sebelum ini.

### **Kajian Pengajaran dan Pembelajaran (PdP) dalam Talian**

Pada masa kini, teknologi maklumat dan komunikasi telah menjadi sebahagian daripada kehidupan seharian. Kepentingan memiliki peranti elektronik seperti komputer dan telefon pintar amat penting untuk mendapatkan pendidikan. Peralatan ini dapat memudahkan proses pengajaran dan pembelajaran (PdP). Sektor pendidikan kini telah mengutamakan penggunaan komputer dengan jaringan internet jalur lebar yang berfungsi sebagai alat komunikasi dalam sistem pemrosesan maklumat. Penggunaan teknologi dalam pendidikan bukan sahaja diaplikasikan dalam sistem perkeranian, malah diterapkan sebagai medium untuk menyampaikan ilmu. Menurut Rosninawati Hussin (2020), pembelajaran dalam talian adalah satu keperluan penting dalam pendidikan Revolusi Industri 4.0 untuk generasi kini. Pendekatan baharu iaitu kaedah pembelajaran dalam talian hasil gabungan teknologi maklumat dan komunikasi menerusi proses pendidikan global perlu dimanfaatkan sepenuhnya.

Ketika pandemik Covid-19 melanda dunia, pembelajaran dalam talian telah diketengahkan sebagai medium perantara untuk meneruskan pengajaran dan pembelajaran. Pertemuan secara bersemuka terpaksa dihentikan sementara untuk mengekang penularan wabak dan digantikan dengan PdP secara dalam talian. Menurut Juliana Langgat (2020), kesan pandemik Covid-19 telah menimbulkan keresahan dalam kalangan pelajar, pendidik serta ibu bapa. Peter D., Tammy Gregersen dan Sarah Mercer (2020) pula telah mengkaji hubungan antara tekanan, kesejahteraan dan kawalan emosi negatif terhadap guru bahasa sebagai strategi mengatasi masalah tekanan semasa pengajaran dalam talian. Perubahan daripada kesan pandemik Covid-19 telah menambahkan bebanan dan tekanan yang baharu kepada guru untuk ditangani. Masalah yang dibincangkan termasuklah pertukaran drastik kaedah pengajaran bahasa kepada pengajaran dalam talian. Pendapat yang sama diutarakan oleh Norsita (2014) yang menyatakan bahawa, selain sikap guru dan terlalu berorientasikan akademik, guru juga dibebani dengan bebanan kerja seperti menguruskan bilangan pelajar yang ramai dalam satu kelas, keterhadan masa untuk membuat persediaan dan kekurangan alat bantu mengajar yang bersesuaian. Faktor-faktor ini menjelaskan bahawa tugas guru untuk menukar kaedah pengajaran secara drastik ternyata memberikan tekanan dan bebanan.

Kesan pandemik Covid-19 kepada pendidikan menuntut pelajar untuk beradaptasi dengan sistem dalam talian berbanding kaedah pengajaran konvensional sedia ada. Kajian oleh Abdul Rashid Abdul Aziz et. al. (2020) mengenai strategi pembangunan aspek kesejahteraan sendiri bagi mendepani tekanan akademik semasa wabak Covid-19 mendapati terdapat faktor dalaman dan luaran yang menjadi cabaran kepada pembelajaran dalam talian. Hasil perbincangan mengetengahkan empat elemen utama yang menjadi cabaran dan tekanan kepada pelajar semasa norma baharu. Elemen tersebut ialah penyesuaian sendiri, masalah capaian internet, kelemahan pengurusan masa dan isu kewangan untuk membeli data internet. Permasalahan yang dinyatakan sekiranya tidak ditangani segera akan menyebabkan berlakunya keciciran dalam pembelajaran. Walau bagaimanapun, cabaran pembelajaran dalam talian secara norma baharu di Malaysia masih lagi terkawal dan berada pada tahap minima.

Menurut Hasnah Hussiin (2020), 70 peratus pelajar daripada latar belakang sosio ekonomi yang rendah berasa terbeban dengan keperluan pembelajaran atas talian. Penerimaan norma baharu menyebabkan sektor pendidikan negara menuju ke arah penggunaan teknologi secara maksima. Pelajar daripada golongan keluarga B40 didapati lebih terkesan kerana perlu melanggan data internet untuk membolehkan mereka menyertai kelas, peperiksaan dan menghantar tugas. Oleh itu, kesedaran daripada pelbagai pihak terhadap jurang digital yang berlaku dapat membantu mengurangkan isu dan cabaran berkenaan teknologi dalam pembelajaran. Menurut Wan (2020), beberapa buah negara telah mengambil langkah dan inisiatif tambahan dengan menyumbangkan peranti kepada pelajar agar akses bagi kelas dalam talian dapat ditingkatkan. Negara China, United States dan Finland pula memberi ruang kepada pelajar untuk mengakses platform pembelajaran digital dengan meminjam alat digital dari pihak sekolah. Oleh itu, sumbangan daripada pihak swasta juga meringankan beban pelajar yang kurang berkemampuan untuk menyertai kelas dalam talian menggunakan peranti yang sesuai.

Kajian awal telah dilakukan oleh Muniroh Hamat, Siti Balqis dan Ch'ng Pei Eng (2020) untuk melihat adaptasi pengajaran dan pembelajaran secara dalam talian sebagai norma baharu semasa Covid-19. Perubahan struktur kurikulum menerusi pengintergrasian pembelajaran dan penilaian alternatif adalah lebih menyeluruh serta tidak mengenyahkan kualiti graduan yang dihasilkan. Adaptasi daripada kaedah pengajaran norma baharu perlu menitikberatkan penggunaan bahan PdP yang interaktif dengan bantuan teknologi seperti Focusky, iClone, Video Explainers, Wave dan Lively agar pelajar lebih fokus dan memahami pengajaran dengan lebih cepat. Bagi memastikan kelancaran penilaian, pengaplikasian medium perantara seperti kuiz interaktif, demonstrasi pengajaran, penandaan bersistem, rakaman suara atau webcast dan video pembentangan dilakukan secara dalam talian belum pernah dilaksanakan secara menyeluruh semasa pelaksanaan PdP secara konvensional.

Secara ringkasnya, dapatan kajian mendapati PdP secara dalam talian yang disarankan oleh Kerajaan Malaysia adalah solusi terbaik untuk perubahan kehidupan secara norma baharu. Penerimaan yang disambut baik oleh masyarakat akan meningkatkan kualiti pendidikan berteraskan teknologi pada masa akan datang.

### **Kajian Kemahiran Literasi Membaca dan Menulis**

Abdul Rasid Jamian (2011) dalam kajiannya menyentuh permasalahan kemahiran membaca dan menulis bahasa Melayu murid-murid sekolah rendah di kawasan luar bandar. Dapatan kajian bagi masalah kemahiran membaca dengan menunjukkan faktor kegagalan murid-murid memahami isi kandungan maklumat dalam teks yang dibaca adalah masalah utama dalam kemahiran membaca diikuti faktor tidak memahami maksud ayat yang dibaca. Masalah menulis pula disebabkan oleh faktor tidak dapat membezakan huruf besar dan kecil serta tidak

mengenali fungsi tanda baca dalam struktur ayat. Kepelbagaian kecerdasan pelajar dalam pelajaran menjadikan pendidikan pemulihan dijadikan sebagai kaedah menangani kekurangan murid dalam menguasai literasi bahasa. Menurut Abdul Rasid dan Zulkafli (2008), punca murid-murid tidak berminat untuk mengikuti pembelajaran adalah disebabkan masalah tidak menguasai kemahiran membaca dan menulis. Ketidakecakapan ini akan mengganggu motivasi dan sikap mereka untuk mempelajari bahasa Melayu serta mata pelajaran yang lain.

Kemahiran menulis adalah salah satu kemahiran yang produktif dan ekspresif serta digunakan untuk tujuan komunikasi secara tidak langsung (Henry Guntur Tarigan, 2008:3). Kemahiran membaca pula ialah ketrampilan reseptif kerana melalui pembacaan, seseorang dapat memperoleh informasi, ilmu dan pengetahuan baharu (Suwarjo, 2008:94). Penyelidikan berkaitan kemahiran literasi membaca dan menulis turut dilakukan di Indonesia untuk melihat perancangan, pelaksanaan, penilaian dan keberkesanan teknik menulis dan pembelajaran membaca melalui Gerakan Literasi Sekolah (GLS). Kajian oleh Eka Dewi, Mursalim dan Akhmad Murtdadlo (2017) ini adalah untuk mewujudkan budaya literasi dalam kalangan pelajar seperti kemahiran atau ketrampilan memahami bacaan dengan baik dan kemahiran menulis pelbagai genre teks. Ketrampilan literasi membantu menyediakan rangsangan pemikiran yang tinggi dan mengungkapkan idea pelajar dalam bentuk tulisan. Usaha berterusan dari pihak pengurusan sekolah untuk mencapai sifar ‘buta huruf’ dalam kalangan pelajar sekolah rendah akan meningkatkan pencapaian akademik murid terutamanya bagi kemahiran literasi membaca dan menulis. Pengajaran bahasa perlu disampaikan dengan pendekatan yang lebih menarik serta mempelbagaikan bahan bantu mengajar dan kaedah mengajar seperti penggunaan media untuk menarik minat pelajar mewujudkan interaksi dua hala (Muhamad Hasan, 2000).

Penguasaan terhadap kemahiran membaca menjadi tunjang utama kepada penyebaran ilmu pengetahuan. Tanpa kemahiran membaca, murid-murid akan berhadapan kesukaran untuk menguasai ilmu terutamanya dalam bidang-bidang yang ingin diceburi. Program LINUS bahasa Melayu amat menitikberatkan kemahiran literasi membaca dalam kalangan murid sekolah rendah. Cadangan penambahbaikan menerusi pendekatan kajian kepustakaan terhadap 12 konstruk penilaian kemahiran membaca perlu diperhalusi dan dijadikan sumber rujukan guru dalam pengajaran kemahiran membaca (Mohamad Rozi, 2021). Dapatan kajian membantu guru untuk membuat penilaian dan intervensi dalam melaksanakan pengajaran LINUS bahasa Melayu yang berfokus kepada kemahiran membaca. Menurut Nora’Azian (2020), punca kemerosotan akademik dalam kalangan murid sekolah rendah dipengaruhi oleh faktor ketidaklancaran menguasai kemahiran membaca dan menulis. Bagi penguasaan kemahiran menulis, tugas guru untuk memupuk kecekapan menulis murid sejak awal usia akan membentuk profesiansi menulis menjadi kebiasaan (Mahzan Arshad, 2016). Tumpuan terhadap penulisan karangan melibatkan proses merancang, merangka, menulis dan menyunting akan menggalakkan kecekapan menulis. Oleh itu, aspek-aspek bahasa melibatkan kemahiran amat penting untuk diperhalusi agar murid-murid tidak ketinggalan dalam pelajaran.

Menurut Kamus Dewan Edisi Keempat (2015), buta huruf diperihalkan sebagai keadaan tidak menguasai kemahiran membaca dan menulis. Kaedah pengajaran secara konvensional dan bersifat sehala menjadi salah satu faktor murid-murid pemulihan sukar menguasai kemahiran membaca (Jiani Jaman, 2015). Pengajaran guru yang kreatif telah menyebabkan murid berjaya menguasai kemahiran membaca dan tidak tersenarai sebagai murid pemulihan. Faktor kejayaan dipengaruhi oleh strategi pengajaran yang digunakan iaitu berpusatkan murid. Pihak pentadbir yang sentiasa memberi sokongan dan dorongan kepada guru dengan membantu menjayakan program pemulihan juga menjadi faktor kejayaan tersebut.

Tindakan ini dapat meningkatkan motivasi guru untuk menghasilkan pengajaran berimpak dan menunjukkan sikap yang baik terhadap kerjaya walaupun tugas mendidik murid pemulihan adalah bukan tugas yang mudah.

### **Metodologi**

Kajian ini secara umumnya dijalankan dengan menggunakan kaedah tinjauan berbentuk kuantitatif. Berdasarkan kaedah ini, satu set soal selidik digunakan bagi memenuhi keperluan menjawab objektif kajian. Pengedaran soal selidik adalah untuk memperoleh data di dua buah sekolah rendah kebangsaan di daerah Pekan dan Muadzam Shah. Seramai 109 orang murid Tahap 2 yang dipilih secara rawak untuk dijadikan sampel kajian. Instrumen kajian berasaskan soal selidik dijana menggunakan platform pautan 'google form' dan diedarkan kepada responden untuk dijawab. Pembinaan konstruk dalam soal selidik adalah berpandukan kepada kajian lepas yang ringkas dan sesuai dengan tahap kefahaman murid sekolah rendah. Bagi kajian ini, soal selidik telah diadaptasi dan diubah suai daripada instrumen Abdul Rasid Jamian (2011) dan disesuaikan dengan objektif kajian. Kaedah pengumpulan data daripada edaran soal selidik merangkumi empat bahagian bermula dari bahagian A (demografi responden), bahagian B (cabaran pembelajaran secara dalam talian), bahagian C (kesan pembelajaran dalam talian terhadap kemahiran membaca) dan bahagian D (kesan pembelajaran dalam talian terhadap kemahiran menulis). Hasil kajian rintis yang dianalisis mendapati nilai Alpha Cronbach bagi kebolehpercayaan item soal selidik adalah  $\alpha=0.937$ .

Maklum balas terhadap pernyataan yang disediakan berdasarkan Skala Nisbah (Skala Likert) yang mempunyai lima pilihan jawapan iaitu (1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Agak Setuju, 4 = Setuju 5= Sangat Setuju). Skala likert lima mata atau berjenis Rensis Likert (1932) sesuai dengan bentuk item soalan dalam bentuk jawapan tertutup. Pilihan skala dalam borang soal selidik adalah seperti berikut:

**Jadual 1: Skala likert lima mata**

<b>Skor</b>	<b>Pernyataan</b>
1	Sangat tidak setuju
2	Tidak setuju
3	Kurang setuju
4	Setuju
5	Sangat setuju

Data yang diperolehi daripada sampel kajian akan dikumpulkan dan dianalisis menggunakan perisian komputer "*Statistical Package for Social Science*" (SPSS) versi 25.0 untuk mendapatkan kekerapan, peratusan dan min. Analisis statistik deskriptif untuk direkod dalam bentuk min, sisihan piawai, frekuensi dan peratusan manakala analisis inferensi (Ujian-T dan Korelasi) diaplikasikan untuk mengenalpasti perbezaan dan hubungan antara pemboleh ubah kajian. Penggunaan perisian akan memudahkan proses menganalisis data dengan tepat dan menjimatkan masa.

### **Dapatan Kajian**

Bahagian ini akan membincangkan secara terperinci tentang dapatan dan analisis data kajian dalam bentuk jadual berdasarkan instrumen temu bual yang telah digunakan.

### Analisis Demografi

Jadual 2 menunjukkan dapatan analisis deskriptif demografi responden murid yang merangkumi nilai frekuensi (*f*) dan peratusan (%).

**Jadual 2: Taburan Demografi Murid**

<b>Demografi</b>		<b>Frekuensi (<i>f</i>)</b>	<b>Peratus (%)</b>
Jantina	Lelaki	53	48.6
	Perempuan	56	51.4
Umur	10 tahun	31	28.4
	11 tahun	37	33.9
	12 tahun	41	37.6
Kaum	Melayu	96	93
	Cina	6	6
	India	1	1
	Orang Asli	10	9.2
Lokasi sekolah	Bandar	60	55
	Luar bandar	49	45
Pekerjaan ibu bapa	Swasta	36	23.9
	Kerajaan	49	45
	Persendirian	32	29.4
	Tidak bekerja	2	15
Jumlah pendapatan isi rumah	B40 (Kurang RM4850)	81	74.3
	M40 (Kurang RM10960)	25	22.9
	T20 (Lebih RM15040)	3	2.8
Kadar capaian internet	Kuat	23	21.1
	Sederhana	66	60.6
	Lemah	20	19

### Analisis Soal selidik

Bagi analisis deskriptif, interpretasi min dan sisihan piawai digunakan. Interpretasi min menunjukkan nilai 1.00 hingga 2.33 (rendah), 2.34 hingga 3.66 (sederhana) dan 3.67 hingga 5.00 (tinggi).

#### A. Analisis cabaran pembelajaran dalam talian

Dapatan soal selidik dalam bahagian ini terdiri daripada 13 item soalan terhadap 109 responden dan akan dibincangkan secara lebih terperinci.

**Jadual 3: Taburan responden mengikut kekerapan, peratus dan min cabaran pembelajaran dalam talian**

Item	Kekerapan (F) dan Peratusan (%)					Min	Sisihan piawai (SP)	Interpretasi	
	STS	TS	KS	S	SS				
B1	Saya mudah hilang fokus ketika aktiviti membaca dan menulis secara dalam talian.	5	7	24	40	33	3.81	1.081	Tinggi (T)
B2	Saya tidak berdisiplin untuk mengikuti kelas membaca dan menulis dalam talian.	10	20	21	25	33	3.46	1.337	Sederhana (S)
B3	Saya tiada motivasi untuk belajar membaca dan menulis secara dalam talian.	5	22	17	39	26	3.54	1.190	Sederhana (S)
B4	Saya tidak memahami apa yang diajar oleh guru semasa kelas dalam talian.	4	18	43	22	22	3.35	1.084	Sederhana (S)
B5	Saya tidak menerima nota dan latihan membaca dan menulis daripada guru.	45	33	11	13	7	2.13	1.250	Rendah (R)
B6	Saya seronok melakukan aktiviti membaca dan menulis	9	13	25	26	36	3.61	1.283	Sederhana (S)

	semasa kelas dalam talian.									
B7	Saya tidak mempunyai komputer riba atau telefon pintar untuk mengikuti kelas dalam talian.	46	30	14	10	9	2.12	1.284	Rendah (R)	
		42.2	27.5	12.8	9.2	8.3				
B8	Saya tidak mahir menggunakan teknologi.	19	31	30	21	8	2.70	1.180	Sederhana (S)	
		17.4	28.4	27.5	19.3	7.3				
B9	Saya mengalami masalah dengan capaian internet di rumah.	19	14	20	34	22	3.22	1.385	Sederhana (S)	
		17.4	12.8	18.3	31.2	20.2				
B10	Saya tidak mampu untuk membeli data internet.	30	25	21	22	11	2.61	1.346	Sederhana (S)	
		27.5	22.9	19.3	20.2	10.1				
B11	Saya tidak selesa belajar membaca dan menulis di rumah.	10	15	20	25	39	3.62	1.338	Sederhana (S)	
		9.2	13.8	18.3	22.9	35.8				
B12	Saya tidak mempunyai masa untuk membuat ulangkaji di rumah.	17	16	22	24	30	3.31	1.418	Sederhana (S)	
		15.6	14.7	20.2	22	27.5				
B13	Saya tidak mendapat dorongan daripada ibu bapa untuk belajar membaca dan menulis di rumah.	40	18	28	11	12	2.44	1.356	Sederhana (S)	
		36.7	16.5	25.7	10.1	11				
<b>Nilai min keseluruhan</b>							<b>3.07</b>	<b>0.806</b>	<b>Sederhana(S)</b>	

Berdasarkan jadual 3, dapatan kajian menunjukkan cabaran pembelajaran secara dalam talian terhadap murid sekolah rendah berada pada tahap sederhana dengan min keseluruhan 3.07 dan sisihan piawai 0.806.

### **B. Analisis kesan pembelajaran dalam talian terhadap kemahiran membaca**

Bahagian ini mengandungi 10 item soalan berkaitan kesan pembelajaran dalam talian terhadap kemahiran membaca murid sekolah rendah.

**Jadual 4: Taburan responden mengikut kekerapan, peratus dan min kesan pembelajaran dalam talian terhadap kemahiran membaca**

Item	Kekerapan (F) dan Peratusan (%)					Min	Sisihan piawai (SP)	Interpretasi	
	STS	TS	KS	S	SS				
C1	Saya tidak memahami maksud ayat yang dibaca.	25	38	24	12	10	2.45	1.198	Sederhana (S)
		22.9	34.9	22	11	9.2			
C2	Saya tidak memahami isi kandungan teks yang dipaparkan pada skrin.	14	34	29	18	14	2.82	1.208	Sederhana (S)
		12.8	31.2	26.6	16.5	12.8			
C3	Saya tidak boleh membaca dengan lancar.	41	35	22	7	4	2.08	1.081	Rendah (R)
		37.6	32.1	20.2	6.4	3.7			
C4	Saya teragak-agak untuk menyebut perkataan dengan jelas.	43	40	12	7	7	2.04	1.157	Rendah (R)
		39.4	36.7	11	6.4	6.4			
C5	Saya cepat jemu dan penat untuk membaca tanpa guru dan rakan-rakan di sekolah.	6	16	18	26	43	3.74	1.272	Tinggi (T)
		5.5	14.7	16.5	23.9	39.4			
C6	Saya sukar mencari bahan bacaan secara dalam talian.	13	23	23	35	15	3.13	1.250	Sederhana (S)
		11.9	21.1	21.1	32.1	13.8			

C7	Saya tidak minat untuk belajar secara dalam talian kerana lemah membaca.	37	37	19	7	9	2.22	1.212	Rendah (R)
		33.9	33.9	17.4	6.4	8.3			
C8	Saya berasa rendah diri kerana tidak mampu membaca dengan lancar.	42	34	16	10	7	2.14	1.208	Rendah (R)
		38.5	31.2	14.7	9.2	6.4			
C9	Saya selalu gagal dalam peperiksaan Bahasa Melayu kerana tidak dapat memahami kehendak soalan.	50	22	25	6	6	2.04	1.189	Rendah (R)
		45.9	20.2	22.9	5.5	5.5			
C10	Saya mendapat kedudukan antara yang tercorot di dalam kelas kerana sukar membaca.	53	25	23	4	4	1.90	1.084	Rendah (R)
		48.6	22.9	21.1	3.7	3.7			
<b>Nilai min keseluruhan</b>							<b>2.46</b>	<b>0.830</b>	<b>Sederhana (S)</b>

Jadual 4 memaparkan analisis kesan pembelajaran dalam talian terhadap kemahiran membaca murid sekolah rendah. Dapatan kajian mendapati kesan pembelajaran dalam talian terhadap kemahiran membaca murid sekolah rendah berada pada tahap sederhana dengan min keseluruhan 2.46 dan sisihan piawai 0.830.

### **C. Analisis kesan pembelajaran dalam talian terhadap kemahiran menulis**

Bahagian ini mengandungi 10 item membincangkan dapatan kesan pembelajaran dalam talian terhadap kemahiran menulis murid sekolah rendah seperti berikut:

**Jadual 5: Taburan responden mengikut kekerapan, peratus dan min kesan pembelajaran dalam talian terhadap kemahiran menulis**

Item		Kekerapan (F) dan Peratusan (%)					Min	Sisihan piawai (SP)	Interpretasi
		STS	TS	KS	S	SS			
D1	Saya tidak dapat membezakan huruf besar dan huruf kecil.	73	19	7	5	5	1.62	1.095	Rendah (R)
		67	17.4	6.4	4.6	4.6			
D2	Saya tidak pasti akan fungsi tanda baca.	55	24	18	6	6	1.93	1.180	Rendah (R)
		50.5	22	16.5	5.5	5.5			
D3	Saya tidak faham maklumat yang ditulis semasa saya menyalin petikan.	41	26	25	9	8	2.20	1.223	Rendah (R)
		37.6	23.9	22.9	8.3	7.3			
D4	Saya tidak tahu menulis karangan yang bermakna	21	27	24	23	14	2.80	1.301	Sederhana (S)
		19.3	24.8	22	21.1	12.8			
D5	Saya berasa penat dan letih semasa menulis kerana sibuk dengan tugas lain.	11	12	17	30	39	3.67	1.332	Tinggi (T)
		10.1	11	15.6	27.5	35.8			
D6	Saya perlu mengeja untuk menulis.	39	40	14	9	7	2.09	1.151	Rendah (R)
		35.8	36.7	12.8	8.3	6.4			
D7	Saya tidak minat untuk belajar secara dalam talian kerana lemah menulis.	45	34	15	8	7	2.06	1.196	Rendah (R)
		41.3	31.2	13.8	7.3	6.4			
D8	Saya berasa rendah diri kerana tidak mampu menulis dengan lancar.	44	31	15	12	7	2.14	1.245	Rendah (R)
		40.4	28.4	13.8	11	6.4			

D9	Saya selalu gagal dalam peperiksaan Bahasa Melayu kerana tidak mampu menulis.	58	30	13	5	3	1.76	1.017	Rendah
		53.2	27.5	11.9	4.6	2.8			(R)
D10	Saya mendapat kedudukan antara yang tercorot di dalam kelas kerana sukar menulis.	60	26	14	4	5	1.78	1.097	Rendah
		55	23.9	12.8	3.7	4.6			(R)
<b>Nilai min keseluruhan</b>							<b>2.21</b>	<b>0.862</b>	<b>Rendah (R)</b>

Berdasarkan jadual 5 di atas, dapatan menunjukkan bahawa kesan pembelajaran secara dalam talian terhadap kemahiran menulis berada pada tahap rendah dengan nilai min keseluruhan 2.21 dan sisihan piawai 0.862. Dapatan menunjukkan bahawa pembelajaran secara dalam talian tidak memberikan kesan negatif yang ketara terhadap penguasaan kemahiran literasi menulis murid sekolah rendah.

#### **Analisis ujian T antara faktor jantina dan kesan pembelajaran dalam talian terhadap kemahiran menulis**

**Jadual 6: Kesan pembelajaran dalam talian terhadap kemahiran membaca berdasarkan faktor jantina**

<b>Jantina</b>	<b>Bilangan (N)</b>	<b>Min (M)</b>	<b>Sisihan piawai (SP)</b>	<b>T-Test</b>	<b>df</b>	<b>Sig</b>
Lelaki	53	2.47	0.852	-217	0.651	0.421
Perempuan	56	2.44	0.815			

Min skor bagi kesan pembelajaran dalam talian terhadap kemahiran membaca bagi murid lelaki iaitu 2.47 dan SP=0.852 adalah lebih tinggi berbanding dengan murid perempuan iaitu nilai min 2.44 dan SP=0.815. Perbezaan ini menunjukkan nilai  $t=0.588$  ( $p>0.5$ )  $df=0.651$ ,  $p=0.421$ . Jadi, hipotesis menunjukkan bahawa tiada perbezaan yang signifikan antara kesan pembelajaran secara dalam talian terhadap kemahiran membaca mengikut jantina pada aras 0.05. Maka, hipotesis nul diterima.

**Analisis ujian T antara faktor jantina dan kesan pembelajaran dalam talian terhadap kemahiran menulis**

**Jadual 7: Kesan pembelajaran dalam talian terhadap kemahiran menulis berdasarkan faktor jantina**

<b>Jantina</b>	<b>Bilangan (N)</b>	<b>Min (M)</b>	<b>Sisihan piawai (SP)</b>	<b>T-Test</b>	<b>df</b>	<b>Sig</b>
Lelaki	53	2.21	0.869	-0.014	107	0.989
Perempuan	56	2.20	0.862			

Keputusan ujian-t menunjukkan min skor bagi kesan pembelajaran dalam talian terhadap kemahiran menulis bagi murid lelaki ialah nilai min 2.21 dan SP=0.869 iaitu lebih tinggi berbanding murid perempuan iaitu nilai min 2.20 dan SP=0.862. Perbezaan ini menunjukkan nilai  $t = 0.014$  ( $p > 0.5$ )  $df = 0.107$ ,  $p = 0.989$ . Jadi, hipotesis menunjukkan bahawa tiada perbezaan yang signifikan antara kesan pembelajaran dalam talian terhadap kemahiran menulis mengikut jantina pada aras  $\alpha = 0.05$ . Maka, hipotesis nol diterima.

**Analisis korelasi antara hubungan kadar capaian internet dengan kemahiran membaca**

**Jadual 8: Hubungan Kadar Capaian Internet dengan Kesan Pembelajaran dalam Talian terhadap Kemahiran Membaca**

<b>Pembolehubah</b>	<b>R</b>	<b>Sig (2 tailed)</b>
Kadar Capaian Internet	0.495**	0.00
Kemahiran Membaca	0.00	0.495**

\*\* . Pekali korelasi signifikan pada aras 0.01 (2-tailed).

Dapatan keputusan pekali korelasi menunjukkan bahawa terdapat hubungan yang signifikan antara kadar capaian internet dengan kesan pembelajaran dalam talian terhadap kemahiran membaca iaitu  $r = 0.495^{**}$   $p < 0.00$ . Ini menunjukkan bahawa dapatan data adalah signifikan antara kadar capaian internet dengan kesan pembelajaran dalam talian terhadap kemahiran membaca yang menunjukkan hubungan yang positif dan berada pada tahap sederhana tinggi dalam hubungan antara pemboleh ubah. Oleh itu, hipotesis nol ditolak.

**Analisis korelasi antara hubungan kadar capaian internet dengan kemahiran menulis**

**Jadual 9: Hubungan Kadar Capaian Internet dengan Kesan Pembelajaran dalam Talian terhadap Kemahiran Menulis**

<b>Pembolehubah</b>	<b>R</b>	<b>Sig (2 tailed)</b>
Kadar Capaian Internet	0.510**	0.00
Kemahiran Menulis	0.00	0.510**

\*\* . Pekali korelasi signifikan pada aras 0.01 (2-tailed).

Keputusan pekali kolerasi menunjukkan bahawa nilai  $r = -0.00$  dan  $p = 0.000$  iaitu capaian internet dengan kemahiran menulis nilai  $r = 0.510^{**}$   $p = 0.00$ . Ini menunjukkan bahawa dapatan data adalah signifikan antara capaian internet dengan kemahiran menulis yang menunjukkan hubungan yang positif dan berada pada tahap tinggi dalam hubungan antara pemboleh ubah. Oleh itu, hipotesis nol ditolak.

**Perbincangan**

Bahagian ini akan membincangkan dapatan meliputi perbincangan berkaitan cabaran pembelajaran dalam talian, kesan pembelajaran dalam talian terhadap kemahiran membaca dan kemahiran menulis melalui pembelajaran dalam talian.

**A. Cabaran pembelajaran dalam talian murid sekolah rendah**

Komponen soal selidik yang dibina pengkaji terdiri daripada aspek cabaran melibatkan aspek diri sendiri, guru, peralatan dan keluarga. Daripada 13 item soalan yang dinilai, dapatan menunjukkan bahawa murid sekolah rendah berhadapan cabaran daripada aspek diri sendiri iaitu sukar memberikan tumpuan ketika mengikuti PdP berkaitan kemahiran membaca dan menulis. Item ini mendapat tahap interpretasi tertinggi berbanding item-item lain yang berada pada tahap interpretasi sederhana dan rendah. Cabaran dari aspek diri sendiri adalah merujuk kepada halangan yang berpunca daripada sikap individu itu sendiri. Menurut James (1890), manusia mempunyai daya tumpuan yang terhad dan mampu fokus kepada satu perkara dalam satu masa. Sekiranya pembelajaran dilaksanakan secara bersemuka, murid yang tidak fokus di dalam kelas akan lebih mudah dikawal oleh guru. Sebaliknya, sistem pendidikan norma baharu ini memerlukan kemandirian murid untuk menguruskan diri dan tidak membiarkan rangsangan lain mengganggu fokus mereka.

Dapatan kajian ini selari dengan pernyataan oleh Nur Akalili Mohd Amin dan Nurfaradilla Mohamad Nasri (2021) iaitu disiplin yang tinggi amat penting sepanjang pengajaran dan pembelajaran dalam talian berlaku. Hal ini kerana, kesukaran mengurus disiplin diri akan menjadi cabaran memandangkan murid-murid tidak mendapat bimbingan dan pemerhatian secara bersemuka oleh guru. Selain itu, masalah sukar memberikan tumpuan semasa PdP dalam talian juga dikaitkan dengan sikap murid yang tidak mengetahui cara mengurus pembelajaran sendiri. Kenyataan ini bertepatan dengan dapatan kajian Mohammad Aziz Shah Mohamed Arip et. al (2014) yang menyatakan bahawa, sikap murid adalah punca kepada masalah hilang tumpuan ketika belajar. Faktor-faktor yang menyumbang kepada permasalahan tersebut termasuklah sikap suka bertangguh dan tidak minat mengikuti pembelajaran. Keadaan sekeliling yang tidak kondusif juga mudah menyebabkan murid hilang tumpuan dan mengganggu kualiti pembelajaran.

Bagi kajian ini, pelaksanaan pembelajaran dalam talian yang menuntut murid melengkapkan diri dengan penguasaan teknologi adalah satu norma baharu yang berada di luar kebiasaan murid. Oleh itu, perubahan ini amat memerlukan kerjasama daripada ibu bapa untuk mengurus dan membimbing anak-anak. Penglibatan ibu bapa dengan membantu menyusun jadual pembelajaran, memantau tugas yang diberikan serta memberi motivasi akan membantu perkembangan murid agar kemahiran pembelajaran sepanjang hayat dapat dipupuk. Dapatan ini sesuai dengan pernyataan oleh Fatin Aliah Phang (2020), iaitu murid yang dibimbing sepanjang pembelajarannya akan membina kemampuan untuk lebih berdikari menguruskan tanggungjawab. Justeru, masalah murid yang sukar fokus dalam aktiviti membaca dan menulis ini dapat ditangani lantas menjadikan kaedah pembelajaran norma baharu ini sebagai pendidikan alaf baharu yang menyeronokkan dan efektif.

Kesimpulannya, cabaran yang dihadapi oleh murid sekolah rendah dalam menguasai kemahiran literasi membaca dan menulis tidak dipengaruhi oleh faktor-faktor seperti masalah tidak mempunyai peranti untuk mengikuti pembelajaran dalam talian dan tidak menerima tugas atau nota daripada guru. Temu bual bersama guru mendapati, kadar pemilikan peranti elektronik di kawasan kajian sudah semakin menyeluruh dan inisiatif guru melalui pemberian modul telah memudahkan murid untuk melakukan aktiviti membaca dan menulis di rumah. Dapatan ini turut disokong oleh Nur Hazirah Hairia'an dan Masayu Dzainudin (2020) yang menyatakan bahawa PdP dalam talian ini telah menjadikan guru lebih kreatif dan inovatif. Oleh itu, kesemua cabaran ini adalah bergantung kepada sikap murid itu sendiri serta kerjasama daripada ibu bapa dan guru untuk memastikan kesinambungan pembelajaran dalam talian akan lebih berkesan.

## **B. Kesan pembelajaran dalam talian terhadap kemahiran membaca murid sekolah rendah**

Berdasarkan item-item yang dikaji, responden didapati mudah bosan dan penat untuk mengikuti aktiviti membaca tanpa guru dan rakan-rakan di sekolah. Hasil dapatan ini sejajar dengan pendapat Ehwan Ngadi (2020) iaitu pengurusan emosi murid mula terganggu apabila terlalu lama berkurung di rumah tanpa perlu hadir ke sekolah dan bertemu rakan sebaya. Penglibatan emosi ini akan menyebabkan berlakunya ketidakstabilan motivasi untuk mengikuti aktiviti pembelajaran secara dalam talian. Dapatan ini turut disokong dengan kajian oleh Tamam Timbang, Zamri Mahamod dan Afendi Hamat (2011), iaitu antara faktor yang menyumbang kepada masalah membaca adalah faktor persekitaran seperti keluarga, sekolah dan rakan. Menurut Mucherah et. al (2008) dalam Mohd Azri Amatan dan Crispina Gregory (2019), persekitaran pembelajaran yang kondusif dapat merangsang kelakuan dan persepsi murid terhadap pengalaman persekolahan mereka. Rutin persekolahan yang berbeza menyebabkan murid menghadapi kesukaran untuk belajar membaca kerana faktor persekitaran yang tidak sesuai untuk pembelajaran. Dapatan ini selari dengan kajian Norlela Ahmad et. al (2021) iaitu persekitaran pembelajaran di rumah yang tidak memberangsangkan menjadi punca permasalahan murid mengikuti pembelajaran membaca dengan berkesan. Oleh itu, pengurusan ruang untuk menjayakan aktiviti pembelajaran memainkan peranan penting agar murid sentiasa berasa dekat dengan guru dan rakan-rakan sekolah tanpa sebarang gangguan persekitaran yang negatif (Mohd Faiez Pauzi et al, 2020).

Walau bagaimanapun, kesan ini dilihat tidak terlalu mempengaruhi pencapaian murid untuk menguasai kemahiran membaca secara dalam talian. Setelah hampir setahun Covid-19

melanda dunia hingga mengubah landskap pendidikan kepada PdP dalam talian, guru-guru semakin aktif untuk mendalami kemahiran teknologi. Berdasarkan dapatan temu bual, guru sentiasa bereksperimen dan berusaha untuk mengetahui strategi pengajaran yang sesuai agar murid-murid memperoleh ilmu yang berkualiti. Oleh hal yang demikian, aspek-aspek asas kemahiran membaca seperti memahami maksud ayat yang dibaca, mengenal pasti isi kandungan teks yang penting pada paparan skrin, membaca dengan lancar dan menyebut perkataan dengan jelas telah dikuasai oleh sebilangan besar responden murid sekolah rendah dalam kajian ini. Dapatan ini bertepatan dengan kajian Mahizer Hamzah (2020) iaitu keupayaan guru mengendalikan e-pembelajaran atau PdP dalam talian dapat mencapai matlamat pendidikan yang setaraf kaedah bersemuka (*face-to-face*).

Kesimpulannya, kemahiran literasi membaca sepanjang PdP dalam talian memberikan kesan yang positif terhadap penguasaan asas membaca murid Tahap 2. Analisis kesan membaca berdasarkan jantina responden tidak menunjukkan hubungan yang signifikan. Hal ini bermakna, perbezaan jantina tidak mempengaruhi kesan PdP dalam talian terhadap kemahiran membaca. Namun, terdapat hubungan yang positif antara kadar capaian internet di rumah murid dengan kesan terhadap kemahiran membaca. Hal ini bermaksud, responden iaitu murid sekolah rendah bagi kajian ini majoritinya tidak berhadapan masalah gangguan capaian internet yang serius. Faktor ini telah menyebabkan peningkatan yang baik bagi kemahiran membaca murid walaupun PdP bahasa Melayu perlu dijalankan secara dalam talian. Dapatan ini selaras dengan pernyataan oleh Jumadi Abdul Sukor (2020) yang menyatakan bahawa kualiti capaian internet yang memuaskan akan meningkatkan keberkesanan pembelajaran secara dalam talian.

### **C. Kesan pembelajaran dalam talian terhadap kemahiran menulis murid sekolah rendah**

Kemahiran menulis adalah sebuah kemahiran teknikal yang berkait rapat dengan perkembangan kognitif. Menurut Kementerian Pendidikan Malaysia (2013), kemahiran menulis berada pada hierarki tertinggi berbanding kemahiran berbahasa lain kerana melibatkan gabungan antara kognitif dan psikologi untuk menghasilkan pelbagai jenis penulisan. Hasil kajian ini mendapati kesan PdP dalam talian tidak menjejaskan kemahiran asas menulis murid sekolah rendah. Soal selidik yang mengandungi 10 item soalan berkaitan kemahiran menulis memperoleh tahap interpretasi rendah dengan min keseluruhan sebanyak 2.46. Item soalan berkaitan asas kemahiran menulis seperti membezakan huruf besar dan huruf kecil, memahami maklumat yang disalin, membezakan fungsi tanda baca dan kemampuan menulis dengan lancar sudah dikuasai oleh majoriti responden dalam kajian ini apabila item soalan yang diperincikan memperoleh tahap interpretasi rendah.

Namun, terdapat beberapa item yang memperoleh min tinggi dan kekerapan yang setara bagi setiap skala iaitu murid lemah menulis karangan yang bermakna sepanjang mengikuti PdP dalam talian. Dapatan ini sejajar dengan pernyataan Zaleha Ahmad (2014) iaitu antara cabaran utama guru untuk mengajar kemahiran menulis adalah kelemahan murid untuk mengolah idea ke dalam penulisan karangan yang bermakna. Murid yang tidak dapat menguasai kemahiran menulis yang baik akan berhadapan masalah untuk menghuraikan data dengan tepat serta menyusun maklumat dalam bentuk yang mudah untuk difahami dan teratur. Pengolahan idea yang baik perlu mempunyai kesinambungan idea yang sistematik agar dapat memudahkan pembaca memahami mesej yang disampaikan. Oleh itu, bimbingan daripada guru amat diperlukan agar keciciran murid dalam menguasai kemahiran menulis

dapat dielakkan. Dapatan ini sesuai dengan kajian lepas oleh Abdul Ghani Jalil (2016) yang menyatakan bahawa guru digalakkan untuk membuat pembaharuan bagi penulisan karangan berdasarkan kebolehan murid terutamanya dalam pembelajaran norma baharu kini.

Menurut Abdul Rasid Jamian (2011), murid mudah berasa penat dan letih dalam aktiviti penulisan karangan. Dapatan kajian ini seiring dengan item yang memperoleh tahap interpretasi tinggi iaitu responden mudah berasa letih untuk mengikuti PdP dalam talian kerana dibebani pelbagai tugas. Tugas-tugas tersebut termasuklah tugas kerja rumah daripada guru mata pelajaran dan kerja-kerja rumah yang perlu dibuat untuk membantu ibu bapa. Dapatan ini disokong oleh Sumitha & Roshan (2021) iaitu murid yang tinggal di luar bandar terlibat dengan aktiviti pertanian bagi menolong ibu bapa dan sebilangan daripada mereka meminta untuk menanggung waktu peperiksaan kepada waktu petang kerana perlu bekerja di waktu pagi. Dapatan dari kajian Nafisah Hamidon (2021) juga selari dengan kenyataan ini iaitu antara cabaran utama pembelajaran di rumah ialah gangguan kerja rumah atau hal-hal lain. Di samping itu, kemahiran menulis juga melibatkan empat kemahiran motor yang perlu dikuasai murid iaitu motor perancangan, motor logik, motor memori dan motor tindakan (Levine, 2003). Aspek kawalan ini amat menitikberatkan perhatian dan tumpuan. Oleh itu, masa rehat dan tidur yang berkualiti amat penting untuk mengelakkan murid mudah berasa lesu, penat dan bosan ketika aktiviti menulis (Khawidah & Wan Muna Ruzanna, 2019). Pengajaran dan pembelajaran (PdP) dalam talian menyebabkan kekangan murid untuk mengurus masa sendiri lebih-lebih lagi murid sekolah rendah. Oleh itu, aspek ini telah menjadi antara impak yang negatif terhadap pembelajaran kemahiran menulis secara dalam talian.

Secara kesimpulannya, aspek-aspek asas kemahiran menulis sudah dikuasai oleh hampir kesemua responden kajian yang terdiri daripada murid Tahap 2. Sudah sewajarnya murid pada tahap ini menguasai asas-asas tersebut sebelum melangkah masuk ke peringkat sekolah menengah. Analisis kesan PdP dalam talian terhadap kemahiran menulis antara jantina murid didapati tidak terdapat hubungan yang signifikan iaitu faktor jantina sama sekali tidak mempengaruhi kemahiran menulis murid sepanjang PdP dalam talian. Manakala, aspek kadar capaian internet dengan kesan terhadap kemahiran menulis menunjukkan hubungan yang positif. Oleh hal yang demikian, dapat dibuktikan bahawa untuk mencapai kadar literasi menulis yang tinggi sepanjang PdP dalam talian, aspek capaian internet yang stabil memainkan peranan penting.

### **Kesimpulan**

Secara keseluruhannya, dapat dijelaskan bahawa cabaran pengajaran dan pembelajaran dalam talian sering menjadi isu utama sejak bermulanya alternatif pendidikan norma baharu. Berdasarkan dapatan kajian, cabaran utama pembelajaran dalam talian adalah berpunca daripada sikap murid itu sendiri dan seterusnya memberikan kesan terhadap kemahiran literasi membaca dan menulis. Kesan yang dikenal pasti adalah murid mudah berasa bosan untuk belajar membaca tanpa rakan-rakan dan guru di sekolah manakala bagi kemahiran menulis, murid mudah penat untuk mengikuti aktiviti menulis kerana sibuk dengan tugas lain. Walau bagaimanapun, kemahiran asas membaca dan menulis sudah dikuasai hampir kesemua murid dalam kajian ini. Hal ini membuktikan bahawa, strategi pengajaran guru, kerjasama antara ibu bapa, pihak sekolah dan murid sepanjang PdP dalam talian bagi kemahiran membaca dan kemahiran menulis amat membantu penguasaan literasi murid. Justeru, kajian ini menunjukkan

bahawa penerimaan pendidikan norma baharu secara dalam talian semakin diterima oleh murid dan guru. Menerusi kerjasama daripada semua pihak iaitu guru, murid, ibu bapa, pihak pentadbir dan KPM akan menjadikan kaedah pengajaran dan pembelajaran secara dalam talian sebagai alternatif baharu yang mampu menambahbaik sistem pendidikan di Malaysia. Jelaslah bahawa, pelaksanaan PdP dalam talian yang berkesan akan menghasilkan murid-murid yang berkualiti dan boleh menguasai kemahiran membaca dan menulis dengan cemerlang.

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## KESAN PELAKSANAAN PENGAJARAN DAN PEMBELAJARAN DI RUMAH (PDPR) KEPADA GURU BAHASA MELAYU SEPANJANG PERINTAH KAWALAN PERGERAKAN

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**Abstract:** Pelaksanaan Pengajaran dan Pembelajaran di Rumah (PdPr) telah diperkenalkan oleh Kementerian Pendidikan Malaysia (KPM) sebagai alternatif pembelajaran norma baharu dan merupakan satu pendekatan yang dilaksanakan bagi menggantikan sistem pendidikan konvensional secara bersemuka. Kajian ini bertujuan untuk mengenal pasti kesan pelaksanaan PdPr kepada guru bahasa Melayu sepanjang tempoh Perintah Kawalan Pergerakan (PKP). Aspek kesan dibahagikan kepada tiga konstruk utama iaitu tahap emosi, sikap dan kesihatan. Peninjauan secara kualitatif dilaksanakan dengan penglibatan 8 orang guru bahasa Melayu. Guru-guru ini berstatus guru novis dan guru berpengalaman daripada sekolah rendah dan sekolah menengah. Instrumen kajian yang digunakan ialah temu bual. Data temu bual dianalisis secara bertema mengikut item-item soalan yang disediakan. Hasil kajian mendapati bahawa pelaksanaan PdPr telah memberi kesan negatif tertinggi terhadap sikap guru diikuti emosi dan tahap kesihatan guru. Masalah utama yang mendorong kepada perubahan sikap guru ialah kesukaran mewujudkan komunikasi dua hala semasa PdP, murid yang tidak menghantar tugas dan sikap ibu bapa. Aspek tekanan emosi guru semasa PdPr pula didapati berpunca daripada arahan pihak Kementerian yang sentiasa berubah-ubah manakala aspek kesihatan pula disebabkan faktor stres dan kemurungan kerana bebanan kerja semasa PdPr. Turut dicadangkan kajian lanjut dijalankan berkaitan inisiatif mengatasi masalah guru-guru bahasa Melayu sepanjang pelaksanaan PdPr.

**Kata kunci:** Pengajaran dan Pembelajaran di Rumah (PdPr), emosi, sikap, kesihatan, guru bahasa Melayu

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### Pengenalan

Susulan penularan pandemik Covid-19 di Malaysia, kerajaan telah melaksanakan Perintah Kawalan Pergerakan (PKP) yang bertujuan untuk memutuskan rantai wabak. Tindakan ini telah mengubah corak pengajaran dan pembelajaran (PdP) daripada kaedah tradisional secara bersemuka kepada kaedah pembelajaran maya. Pada tahun 2020, Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan PdPr sebagai inisiatif untuk memastikan kesinambungan pembelajaran semasa Perintah Kawalan Pergerakan. Pelaksanaan PdPr masih berterusan sehingga tahun 2021 berikutan peningkatan kes Covid-19 yang tidak menunjukkan sebarang penurunan (Tamilmullai Tahnmimalai dan Salini Baloh 2021). Pengajaran dan Pembelajaran di Rumah atau secara ringkasnya lebih dikenali sebagai PdPr adalah alternatif pembelajaran norma baharu berpandukan manual yang dibangunkan oleh KPM. Menerusi

manual PdPr yang disediakan, guru-guru dapat menjalankan PdPr mengikut acuan tersendiri sekali gus mematuhi prinsip asas untuk mengatur strategi pengajaran dan pembelajaran secara optimum.

Penutupan sekolah di seluruh negara walau bagaimanapun tidak sepenuhnya menghalang proses pendidikan kerana PdPr boleh dilaksanakan dengan berstruktur atau terancang sama ada di rumah, pusat komuniti atau lokasi yang sesuai secara dalam talian, luar talian atau off-site. Namun, perubahan drastik dalam sistem pendidikan telah menyebabkan timbul beberapa isu sepanjang tempoh negara berhadapan dengan pandemik Covid-19. Menurut Prof Madya Dr Azlin Norhaini Mansor (2020), isu berkaitan bidang pendidikan adalah perkara yang kerap dibahaskan iaitu berkenaan pengajaran dalam dan luar talian, home-based learning, beban kerja, kadar gaji guru dan banyak lagi isu berkaitan. Masyarakat menganggap kegagalan menjayakan pengajaran dan pembelajaran secara dalam talian dipertanggungjawabkan kepada guru sepenuhnya. Realitinya, para guru merupakan antara golongan yang turut terkesan dan menghadapi pelbagai cabaran terutamanya dalam pelaksanaan pembelajaran jarak jauh. Isu gangguan capaian internet, data dan kelengkapan peranti merupakan masalah utama yang dihadapi oleh guru-guru untuk memastikan PdPR dapat dilaksanakan dengan lebih berkesan. Pendedahan terlalu lama di hadapan skrin komputer ketika menjalankan pembelajaran secara virtual serta proses membina pelbagai bahan pengajaran secara digital turut memberi kesan buruk terhadap kesihatan guru.

Penggunaan aplikasi seperti Google Meet, Microsoft Teams, Youtube Live, Zoom, Facebook Live serta aplikasi lain merupakan wadah terbaharu yang digunakan oleh guru dalam melaksanakan sesi PdPR secara lebih berkesan. Komunikasi secara maya menjadikan sesi pembelajaran lebih bermakna dengan wujudnya komunikasi dua hala yang aktif antara guru dan murid. Namun, isu kehadiran murid yang tidak memberangsangkan serta tidak fokus ketika sesi pengajaran dan pembelajaran dalam talian berlangsung menjadi cabaran baharu kepada guru. Keadaan ini lazimnya disebabkan oleh suasana pembelajaran di rumah yang tidak kondusif, masalah capaian internet, tiada kelengkapan peranti elektronik serta sikap ibu bapa yang tidak peka dengan pembelajaran anak-anak. Menurut Nur Izzati Hazwani (2021), seorang guru memerlukan sifat sabar dan tabah untuk menghadapi karenah murid-murid yang pelbagai ragam terutamanya ketika aktiviti PdPR. Beban kerja yang semakin bertambah, pengorbanan serta usaha yang tidak dihargai pelbagai pihak dan kurang menguasai kemahiran pedagogi berasaskan TMK menjadi punca guru mengalami tekanan pekerjaan yang tinggi. Menurut Statt (2004), tekanan kerja terbahagi kepada dua iaitu tekanan yang memberi kesan positif dan negatif. Hal ini kerana, tahap tekanan yang sederhana dapat membantu meningkatkan kualiti kerja manakala tahap tekanan yang terlampau tinggi akan menyebabkan penurunan prestasi dan masalah seperti gangguan emosi, perubahan sikap dan kesihatan.

Oleh itu, penelitian yang khusus terhadap perubahan aspek emosi, sikap dan kesihatan guru sepanjang pelaksanaan PdPr perlu dikenal pasti. Sekiranya masalah ini tidak dibendung sejak awal, maka kualiti pendidikan akan terjejas dan mengganggu perkembangan kerjaya warga pendidik dalam membina anak bangsa. Semua pihak yang terlibat dalam PdPR sama ada pihak Kementerian, pentadbiran sekolah, guru, ibu bapa dan murid-murid perlu bersama berganding bahu untuk menjayakan pelaksanaan PdPR dalam suasana yang kondusif dan efisien.

## **Kajian Literatur**

### **1. Emosi Guru**

Perubahan kehidupan norma baharu akibat penularan wabak Covid-19 bukan sekadar mewujudkan peraturan baharu seperti penjarakan sosial, kuarantin, pengasingan dan

pematuhan operasi piawai (SOP), namun tanpa disedari perubahan ini telah meninggalkan impak psikologi kepada masyarakat. Gangguan emosi akibat tekanan dizahirkan menerusi rasa kesedihan, kekecewaan, putus asa, kesunyian, kecelaruan, serba salah, kemarahan, kebimbangan dan kecelaruan. Dalam aspek pendidikan, guru perlu bijak mengimbangi emosi mereka dengan baik untuk menghadapi pelbagai masalah dan rintangan terutamanya dalam situasi penerimaan norma baharu. Hal ini kerana, kesukaran guru untuk melaksanakan pengajaran dan pembelajaran dalam situasi ini akan memberikan tekanan emosi diluar kawalan mereka.

Menurut Sapora Sipon (2007) dalam Ooi Chew Hong dan Aziah Ismail (2015), kegagalan guru mengawal diri daripada tekanan akan memberi kesan kepada perhubungan antara guru dan pelajar sekali gus menjejaskan kualiti pengajaran dan pembelajaran. Tekanan emosi yang berlebihan dalam kalangan guru boleh melumpuhkan institusi pendidikan dan profesion perguruan. Kepincangan mewujudkan persekitaran kerja yang membina kecerdasan emosi secara tidak langsung akan menyebabkan mutu pendidikan ke arah masyarakat cemerlang akan terkesan. Persekitaran kerja yang menyumbang kepada tekanan menyebabkan guru memilih untuk berhenti dari profesion atau berhijrah ke kawasan kerja baharu (Ryan et al. 2017). Menurut Pratt (1978) dalam Syed Sofian Syed Salim dan Rohany (2010), punca tekanan kerja guru adalah dipengaruhi oleh kelemahan mengatasi masalah pengajaran, kawalan bilik darjah terutamanya melibatkan murid yang agresif, isu pembelajaran murid-murid serta jurang hubungan antara pentadbir dan kakitangan sekolah.

Hasil kajian Ooi Chew Hong dan Aziah Ismail (2015) mendapati bahawa faktor utama yang menjurus kepada tekanan kerja dalam kalangan guru di Sekolah Kebangsaan dan Sekolah Jenis Kebangsaan Cina adalah beban tugas dan pengurusan disiplin melibatkan salah laku murid. Guru-guru di SJKC didapati mengalami tekanan kerja yang lebih tinggi berbanding guru-guru di sekolah kebangsaan. Penerimaan sokongan daripada pihak pengurusan sekolah kepada guru menyumbang kepada produktiviti serta peningkatan kualiti kerja. Aspek ini menjadi salah satu indikator untuk mengurangkan tekanan emosi dalam kalangan guru. Keadaan yang sama juga boleh dilihat di sekolah menengah berdasarkan kajian yang dijalankan oleh Kamaruzaman Kamarudin (2007) bertajuk Tekanan Kerja di Kalangan Guru Sekolah Menengah. Hasil kajian mendapati faktor salah laku pelajar mendahului empat faktor lain yang diukur dalam mempengaruhi tekanan kerja guru iaitu beban tugas, keterhadan masa dan sumber, kekurangan penghargaan serta hubungan interpersonal.

## **2. Kesihatan Guru**

Norma baharu telah banyak mengubah corak pengajaran dan pembelajaran para pendidik dan murid-murid apabila perlu menyesuaikan diri menggunakan kaedah pengajaran dalam talian secara segerak atau tidak segerak. Pelaksanaan PdPR yang menggunakan kaedah ini walaupun pada mulanya menghadapi banyak kekangan, namun guru-guru, ibu bapa dan murid-murid sudah mula menerimanya dengan selesa sebagai pendekatan pengajaran dan pembelajaran terbaik pada waktu pandemik ini. Walau bagaimanapun, beban tugas guru yang semakin bertambah jika dibandingkan sebelum pandemik telah menyebabkan guru mengabaikan penjagaan kesihatan fizikal. Kesihatan daripada sudut pandang Pertubuhan Kesihatan Sedunia (WHO) adalah kesempurnaan dari aspek fizikal, mental, emosi dan sosial. Keadaan fizikal atau luaran yang sempurna tidak menjamin kesihatan secara menyeluruh sekiranya kesihatan mental tidak dititik beratkan. Penularan pandemik Covid-19 bukan sahaja menggugat nyawa namun impaknya turut dirasai oleh warga pendidik untuk melaksanakan pendidikan dalam tempoh kritikal ini.

Menurut Lee et al. (2012), tekanan yang berlebihan berisiko meningkatkan empat kali ganda peluang untuk mendapat penyakit kritikal seterusnya mengakibatkan penyakit mental yang serius dalam kalangan guru. Penjagaan kesihatan mental menjadi keutamaan terutamanya dalam suasana pendidikan norma baharu bagi memastikan guru-guru dapat melaksanakan PdPr dengan berkesan dan mencapai objektif pembelajaran. Selain itu, beberapa kajian yang menyatakan bahawa beban tugas, pengurusan masa yang tidak efektif atau terhad memberi tekanan (Abdul Said Ambotang dan Muhamad Hisyam, 2014) dan menyebabkan masalah kemurungan (Manak Ek Klai & Farhana Kamarul Bahrin, 2020). Dapatan ini jelas menunjukkan bahawa salah satu faktor dominan yang menyumbang kepada masalah kesihatan guru adalah bebanan kerja. Profesion keguruan juga dikatakan antara kerjaya yang mempunyai tekanan kerja yang tinggi dan menyumbang kepada masalah kesihatan yang serius (Sprenger, 2011). Penjagaan kesihatan mental, emosi dan fizikal perlu dititikberatkan terutamanya dalam suasana pendidikan baharu yang terdedah kepada penggunaan teknologi sepenuhnya.

Aspek kekangan masa kerana ketidakcekapan amalan pengurusan masa dalam suasana pendidikan dikenal pasti memberi tekanan kepada guru (Suhaimi Kamarudin & Muhamad Suhaimi Taat, 2020) dan berisiko mengalami masalah kesihatan mental dan fizikal (Mohamed, 2018). Cabaran pendidik masa kini yang perlu bekerja di hadapan skrin pada satu-satu masa mengakibatkan masalah kesihatan seperti postur badan yang lemah dan keletihan mata akibat pergerakan yang terhad serta pendedahan terlalu lama di hadapan skrin komputer.

### **3. Sikap Guru**

Aspek sikap guru turut memainkan peranan dalam menempuhi corak pengajaran norma baharu dengan berhemah dan berkesan. Roselizam dan Noradilah (2020) mengatakan sikap merupakan salah satu kesediaan mental seseorang dalam mempengaruhi maklum balas atau respon terhadap sesuatu perkara yang dinamik. Dalam konteks ini, guru perlu menyesuaikan diri dengan struktur Pengajaran dan Pembelajaran di Rumah (PdPR) secara berlapang dada sama ada perubahan ini memberi kesan kepada sikap guru dari sudut positif atau negatif. Hal ini kerana sikap mempengaruhi seseorang membuat keputusan terhadap aspek yang disukai atau tidak disukai berdasarkan perasaan, pemikiran, kepercayaan dan pemikiran (Rohaida Yusop dan Zamri Mahamod, 2015). Oleh itu, kerjasama daripada semua pihak khususnya daripada murid dan ibu bapa adalah amat penting menerusi peranan masing-masing dalam memastikan pelaksanaan PdPR guru berjalan dengan lancar serta mempengaruhi sikap guru dalam menyediakan pengajaran yang berkesan.

Menurut Profesor Dr Samsilah Roslan (2020), proses komunikasi yang berterusan dan sikap saling hormat menghormati antara semua pihak khususnya ibu bapa memainkan peranan yang penting semasa pelaksanaan PdPR kerana guru hanya bergantung dengan bantuan dan kerjasama ibu bapa dalam memastikan semua pelajar mengikuti PdPR yang disediakan. Tanpa bantuan yang diberikan, guru sukar untuk mengakses dan mengikuti perkembangan pembelajaran murid sepanjang pembelajaran di rumah. Hal ini akan memberikan kesan terhadap keseimbangan sikap guru untuk mengendalikan proses PdPR secara menyeluruh. Aiken (1976) dan Ajzen (1988) dalam Suzlina dan Jamaludin (2016) mengatakan sikap menunjukkan tingkah laku dalaman individu yang memperlihatkan kecenderungan tindak balas terhadap sesuatu situasi, konsep, institusi, benda atau individu lain secara positif atau negatif. Hal ini menunjukkan bahawa PdPR mempengaruhi sikap guru mengikut kecenderungan penerimaan yang diterima oleh guru.

Berdasarkan hasil dapatan kajian yang telah dilaksanakan oleh Laura, Lesly dan Jeff (2020) mengenai sikap guru Kanada terhadap perubahan, keberkesanan dan kelestarian semasa Pandemik Covid-19 telah mendapati guru-guru kelihatan letih untuk meningkatkan pengurusan bilik darjah dan pencapaian murid serta sikap kognitif guru dalam mendepani perubahan persekitaran pendidikan semasa pandemik mengalami perubahan yang lebih negatif. Di samping itu, proses penyesuaian diri dengan persekitaran pembelajaran norma baharu di rumah turut menjejaskan sikap guru mereka. Hasil kajian ini menunjukkan sikap guru mengalami perubahan untuk menyesuaikan diri dengan situasi pengajaran yang baharu. Justeru, pelaksanaan PdPR secara tidak langsung mempengaruhi sikap guru dan memberi kecenderungan terhadap tingkah laku guru untuk memberi maklum balas yang positif atau sebaliknya.

### **Metodologi**

Kajian ini adalah kajian kualitatif yang menggunakan reka bentuk kajian kes. Kajian kes sesuai digunakan untuk mengenal pasti kesan pelaksanaan pengajaran dan pembelajaran di rumah (PdPr) kepada guru bahasa Melayu sepanjang perintah kawalan pergerakan (PKP) berlangsung.

Pemilihan sampel bagi kajian ini adalah menggunakan kaedah persampelan bertujuan. Peserta kajian dipilih berdasarkan kriteria yang terbahagi kepada dua kategori iaitu guru novis dan guru berpengalaman. Seramai 8 orang guru bahasa Melayu yang berkhidmat di sekolah rendah dan menengah dipilih sebagai sampel kajian untuk ditemu bual. Bagi kajian ini, seramai empat orang guru bahasa Melayu berstatus guru novis dan empat orang guru berpengalaman telah setuju untuk memberikan kerjasama memberikan maklumat berkaitan kajian yang hendak dilaksanakan. Temu bual dilaksanakan secara dalam talian dimana guru perlu mengisi *google docs* yang diberikan dalam bentuk pautan ringkas. Kandungan protokol temu bual dibahagikan kepada empat bahagian seperti dalam jadual 1 yang dikategorikan mengikut bahagian, elemen serta jumlah item yang telah disenaraikan dalam protokol temu bual.

**Jadual 1: Taburan item mengikut bahagian dalam protokol temu bual**

<b>Bahagian</b>	<b>Elemen</b>	<b>Item</b>
Bahagian A	Demografi Responden	5
Bahagian B	Tahap emosi guru bahasa Melayu semasa pelaksanaan pengajaran dan pembelajaran di rumah (PdPr) sepanjang perintah kawalan pergerakan (PKP)	11
Bahagian C	Sikap guru bahasa Melayu semasa pelaksanaan pengajaran dan pembelajaran di rumah (PdPr) sepanjang perintah kawalan pergerakan (PKP)	11
Bahagian D	Kesihatan guru bahasa Melayu semasa pelaksanaan pengajaran dan pembelajaran di rumah (PdPr) sepanjang perintah kawalan pergerakan (PKP)	9

Berdasarkan jadual 1, prosedur penganalisan data dijalankan berdasarkan objektif yang telah dikemukakan. Protokol temu bual akan dianalisis menggunakan analisis deskriptif bagi demografi guru dalam bentuk frekuensi dan peratus manakala data temu bual dihuraikan secara naratif iaitu menyediakan gambaran tema yang dibina berdasarkan objektif kajian. Bagi

menentukan kesahan dan kebolehpercayaan instrumen temu bual yang telah dibangunkan, seorang pakar penilai yang merupakan pakar bidang bahasa telah dirujuk. Pelaporan hasil kajian dihuraikan dengan memberi penerangan serta huraian secara terperinci mengikut tema kepada hasil dapatan data yang diperolehi daripada data temu bual kajian. Interpretasi dapatan kajian juga dilakukan menerusi pelaporan menggunakan bentuk kajian kualitatif.

### **Dapatan Kajian**

Bahagian ini akan membincangkan secara terperinci tentang dapatan dan analisis data kajian dalam bentuk jadual berdasarkan instrumen temu bual yang telah digunakan.

### **Analisis Demografi**

Jadual 2 menunjukkan dapatan analisis deskriptif demografi responden pelajar yang merangkumi nilai frekuensi (*f*) dan peratusan (%).

**Jadual 2: Taburan Demografi Guru**

<b>Pembolehubah</b>		<b>Frekuensi (<i>f</i>)</b>	<b>Peratus (%)</b>
Jantina	Lelaki	4	50
	Perempuan	4	50
Umur	21 hingga 30 tahun	3	37.5
	31 hingga 40 tahun	2	25
	41 hingga 50 tahun	1	12.5
	51 hingga 60 tahun	2	25
Kelulusan Tertinggi	Diploma Pendidikan	0	0
	Ijazah Sarjana Muda	5	62.5
	Sarjana	3	37.5
Pengalaman Mengajar	Doktor Falsafah	0	0
	Kurang 3 tahun	4	50
	4 hingga 10 tahun	1	12.5
	11 hingga 15 tahun	0	0
Pengkhurusan	16 hingga 20 tahun	0	0
	21 tahun dan ke atas	3	37.5
	Major Bahasa Melayu	6	75
	Minor Bahasa Melayu	2	25

Jadual 2 menunjukkan kekerapan dan peratusan maklumat demografi guru. Bilangan responden yang terlibat dalam kajian ini ialah seramai 8 orang guru. 4 orang guru dipilih secara rawak daripada kategori sekolah rendah dan 4 orang guru dipilih daripada kategori sekolah menengah yang terdiri daripada 4 orang lelaki (50%) dan 4 orang perempuan (50%). Guru Bahasa Melayu yang terlibat dalam lingkungan umur 21 hingga 30 tahun adalah seramai 3 orang (37.5%) diikuti dengan 31 hingga 40 tahun seramai 2 orang (25%). 41 hingga 50 tahun pula seramai seorang dan 51 hingga 60 tahun sebanyak 2 orang guru (25%). Dari segi kelulusan tertinggi pula, didapati seramai 5 orang guru (62.5%) memiliki ijazah sarjana muda dan 3 orang guru (37.5%) memiliki sarjana pendidikan. Dapatan ini menunjukkan seramai 4 orang guru (50%) merupakan guru novis yang mempunyai pengalaman mengajar kurang daripada 3 tahun. Daripada 4 orang guru novis tersebut, seramai 2 orang guru berkhidmat di sekolah menengah dan 2 orang guru berkhidmat di sekolah rendah. 4 orang guru lagi merupakan guru yang

berpengalaman dan mengajar sekolah menengah dan rendah. Hanya seorang guru (12.5%) memiliki pengalaman mengajar 4 hingga 10 tahun manakala 3 orang guru (37.5%) mempunyai pengalaman mengajar selama 21 tahun dan ke atas. Bagi bidang pengkhususan, didapati seramai 6 orang guru (75%) memiliki major bahasa Melayu dan 2 orang guru (25%) memiliki minor bahasa Melayu.

### **Analisis Temu Bual**

Kajian ini berfokus kepada kesan pelaksanaan pengajaran dan pembelajaran di rumah (PDPR) kepada guru bahasa Melayu sepanjang Perintah Kawalan Pergerakan (PKP). Antara konstruk item kesan pelaksanaan PdPr kepada guru adalah berkaitan tahap emosi guru, sikap dan kesihatan. Jadual 3 di bawah menunjukkan senarai singkatan yang digunakan oleh pengkaji pada bahagian dapatan dan perbincangan kajian.

**Jadual 3: Senarai Singkatan**

<b>Guru</b>	<b>Perkara</b>
GNSM	Guru Novis Sekolah Menengah L & P
GPSM	Guru Berpengalaman Sekolah Menengah L & P
GNSR	Guru Novis Sekolah Rendah L & P
GPSR	Guru Berpengalaman Sekolah Rendah L & P

#### **A. Tahap Emosi Guru bahasa Melayu Semasa Pelaksanaan PdPr Sepanjang PKP**

Menurut Muhammad Idham et. al (2010), emosi merupakan suatu perasaan dan pemikiran yang ada dalam diri seseorang, keadaan psikologi dan fizikal serta rangkaian kecenderungan dalam mendorong seseorang untuk bertindak. Pengukuran tahap emosi guru sangat diutamakan supaya pengajaran dapat disampaikan dengan berkesan. Jadual 4 di bawah menunjukkan senarai taburan kekerapan bagi tema emosi. Dapatan temu bual mendapati faktor utama yang memberi kesan kepada perubahan emosi guru sepanjang PdPr dilaksanakan adalah ‘cemas dengan arahan daripada pihak Kementerian yang sentiasa berubah mengikut situasi semasa’ yang mendapat kekerapan tertinggi diikuti ‘persekitaran kerja yang tidak kondusif’, ‘tidak bermotivasi untuk melaksanakan PdPr secara lebih sistematik’, dan ‘tidak mendapat kerjasama daripada ibubapa pelajar’. Aspek-aspek lain seperti ‘kurang waktu tidur’, ‘bebanan lambakan tugas’ dan ‘tidak mahir menggunakan teknologi’ didapati tidak mempengaruhi perubahan emosi guru dengan begitu ketara. Dapatan turut menunjukkan bahawa aspek ‘tidak menerima motivasi daripada pihak pentadbiran’ dan ‘tidak mahir menggunakan teknologi’ sama sekali tidak menjejaskan emosi guru semasa PdPr berlangsung.

**Jadual 4: Senarai Taburan Dapatan Tema Emosi**

Bil.	Subtema	GNSM		GNSR		GPSR		GPSM		Jumlah
		L	P	L	P	L	P	L	P	
1	Tidak mampu mengawal emosi dengan baik	x	x	x	/	x	x	x	x	1
2	Kurang waktu tidur	x	/	x	x	x	/	x	x	2
3	Gangguan punca-punca peribadi									
4	Tidak bermotivasi untuk melaksanakan PdPr secara lebih sistematik	/	/	x	/	x	x	/	x	4
5	Masalah capaian internet	x	x	x	x	x	x	/	x	1
6	Tidak mahir menggunakan teknologi	x	/	x	/	x	/	x	/	1
7	Tidak mendapat kerjasama daripada ibubapa pelajar	x	/	/	/	x	/	x	x	4
8	Tidak menerima motivasi daripada pihak pentadbiran	x	x	x	x	x	x	x	x	0
9	Bebanan lambakan tugas	x	/	x	x	x	x	/	x	2
10	Persekitaran kerja yang tidak kondusif	/	/	x	x	x	/	/	/	5
11	Cemas dengan arahan daripada pihak Kementerian yang sentiasa berubah mengikut situasi semasa	x	/	/	/	/	/	/	x	6

### **B. Sikap Guru Semasa Pelaksanaan PdPr Sepanjang PKP**

Sikap yang profesional menggambarkan kecenderungan seseorang untuk menjadi guru yang memiliki kompetensi. Kajian untuk mengenal pasti sikap guru adalah signifikan kerana kaedah ini merupakan salah satu matlamat dalam reformasi sekolah dan negara iaitu meningkatkan pencapaian akademik murid-murid (KPM, 2013). Jadual 5 di bawah menunjukkan faktor utama perubahan sikap guru sepanjang pelaksanaan PdPr adalah 'sukar mewujudkan komunikasi dua hala semasa pelaksanaan PdPr disebabkan sikap murid', 'sukar membuat penilaian semasa pelaksanaan PdPr kerana sikap murid yang tidak menghantar tugas' dan 'sukar mengenal pasti perkembangan murid semasa pelaksanaan PdPr kerana sikap ibubapa yang tidak memberi kerjasama' mendapat bilangan kekerapan tertinggi. Aspek-aspek lain seperti 'sukar membuat penilaian semasa pelaksanaan PdPr kerana sikap murid yang tidak menghadiri PdPr', 'sukar mengetahui perkembangan murid kerana faktor ibubapa yang tidak berpendidikan', 'menganggap PdPr tidak produktif terhadap perkembangan kerjaya sebagai guru', 'kurang berinteraksi dengan rakan sekerja kerana persekitaran kerja yang berubah sejak PdPr', 'prestasi kerja guru semakin memburuk sejak bermulanya PdPr' dan 'sukar menguruskan masa sepanjang tempoh PdPr' merupakan antara aspek yang mempengaruhi perubahan sikap guru pada tahap sederhana. Namun demikian, bagi aspek 'bersikap ambil lewa menguruskan PdPr'

dan ‘tidak mengambil berat mengenai perkembangan pembelajaran murid-murid sejak PdPr bermula’ sama sekali tidak menjejaskan perubahan sikap guru sepanjang pelaksanaan PdPr.

**Jadual 5: Senarai Taburan Dapatan Tema Sikap**

Bil.	Subtema	GNSM		GNSR		GPSR		GPSM		Jumlah
		L	P	L	P	L	P	L	P	
1	Sukar menguruskan masa sepanjang tempoh PdPr	x	/	x	x	x	x	x	/	2
2	Sambil lewa menguruskan PdPr	x	x	x	x	x	x	x	x	0
3	Tidak mengambil berat mengenai perkembangan pembelajaran murid-murid sejak PdPr bermula	x	x	x	x	x	x	x	x	0
4	Menganggap PdPr tidak produktif terhadap perkembangan kerjaya sebagai guru	/	/	x	x	x	x	/	/	4
5	Kurang berinteraksi dengan rakan sekerja kerana persekitaran kerja yang berubah sejak PdPr	x	x	/	/	x	x	/	x	3
6	Prestasi kerja guru semakin memburuk sejak bermulanya PdPr	x	/	/	/	x	x	x	x	3
7	Sukar mewujudkan komunikasi dua hala semasa pelaksanaan PdPr disebabkan sikap murid	x	/	/	/	/	/	/	/	7
8	Sukar membuat penilaian semasa pelaksanaan PdPr kerana sikap murid yang tidak menghantar tugas	/	/	/	/	/	/	/	x	7
9	Sukar membuat penilaian semasa pelaksanaan PdPr kerana sikap murid yang tidak menghadiri PdPr	x	/	/	/	/	/	/	x	6
10	Sukar mengenal pasti perkembangan murid semasa pelaksanaan PdPr kerana sikap ibubapa yang tidak memberi kerjasama	/	x	/	/	/	/	/	/	7
11	Sukar mengetahui perkembangan murid kerana faktor ibubapa yang tidak berpendidikan	x	/	x	/	/	x	/	/	5

### **C. Tahap kesihatan Guru bahasa Melayu Semasa Pelaksanaan PdPr Sepanjang PKP**

Menurut Ishak dan Rose (2020) masalah tekanan emosi berkaitan kesihatan akan dihadapi oleh pekerja yang bekerja di rumah kerana tidak dapat mengimbangi urusan kerja dan keluarga. Dengan itu, tahap kesihatan guru perlu diberi perhatian bagi menjamin bebanan kerja yang dihadapi ketika wabak ini dapat diatasi dengan baik serta tidak menjejaskan tahap kesihatan guru. Jadual 5 di bawah memaparkan senarai taburan dapatan bagi tema kesihatan dalam kajian ini. Dapatan menunjukkan faktor utama kesihatan guru terjejas semasa pelaksanaan PdPr adalah mengalami masalah ‘sakit di bahagian bahu kerana kedudukan postur badan yang lemah’ dan ‘stres atau kemurungan kerana bebanan kerja’ yang memperoleh bilangan kekerapan tertinggi. Masalah kesihatan seperti ‘sakit kepala’, ‘waktu tidur yang tidak normal’, ‘kegelisahan (anxiety)’, ‘masalah penglihatan’ dan ‘tidak cergas dan cerdas’ memperoleh kekerapan di tahap sederhana. Manakala aspek kesihatan ‘obesiti’ dan ‘darah tinggi’ masing-masing mencatatkan kekerapan terendah bagi tema tahap kesihatan guru sepanjang pelaksanaan PdPr.

**Jadual 5: Senarai Taburan Dapatan Tema Kesihatan**

Bil.	Subtema	GNSM		GNSR		GPSR		GPSM		Jumlah
		L	P	L	P	L	P	L	P	
1	Masalah penglihatan	x	x	x	/	x	/	x	/	3
2	Sakit di bahagian bahu kerana kedudukan postur badan yang lemah	x	/	x	/	x	/	/	/	5
3	Obesiti	x	x	x	x	x	x	x	x	0
4	Sakit kepala	x	/	x	x	x	/	/	/	4
5	Waktu tidur yang tidak normal	x	/	x	/	x	/	x	/	4
6	Stres atau kemurungan kerana bebanan kerja	x	x	x	/	/	/	/	/	5
7	Darah tinggi	x	x	x	x	x	x	x	x	0
8	Tidak cergas dan cerdas	x	x	x	/	x	x	x	x	1
9	Kegelisahan (anxiety)	x	x	x	x	/	/	/	/	4

### **D. Perbezaan kesan pelaksanaan PdPr terhadap emosi, sikap dan kesihatan guru novis dan guru berpengalaman sepanjang PKP**

Jadual 6 di bawah memaparkan dapatan perbezaan kesan pelaksanaan PdPr kepada guru novis dan guru berpengalaman. Hasil temu bual mendapati kesan pelaksanaan PdPr memberi kesan tertinggi terhadap perubahan sikap guru diikuti kesan terhadap emosi dan kesihatan. Berdasarkan kumpulan, didapati bahawa guru novis mempunyai kekerapan tertinggi bagi kesan terhadap perubahan sikap manakala guru berpengalaman mempunyai kekerapan tertinggi terhadap kesan kepada tahap kesihatan. Guru novis mencatatkan kekerapan terendah bagi kesan terhadap kesihatan manakala guru berpengalaman menunjukkan kekerapan terendah bagi kesan terhadap emosi.

**Jadual 6: Senarai Dapatan Perbezaan Kesan Pelaksanaan kepada Guru Novis dan Guru Berpengalaman**

Konstruk	Kesan terhadap Guru						Jumlah keseluruhan
	Guru Novis			Guru Berpengalaman			
	SM	SR	Jumlah	SM	SR	Jumlah	
Emosi	10	8	18	8	7	15	33
Sikap	10	13	23	12	9	21	44
Kesihatan	3	5	8	8	10	18	26

### **Perbincangan**

Bahagian ini akan membincangkan dapatan hasil kajian yang terbahagi kepada aspek emosi, sikap dan kesihatan guru sepanjang PdPr serta kesannya kepada guru novis dan guru berpengalaman.

#### **A. Emosi**

Temu bual daripada kajian ini mendapati bahawa faktor arahan yang sentiasa berubah-ubah oleh pihak Kementerian telah memberi kesan terhadap aspek emosi guru-guru semasa pelaksanaan PdPr sepanjang tempoh PKP. Berdasarkan temu bual, guru menyatakan bahawa mereka bimbang tidak dapat melakukan yang terbaik apabila pihak Kementerian sentiasa mengumumkan perubahan arahan serta menimbulkan kegelisahan apabila keputusan diumumkan secara drastik dan memerlukan tindakan segera. Dapatan ini seiring dengan kenyataan Vijayah Malar (2020) iaitu gangguan terhadap amalan atau rutin kebiasaan sedia ada menjadi punca kepada berlakunya tekanan emosi dalam kalangan pendidik. Berikutan penularan Covid-19 mencatatkan nilai kebolehhangkitan ( $R_0$ ) yang tinggi, beberapa langkah penting telah diambil pihak Kementerian termasuklah menangguh pembukaan sekolah untuk sesi pengajaran dan pembelajaran secara bersemuka. Susulan perkembangan ini, pihak Kementerian merancang satu mekanisme untuk diimplikasikan dalam sistem pendidikan agar dapat membantu memenuhi keperluan guru dan murid. Namun demikian, pendekatan drastik yang diambil ini telah menyebabkan berlaku banyak perubahan dalam sistem pendidikan serta berlakunya penyebaran maklumat yang tidak jelas. Kekeliruan ini disebabkan terdapat banyak perkara yang perlu diperhalusi dan dipertimbangkan oleh pihak Kementerian membabitkan isu PdPr kerana akan memberi impak kepada sistem pendidikan. Secara tidak langsung, situasi ini telah menyebabkan berlakunya ketidak seimbangan perasaan dan memberikan tekanan kepada guru.

#### **B. Sikap**

Hasil dapatan kajian menunjukkan guru sering mengalami kesukaran dalam memastikan proses PdPR dapat dijalankan dengan lancar dan berkesan. Hal ini kerana guru mempunyai masalah dalam mewujudkan komunikasi dua hala antara guru dan murid semasa PdPR. Menurut Mohd Khairuddin Abdullah et al (2014), proses pengajaran dan pembelajaran merupakan aktiviti yang banyak melibatkan komunikasi terutamanya antara guru dengan murid. Halangan mewujudkan komunikasi dua hala ini berlaku kerana sikap murid yang sering tidak mengikut perkembangan kelas, bosan dengan PdPR, malu untuk berkomunikasi dan ada murid yang langsung tidak memberi respon terhadap medium pengajaran yang digunakan oleh guru. Isu ini memberi kesan yang negatif terhadap corak pengajaran guru yang tidak aktif dan menyeluruh semasa PdPR. Suasana yang lesu dan suram akan membelenggu sikap guru untuk menghasilkan pengajaran yang berkesan dan menyeronokkan.

Sekain itu, guru didapati mengalami kesukaran dalam membuat penilaian semasa pelaksanaan PdPr kerana sikap murid yang tidak menghantar tugas berada pada tahap yang membimbangkan. Hal ini kerana murid tidak sempat menyiapkan tugas pada masa yang ditetapkan, tidak berdisiplin dan tidak menghantar tugas. Sikap murid yang tidak bertanggungjawab ini memberi kesan terhadap keprihatian guru bagi menjamin perkembangan murid bergerak seiring dengan proses pengajaran yang dijalankan. Walau bagaimanapun masalah ini boleh diatasi dengan sikap prihatin dan komitmen guru yang tinggi dalam mewujudkan hubungan yang baik dengan ibu bapa untuk memastikan semua pelajar menghantar tugas. Namun sejauh manakah tahap kerjasama daripada pihak ibu bapa mampu mempengaruhi sikap penerimaan guru yang positif semasa PdPR.

Di samping itu, dapatan kajian juga menunjukkan pihak ibu bapa tidak memberi kerjasama dalam membantu guru memastikan perkembangan murid semasa PdPR. Guru menyatakan kebimbangan terhadap sikap ibu bapa yang tidak memberi kerjasama dan telah menyukarkan guru untuk mengetahui perkembangan murid dari semasa ke semasa. Perkara ini disebabkan ibu bapa sibuk bekerja dan memberi segala tanggungjawab kepada guru semata-mata. Dalam situasi ini, ibu bapa perlu mengambil berat terhadap perkembangan pendidikan anak-anak kerana mereka berada dalam pemantauan ibu bapa sepenuhnya (Irma et.al 2021). Kesukaran guru untuk mendapat kerjasama daripada ibu bapa akan mempengaruhi sikap guru dalam menghasilkan pengajaran yang berkesan semasa PdPR. Justeru, ibu bapa perlu memainkan peranan yang menyeluruh dalam menjamin tahap penerimaan sikap guru yang berkualiti bagi memastikan anak-anak mendapat keperluan pendidikan yang berkesan walaupun kita perlu menyesuaikan diri dengan persekitaran pembelajaran norma baharu pada tempoh masa yang lama.

### **C. Kesihatan**

Analisis dapatan kajian menunjukkan guru-guru mengalami masalah kesihatan fizikal iaitu melibatkan masalah penglihatan mata dan sakit di bahagian bahu kerana kedudukan postur badan yang terlalu lama akibat tiada pergerakan adalah berpunca daripada pendedahan terlalu lama di hadapan skrin komputer. Pandemik Covid 19 yang melanda negara telah memberi kesan terhadap sistem pendidikan negara yang mana guru-guru perlu mengadaptasi pedagogi digital sepenuhnya sebagai norma baharu dalam pengajaran. Keadaan ini secara tidak langsung tanpa disedari turut mendatangkan kesan negatif terhadap tahap kesihatan guru-guru yang mana menghadapi masalah mata rabun yang tinggi dan masalah pada postur badan sehingga ada yang terpaksa mendapatkan rawatan fisiologi. Kementerian Pendidikan Malaysia telah mengeluarkan manual PdPR bertujuan untuk membantu guru-guru melaksanakan PdPR sebagai alternatif pembelajaran norma baharu yang mana salah satu kaedah yang dicadangkan adalah penggunaan modul dan pembelajaran berasaskan projek. Oleh itu, bagi mengurangkan kebergantungan guru-guru dengan penggunaan komputer maka penggunaan modul dan pembelajaran berasaskan projek yang dilaksanakan secara luar talian boleh dilaksanakan. Hal ini sedikit sebanyak boleh membantu guru-guru mengurangkan risiko kesihatan fizikal yang lebih teruk kesan daripada terlalu lama berada di hadapan skrin komputer.

Dapatan temubual bagi tema kesihatan menunjukkan guru-guru turut mengalami masalah stres semasa pelaksanaan PdPR yang mana masalah stres dihadapi berpunca daripada rehat yang tidak mencukupi untuk menyiapkan bahan PdPR. Menurut Mohamad Abdillah Royo dan Woo Sew Fun (2010), kekangan masa merupakan faktor dominan yang menyebabkan tekanan kerja. Tugas guru tidak berhenti setelah selesai melaksanakan PdPR tetapi tugas guru berterusan tanpa henti apabila perlu memastikan murid-murid menghantar tugas dan setiap tugas perlu disemak bagi tujuan pentaksiran. Perkara ini seharusnya

dipertimbangkan oleh pihak pentadbir dengan cara menyusun jadual PdPR agar lebih fleksibel dan guru-guru dapat melepaskan lelah setelah penat bertungkus-lumus menjalankan PdPR.

#### **D. Kesan Pelaksanaan PdPr kepada Guru Novis dan Guru Berpengalaman**

Dapatan temu bual mendapati kesan pelaksanaan PdPr sepanjang tempoh PKP memberikan impak yang tinggi kepada guru novis dalam aspek sikap. Menurut Yusof (2008), kredibiliti guru novis sering dipertikaikan terutamanya kebolehan mengawal emosi, sikap yang pasif serta lemah terhadap penguasaan pedagogi mengurus bilik darjah dengan berkesan. Sejak kebelakangan ini, perubahan situasi pengajaran dan pembelajaran menjejaskan guru-guru dengan kritikan daripada masyarakat terutamanya ibu bapa. Oleh itu, guru-guru novis terutamanya yang mempunyai pengalaman tempoh mengajar kurang tiga tahun sudah tentu berhadapan masalah untuk menyesuaikan diri dengan situasi baharu ini. Guru berpengalaman pula didapati menerima kesan dominan dari aspek kesihatan. Tekanan kerja dalam kalangan guru boleh menyebabkan berlakunya peningkatan gejala kesihatan yang terjejas seperti sakit kepala, sakit belakang, sakit leher, sakit otot dan tekanan darah tinggi (Mojoyinola, 2008). Kenyataan ini menyokong dapatan Norliyana Zakaria dan Halimah M. Yusof (2017) yang menyatakan bahawa kesan tekanan kerja yang panjang akan mempengaruhi kesihatan pekerja. Secara ringkasnya, faktor-faktor yang dikaji telah menentukan kesan yang mempengaruhi perubahan aspek sikap dan emosi bagi guru novis dan guru berpengalaman bagi kajian ini.

#### **Kesimpulan**

Struktur pembelajaran dalam bidang pendidikan turut terkesan akibat penularan wabak Covid 19. Sepanjang pelaksanaan PdPR, rata-rata media banyak melaporkan tentang kesukaran dan cabaran yang dihadapi oleh murid-murid dalam mengikuti kelas PdPR, hakikatnya fokus utama juga perlu diberikan kepada guru-guru sebagai golongan pelaksana yang turut terkesan dengan pelaksanaan PdPR ini. Hasil dapatan daripada kajian yang dijalankan oleh pengkaji mendapati guru-guru terkesan daripada aspek emosi, sikap dan kesihatan yang berpunca daripada pelbagai faktor sekeliling. Seharusnya, guru-guru diberi ruang dan peluang untuk meluahkan segala masalah yang dihadapi sepanjang pelaksanaan PdPR agar segala permasalahan ini dapat didengar dan jalan penyelesaian terbaik dapat dicapai. Gangguan emosi bukanlah sesuatu yang boleh dipandang remeh, jika tidak diatasi dengan bijak akan mendatangkan masalah lain yang lebih kronik seperti stres, kemurungan, dan masalah kesihatan. Kerjasama antara rakan sekerja, para pentadbir, murid dan ibu bapa juga amat diperlukan bagi menjamin kestabilan sikap guru yang mampu menyokong PdPR sebaik mungkin. Keseimbangan sikap yang positif guru ini penting dalam memastikan perkembangan murid semasa PdPR tidak keciciran. Hakikatnya guru memang agak kecewa kerana tidak dapat melaksanakan pengajaran secara bersemuka dengan murid di sekolah. Namun kita semua tiada pilihan dan usaha ini perlu diteruskan bagi menjamin pendidikan sepanjang hayat murid semasa pandemik ini. Oleh itu, perkongsian ilmu berkaitan dengan cara menangani masalah ini perlu kerap diperdengarkan samaada di kaca televisyen mahupun di media sosial agar tahap kesedaran tentang pentingnya kesihatan jasmani dan rohani diberi pemberatan. Langkah ini secara tidak langsung dapat membuka mata masyarakat yang juga merupakan ibu bapa dan juga para pelajar tentang besarnya pengorbanan guru-guru dalam memastikan sistem pendidikan negara terus berfungsi dengan cemerlang di saat negara sedang berdepan dengan musuh utama dunia kini.

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# GAE'S CONFERENCES 2021



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

**Date:** 23-24 January 2021

**Venue:** Penang, Malaysia

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

**Email:** [pimcconferences@gmail.com](mailto:pimcconferences@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



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

**Date:** 20-21 February 2021

**Venue:** Kuala Lumpur, Malaysia

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

**Email:** [icgbssofficial@gmail.com](mailto:icgbssofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



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

**Date:** 13-14 March 2021

**Venue:** Langkawi, Malaysia

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

**Email:** [limcconf2019@gmail.com](mailto:limcconf2019@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



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

**Date:** 3-4 April 2021

**Venue:** Ipoh, Perak, Malaysia

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

**Email:** [icebitofficial@gmail.com](mailto:icebitofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



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

**Date:** 24-25 April 2021

**Venue:** Online

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

**Email:** [icbttofficial@gmail.com](mailto:icbttofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



**5th ICGBSS 2021**

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

**Date: 27-28 May 2021**

**Venue: Kuala Lumpur, Malaysia**

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

**Email: [icgbssofficial@gmail.com](mailto:icgbssofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



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

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

**Date: 26-27 June 2021**

**Venue: Cameron Highland, Malaysia**

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

**Email: [ircmstofficial@gmail.com](mailto:ircmstofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



**2nd IRCASE 2021**

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

**Date: 26-27 June 2021**

**Venue: Cameron Highland, Malaysia**

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

**Email: [ircaseofficial@gmail.com](mailto:ircaseofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



**ICAT 2021**

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

**Date: 26-27 June 2021**

**Venue: Cameron Highland, Malaysia**

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

**Email: [icatofficial1@gmail.com](mailto:icatofficial1@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



**2nd ICMASIT 2021**

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

**Date: 3-4 July 2021**

**Venue: Langkawi, Malaysia**

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

**Email: [icmasitofficial@gmail.com](mailto:icmasitofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



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

**Date:** 1-2 August 2021

**Venue:** Kota Bharu, Kelantan, Malaysia

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

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



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

**Date:** 21-22 August 2021

**Venue:** Kuala Lumpur, Malaysia

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

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



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

**Date:** 18-19 September 2021

**Venue:** Cameron Highland, Malaysia

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

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



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

**Date:** 25-26 September 2021

**Venue:** Penang, Malaysia

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

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



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

**Date:** 23-24 October 2021

**Venue:** Sabah, Malaysia

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

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



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

**Date:** 20-21 November 2021

**Venue:** Langkawi, Malaysia

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

**Email:** [limcconf2019@gmail.com](mailto:limcconf2019@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



**4th IRCMST 2021**

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

**Date:** 27-28 November 2021

**Venue:** Kuala Lumpur, Malaysia

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

**Email:** [ircmstofficial@gmail.com](mailto:ircmstofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



**5th IRCHST 2021**

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

**Date:** 11-12 December 2021

**Venue:** Kota Bharu, Kelantan, Malaysia

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

**Email:** [irchstofficial@gmail.com](mailto:irchstofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



**3rd IRCASE 2021**

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

**Date:** 11-12 December 2021

**Venue:** Kota Bharu, Kelantan, Malaysia

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

**Email:** [ircaseofficial@gmail.com](mailto:ircaseofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



**5th ICIEL 2021**

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

**Date:** 18-19 December 2021

**Venue:** Ipoh, Perak, Malaysia

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

**Email:** [icielofficial@gmail.com](mailto:icielofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)



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

**Date: 8 September 2021**

**Venue: Online**

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

**Email: [ivcosetofficial@gmail.com](mailto:ivcosetofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



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

**Date: 2 December 2021**

**Venue: Online**

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

**Email: [ivceisofficial@gmail.com](mailto:ivceisofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**



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

**Date: 14 June 2021**

**Venue: Online**

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

**Email: [ivcoseiofficial@gmail.com](mailto:ivcoseiofficial@gmail.com); [conference2@egax.org](mailto:conference2@egax.org)**

# GAE

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# STAYS SAFE  
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