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Website: www.egax.org
Email: publication@egax.org**

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STUDENTS' PERCEPTION ON ONLINE LEARNING

Loi Chek Kim¹

¹Pusat Penataran Ilmu dan Bahasa, Universiti Malaysia Sabah (UMS) (E-mail: loick@ums.edu.my)

Abstract: *The purpose of this paper is to explore and discuss students' views of online learning with reference to Davis's (1989) Technology Acceptance Model (TAM) model. The model describes the factors that determine the acceptance of the use of computers and pertinent technologies in various technologies and user groups. This study's user group is a group of undergraduate students from a local university in Malaysia. This study attempts to explain findings relating to students' perception on their online learning as emerged from the interview data. It is mainly qualitative in nature alongside some quantitative data. It also examines students' preference for the type of learning mode for the post-COVID-19 period or when they are in a position to return to the campus. It can be deduced from the findings that the decision about using online learning in the near future is highly influenced some external factors.*

Keywords: *Online Learning, Hybrid Learning Mode, Perception, Qualitative Study, Technology Acceptance Model*

Introduction

The purpose of this paper is to explore students' views of online learning with the focus on examining students' preference for the type of learning mode for the post-COVID-19 period or when they are in a position to return to the campus. They are also asked to provide reasons for their preference when the pandemic situation improves. The findings of the present study is discussed based a framework known as Technology Acceptance Model (TAM) (Davis, 1989).

Past studies on online learning or e-learning have mainly employed the TAM model as a theoretical framework and it is known as an "empirically validated" theoretical model (Mamattah, 2016, p. 12). The TAM model is originally proposed by Davis (1989). Researchers have employed TAM to help explain and predict if a user accepts or intends to use the information technology (Legris, et. al,2003). In addition, researchers can use the model as the basis to trace how different external factors influence perceived ease of use, perceived usefulness, attitude, intention to use and the actual use of a technology.

The TAM model shows that there are four stages, namely perceived usefulness, ease of use, attitude towards usage and the behavioural intention to use (Davis, 1989). According to Davis (1989), perceived usefulness (PU) is "the degree to which a person believes that using a particular system would enhance his or her performance" (Davis, 1989, cited in Mamattah, 2016, p,12) and 'perceived usefulness' is also defined as the extent to which users believe using e-learning will enhance their learning (Mamattah, 2016). On the other hand, 'perceived ease of use' in TAM model is defined as the extent to which a user believes he or she will be able to use a specific technology without much effort and thus finds it easy to use it (Davis et al., 1989). 'Perceived ease of use' and 'perceived usefulness' can influence users' attitude towards the use of the technology and the attitude will then affect both the intention to use and then the actual use of a technology (Davis, 1989).

The study aims to explore students' perceptions on their online learning experience during the MCO period and discover the learning mode students prefer to have when they

return to the campus after the pandemic situation improves. The findings show how the different factors stated in the TAM model affect students' attitude and intention to engage in online learning. The findings can help some parties concerned for example, the educational institution to identify both the major limitations and promoters that have caused learning to be ineffective and effective respectively for their students. The findings can also contribute new knowledge to the existing literature relating to online learning among students during the COVID-19 pandemic period. In relation to the purpose of the study above, the present study attempts to answer the following research questions:

- i. What are students' perceptions on their online learning experience during the MCO (Movement Control Order)?
- ii. How do their perceptions affect their choice of learning mode in the near future and explained based on the TAM model?
- iii. What is the most preferred choice of learning mode among the respondents?
- iv. How are the present findings different from or similar to past findings?

Literature Review

In the literature, researchers classify the modes of online learning into two forms, namely synchronous and asynchronous learning. When using synchronous learning, learning occurs in real time with an instructor conducting a class and interacting with students through social platforms (Kalpana, 2010). In other words, this form of live learning (synchronous) is facilitated by electronic media. Some of the 'real life' (Mamattah, 2016, p. 7) classroom activities are such as video conferencing, chat, instant message, web conferencing and application sharing.

On the other hand, when using asynchronous form of learning, learning does not occur in real time but it allows for self-paced learning and thus gives more flexibility in the learning process (Kocur & Kosc. 2009). Some of the reference materials or tools used in this form of learning are such as databases, document libraries, e-books, forum, messaging, streaming audio, streaming video, web logs (blogs) and website links (McGreal & Elliott, 2004 cited in Mamattah, 2016, p. 8; Obasa, 2010; Obasa et.al, 2013).

In relation to fully online learning and web-assisted learning, Buzzetto-More (2013) notes that they differ in that the former is asynchronous in nature and does not allow live interaction while the latter is synchronous in nature and allows for live interaction.

On the other hand, hybrid learning or blended learning combines face-to-face interaction with online learning (with live interaction) (Allen & Seaman, 2003; Dziuban, Hartman & Moskal, 2005) and it is predicted that there will be an increase in the use of hybrid learning in higher institutions in the future (Mamattah, 2016).

Methodology

Conceptual Framework

The conceptual framework for this research is adapted from the Technology Acceptance Model (TAM) by Davis (1989). The model describes factors that determine the acceptance of the use of computers and pertinent technologies in various technologies and user groups. Based on the TAM model, this study attempts to explain the findings relating to students' perception on their online learning as emerged from the interview data.

Qualitative and Quantitative Methods

The present study is both qualitative and quantitative. However, the study is mainly qualitative in nature. Prior to the interview, a survey form was given to the respondents to fill in. A survey form was given for them to tick in the column that indicates their preferred

choice of learning mode. Choices of learning modes given in the form are, namely hybrid, fully face-to-face and fully online. An explanation was given to the respondents on the definition for each of these three types of learning modes prior to filling in the form. Frequency and percentage of respondents opting for the choice of learning mode they prefer, were tabulated.

Alongside employing the quantitative method, the present study uses the qualitative research method to help seek greater understanding of experiences (Gridley, et al. 2009). To obtain the qualitative data, an interview was carried out to obtain insight into the students' perceptions and views on their preferred choice of learning mode when they return to the campus after the pandemic situation has improved. Their perceptions were based on their online learning during the pandemic.

In the interview, students were asked to provide their response to the following question:

- (i) What is your preferred choice of learning mode upon your return to the campus after the pandemic situation has improved? Why?

Participants and Recruitment

Forty-one undergraduate students in a local university were recruited for an interview. These interviewees are selected from a purposive sample. The purposive sample comprises firstly, students of 20 years old and above and who are not in their first year of study (so that they at least have some online learning experience using the university management system prior to the unprecedented COVID-19 pandemic) and secondly, students who have obtained at least an upper band 3 for their MUET (Malaysian University English Test) results as English was the language used for the interview.

The primary researcher carried out the recorded interview via Google Meet platform. In order to maintain confidentiality of the participants, the present study does not reveal the student respondents' names. The researcher also transcribed the recordings and then analyzed the data based on the themes and reasons that emerged in the data.

Results

When respondents were asked to indicate their preferred choice of learning mode upon their return to the campus after the pandemic situation improves, 61% (25 out of 41 respondents) indicated that they would prefer the hybrid learning mode, 39% (16 out of 41) indicated that they would prefer the full face-to-face learning mode and no student has opted for full online learning mode (see Table 1).

Table 1: Choice of Learning Modes

Learning mode	Frequencies	Percentage
Hybrid	25	61
Full face-to- face	16	39
Full online	0	0
Total	41	100

The above results show that hybrid (61% of the respondents) is the most preferred choice of learning mode followed by fully face-to-face (39 % of the respondents) and fully online (0%).

The respondents were then asked to give the reasons for their preferred choice of learning mode. Below are some of the major reasons given by the interviewees.

Hybrid Learning Mode

Certain courses need more practical exposure

Respondents indicate that they prefer the hybrid approach because it gives an alternative to courses that need students to engage in some practical work as shown in the following comment:

I prefer mixture of face-to-face and online learning (hybrid) when I am back to the campus when the semester reopens. Some lab assessments required technical skills needed by the industry. Although the online learning sometimes could drag some time because of technical problems and late participation of students, I could save up the time from transportation, reading the lecture notes online and whenever I have questions, I could ask in the forum from the university website. It encourages my learning process as well as partially reduced risk of online exposure.

Similarly, another respondent stresses that lessons for courses such as those which involve calculation, are best conducted via face to face. However, she further explains that “half for each is the best way to balance students’ time”:

I think I prefer half face-to-face and half online (hybrid in this ratio of delivery). Both ways of learning have their own benefits and disadvantages. Therefore, half for each is the best way to balance the students’ time. Some theories can be conducted online to save time and lessons with calculation are better conducted face-to-face for better understanding. Lab session is also better conducted face-to-face as it requires a lot of practical lab skills. Students also have time to interact and communicate with their course mates in doing some group tasks. Students can wisely use the school facilities such as library to search for more information from books and journals.

Saving time, eco-friendly, and convenient when engaging in online learning

The participants note that online learning in the hybrid mode will suit those programmes which include less practical exposure and save students’ time from having to travel to and from physical classes. This enables students to learn from the comfort of their home and thus they find the learning process convenient. Some of the students feel that by not using hardcopies, this makes online learning eco-friendly. These views are reflected in the following comments.

Overall, I prefer half online and half face-to-face learning... Online learning is good....I think online learning makes everyone’s life simpler and convenient. Students and lecturers do not need to wake up early to class; they can get enough sleep.

My most preferred type of learning environment is half online and half face to face because both have their benefits for example, online learning allows us do our assignments and quizzes online so that we only need to upload and not print the hardcopies... now that’s eco-friendly.

Internet service is quite expensive to afford

Some respondents choose half online and half face-to-face as their preferred choice of learning mode instead of fully online in order to avoid additional cost incurred for subscribing to the Internet or WIFI data and buying electronic devices in order to access to online classes and educational resources. As stated by one respondent, she needs to face “financial burden” to have “a better Internet access” and another student states that if online classes are to be continued, “an allowance for Internet fees” would be helpful. Students’ views are presented below:

I can agree to half online and half face-to-face learning but if lessons are conducted fully online, I need to face financial burden and I am afraid PTPTN is not enough to cover my expenses as I need to pay extra for a better Internet access.

Personally, I am down for both online and face to face learning modes (hybrid mode). At first, I thought online class is a burden, but now I think I can fit myself with online classes...But if we are to continue with online class, I think students should have an allowance for Internet fees.

Poor access of the Internet in rural areas

The same student continued that her preference for the hybrid mode (half online and half face-to-face) is also due to her concern for students who live in rural areas which have low or no accessibility of the Internet as reflected in her statement that "...This is also not fair for those students who stay in rural areas".

COVID-19 SOP concern

Here, some respondents feel that hybrid learning will provide an alternative, that is to replace a fully face-to-face class with a partially online one as a preventive measure against the spread of COVID-19 if the pandemic situation has not fully recovered when they return to the campus. A response in support of this view is presented below:

I prefer half online and half face-to-face learning mode. In my opinion, any face-to-face class contains the risk of the spread of COVID-19, as the pandemic of COVID-19 in Malaysia is getting unstable recently. When the face-to-face class is conducted for the hybrid mode, I am expecting that the class will be conducted in a smaller size, and for big classes (courses taken by students from a few programs), these classes need to be conducted online. This is to prevent the spread of COVID-19 as it will be very troublesome once it spread in campus. Hence, the safest learning environment would be online learning for big classes. Face-to-face classes shall only be resumed after months of the real stability or when vaccine is discovered.

Completely Face-to Face Learning Mode

Following the hybrid learning mode, the next preferred learning mode is completely face-to-face as shown in Table 1 that 16 out of 41 students (39% of the students) prefer to learn in a completely face-to-face class when they return to the campus. The following responses reflect this phenomenon:

Clear explanation and immediate response from lecturers

Respondents are in the view that face-to-face learning is effective due to the fact that students are able to "hear lecturers clearly" and they can "directly ask questions from lecturers" as noted by a respondent as follows:

I prefer completely face-to-face mode of learning because I can hear lectures clearly and ask questions to and receive answers from the lecturer directly...

More interaction between lecturers and students

Some respondents prefer fully face-to-face learning (classroom-based learning) because they believe such learning provides the means to "chat with friend and lecturers directly" instead of having the interactions "in front of a screen". They also believe that "face-to-face learning is more interactive than e-learning". Similarly, another respondent feels that through face-to-face classes, he, "can learn more effectively as there are more interactions between lecturers and students" and he "would get the chance to interact with the lecturers". It can be seen that

this group of respondents does not find a synchronous form of e-learning (where participants can interact with their peers and instructors instantly via online platform) as effective as a direct interaction in a physical classroom.

As shown in the data tabulation in Table 1, no respondent has chosen fully online learning as his/her preferred choice of learning mode. This could be due to two main reasons as emerged in the interview data (as presented earlier), namely (i) high cost incurred to subscribe the Internet data in order to access to online classes and (ii) poor/low Internet connectivity at particular areas especially at rural areas.

Discussion

In this regard, the research shows that respondents demonstrate different preferences and views on their most preferred choice of learning mode upon their return to the campus. Most of the respondents that is, 61% of the total respondents (25 out of 41 respondents) prefer the hybrid mode, that is the combination of face-to-face and online learning mode.

The preference for the hybrid mode is based on the following rationale reflected in students' responses. Firstly, a mixture of face-to-face and online in the hybrid learning mode helps to reduce students' expenditure on expensive Internet service cost, allows especially students who face poor Internet connection at their homes to learn in a physical classroom and enables students to engage in practical work that is required in their course for example, lab work. On the other hand, fully online classes are convenient, time saving and eco-friendly. COVID-19 concern is another good reason to attend the online classes instead of the physical ones.

As shown in the results, fully face-to-face learning mode is preferred by 39% of the respondents (16 out of 41). Students choose this learning mode as their preferred one due to reasons such as they are able to get clear explanation and immediate response from their lecturers, to have more interaction between them and their lecturers and to find a good solution to the poor Internet access. However, some students are reluctant to opt for fully face-to-face though they can enjoy the benefits of face-to-face learning. This is because they are concerned about the possible spread of the COVID-19 virus among students in a physical classroom and the implementation of the SOPs (standard operation procedure) if the pandemic situation has not fully improved when they return to the campus.

No respondent has opted for fully online as his/her preferred choice of learning mode. The two main reasons seem to be related to the financial burden for having to subscribe to the heavy Internet data and the high chance of having poor/no Internet access at rural areas.

Based on the interview data, respondents have both positive and negative views about online learning. The positive views on online learning have encouraged them to opt for more online learning in the near future (post COVID-19) while the negative views have caused them to opt for less online learning. This is in line with the TAM model which shows that users' attitudes (positive or negative feelings) about online learning, developed over a period of time (see Davis et al. 1989) can predict their intention to use the online learning in the near future.

As it is shown in the present findings, the priority of the respondents is hybrid form of learning mode and followed by fully face-to-face. No preference was given for fully online learning mode. In contrast, in Maryland State University study, the priority is hybrid form of e-learning, followed by fully online learning and fully classroom learning.

Conclusion

This paper attempts to explore students' perceptions on online learning. Perceptions were obtained from students from a local university in Malaysia and the Technology Acceptance

Model (TAM) was used to explain the findings of the study. Among some of the noteworthy findings of this paper are as follows. In general, e-learning is perceived to be useful. Online learning mode enables students to learn at their convenience. In addition, they can save their time for not needing to travel to physical classes as well as promote creativity and innovation in learning. However, at the same time, students experience some limitations in online learning such as additional cost incurred for the Internet or WIFI usage, high chance of poor or no Internet accessibility at where some students live, especially at the rural areas and a less conducive home environment that causes learning distraction. This research further shows that in spite of the above limitations of online learning, the hybrid learning mode which involves the use of some extent of online learning alongside face-to-face learning is the students' most preferred learning mode in the very near future.

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SUITABILITY OF SULH IN ADDRESSING CHILD CUSTODY ISSUES IN SITUATIONS WHERE EMOTIONAL DISTRESS IS OVERWHELMING

Norman Zakiyy¹
Maizatul Farisah Mokhtar²
Hasnizam Hashim³

¹Faculty of Syariah and Law, Universiti Sains Islam Malaysia (USIM), Malaysia, (E-mail: zakiyy@usim.edu.my)

²Tamhidi Center, Universiti Sains Islam Malaysia (USIM), Malaysia, (E-mail: maizatulfarisah@usim.edu.my)

³Faculty of Syariah and Law, Universiti Sains Islam Malaysia (USIM), Malaysia, (E-mail: hasnizam@usim.edu.my)

Abstract: *Sulh has been used to resolve numerous types of disputes, including hadhanah (child custody) issues in the Syariah Court. However, its effectiveness in resolving child custody cases that involve emotional distress needs further investigation. This study adopts a qualitative method and relies on library-based resources. Data were analysed descriptively from a literature review on sulh and emotional distress. This study finds that sulh is a less suitable dispute resolution mechanism for a child custody dispute where emotional distress is present. An early reality check on each party's mental capacity might be a worthy effort to determine whether a child custody case is suitable to be resolved by way of sulh or trial.*

Keywords: *Sulh, Child Custody, Emotional Distress*

Introduction

Malaysia records an increasing number of mental cases and thus is a national concern. Records from health helplines showed that there are more than 37,000 phone calls thus far relating to mental health (Lim, 2020). Emotional distress is a term that is widely used to describe a person who is mentally disturbed. According to the Merriam-Webster dictionary, the legal definition of emotional distress is “a highly unpleasant emotional reaction (as anguish, humiliation, or fury) which results from another's conduct and for which damages may be sought — called also emotional harm, mental anguish, mental distress, mental disturbance, mental suffering.” In addition, MedicalNewsToday (2021) mentions that emotional distress is likely caused by a strained relationship with spouses, family members, or friends. In relation to emotional distress, the Syariah Court deals with cases relating to domestic abuse, injunctive applications against physical harassment, child custody battles as well as interim custody orders. It can therefore be surmised that spouses and children may suffer from emotional distress. Thus, it is pertinent for Syariah Court to take serious attention to issues relating to emotional distress especially in hadhanah (child custody) matters.

In Malaysia, sulh is a court-annexed form of mediation in the Syariah Courts and is used as an alternative to court adjudication to resolve hadhanah matters (Ramizah, 2008). According to Ramizah (2007), sulh involves an agreement between two parties who agree to abide by certain terms as settlement. Parties who look forward to an amicable settlement will be assisted by a mediator in a neutral way towards the resolution of their dispute (Mackie et al. 1995). Sulh is like mediation in the sense that it is therapeutic (Greenspan, 1990). However, the issue at hand is whether a party who suffers from emotional distress can be mentally stable in a sulh session of a hadhanah case. As of to date, there is a scarcity of

references especially in court cases on the need to identify emotional distress as a consideration in determining whether a child custody dispute is suitable to be resolved via such or trial in the Syariah Court.

Several research questions are listed below to draw the objectives of the study. The questions are as follows: (1) What are the impacts of emotional distress on the parties' ability to negotiate in child custody cases? (2) What are the impacts of hadhanah on the welfare of children who are emotionally disturbed? Main objective of this study is to analyze the suitability of sulh in addressing hadhanah (child custody) issues in situations where emotional distress is overwhelming. The specific objectives are: (1) To analyze the impacts of emotional distress on the parties' ability to negotiate in child custody cases; and (2) To analyze the impact of the inappropriate custody order to the welfare of emotionally distressed children.

Early detection of the symptoms of emotional distress is crucial even though it presents a host of challenges for judges, custody evaluators, and sulh officers (mediators). Identifying parental capacities or incapacities and vulnerabilities early in the stage of the litigation process is crucial to guide the court to decide on the best avenue to resolve issues on custody and parental access.

Literature Review

The Sulh Work Process Relating to Hadhanah Cases

Sulh is a form of settlement endorsed and encouraged in Islam (by virtue of Quranic verses namely verse 128 chapter An-Nisa' and An-Nisa' 114 and al-Hujarat verse 9). In Malaysia, sulh is a legalized process of court-annexed mediation applicable to all Syariah courts in the various states. For instance, sulh is provided under section 99 of the Syariah Court Civil Procedure (State of Negeri Sembilan) Enactment 2003 [N.S. P.U. 5/2004]. It is conducted according to the *Manual Kerja Sulh* introduced by the Syariah Judiciary Department of Malaysia (JKSM).

A standardised sulh process in a custody case as practiced in many Syariah courts in the various states in Malaysia will normally begin after a case is registered in the Syariah courts. The work process of sulh procedure involves several court officials (namely Registrar, Senior Assistant Registrar, sulh officer, and the judge). The sulh process is conducted according to JKSM Practice Direction No.3 the year 2002, Sulh Work Manual of JKSM 2002 and the Sulh Officer Ethical Code of JKSM 2002. The sulh session provides opportunity for the parties to voice their opinions without being tied by strict procedural rules of a litigation process. Sulh is an effective alternative dispute mechanism for a variety of issues on family disputes and ancillary claims, including hadhanah (hereinafter referred to as child custody or interchangeably as hadhanah) issues. As an example, the sulh procedure rules are applicable to child custody cases as specified in the First Schedule (Subrule 2(1) of the Syariah Court Sulh Procedure (Negeri Sembilan) Rules 2016 (N.S.P.U.2). Terms of a settlement agreement made in a sulh session will be prepared by the sulh officer and later endorsed and recorded as terms of a consent judgment in the court and are legally enforceable. As an example, see sections 11 and 12 of the Syariah Court Sulh Procedure (Negeri Sembilan) Rules 2016 (N.S.P.U.2). A failed sulh (where no mutual agreement in whole or any part thereof is agreed upon) means that the dispute will be fixed for a trial before a judge (JKSM Practice Direction No.3 the year 2002). A trial involves, among others, the calling of witnesses and the tendering of documentary evidence. The litigation process in a trial enables the court to make a sound and just decision. Any party aggrieved with the court's decision has the liberty to appeal to the Syariah Court of Appeal.

Issues On Sulh Process Involving Emotional Distress in Child Custody Cases

Sulh is generally effective where a continued relationship exists between the parties and a compromise between conflicting interests is regarded as the best solution. Sulh session is private in nature. As an example, section 16 of the Syariah Court Sulh Procedure (Negeri Sembilan) Rules 2016 (N.S.P.U.2) stipulates the need to preserve confidentiality whereby “a sulh officer shall not disclose any communication in the Majlis Sulh to any party including the Court after the completion of Majlis Sulh, whether the sulh is successful or otherwise.” Since sulh is a private and confidential session, not much is known about the effects of emotional distress to each parties’ ability to present their cases, co-operate, negotiate, or form a unanimous opinion on important aspects of hadhanah (such as the right to custody and visitation hours) during the sulh session.

The various State Islamic Family Law Acts generally provide that the Syariah court shall place the welfare of the child as of paramount importance in a child custody matter. A recent study conducted by Abdul Hak et. al (2020) shows that sulh plays a vital role in safeguarding the interests of children by protecting their rights as outlined in Maqasid Shariah (objectives of the Syariah). Under the JKSM Practice Direction No.3 year 2002, a custody case will be referred to sulh before placing it on the litigation track. However, not much information can be derived from available courts judgments or available written information issued by the courts that show the court has taken notice of the psychological impacts of custody rights to children who are emotionally distressed and traumatized by their parent’s divorce and subsequent parenting plan which are made via sulh.

Findings and Discussion

This study finds that sulh is unlikely a suitable dispute resolution mechanism to resolve a custody dispute if it involves a party who is suffering from emotional distress and/or mental disorder(s). In line with Syariah (Islamic law) and the relevant applicable Islamic Family laws, an early check on each party’s mental capacity to bring forth his(her) respective case must be determined by the Syariah court before deciding whether a child custody case is suitable to be resolved by way of sulh or trial.

Impact Of Emotional Distress to The Parties’ Ability to Negotiate in Child Custody Issues in a Sulh Session

The parenting capacity of a parent who suffers from mental illness is a matter that should be taken seriously in a child custody dispute (Deutsh, 2016). Emotional distress can be present in a spousal relationship that is filled with violence. A strain in spousal relationships may be caused by domestic violence. Section 2 of the Domestic Violence Act 1994 of Malaysia among others, stipulates acts that amount to domestic violence as follows: “(1) Wilfully or knowingly placing, or attempting to place, the victim in fear of physical injury; (2) causing physical injury to the victim by such act which is known or ought to have been known would result in physical injury; and (3) compelling the victim by force or threat to engage in any conduct or act, sexual or otherwise, from which the victim has a right to abstain.” Victims of domestic violence are generally women. Recently, there is a steady increase in domestic violence cases, following the COVID-19 pandemic. Based on data gathered from the Women and Family Development Ministry, 1,893 calls were made from distressed women up to March 2020. The Ministry revealed that the main issues were linked to financial problems, marital problems, and domestic violence (News Straits Times, April 4, 2020). A spouse or former spouse can be dominating and control his or her spouse or former spouse using violence or threat (Abdul Ghani et al.,2017). In practice, a spouse who intends to avoid such violence may apply for an Interim Protection Order (IPO) during a police investigation and a

Protection Order (PO) once the case has been filed in court. The American Psychiatric Association (APA) warns that a spouse who suffers from sexual violence or injury is likely to suffer from Post-Traumatic Stress Disorder (PTSD). Apart from PTSD, a spouse also might suffer from obsessive-compulsive disorder (OCD) before or after divorce. According to Mymodern law (2021), OCD “can impact relationships and affect a person’s thoughts on divorce and custody arrangements.

Apart from that, the provisions in the Islamic family Law Acts in the various states also embody the principle that the welfare of the child is of utmost importance and requires the mother to be religious, responsible, and mentally sound (see, for example, section 82 of Islamic Family Law (Federal Territories) Act 1984). Section 83 of Islamic Family Law (Federal Territories) Act 1984 states that in certain circumstances, the mother would lose her right to custody of a child if she remarried and her marriage will affect the welfare of the child.

Based on the above explanation, it can be safely surmised as follows:

Firstly, a thorough reality check on each party’s mental capacity to bring forth his(her) respective case must be determined by the Syariah court before deciding whether a child custody case is suitable to be resolved by way of sulh or trial. Sulh is unlikely a suitable forum to resolve a custody dispute if it involves a party who is suffering from emotional distress and/or mental disorder(s). This is because the party is mentally incapacitated to discuss and make sound decisions. On the issue of custody and parental access, the court needs to uphold the interests of the child by considering the mental health of the child, namely by determining whether the child is suffering from emotional distress because of one or both of his parents’ actions. In both situations, a trial is more appropriate as it allows the court to make a sound decision based on evidence, and the consideration from the point of facts and law.

Secondly, PTSD and OCD may affect the sufferer’s mental capacity and in making sound decisions. A sufferer of PTSD might be traumatized and suffers from stress and depression and even has flashbacks of sexual violence or serious injury caused by his or her spouse during the marriage. On the other hand, a sufferer of OCD might be overly confused, become judgmental and critical of his or her former spouse. Although subsection 10(3) of the Syariah Court Sulh Procedure (Negeri Sembilan) Rules 2016 allows the Sulh Officer to determine the issues, interests of the parties, and options of settlement, it is unlikely that he may get the parties to cooperate with him if one of the parties is mentally unstable. The scenario of the Majlis Sulh might also turn into a ‘battle ground’ or where one party withdraws from the session, leaving the sulh officer with little choice but to terminate the session (see, for example, section 13 of the Syariah Court Sulh Procedure (Negeri Sembilan) Rules 2016 (N.S.P.U.2) on Termination of Majlis Sulh). The inability of parties to agree mutually on certain terms means that an agreement does not exist within the meaning of Article 1531 of Majallah al-Ahkam Al-Adliyya which defined sulh as a contract removing a dispute by consent.

Thirdly, cooperation between the parties is quite impossible in a sulh session of one of the parties suffers from emotional distress. Sulh requires two disputing parties to co-operate with each other to achieve a peaceful settlement of issues (Zaleha Kamaruddin, 2014; Md Shahadat Hossain, 2013). In refutational sulh (sulh inkar), a party who makes a claim might be willing to compromise to end a dispute especially when he or she fails to support his claim with evidence (Hosainy, 2007). In such a situation, a party who is emotionally distressed might not even make a sound decision if he or she compromises with the other party. In such a situation, it must be borne in mind that factors contributing to unsuccessful sulh are: (1) if either one or both parties discuss(es) with emotion or wishes to retaliate; and (2) either one or

both parties have no ability to make any decision. (Jabatan Kehakiman Syariah Negeri Selangor). Under such circumstances, it is unlikely the sulh process is a suitable forum for the parties (who are incapacitated to think rationally due to emotional distress) to discuss custody and parental access arrangements.

Lastly, denomination of control of a spouse might cause power imbalance in a sulh session. In the light of such a situation, the existence of an APO and a PO clearly are setbacks towards the parties' or one of the parties' abilities to negotiate a mutual agreement with his or her spouse regarding child custody issues.

Impact Of Inappropriate Custody Order to The Welfare of Emotionally Distressed Children

Generally, child custody orders benefit some persons but leave an impact on other persons' lives which might not recover fully (Amato, 2004). Children who found themselves under an inappropriate custody order may suffer from depression. In relation to this, the Syariah courts have been consistent in the past and present times in holding to the principle that the welfare of the child is of utmost importance. This stand is evident in the early cases of Wan Abdul Aziz v Siti Aishah [1975] 1 JH 47 and Wan Abdul Aziz v Siti Aishah [1977] 1 JH 50. In the former case, the Appeal Board set aside the decision of the court of the first instance on the ground that the child deserved to stay with her paternal grandmother who had brought her up. In the latter case, the Board of Appeal upheld the decision of the court of the first instance.

The various governing Islamic family Law Acts and Enactments in the states provide that physical custody of a child is given to the mother. For instance, section 84(1) of Islamic Family Law (Federal Territories) Act 1984 provides that, "the right of the hadinah to the custody of a child terminates upon the child attaining the age of seven years in the case of a male, and the age of nine years, in the case of a female, but the Court may, upon application of the hadinah, allow her to retain the custody of the child until the attainment of the age of nine years, in the case of a male, and the age of eleven years, in the case of a female. (2) After termination of the right of the hadinah, the custody devolves upon the father, and if the child has reached *mumayyiz* (age of discernment), he or she shall have the choice of living with either of the parents, unless the Court otherwise orders." Thus, a child below the age of *mumayyiz* (age of discernment) (9 to 11 years for a girl and 7-9 years for a boy) should be given custody to the mother. It means a child who has reached *mumayyiz* will be given the choice to choose whoever he or she wants to stay with.

Although a child above the age of *mumayyiz* will be given the choice to choose whoever he or she wants to stay with, this does not mean that there would not be any likelihood of a struggle in custody issues. Sometimes, divorcing parents in a contested custody dispute can behave irrationally and shockingly cruelly. The most disturbing method of parents in a custody struggle would be using their children's pets to try to get what they desire or as retaliation for not having gotten what they desire (Kass, 2014). In such a situation, children who find themselves inseparable from their pets would be easily influenced to state their 'wishes' about who they would want to live with. According to the National Institutes of Health, United States Department of Health, interacting with animals may lower levels of cortisol (a stress-related hormone) and lower blood pressure apart from reducing loneliness, increasing social support, and boosting one's mood. (National Institutes of Health, United States Department of Health, February 2018). However, children who live with a tormenting parent who keeps their beloved pets may still suffer from emotional distress.

Johnston and Straus (1999) find that children can be traumatized in supervised visitation services. The findings of the study by Ayoub, Deutsch, and Maraganore (1999)

emphasize the impact of marital conflict in predicting increases in the child's emotional distress. The child who witnesses domestic violence are more likely to develop emotional distress symptoms. A combination of relevant family life experiences taken jointly, including the level of marital conflict, marital violence, the mental health of one or both parents, and the nature of visitation, all contribute tremendously to the child's emotional distress. Further to that, it is also not uncommon nowadays to find children to be traumatized especially when they have witnessed one or both of their parents struggling with mental illnesses such as OCD. However, some children choose to bear with their parents' erratic moods (Rittner, 2018).

Studies have shown that children are subject to parental abuse (Noor, 2015) and abandonment in the form of physical, sexual, education, and mental (Nurul Izzah Izzati Hashim, Wafaa' Yusof and Zuliza Mohd Kusrin, 2019). Alavi et. al (2021) mention of a case where the mother is ignorant that her spouse abused their children sexually. Newspapers report on such abuses are aplenty. Recently, the Star (newspaper) reported that the Ministry of Women and Community Development found that almost 30% of child abuse cases were victims of physical and sexual abuse. (The Star, 2021). The Social Welfare Dept of Negeri Sembilan recorded physical abuse topped the list followed by sexual abuse, child neglect, emotional abuse, and abandonment (Malaymail, 14 July 2021).

In a Majlis Sulh, the Chairman is allowed to take evidence from the parties. This is stated, for instance, under rule 5 of the Shariah Court Civil Procedure (Sulh) (Federal Territories) Rules 2004. However, the parties or children (if they are allowed to attend the sulh session) might not demonstrate symptoms of emotional distress during the sulh session.

Based on the above discussion, the best forum for the resolution of custody issues that involve emotional distress is the court itself. When there is a foul play by any of the parties, it is in the best interests of the child to have the court deal with such a matter. The court would be the proper forum to decide on matters of allegations where justice requires a party who makes a claim to support his claim by tendering evidence. In this connection, there are several verses in Al-Quran which stressed on the importance of providing evidence in proving a dispute (see Al-Quran. Al-Baqarah 2:282-283; Al-Baqarah 2: 283 and Al-Hujurat 49:6).

Suggestions

Since emotional distress has a great toil on the interests of the parties as parents and their children, it is suggested that sulh may not be used as the forum for settlement of child custody issues. If parties are unable to control their emotions during the sulh session, things might become heated and joint communication will come to a halt.

Conclusion

In summary, complex custody cases with issues of emotional distress must be treated differently compared to ordinary custody cases with little or undisputable issues where the court orders are based on Islamic family Laws. In ordinary custody cases, it is generally expected that the sulh officer is skilful enough to convince and guide the parties to cooperate and search for a point where the parties can reach an agreement. Such agreement must be just and enforceable later in the form of the recorded consent judgment.

The challenges in using sulh to resolve a child custody dispute where emotional distress is overwhelming should not be taken lightly. This is because any decision made on custody and parental access has far-reaching effects in terms of practicality and mental health of both the parents and their child(ren). One main consequence of emotional distress to the parties' ability to negotiate in child custody cases includes the inability to discuss rationally.

Inability to discuss rationally has the effects of jeopardizing the interests of the party in distress and even the child(ren) of the parties. Apart from that, custody and parental access must emphasize the children's needs and feelings.

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THE PROFITABILITY FACTORS INFLUENCING OF ISLAMIC BANKING IN MALAYSIA

‘Irfan Bin Burhanudin¹
Dr. Norshafizah Binti Hanafi²

¹Universiti Utara Malaysia (UUM) Kuala Lumpur, Malaysia, (E-mail: irfandon833@gmail.edu.my)

²Universiti Utara Malaysia (UUM) Kuala Lumpur, Malaysia, (E-mail: norshafizah@uum.edu.my)

Abstract: *The purpose of this research is to investigate the relationship created between the determinants of; liquidity, asset management and economics factors towards the profitability ratio of the Islamic finance in Malaysia. Islamic banking refers to a finance or banking activities that complies with Shariah law and principles which guided by Islamic economics. Since 1983, Islamic banking has developed in Malaysia with the introduction of Islamic Banking Act 1983 and the Government Investment Act 1983. The data was collected using secondary data from the annual reports of the selected Islamic banks through their own website or Bursa Malaysia which is considered as private and confidential. This data covered for five (5) years from the period of 2015 until 2019. Managerial Efficiency Theory of Profit was used to support for variables in this study. Eviews Version 10 was utilized to analyse the data and explain the describing the analyses or tests of each determinants or variables involved by using table, histogram and diagram. This study is expected to contribute benefits to the banking industry and the country in order to manage their financial performance as well as increase their profitability. Findings of the research revealed that these three variables have significant relationship with the profitability ratio of Islamic finance in Malaysia. The recommendation for the related issues faced by Islamic finance also discussed to solve its problems.*

Keywords: *Liquidity, Asset Management and Economics Factors, Profitability Ratio, Financial Performance, Islamic Banking and Finance*

Introduction

Banks are playing vital role in our society, and it is impossible to imagine a life without banking. In other words, banks are supposed to be oxygen of an economy. Government of any country strengthens their economy through “Monetary Tools” via banking system. Furthermore, all financial and individual business transactions that we are being involved in are done through banks. In spite of advantages of conventional banking, disadvantages have also come out from it. As we noticed, financial and economic crisis of twenty first century has occurred mainly due to conventional banking system. Islamic bank models are one those models which will help to get rid of “interest” and consequences of its non-payment. All tools of Islamic banks are according to Shariah mode of financing which is interest free.

In 1983, the first Islamic bank in Malaysia was set up. In 1993, merchant bank, commercial bank and financial institutions were permitted to provide Islamic financial products and services through the Islamic Banking Scheme (IBS). In 2015, the rundown of banks in Malaysia offering Islamic items have developed to 16 banks. The National Shariah Advisory Council also established at Bank Negara Malaysia (BNM) informs BNM on the Islamic perspectives with respect to the tasks of these establishments, and on their products and services. In term of financial performance, Islamic banks have been growing rapidly in past decades and becoming more popular among the customers in the worldwide including

Malaysia. Bank Negara Malaysia (BNM) confirmed the Islamic banks' total financing rise remarkably every year. Islamic financial industry in general showed estimable outcomes in 2005, with profitability and assets outperforming interestingly the RM1 billion and RM100 billion limits individually.

Problem Statement

According to the report by International Monetary Fund (IMF), profits of Islamic banks are low because they have higher overheads and structural costs. Islamic banks' lower profitability could be ascribed to the higher overhead cost to revenue ratios due to start-up capital of foreign Islamic banks. From the past five years, Islamic banking and finance have been facing a lot of challenges and issues which include on their performance in term of profitability. The costs incurred of independent Islamic banks are somewhat higher compared to the dependent Islamic banks, as the latter receive the profit from the profit-sharing platform. Thus, there is a need to study on why the profitability of Islamic banking and finance is not high compared to other banks. In last few years, it has been observed that people are interested in financing and investing in Islamic modes of financing and investment. They are keen to get rid of interest in any way therefore other conventional banks are also opening their Islamic windows in order to retain and increase their market share (Mohammad Asadullah, 2017).

Islamic banking in Malaysia are all around promoted with great and enhancing asset quality, however liquidity and profitability proportions are low and large scale monetary risks from low oil costs are increasing. So, it is important to study on how the Islamic banks managed their liquidity and affects their profitability. The non-performing financing ratio for Islamic bank is low and decreasing and aggregate capital adequacy ratio is above the legal prerequisites. The risk return in the Islamic banking industry keeps on managing well, supported by active risk depletion plans followed by Islamic banks. In term of assets, the banks hold variable rate assets in the financing book, mostly in the form of Murabahah, Ijarah and Musharakah contracts. While in term of liability, Islamic banks issued more fixed rate to fund the Islamic products such as Tawarruq with longer maturity contracts to reduce the re-pricing gap against Islamic banks' fixed rate assets.

Bolarinwa and Soetan (2019) and they demonstrated that defilement or corruption affects the productivity and profitability of commercial banks in both growing and developed countries. Furthermore, economics factor can be the issue that impact the profitability of the Islamic banking and finance. In this case, inflation could be one of the economics factors that affect the profitability of Islamic banking and finance. Inflation will make the interest rates higher which eventually provide more opportunity for the Islamic banks to generate profits. Based on that situation, this research was conducted to investigate the relationship between the determinants of; liquidity, asset management and economics factors towards the profitability ratio of the Islamic banking and finance in Malaysia between the period of 2015 until 2019.

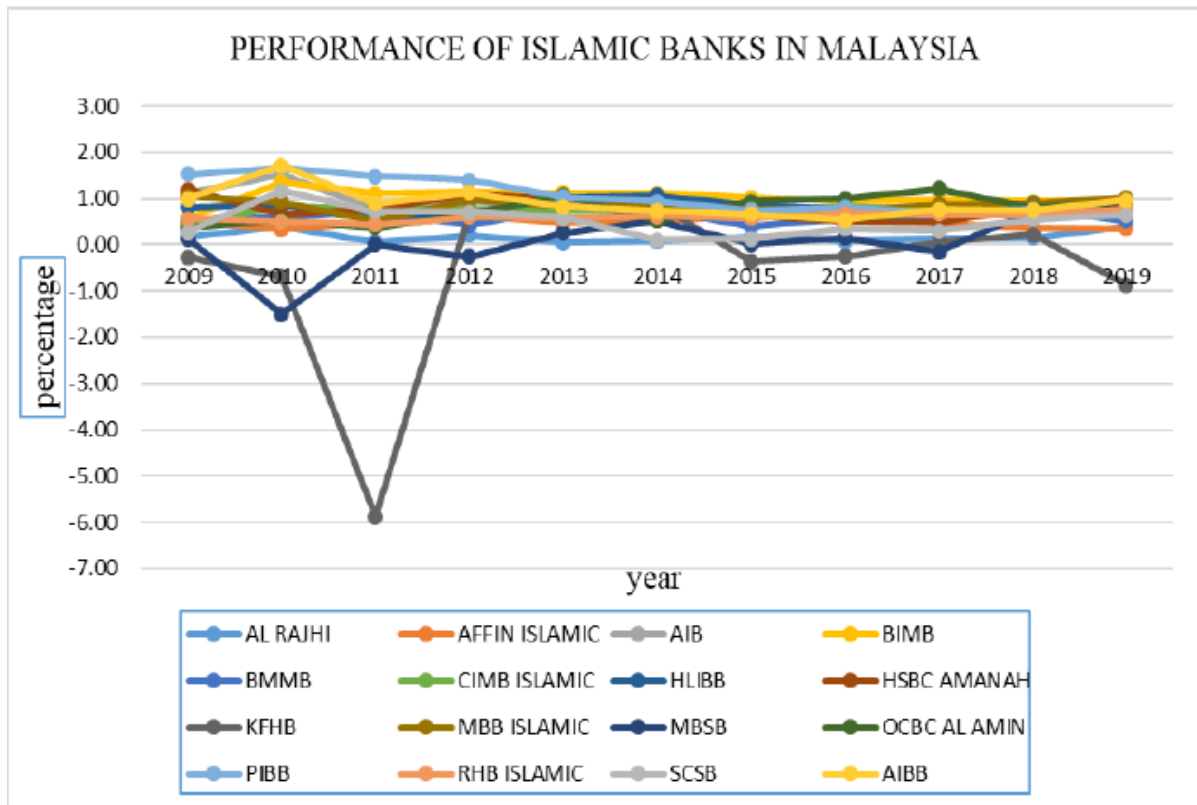


Figure 1 Performance of Islamic banks in Malaysia in the period 2009-2019 (%)

Source: Fitch Connect Database, 2019

The graph above was derived from the Return on Assets (ROA) of the Islamic banks in Malaysia from the period of 2009 until 2019. It can be seen that the performance of Islamic banks are fluctuated between the periods of 2009 until 2011. It is very important to study on how the Islamic banks manage their assets, expenses and liquidity as well as the economics factor which can impact the profitability of Islamic banking in Malaysia.

Research Objectives

The research objective for this study as below:

- i. To examine the relationship between liquidity and profitability ratio of the Islamic banking and finance in Malaysia.
- ii. To examine the relationship between asset management and profitability ratio of the Islamic banking and finance in Malaysia.
- iii. To examine the relationship between economics factors and profitability ratio of the Islamic banking and finance in Malaysia.
- iv. To analyse the most influential factor that influences the profitability ratio of the Islamic banking and finance in Malaysia.

Research Questions

The research questions are as follows:

- i. Is there any relationship between liquidity and profitability ratio of the Islamic banking and finance in Malaysia?
- ii. Is there any relationship between asset management and profitability ratio of the Islamic banking and finance in Malaysia?

- iii. Is there any relationship between economics factors and profitability ratio of the Islamic banking and finance in Malaysia?
- iv. What is the most influential factor that influences the profitability ratio of the Islamic banking and finance in Malaysia?

Significance of Study

Profitability of the banking sector is basic for all countries, since it is a significant source of equity which prompts to increase in assets base. It is clear to say that the banks' profitability is significant for financial stability. Logically, profits are the primary goal of the Islamic banks and also can safeguard against the losses. Furthermore, retained earnings are source of capital that deems to be important to the Islamic banks which enables them to absorb extra losses. Banks that produced weak results may confront more funds and tend to face more challenges and risks. More than that, the increase of profitability ratio in the banking sector will spur the economic growth of a country. Thus this study is expected to give benefits to the banking industry and the country in order to manage their financial performance as well as increase their profitability.

Scope and limitation of this study

This study is focused on Islamic finance companies in Malaysia. Henceforth, this study will be highlighting the relationship between liquidity, asset management, economic factors and profitability. The limitation of this study is the number of Islamic bank and finance institutions involved in this research. The scope of the study due to data was collected using secondary data from the annual reports of the selected Islamic banks through their own website or Bursa Malaysia which is considered as private and confidential. This data covered for five (5) years from the period of 2015 until 2019.

Literature Review

Islamic Banking System

Islamic bank is a type of banking system that follow the basis of the principles of Islamic law (Shariah law) which guided by Islamic finance and Islamic economics. Shariah law is an Islamic principle that used to guide the Islamic banks in all of the operating activities while avoiding the non-compliance activities which include interest (Riba), uncertainty (Gharar) and gambling (Maysir). Ariff (1988) expressed that the principle differentiation of Islamic bank. His study compared the Islamic bank with the conventional bank where conventional bank accept the interest, instead Islamic bank plays out its business as per the Islamic law which interest or riba is not allowed. Due to the concept of profit sharing, were both parties a subjected to potential losses and returns, Islamic banking has become envy and is now being applied in various countries (Mokhtar et. al, 2008). Profit sharing and no interest idea and was subsequently announced as a premium free commercial banking without any reference being made to Islam (Gowhar Bashir et al, 2013).

Financial Performance of Islamic Banking and Finance

According to Jaffar and Manarvi (2011), they analysed execution of Islamic and conventional banks in Pakistan in the year 2005 until 2009. Utilizing CAMEL system, they examined liquidity position, capital adequacy, earning ability, management quality and asset quality of five Islamic banks and five conventional banks. The outcomes found that because Islamic banks are funding their assets through equity more than the debt, they are more secure than conventional banks. This study discovered that conventional banks made more profit but Islamic banks acquired or getting less on their assets. Furthermore, it make the banks faced

with higher debt and default risk from utilizing high loan to the asset proportion by both Islamic and conventional banks. However on average, Islamic banks demonstrated that lower advance to asset proportion contrasting with conventional banks, it infers their liquidity position was higher than conventional banks.

Siraj and Pillai (2012) analysed administration of six Islamic banks and six conventional banks in Arab nations during the time of 2005 until 2010. They evaluated the banks execution utilizing total equity, operating income, deposits, operating expense, profit and assets as variables. Based on the ANOVA test, they discovered that conventional banks had lower ROA and ROE than Islamic banks. This assessment showed that Islamic banks are strongly equity financed, yet traditional banks' funds depend on debt. Level of equity fund in conventional banks was 55.12% but in Islamic banks it was 73.80%. Expansion in operating income was faster than operating expenses in Islamic banks compared to the conventional banks.

Rabaa and Younes (2016) studied the impact of the financial performance of Islamic Banks on the economic growth in terms of financial liberalization through the use of Islamic banks in all of Tunisia, Great Britain, Bahrain, Saudi Arabia and Abu Dhabi over the period 2001–2012.

Liquidity

Liquidity describes on how rapidly the Islamic banks can change its assets into cash to satisfy the needs of moneylenders and borrowers. Samad (2004) stated that if the banks have more liquid assets, the more significant level of liquidity the banks were. In a study by Aref (2014), he utilized the liquid assets to total assets as independent variable for measure banks' capacity to tackle monetary commitments and responsibilities. Some other analysts utilized distinctive proportion to quantify positive connection among bank productivity and liquidity which is the proportion of credits to total assets to gauge the level of liquidity. Moreover, the higher proportion in loan to total assets ratio is it implies that the banks are more fluid. Subsequently, predominant degree of liquidity is connected with mediocre banks' profitability.

Asset management

The asset management alludes on how Islamic banking and Islamic financial institutions manage their statement of financial position. This organizations offer services that reveal them to the risks related to markets, capital, credit, interest rates and liquidity. Chareonsuk & Chansa-Ngavej (2008) stated that asset structure management is a methodology that secures banks so that the level of risk is admissible or acceptable. Tiby (2011) in his study mentioned that the main points of interest of Islamic banks are the need to further develop asset structure to guarantee the profitability of banks from their business operations as well as to minimize the risks.

Economics factors

Financial development (Gross Domestic Product) is the most generally perceived macroeconomic signs which plan to analyse whole monetary occasions inside an economy. Intensified monetary movement infers that there are more publics with better standards and in this way can include in financial practices. Moreover, Murerwa (2015) believed the ramifications demonstrated there is more business for conventional banking institutions since they fill in as specialists of cash trade and in the end produce rise productivity or work on the monetary execution. Yenesew (2014) utilized real Gross Domestic Product Growth Rate (GDPGR) to measure macroeconomic surroundings. The research contends that GDPGR is

the most reasonable sign of the status of financial development. Weak economic status can really deteriorate the superiority of the loan sets, hence decreasing profitability. Besides, the development of financial status may affect the profitability of micro-financial institutions (MFIs). Thus, the examination concluded that GDPGR has positive connection with the MFIs' profitability.

The inflation rate additionally fills in as the once of the macroeconomic factors of commercial banks' performance and few researchers put attention on the relationship (Murerwa, 2015). Generally, higher inflation rates force conventional banks to increase interest rates on borrowings and eventually generate higher profits. Nevertheless, the effects of inflation on bank performance are subject to whether inflation is anticipated or not. In the case of totally anticipated inflation rates, if the conventional banks had made altered on the interest rates corresponding to inflation rates which may result in positive impact on the conventional bank's performance. Murerwa (2015) claimed that high inflation rates may lead the potential borrowers to transfer their attention from the purpose of investing or savings to focus on spending since the high inflation rates made them dissolved their buying power.

Managerial Efficiency Theory of Profit

According to F. H. Knight (1973), it is often argued that profit or loss arises as a result of managerial efficiency. It can be shown in many examples that management, through more efficient operations, can reduce the overhead cost and structural cost, anticipate and offset changes that will adversely impact the Islamic bank's income, adopt new marketing plans, improve products quality and expand the product line in order to increase profit. From this theory, it is true to say that the management of Islamic banks themselves will bring the result of their own either a good or bad outcome. So the Islamic banks should manage their liquidity, asset and expenses well in order to avoid any losses in the future. But in some cases company or even in the banking sector, they still manage to earn profit even though they are lacking in term of managerial efficiency. External determinants (economics factor) such as recession, GDP, inflation, corruption may affect the profitability of Islamic banks and also will impact their true managerial skill adversely (Joseph Schumpeter, 1950).

Methodology

The research methodology provides a research framework, research design, hypothesis development, measurement and tools.

Research Framework

Determinants of Islamic Banking Performance: An Empirical Study in Malaysia from 2007 to 2016 (Lee Jun Quan, Suganthi Ramasamy, Devinaga Rasiah, Yuen Yee Yen, Shalini Devi Pillay, 2019). Figure 1.0 show Islamic Banking Performance Model from Lee Jun Quan, Suganthi Ramasamy, Devinaga Rasiah, Yuen Yee Yen and Shalini Devi Pillay (2019).

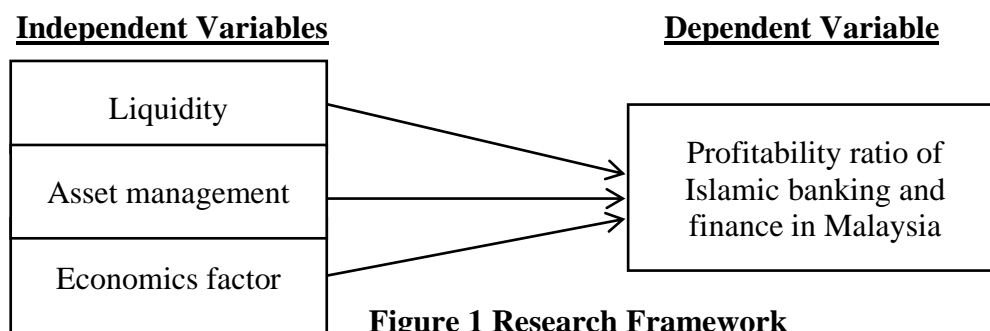


Figure 1 showed the research framework discussed on the connection between liquidity, asset management and economic factor and profitability ratio of Islamic Banking and Finance in Malaysia. This research framework has been adapted and adopted from various study based on previous studies.

Hypothesis Development

These following generated hypotheses are hereby proposed in order to test the relationship between liquidity, asset management and economics factors towards the profitability ratio of the Islamic banking and finance in Malaysia from the period of 2015 until 2019:

Liquidity describes on how rapidly the Islamic banks can change its assets into cash to satisfy the needs of moneylenders and borrowers. Samad (2004) stated that if the banks have more liquid assets, the more significant level of liquidity the banks were. In a study by Aref (2014), he utilized the liquid assets to total assets as independent variable for measure banks' capacity to tackle monetary commitments and responsibilities.

H1: There is a significant relationship between liquidity and profitability ratio of the Islamic banking and finance in Malaysia from the period of 2015 until 2019.

The asset management alludes on how Islamic banking and Islamic financial institutions manage their statement of financial position. This organizations offer services that reveal them to the risks related to markets, capital, credit, interest rates and liquidity. Chareonsuk & Chansa-Ngavej (2008) stated that asset structure management is a methodology that secures banks so that the level of risk is admissible or acceptable. Tiby (2011) in his study mentioned that the main points of interest of Islamic banks are the need to further develop asset structure to guarantee the profitability of banks from their business operations as well as to minimize the risks.

H2: There is a significant relationship between asset management and profitability ratio of the Islamic banking and finance in Malaysia from the period of 2015 until 2019.

Financial development (Gross Domestic Product) is the most generally perceived macroeconomic signs which plan to analyse whole monetary occasions inside an economy. Intensified monetary movement infers that there are more publics with better standards and in this way can include in financial practices. Moreover, Murerwa (2015) believed the ramifications demonstrated there is more business for conventional banking institutions since they fill in as specialists of cash trade and in the end produce rise productivity or work on the monetary execution.

H3: There is a significant relationship between economics factors and profitability ratio of the Islamic banking and finance in Malaysia from the period of 2015 until 2019.

Research Design

This study is quantitative design which investigates the relationship between the independent variables (liquidity, asset management, economics factor) and the dependent variable (profitability ratio of Islamic banking and finance in Malaysia from the period 2015 until 2019).

In Malaysia, there are total of 22 Islamic banks (population) in Malaysia where 17 out of 22 are the local Islamic banks while the rest are International Islamic banks. The data was collected using secondary data from the financial statements in the annual reports of the five

selected Islamic banks (Bank Islam, Bank Muamalat, Kuwait Finance House, Maybank Islamic and CIMB Islamic) through their own website or Bursa Malaysia which considered as private and confidential. Other source of data also was collected from World Development Bank Indicator. These five (5) selected Islamic banks were chosen because they are the largest Islamic banks in Malaysia. For this study, unit of analysis involved is the banks that indicate that the data collected from financial statements in the annual report from 2015 until 2019 that will be analysed.

In order to determine the profitability of the Islamic banking system, two types of variables were applied in this research; dependent variable (profitability ratio) and independent variables (liquidity ratio, asset management ratio and economic factor). Performance of the Islamic banking will be determined through dependant variable while taking into account the independent variables. Table 1, explain the summary on measurement of determinants.

Table 1 Summary on measurement of determinants.

Bank-Specific Factor	Variables	Measurement	Notation
Dependent variable	Profitability	Return on Asset = Net Income / Total Assets	ROA
Independent variables	Liquidity	Cash to Total Assets = Cash / Total Assets	CTA
	Asset Management	Total Asset Turnover = Net Sales / Average Total Assets	TAT
	Economic Factor	Gross Domestic Product - GDP Annual Growth (World Development Bank Indicator)	GDP
		Inflation Rate - Consumer Price Index (World Development Bank Indicator)	INF

For this study, analysis and test such as descriptive analysis, correlation coefficient analysis, correlation analysis, multicollinearity check, normality test, heteroscedasticity test, auto-correlation test and multiple regression analysis will be conducted by using a specific tool or application which is E-views Version 10.

Result and Finding

Descriptive analysis is used to describe the basic features of the data and information of a research study. Table 2 showed a Multiple Regression Analysis of the factors that impact on the profitability ratio in the Islamic banking and finance in Malaysia.

Table 2: Multiple Regression Analysis

Independent Variables	Expected Sign	Return on Assets (ROA)
Cash to Total Assets (CTA)	Significant (+ve)	Significant (-ve)
Total Assets Turnover (TAT)	Significant (+ve)	Significant (+ve)
Gross Domestic Product (GDP)	Significant (+ve)	Insignificant (+ve)
Inflation Rate (INF)	Significant (-ve)	Insignificant (-ve)

The outcome of the research indicates a negative and significant relationship between the ROA and CTA. So, the result rejected the hypothesis H1.

The outcome also shows a positive and significant relationship between the ROA and TAT, so the result accepted the hypothesis H2.

For GDP, the expected result is positive and significant but the result indicates the p-value more than 10% therefore the outcomes would be insignificant and positive. The hypothesis H3 of this research is accepted.

The result of the analysis indicates a negative and insignificant relationship between the ROA and INF. The result rejected the hypothesis H3.

Conclusion and Future Recommendation

The discoveries of this research had contributed some new data and information in terms of hypothetical and empirical contribution. The hypothetical contribution of this research were taken from the past literature reviews and the analysis of the past researchers. There are a lot of articles and literatures that addressed towards the issue of Islamic banking and finance performance based on profitability using ROA and ROE as dependent variable. The theory applicable for this study is managerial efficiency theory of profit. From this theory, it can be said that the management of Islamic banks will bring out the outcomes in either a good result (profit) or bad result (loss). Taking into consideration of this economic factor, even though it is really impact the Islamic banks' profitability, the Islamic banks should have future planning just in case the economy is not doing well to avoid any risk and loss.

It is highly recommended that the future research could include many types of variables in related to the performance of Islamic banking and finance through the profitability ratio. The researchers suggest to include few more external factors that influence the dependent variable as this research are more like focusing on internal factors. Then, the research should be conducted of more comparison between the Islamic and conventional banks to make the study more interesting and robust. Aside from that, the result would more convincing and realistic in related to the economy of a country. And maybe they should compare Islamic banks between the Asian countries. Study also can be done before, current and after pandemic Covid-19. From this research, the Islamic banks could be possibly raise their awareness and put in some efforts in managing their asset management, expenses and others to make their business more profitable in the future.

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THE EMPLOYEE ASSISTANCE PROGRAM IN MALAYSIA AND THE UNITED KINGDOM: A METHOD FOR ADDRESSING MENTAL HEALTH ISSUES AT WORK

Ruzita Azmi¹
Siti Nur Samawati Ahmad²
Bidayatul Akmal Mustafa Kamil³

¹Universiti Utara Malaysia Kuala Lumpur Campus, Kuala Lumpur (UUM) Malaysia (E-mail: zita@uum.edu.my)

²Kolej Profesional MARA Beranang, Selangor (E-mail: samawati.ahmad@mara.gov.my)

³Universiti Utara Malaysia Kuala Lumpur Campus, Kuala Lumpur (E-mail: bidayatul@uum.edu.my)

Abstract: *Workers are currently struggling to cope with the tasks assigned to them. As the workload increases and improperly managed, workers are certainly exposed to work-related stress, which will not only affect their performance, but also their mental health. Employers may implement Employee Assistance Program (EAP) that offers counseling sessions, workshops, support group and others, as a preventive and proactive measure to help their employees to overcome issues associated with work-related stress. Nevertheless, EAP is subject to limitations in terms of its effectiveness, such as its application is not optimized by organisations which adapted it, and less effective EAP sessions that barely resulted in improvement of workers' mental health. Malaysian law does not stipulate the application of EAP in organizations, however, Section 15 (2) of the Occupational Safety and Health Act 1994 impliedly support the introduction of EAP in Malaysia. The purpose of this paper is therefore to explain how employers in Malaysia should apply EAP to help the well-being mental health of their workers, as well as to compare how EAP is applied in the United Kingdom. This paper applies qualitative and comparative method, which consist of doctrinal legal research approach to understand the program dealing with mental health. Comparative method will also be employed in order to compare the legal framework and program related to mental health wellbeing in the developed countries such as UK. Comparative approach involves examination of the similarities and dissimilarities between situations within the same legal system. The paper concludes that the application of EAP in an organization can promote the mental health well being of employees.*

Keywords: *Employee Assistance Program, Mental Health, Work-related Stress*

Introduction

EAP was previously known as Occupational Alcohol Programmes, introduced by the American employers with a specific aim to cater alcohol abuse among the workers. At present, the implementation of EAP widely covers various occupational issues, among others include the work-related stress problems in a workplace. The application of EAP is in line with the provision of Article 27 of Charter of United Nation in relation to Work and Employment, which provides protection to the employee to have a just and favourable condition at work for safe and healthy working condition. Generally, the objectives of EAP focus mainly on giving professional advices and consultation in assisting both employers and employees dealing with problems such as mental-health issues relating to work that may affect the employee's performance. It is submitted that the introduction of EAP should act as a prevention and intervention mechanism for employees who are dealing with work-related

stress¹. The importance to have an EAP can be seen in the introduction of Employee Assistance Professionals Association (EAPA). EAPA later issued EAP Standard Framework to secure the effective implementation of EAP itself. In ensuring the employees mental health well-being, both Malaysia and the United Kingdom (the UK) have adopted EAP, each with its own different mechanism. Accordingly, this paper seeks to explain on the application of EAP in Malaysia and the UK, as well as the limitations of its application.

The Application of EAP in Malaysia

There is no specific requirement under Malaysian legal provisions mandating for EAP. However, Section 15 (2) of the Occupational Safety and Health Act 1994 has impliedly support the introduction of EAP in Malaysia, stating every employer is required to ensure their employees' safety, health and welfare at work.

The EAP affiliates in Malaysia include The Mind, My Psychology, Bosh, Workplace Options, Naluri and Solace Wellness. Among the available EAP models applicable in Malaysia are In-House Program, Fixed-Fee Contracts, Fee-For-Service Contracts and Hybrid Model. The In-House Program is a type of EAP that hires professionals to be attached to an organization in which the confidentiality of employees is claimed to be protected. Fixed-Fee Contracts deals with external consultant wherein their fees are paid based on the total number of employees, regardless whether the employees have been consulted or not. On the contrary, in Fee-For-Service Contracts, fees are paid based on the total number of the consultation sessions provided. Alternatively, employers may apply the Hybrid Model which utilizes the combination of all EAP models.

Leading and outstanding companies in Malaysia such as Shell Malaysia has adopted EAP by providing counselling support services in form of preventive and proactive intervention to its employees facing mental health problems which may affect their work performance. Similarly, TM Malaysia has also adopted EAP in the form of counselling services to cater its employee's personal or work-related problems.

In relation to this, a survey conducted entitled What Working Parents Want 2020 has awarded 10 Malaysian companies including Shell Malaysia that offers counselling services for its employees as 'family-friendly companies'. Such counselling services are considered as an important element of EAP as the employee's supportive program in ensuring their mental health well-being. Interestingly, the counselling sessions are conducted in different languages to cater the need of the multi-racial employees that speak diverse languages such as Malay, English, Mandarin, Tamil, Cantonese and Hokkien².

The Application of EAP in the United Kingdom (UK)

As compared to Malaysia, EAP is widely applied in the UK as a mechanism for employers to help the workers in dealing with work-related and non work-related stress. In order to ensure the distinguished services and quality of EAP, a standard framework has been introduced by EAPA, although it is not legally binding. The standard framework requires, among others, that the purchaser of EAP which is usually an organization, to be supplied with

¹ Bernama (2019). Help address mental health at workplace. Available at: <https://www.thestar.com.my/news/nation/2019/09/07/help-address-mental-health-at-workplace>.

² Ranstad (2021). What you need to know about top 10 companies in malaysia 2021. Available at: <https://www.randstad.com.my/hr-trends/employer-brand/top-10-companies-malaysia-2021/>

implementation plan, promotion, report, complaint procedures, record keeping, confidentiality, EAP specialist and many more³.

EAP in the UK can be applied in different types, which include external, internal and embedded model. Under the external model, employees will be given advice by a counselor or psychologist at a location away from the workplace, which provides more ease and comfort to the related employee as the colleagues are not able to notice the session. On the contrary, internal EAP is held through counselling session given by a therapist within the workplace surrounding. In relation to the embedded EAP model, it is carried out free of charge for the employee, usually provided through telephone helpline, as part of insurance bought by the employer.

Despite the different types of EAP, it is recommended that the ideal and good EAP should mandatorily consist of the employment of in-house counselor, managers' continuous monitoring and preventive approach⁴. A research conducted by Dr Bajorek under EAPA has pointed out that the application of EAP could improve employee's productivity by reducing absenteeism rate in an organization⁵. The findings of the research, among others, claimed that there are positive feedbacks from employees towards EAP, as being captured from interview sessions with them as the following: ⁶

“Sometimes staff do not want to discuss their personal matters internally, so the EAP gives them that service, that place to go, where they can be anonymous and discuss their problems.” (Participant 10)

“I think EAP is of great importance and great value, obviously, because I am in charge of well-being. However, whether the rest of the organisation sees it the same way, well, I think it is now of those things that is like an insurance policy. You never know that you really need it until the time comes that you need it...It is probably one of the best well-being programmes that we have, but whether anybody else feel like that depends on whether they have needed to use it I guess.” (Participant 1)

In addition, it is submitted that EAP can be used as a mechanism or tool for employer to assist employee whereby the assistance will contribute to happier and healthier employees since they feel the employer appreciate them⁷.

However, it is submitted that the evaluation on the effectiveness of EAP in the UK is not reliable, since it is carried out through informal ways, for example, staff rating, the number of closed cases and sickness absence other than quarterly meeting between provider

³ EAPA (2015). Employee Assistance Programme Standards Framework. Available at: <https://www.eapa.org.uk/wp-content/uploads/2018/10/UK-EAPA-Standards-Framework-2015-FINAL-APPROVED.pdf>

⁴ Owain Simpson (2020). Employee Assistance Programme (EAP): Everything you need to know (including how to launch one). Available at: <https://www.perkbox.com/uk/resources/blog/how-to-launch-an-employee-assistance-program>

⁵ Dr Zofia Bajorek (2016). Employee Assistance Programmes (EAPs) Supporting good work for UK employers? Work Foundation. Available at: <https://www.eapa.org.uk/wp-content/uploads/2018/01/UK-EAPA-Research-Project-Phase-1-Report-December-2016.pdf>

⁶ Ibid

⁷ Owain Simpson (2020). Employee Assistance Programme (EAP): Everything you need to know (including how to launch one). Available at: <https://www.perkbox.com/uk/resources/blog/how-to-launch-an-employee-assistance-program>

of EAP and the employer which is less evidenced⁸. Moreover, there are constraints or limitation for effective implementation of EAP and due to many reasons, such as:

Firstly, the sessions are limited sessions as it is based on the employers' income stability.⁹ The more income of the employers, the more number of counseling sessions can be attended by the employees, Basically, therapy services for employees are accessible for only nine days, on the average which involves 4 to 6 sessions only¹⁰.

Secondly, the fees charged for every session are costly despite some of the sessions are conducted only through telephone. In relation to this, it is argued that by taking into consideration the restricted movement during COVID-19 pandemic whereby the affiliate did not need to pay for transportation and accommodation, the fees must be revised and reduced¹¹. The cost of an EAP is approximately £5 - £15 per head, depending on which service is provided by the affiliate, whether it is online or face-to-face session.

Thirdly, the range of issues handled by the affiliates are limited only to the problems that are encountered by individual employees, or only subjected to the training or competency of the counselors¹². Thus, conflict and concerns regarding the negative stigma on the confidentiality of EAP will not be entertained by the affiliates. In addition, advice given by the non-competent advisor regarding the issues faced by the employee might also affect the effectiveness of EAP.

Fourthly, EAP is less effective when the factors contributed to the employees' work-related stress discussed with the EAP provider were reported to the top management of the organization. Such factors may be caused by the surrounding of the workplace or the employee's personal life. However, this might be inaccurate due to the wrong perception or misunderstanding of the employee towards the issues happening at the workplace.

Finally, the acceptance and stigma of the employees towards EAP may also contribute to the less effectiveness of EAP. Employees are anxious regarding the possibilities that the issues they discussed and reported to EAP might lead to workplace discrimination against them, apart from embarrassments and denial towards the issue¹³.

EAP and Employer's Duty of Care

The implementation of EAP can be considered as a way to support the employer in dealing with employee's mental health issue¹⁴. Accordingly, it is the employer's duty of care to cater the employee's mental health issue which should consist of safe working environment by avoiding issues pertaining to work-related illness. Breach of duty to conduct risk assessment

⁸ UK EAPA. The evolution of employee assistance: investigating the use, impact and reach of EAPs in today's organisations <https://www.eapa.org.uk/wp-content/uploads/2014/02/UK-EAPA-Research-Report-The-evolution-of-employee-assistance-FINAL.pdf>

⁹ Ann Roche, Victoria Kostadinov, Jacqui Cameron, Ken Pidd, Alice McEntee & Vinita Duraisingam (2018). The development and characteristics of Employee Assistance Programs around the globe. *Journal of Workplace Behavioral Health*. UK EAPA, 2014.

¹⁰ John Mellor-Clark, Elspeth Twigg, Eugene Farrell & Andrew Kinder (2012) Benchmarking key service quality indicators in UK Employee Assistance Programme Counselling.

¹¹ Nicola Banning (2020). The big issue: Is EAP counselling really working? BACP. Available at: <https://www.bacp.co.uk/bacp-journals/therapy-today/2020/november-2020/the-big-issue/>

¹² Dr Zofia Bajorek (2016). Employee Assistance Programmes (EAPs) Supporting good work for UK employers? Work Foundation. Available at: <https://www.eapa.org.uk/wp-content/uploads/2018/01/UK-EAPA-Research-Project-Phase-1-Report-December-2016.pdf>

¹³ Andrew Gething. Improving the effectiveness of employee assistance programmes. Available at: <https://www.morganash.com/perch/resources/downloads/proactive-absence-intervention-white-paper-june-2021.pdf>

¹⁴ Personnel Today (2010). How an EAP supports the employer's duty of care. Available at: <https://www.personneltoday.com/hr/how-an-eap-supports-the-employers-duty-of-care/>

and provide consultation may contribute to legal implications, as it is a statutory obligation reflected under the UK Health and Safety at Work etc. Act of 1974 (HSWA 1974)¹⁵. Additionally, in *Walker v. Northumberland City Council*¹⁶ it was held that employers owed duty of care towards employees which extended to psychiatric injury, and that work-related stress the volume of work. In this case, the employee, due to overwork and stress, had reported the problem to the council as his employer. Despite the employer's promise to look into the problems, nothing was done to solve the problem. The council's failure to provide resources to reduce the pressure and to allow the employee to provide the necessary services had driven the employee to despair. While the employee's first nervous breakdown could not have been foreseen, the employer should have anticipate that the same workload was likely to lead to a further breakdown and subsequent end of the employee's career. The standard of care required by the council meant support should have been forthcoming, but it was not. The court ruled that the council was in breach of its duty of care, with liability for damages were to be assessed.

Despite being a method to support employer's duty of care, the effectiveness of EAP is disputed as it is claimed that it is unable to proactively provide preventive measure to the employers to deal with employees mental health problems due to the reason that EAP usually deals only at reactive level¹⁷. In the case of *Barber v Somerset County Council*¹⁸, Mr Barber was employed by Somerset County Council as a teacher. As a result of a restructuring process, in September 1995, Mr Barber had to take on further responsibilities and had to work between 61 and 70 hours weekly. In February 1996, he complained of "work overload" to the school's Deputy Headteacher. Consequently, in May 1996, he was absent from work for three weeks due to stress and depression. On his return to work, Mr Barber met with members of the school's senior management team and said he was not coping with his workload and his health was affected. No steps were taken to assist him. In November 1996, after losing control and shaking a pupil, he left the school and did not return. Since then Mr Barber had been unable to work as a teacher, or to do any work other than undemanding part time work. He claimed damages for psychiatric illness. Sommerset City Council appealed to the Court of Appeal after the judgment was in favour of Barber at the County Court. Eventually, it was further brought to the the House of Lords (HOL) wherein the HOL stated that the overall test in determining whether an employer was in breach of the duty of care owed to an employee was the conduct of a reasonable and prudent employer taking positive thought for the safety of its workers in the light of what it knows or ought to know. Every case depended on its own facts. The HOL held that the employer's duty to take some action arose when Mr Barber returned to work after a three week absence due to stress and depression and met with the school's senior management team. It continued so long and nothing was done to help him. The HOL restored the County Court decision as the case was concluded that Mr Barber's depressive illness was caused by stress at work. He was awarded damages of over £100,000.

It can be seen from this judgment that in exercising the duty of care, an employer should be very proactive rather than implementing the wait and see approach. Proactive steps must be taken by the employer to assist employees who are suffering stress from the workplace.

¹⁵ Matthew Reymes Cole (2020). Employer's Duty of Care

¹⁶ [1995] IRLR 35

¹⁷ Maria Paviour (2020). Does an EAP satisfy your duty of care for mental health to your employees? Available at: <https://www.cariwellbeing.co.uk/does-an-eap-satisfy-your-duty-of-care-for-mental-health-to-your-employees-heres-the-brain-science/>

¹⁸ [2004] IRLR 475 HL

Accordingly, the implementation of EAP towards successful employees mental health well-being in supporting employer's duty of care should encompass at preventive level and not only at reactive level, and such support mechanism should cover the right person in the right way and right time and accessibility¹⁹.

Recommendations

As the employer applies EAP, it should also be efficiently promoted among the employees. An organization should convince the employees to obtain consultation from the EAP counselors and assure that there will be no work discrimination posed on the employees by the employers since the problems shared are strictly confidential. Additionally, the evaluation method to prove the cost-effectiveness must be developed in ensuring the efficacy of EAP. However, this should not be the prime concern in assessing the effectiveness of EAP but rather, the employees mental health well-being must be prioritized. Further, the EAP success should not be justified only by considering at the rate of employee's absenteeism. Other than implementing EAP, employees' mental health well-being can alternatively be supported by several other mechanisms to ensure that it does not only act at the reactive level, but also at the prevention level.

Conclusion

The application of EAP in an organization can promote the mental health well-being of employees. However, employers need to be advocated with the advantages and benefits of utilizing EAP in assisting their employees experiencing with work-related stress issues. Effective EAP is not only beneficial to the employees, but may also contribute to the increase of organization's Return on Investment (ROI). Substantially, companies with the best practice of EAP can be referred to as implementation guidelines.

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¹⁹ Deloitte (2020). Mental health and employers: refreshing the case for investment. Available at: <https://www2.deloitte.com/uk/en/pages/consulting/articles/mental-health-and-employers-refreshing-the-case-for-investment.html>

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EXAMINING CULTURE, LEADERSHIP, AND ORGANIZATIONAL RESILIENCE LEVELS: TOWARDS AN EMPIRICAL-BASED ORGANIZATIONAL RESILIENCE FRAMEWORK

Ester C. Lim¹

¹The Graduate School, University of Santo Tomas (E-mail: ester.lim.gs@ust.edu.ph)

Abstract: *Organizational resilience is the capacity to prepare for, anticipate, respond to, cope with, adapt to, and learn from adverse events. It is influenced by lots of factors, including culture and leadership. It is also an interplay of different dimensions, making this construct multilevel. Each level of resilience may or may not necessarily lead to resilience at one level. Therefore, this study used literature review to investigate how resilience at one level can facilitate the development of resilience at another level. Additionally, it also examined the influences of organizational culture and leadership on each organizational resilience level. The results will benefit Filipino-Chinese school administrators, HR practitioners, researchers, school employees, and other decision makers.*

Keywords: *Organizational Resilience, Culture, Leadership*

Introduction

The COVID-19 pandemic, relentless natural calamities, economic crisis, and other uncertainties recently occurring worldwide have intensified the struggles of many organizations presently experiencing an organizational decline. A decline arises when changes in the environment cause restrictions on the availability of internal sources crucial to organizational survival (Moran, 2016). The organizational decline may be characterized by a fall from grace, a decline in profits, dramatic organizational challenges, shrinking financial resources, customer demands, or market shares, and decreasing levels of organizational commitment or inability of its leadership to prompt the necessary changes to realize its goals or maintain its growth (Ghazzawi, 2018; McMillan & Overall, 2017). Various dysfunctional characteristics cause a decline in the organization, both internal (e.g., leadership, culture, etc.) and external (e.g., changes in the environments, vulnerability, etc.) (Ghazzawi, 2018).

Educational institutions are not insusceptible to decline, especially the smaller ones that lack financial reserves to weather economic storms. In the Philippines, some schools were already battling for survival even before the outbreak of the COVID-19 pandemic. For instance, the reforms in the educational system (e.g., introduction and implementation of the K12 program) had caused declines in some schools' revenues at varying levels. Educational institutions with insufficient preparations for this transformation were thrust into severe dilemmas, and the transition process resulted in profound implications to the organization's growth and sustainability. In Filipino-Chinese schools offering Chinese curriculum, some have experienced an organizational decline, as shown in the decreasing number of enrollees. Some of these schools even closed and ceased operations. Meanwhile, the COVID-19 pandemic exacerbated the difficulties of the remaining and surviving schools.

The on-going COVID-19 pandemic further emphasizes the significance of resilience to organizations. Resilience can enable organizations to confront the crisis and capitalize on it to avoid negative consequences, flourish, and become progressive. However, for

organizations to truly withstand the crisis, organizations need to develop resilient leaders. A leader with high levels of resilience can respond to the crisis in positive ways. By showing resilience, leaders can increase the resilience of people around them (Eliot, 2020).

The study will: (1) delineate how resilience at one level can facilitate the development of resilience at other levels; (2) investigate the relationships among different levels of resilience; and (3) examine the influences of culture and leadership on each organizational resilience level with Filipino-Chinese schools offering Chinese curriculum in the Philippines as study's target school respondents.

Literature Review

The Concept of Organizational Resilience

The term 'resilience' comes from the Latin word 'resilire', which means to leap or jump back or bounce back (Ma et al., 2018). It was introduced by Holling (1973) (Ma et al., 2018; RuizMartin et al., 2018), who stressed that "resilience determined the persistence of a system and was a measure of the ability of this system to absorb changes and still persist" (Ma et al., 2018, p.247). As a concept, resilience emerged to stress the need to raise any system's continuity capability against disruptions (Sahebjamnia et al., 2018).

In organization-related literature, the concept of resilience is still underdeveloped (Mousa et al., 2020). The current literature on organizational resilience is scattered but dominated by organizational learning, human resource management, business strategy, organizational theory, and strategic management (Ma et al., 2018).

The concept of 'resilience' is new in business and management research (Anderson et al., 2019; Duchek, 2019). It had drawn attention recently when researchers and scholars began to examine how organizations grow and develop new capabilities amidst challenging times (Ma et al., 2018). However, despite significant efforts to conceptualize 'organizational resilience,' research in this area remains fragmented (Conz & Magnani, 2019; Duchek, 2019; Ma et al., 2018; Mousa et al., 2020). To date, there is still little consensus on the conceptualization of organizational resilience, which is considered to still be in its infancy stage (Duchek, 2019; Ma et al., 2018). Most studies on organizational resilience focused on theory building and qualitative studies, resulting in many conceptual articles (e.g., Andersson et al., 2019; Duchek, 2019; Ma et al., 2018; Ruiz-Martin et al., 2018) while empirical studies are limited. There are also many unexplored or ignored areas (e.g., nature, dimensions, and measurement of organizational resilience) (see Ma et al., 2018).

Leadership

Leadership is conceptualized as "the process of exercising social influence" (Teo et al., 2017, p.136). This idea (i.e., 'leadership as an influence process') has been acknowledged in most leadership theories (Seidel et al., 2019). The process occurs through the leader's behaviors. In the educational setting, leadership plays an essential role in the delivery of organizational vision and mission. An organization that acts homogeneously can achieve goals effortlessly.

Servant leadership, like most leadership styles, is critical in educational organizations (Gocen & Sen, 2020). An individual who develops and empowers others to develop their utmost potential is called a servant leader (Gandolfi et al., 2017). In an organization, a servant leader attends to followers' needs and helps them more willing to accept responsibilities (Seidel et al., 2019). In school settings, servant leadership pertains to the human desire "to be known, to care, and to be cared for in pursuit of the common good" (Bowman, 2005, p.257, as cited in Gocen & Sen, 2020, p.2). This leadership's focus is on others rather than upon themselves (Seidel et al., 2019).

Organizational Culture

In organizational research, culture is defined as “a set of norms, attitudes, values and behavior patterns that form the core identity of an organization or operating unit” (Mujib, 2017, p.1). Some scholars described organizational culture as an “abstract” or “link or bond” between the organization and its members (e.g., Madueke & Emerole, 2017; Schein & Schein, 2017). However, the most common definition of organizational culture consists of values, beliefs, and assumptions shared among members and guides members’ behavior. Organizational culture guides people to understand which actions are deemed acceptable or not within an organization (Batugal & Tindowen, 2019).

Leadership and Organizational Resilience

The survival of an organization during intense disruptions depends not only on its members’ resilience but on its leadership as well (Teo et al., 2017). Besides effective organizational response to a crisis, a leader must serve as a guide for its members. The organization’s resilience largely depends on the leader’s abilities and capabilities to improve organizational response and increase recovery from the crisis (Morales et al., 2019).

Leadership and Culture

Culture experts believe that culture is a cure for many organizational problems like organizational decline. Culture can be affected by lots of factors, including leadership. Leaders influence organizational culture through their values, strategies, and leadership style (Warrick, 2017). When the leader and employees agree to the core values, beliefs, and behaviors, a strong culture emerges (Sow et al., 2017).

Culture and Organizational Resilience

Organizational culture has been seen as “a set of forces that shape and determine human behavior” (Adewale & Anthonia, 2013); therefore, it impacts organizational outcomes. Organizational culture affects many outcomes (e.g., productivity, satisfaction). Thus, it is regarded as one of the workplace’s components that influences every aspect of organizational life (Madueke et al., 2017). Meanwhile, employee resilience is an antecedent of organizational outcome variables (Caniel & Baaten, 2018). Hence, culture is regarded relative to resilience in the organization.

Theoretical Framework

The theoretical model of this study proposes associations of the constructs mentioned above. The study is based on the previous studies’ various findings that document the links between the constructs under investigation. In addition, this study is also anchored on the following concepts:

This research is primarily drawn from the ‘resilience theory.’ According to Eliot (2020), resilience theory is rooted in psychological studies of children who suffered traumas or loss of lives. In this study, resilience will be emphasized as imperative for organizations to cope effectively against the Covid-19 pandemic. Duchek (2020) conceptualized resilience as a capacity within an organization to respond to unexpected events. Accordingly, during unexpected events (e.g., Covid-19 pandemic), organizations should develop and implement solutions as an offensive response to resist destruction. Researchers agreed that resilience is possessed by every individual that can be developed and enhanced in individuals through certain strategies. Hence, the study believes that focusing on developing resilience at all levels within an organization is essential towards strengthening its capacity to withstand crises (e.g., organizational decline).

This study is also anchored on the ‘organizational culture framework’ by Cameron and Quinn (1999). The Competing Values Framework (CVF) sets the fundamental paradigm for organizational culture in most studies. CVF shows that organizational culture has two dimensions: focus and structure (Balaji et al., 2020). The focus dimension differentiates organizations that center on an internal environment and integration from those that emphasize an external environment and differentiation, while the structure dimension distinguishes organizations that value flexibility and discretion from those that accentuate stability and control. Apparently, organizational culture is a means toward an end. It is a competitive advantage. Organizational culture relates to the proper mindset and actions towards problems and opportunities facing the organizations. Thus, it can help educational institutions strengthen their capabilities to enable them to withstand the challenges brought by the Covid-19 pandemic. Culture can keep the employees in line with organizational goals. Hence, an organization that capitalizes on culture can survive during organizational crises.

The ‘servant leadership theory’ serves as another foundation for this study. The theory posits that leaders adopt behaviors that transcend their self-interest to serve their followers’ interests. This study is anchored on servant leadership, as many previous studies stressed that servant leaders positively impact subordinate resilience (e.g., Eliot, 2020).

Finally, the study is drawn from the ‘self-enhancement theory,’ which proposes that individuals form their self-worth based on how they are treated by others. As leaders play a key role in representing an organization, perceptions of servant leadership enhance employees’ self-worth within the organization.

Research Method

This study examined existing literature to investigate how resilience at one level can facilitate the development of resilience at another level. Additionally, it also examined the influences of organizational culture and leadership on each organizational resilience level. This work consolidated, rationalized, and presented published research articles containing local and worldwide studies. Books, book chapters, and conference proceedings are not included in the examined literature.

Conclusion

Based on the study’s intensive literature review, there are associations between leadership, organizational culture, and organizational resilience. This means that the leadership style demonstrated by school administrators and the culture of the organization (school) influence the resiliency of the organization. Employees will be able to better grasp organizational events if they are familiar with the culture of the organization. Their ability to fully comprehend what is happening inside the organization will make them more flexible when challenges arise. To establish culture of resiliency, there is a need to implement an organization that adopts a culture of excellence. A resilient corporate culture promotes the formation of a sense of community among employees, which can help the organization become strong amidst challenges.

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PENGARUH INTERNET DALAM PELAKSANAAN E-PEMBELAJARAN KE ATAS PEMBINAAN SAHSIAH MURID

Tengku Sarina Aini Tengku Kasim¹
Nur Eliza Mohd Noor²
Yusmini Md Yusoff³

¹Akademi Pengajian Islam, Universiti Malaya (UM), Malaysia, (tgsarina@um.edu.my)

²Akademi Pengajian Islam, Universiti Malaya (UM), Malaysia, (s2023911@siswa.um.edu.my)

³Akademi Pengajian Islam, Universiti Malaya (UM), Malaysia, (yusmini@um.edu.my)

Abstract: Pembelajaran secara dalam talian atau e-pembelajaran merupakan salah satu kaedah pengajaran dan pembelajaran yang menggunakan internet untuk mengakses bahan pembelajaran dan berinteraksi dengan kandungan, pendidik, dan juga murid yang lain. Ia juga bertujuan untuk menimba ilmu serta mendapatkan sokongan semasa proses pengajaran dan pembelajaran berlaku. Takrifan ini memberi penekanan kepada penggunaan internet dan interaksi dalam pembelajaran jarak jauh atau e-pembelajaran. Analisis terhadap kajian lepas menunjukkan bahawa pengaruh internet ke atas sahsiah remaja pada masa kini amat membimbangkan, di samping mereka menghabiskan masa yang lama untuk melayari internet atas alasan pembelajaran. Perubahan yang berlaku dalam kaedah pengajaran dan pembelajaran yang menggunakan sepenuhnya internet untuk berhubung, berinteraksi dan berkongsi bahan pembelajaran pada masa kini akibat pandemik Covid-19 harus diterima dari sudut yang positif walaupun ia juga memberi impak yang negatif ke atas pembinaan sahsiah murid. Oleh itu, kajian ini menggunakan kaedah kepustakaan dan berbentuk konseptual bertujuan untuk membincangkan pengaruh penggunaan internet dalam pelaksanaan e-pembelajaran. Beberapa isu yang timbul seperti kesan penggunaan internet yang berlebihan ke atas murid dan kurangnya kawalan serta pantauan daripada guru serta ibu bapa turut dibincangkan. Justeru, kajian ini dapat memberikan beberapa cadangan bagaimana untuk mengatasi penyalahgunaan internet semasa pelaksanaan e-pembelajaran terutama dalam kalangan murid di peringkat rendah.

Keywords: *e-Pembelajaran, Pembinaan Sahsia, Pengaruh Internet.*

Pengenalan

Teknologi sering berkembang dan mengalami kemajuan serta memudahkan manusia untuk beraktiviti. Salah satu contoh kemajuan teknologi iaitu berkembangnya penggunaan internet. Munculnya internet pada hari ini telah mempengaruhi pelbagai aspek dalam kehidupan manusia termasuklah aspek pendidikan (Dedyerianto, 2020). Internet menjadikan dunia pendidikan pada hari ini lebih luas dan terbuka. Segala maklumat dan pengetahuan dapat diakses dengan lebih pantas dan cepat. Pada masa kini, ramai ahli akademik menggunakan internet sebagai alat pembelajaran, yang dikenali sebagai pembelajaran elektronik (*e-learning*), di mana proses pengajaran dan pembelajaran boleh berlaku pada bila-bila masa dan di mana-mana sahaja. Menerusi e-pembelajaran, kandungan pembelajaran boleh didapati dalam talian dan maklum balas terhadap segala aktiviti pembelajaran boleh diberikan secara automatik. Kemajuan teknologi dalam pendidikan ini sebenarnya mampu meningkatkan kualiti pembelajaran apabila ia digunakan dengan bijak untuk tujuan pendidikan (Lubis & Wahyuni, 2021). Melalui pembelajaran secara internet, pelajar boleh mengakses bahan pembelajaran berbantuan komputer dan boleh mengikuti pembelajaran walaupun berada di

rumah. Sekiranya mereka tidak mengikuti perkembangan teknologi ini, mereka dianggap ketinggalan terutama di kala pandemik wabak Covid-19 melanda, di mana kaedah dalam sistem pendidikan turut berubah dengan menggunakan e-pembelajaran yang menjadikan internet sebagai penghubung interaksi dan komunikasi antara guru dan murid. Fenomena ini tidak dapat dielakkan dan telah menyebabkan berlakunya konflik antara kaedah pembelajaran, ibu bapa, dan agama dengan pengaruh internet ke atas seseorang pelajar. Perubahan kaedah pembelajaran sewajarnya diterima memandangkan ia merupakan keperluan dan kehendak dalam sistem pendidikan sekarang yang memerlukan kepada murid untuk mengakses internet terutama semasa proses e-pembelajaran berlaku di rumah.

Memandangkan peralatan komputer dan telefon bimbit berubah menjadi suatu keperluan pendidikan pada masa kini terutama semasa mengikuti e-pembelajaran, terdapat kemungkinan ia boleh memberi kesan kepada pembinaan sahsiah murid dan minda mereka. Internet yang boleh dilayari dengan gajet boleh menyumbang kepada kelekaan murid dengan dunia mereka sendiri tanpa menghiraukan interaksi sosial mereka dengan dunia sekeliling. Di sinilah pentingnya peranan guru yang berkebolehan untuk mendidik perilaku dan sahsiah murid melalui penyediaan bahan pengajaran dan reka bentuk pembelajaran yang efektif dan kreatif. Justeru dalam mengaplikasikan e-pembelajaran yang perlu memenuhi matlamat kurikulum, pembelajaran yang memenuhi keperluan pembinaan sahsiah murid juga perlu diberi perhatian, agar penggunaan internet tidak menyumbang kepada pengaruh yang negatif dalam kehidupan mereka.

Metodologi Kajian

Artikel ini melibatkan penulisan kajian literatur dan tidak melibatkan kajian lapangan. Justeru, kajian ini menggunakan kaedah kepustakaan dan berbentuk konseptual. Artikel ini bertujuan untuk membincangkan pengaruh penggunaan internet dalam pelaksanaan e-pembelajaran. Beberapa isu yang timbul seperti kesan penggunaan internet yang berlebihan ke atas murid dan beberapa cadangan kepada ibu bapa dan guru untuk mengatasi masalah ini turut dibincangkan.

E-Pembelajaran dan Internet

E-pembelajaran merupakan singkatan daripada pembelajaran secara elektronik yang merupakan satu kaedah dalam proses pengajaran dan pembelajaran yang menggunakan media elektronik, khususnya internet sebagai sistem pembelajarannya (Sagita & Khairunnisa, 2019). E-pembelajaran juga diistilahkan sebagai penggunaan teknologi elektronik untuk mengakses bahan pembelajaran atau program-program pendidikan melalui internet (Zahedi & Dehghan, 2019). Dalam erti kata lain, e-pembelajaran mencakupi pembelajaran yang dilakukan di media elektronik (internet) sama ada secara formal atau tidak formal serta memiliki infrastrukturnya iaitu peralatan atau gajet yang digunakan. Antaranya ialah komputer riba, telefon bimbit atau tab dan internet, juga kelengkapan multimedia lain seperti teks, grafik, gambar, dan peralatan teleconference (Aji, 2019).

Pembelajaran secara dalam talian atau e-pembelajaran menggunakan jaringan internet untuk mengakses bahan dan berinteraksi dengan kandungan, pendidik dan juga pelajar (Zhu & Liu, 2020). Manakala internet atau *Interconnection Networking* berasal daripada bahasa latin “*inter*” yang membawa maksud “antara”. Internet juga boleh diistilahkan sebagai jaringan penghubung dan cara menghubungkannya adalah dengan memanfaatkan perkembangan teknologi komunikasi (Dedyerianto, 2020). Sistem dan aplikasi e-pembelajaran ini kesemuanya perlu diakses dengan menggunakan internet. Penggunaan internet melalui pengaplikasian teknologi sebagai medium dalam proses pengajaran dan

pembelajaran dapat meningkatkan kualiti pengajaran dan pembelajaran pada abad ke-21 (The & Usagawa, 2018).

Pembelajaran berasaskan internet menjadi pilihan kepada pembelajaran secara konvensional atau di dalam kelas (Samir Abou El-Seoud et al., 2014). Pada masa ini, semua institusi pendidikan berlumba-lumba untuk mengembangkan sistem pengajaran dan pembelajaran yang memanfaatkan internet sebagai salah satu sarana dan platform dalam arena pendidikan (Antasari, 2013). Ini adalah kerana sistem pembelajaran berasaskan internet atau e-pembelajaran terbukti lebih praktikal dan berkesan berbanding sistem pembelajaran secara konvensional. Antara manfaat e-pembelajaran adalah murid dapat mengakses bahan serta melakukan aktiviti pembelajaran dengan mudah melalui internet (Wimerta & Samosir, 2021).

Kesan Penggunaan Internet yang Berlebihan Semasa Proses E-Pembelajaran

Jika dilihat kepada definisi e-pembelajaran sebelum ini dapat dirumuskan bahawa pelaksanaan e-pembelajaran memerlukan murid mengakses internet dan juga menggunakan peranti teknologi dalam masa yang sama. Kedua-dua elemen ini pula secara tidak langsung boleh menyumbang kepada beberapa masalah berkaitan sahsiah dan sosial murid sekiranya tidak dipantau dengan baik oleh guru mahupun ibu bapa. Justeru, adalah wajar untuk membincangkan isu ini agar pelaksanaan e-pembelajaran dapat memberi impak yang positif dan mengurangkan impak yang negatif walaupun ia sukar untuk diatasi sepenuhnya.

Sebelum situasi pandemik Covid-19, pelajar menghabiskan masa melayari internet bagi tujuan pembelajaran pada purata 3.18 jam sehari (Norina et al., 2013). Menurut Nahar et.al. (2018) pula, secara purata kanak-kanak di Malaysia didapati menghabiskan masa antara tujuh hingga lapan jam sehari dengan teknologi seperti telefon bimbit, televisyen dan komputer. Berdasarkan purata ini, internet masih lagi boleh dikatakan mampu memberi impak positif kepada pelajaran kerana internet dijadikan sebagai alat bantu pembelajaran dan memudahkan pelaksanaan e-pembelajaran. Namun, apabila situasi pandemik Covid-19 melanda dan medium e-pembelajaran pula dilaksanakan secara sepenuhnya, kajian mendapati murid menjadi ketagihan kepada gajet dan didapati mengakses internet terlalu lama dengan alasan mencari maklumat untuk tujuan pembelajaran sehingga memberi kesan negatif kepada aspek tingkah laku dan sahsiah murid (Misman et al., 2021).

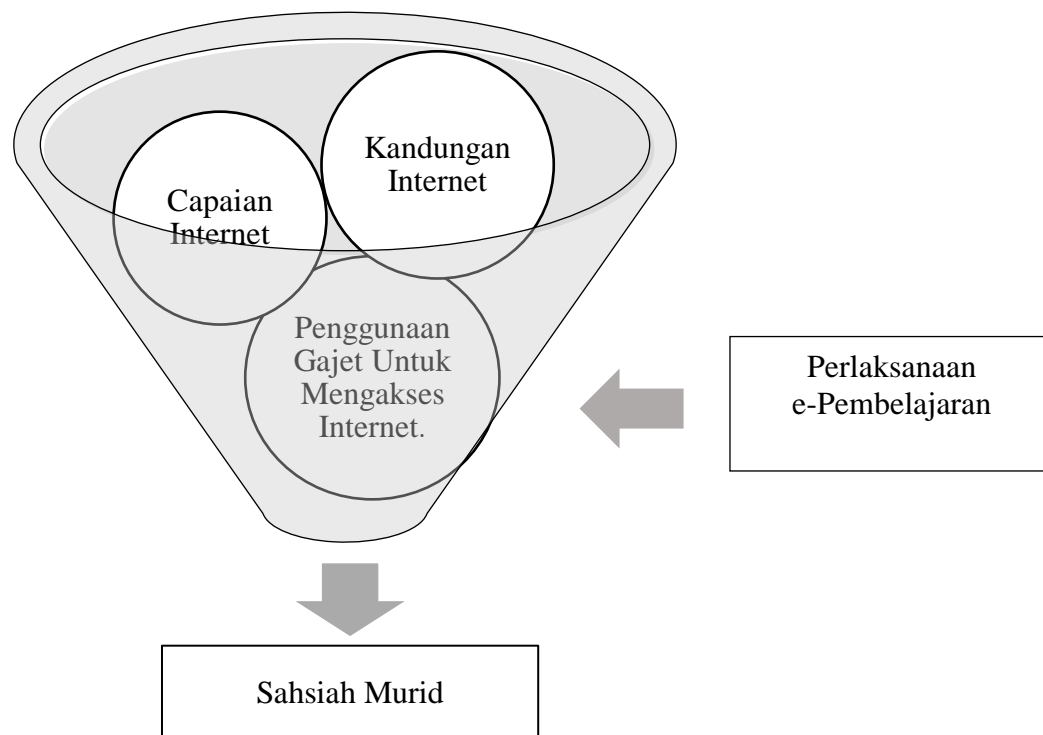
Sebagai contoh, Khairuni (2016) menegaskan, impak negatif yang timbul akibat ketagihan atau berlebihan dalam melayari internet semasa e-pembelajaran berlangsung ialah sikap malas, dan lalai sehingga mengabaikan tugas yang diberikan oleh guru. Selain daripada itu, impak yang timbul akibat terlalu lama mengikuti e-pembelajaran tanpa melakukan regangan seperti bergerak atau berjalan akan mengakibatkan badan berasa sakit (Musfirah Mohamad et al., 2021) selain boleh menyebabkan bertingkah laku dengan ganas, menghadapi tekanan dan kemurungan di samping menyebabkan ketagihan serta permasalahan dari sudut emosi (Salmah & Malisah, 2016). Di samping itu juga kajian daripada Michael dan Ambotang (2020) menyatakan bahawa penglibatan murid dengan aktiviti yang dijalankan oleh pihak sekolah yang bertujuan membentuk keperibadian pelajar juga tidak memberangsangkan akibat kesan daripada pengaruh teknologi digital ini. Mereka mendapati penggunaan peranti elektronik dan gajet seperti komputer riba dan telefon pintar memberi kesan kepada gaya hidup pelajar.

Berdasarkan implikasi yang disebutkan di atas akibat penggunaan internet yang berlebihan, ia dikhuatiri akan menyebabkan secara tidak langsung murid semakin hilang minat dengan proses e-pembelajaran yang lama dan mula beralih minat dengan melayari internet hiburan atau bermain *game* secara *online*. Ini kerana, apabila keperluan fisiologi seseorang tidak dipenuhi dengan baik seperti tekanan emosi akibat masalah capaian internet,

kesihatan yang terganggu kerana berjam-jam menghadap komputer atau skrin bagi melayari internet, dan mental yang berat kerana terlalu memikirkan pembelajaran sepanjang masa walaupun di rumah, maka murid akan beralih kepada sesuatu yang menyeronokkan atau hiburan sehingga menyebabkan mereka leka dan akhirnya meninggalkan pembelajaran.

Perbincangan

Melihat kepada definisi e-pembelajaran yang banyak mengaitkan e-pembelajaran dengan internet dan juga penggunaan peranti teknologi, maka artikel ini akan membincangkan isu yang berkaitan internet yang mempengaruhi pembinaan sahsiah murid semasa pelaksanaan e-pembelajaran. Tiga elemen utama yang mendokong pelaksanaan e-pembelajaran iaitu, capaian internet, kandungan internet dan penggunaan alat peranti teknologi atau gajet untuk mengakses internet semasa e-pembelajaran akan turut dibincangkan.



Rajah 1: Pengaruh Internet Dalam Pelaksanaan E-Pembelajaran Ke Atas Pembinaan Sahsiah Murid

Kandungan Internet

Internet sebagai media pembelajaran dan media sosial berperanan terhadap hasil pembelajaran yang akan diperoleh oleh murid dan secara tidak langsung membawa kepada pembinaan sahsiah murid (Dedyerianto, 2020). Kandungan internet mendedahkan mereka kepada persekitaran yang pelbagai kerana mereka mempunyai keupayaan untuk mencapai segala jenis maklumat tanpa tapisan sejajar dengan istilah dunia tanpa sempadan. Walaupun penggunaan internet boleh menarik minat dan motivasi murid untuk belajar, namun, terdapat juga segelintir murid yang menggunakannya dengan cara yang salah seperti mengambil kesempatan semasa pembelajaran dalam talian dilaksanakan (Arisanti & Subhan, 2018). Mereka bermain *online game* dan membuka web yang tidak berkaitan dengan pembelajaran. Tambahan pula wujud pelbagai kandungan aplikasi, iklan dan maklumat dalam peranti

teknologi yang tidak sesuai diakses lebih-lebih lagi bagi seorang murid sehingga boleh mempengaruhi pemikiran dan sahsiah mereka (Salmah & Malisah, 2016).

Walaupun penggunaan internet dapat membantu dalam mendapatkan maklumat untuk menyiapkan tugas kerja rumah, namun akibat keterbukaan internet yang sukar disekat, kebanyakan ibu bapa dan guru merasakan internet lebih banyak membawa unsur negatif sekiranya tidak dipantau dengan baik. Kebenaran daripada ibu bapa kepada anak untuk melayari internet semasa pelaksanaan e-pembelajaran dikhuatiri disalah guna dengan melayari kandungan berunsur hiburan dan kandungan-kandungan yang tidak sesuai dengan imej sebagai seorang pelajar seperti menonton aksi ganas, lucah, dan melalaikan. Keadaan ini akan mempengaruhi pembinaan sahsiah kerana mereka mungkin tidak dapat membezakan di antara perkara yang betul atau salah atas faktor umur yang masih muda dan belum memahami perkara tersebut. Situasi ini akan menyebabkan mereka tidak dapat memanfaatkan teknologi dengan semaksima mungkin untuk tujuan pembelajaran tetapi hanya menggunakan teknologi untuk tujuan yang melalaikan dan merosakkan sahsiah mereka.

Capaian Internet

Capaian internet merupakan salah satu perkara yang perlu diberi perhatian apabila melaksanakan kaedah e-pembelajaran. Hal ini kerana, capaian internet yang mencukupi merupakan salah satu sarana & prasarana yang menyokong e-pembelajaran di rumah (Satrianingrum & Prasetyo, 2020). Masalah capaian internet yang tidak kuat di sesetengah kawasan terutamanya kawasan kampung dan pedalaman menyebabkan ramai pelajar ketinggalan dan tidak dapat mengikuti pembelajaran seperti yang ditetapkan. Apabila murid berhadapan dengan situasi ini, ia akan mengakibatkan proses pembelajaran bagi seseorang murid terbantut dan seterusnya murid sukar memahami isi pelajaran dengan baik. Masalah ini sedikit sebanyak memberi kesan dan menjadi cabaran yang besar kepada guru yang berperanan membentuk perilaku dan membina sahsiah murid, bermula dari peringkat sekolah rendah. Proses pembinaan akhlak dan sahsiah murid akan terganggu dan matlamat perkembangan individu murid secara holistik sukar untuk dicapai dengan baik sebagaimana yang diharapkan oleh Falsafah Pendidikan Kebangsaan.

Masalah capaian internet boleh menjadi bebanan kepada pelajar dalam menghadapi kelas pembelajaran secara dalam talian (Mohamad, 2021). Masalah capaian internet menyebabkan pelajar tidak dapat mengikuti pembelajaran dengan baik apabila terpaksa keluar jauh mencari kawasan yang mempunyai capaian internet yang laju dan terpaksa menghabiskan masa di situ (Musfirah Mohamad et al., 2021). Hal ini menyebabkan murid tidak dapat menyiapkan tugas tepat pada waktunya dan sukar mengikuti pembelajaran pada masa yang ditetapkan oleh guru.

Apabila situasi ini berlaku, ia secara tidak langsung memberi impak yang negatif kepada sahsiah mereka dan berkemungkinan menyebabkan mereka menjadi kurang berdisiplin apabila situasi ini berterusan. Masalah ketidakcapaian internet boleh dijadikan sebagai alasan untuk tidak mengikuti sesi pembelajaran secara dalam talian. Mereka akan berasa tertekan kerana keperluan asas mereka untuk belajar pada ketika itu iaitu internet tidak dapat diakses dengan baik (Noor Khairunnisa Hasmuddin & Siti Mistima Maat, 2020). Justeru itu, guru-guru perlulah sentiasa peka juga dengan faktor sosio-budaya atau latar belakang anak didik apabila memilih menggunakan kaedah e-pembelajaran agar ia tidak menjadi bebanan dan kekangan kepada murid untuk meneruskan sesi pembelajaran di rumah terutamanya. Hal ini kerana tekanan dan bebanan yang dihadapi oleh murid juga boleh menjadi punca peningkatan masalah sosial dan sahsiah murid (Rabiee et al., 2013).

Penggunaan Gajet atau Peranti Teknologi Bagi Melayari Internet

Penggunaan peranti teknologi seperti komputer riba, dan gajet-gajet seperti telefon bimbit menjadi kegilaan masyarakat pada masa kini terutama pelajar kerana hampir kesemua institusi pengajian menggunakan alat bantu seperti ini untuk berinteraksi dan berhubung semasa penutupan sekolah berlaku bagi meneruskan aktiviti e-pembelajaran. Seiring dengan perkembangan teknologi, penggunaan telefon pintar dan komputer riba untuk melayari internet merupakan suatu kemestian (Salmah & Malisah, 2016). Tambahan pula, e-pembelajaran juga dikenali sebagai m-pembelajaran atau *mobile learning*.

M-pembelajaran (*Mobile Learning*) boleh ditakrifkan sebagai pembelajaran menggunakan peranti atau teknologi yang bersifat mudah alih seperti penggunaan komputer riba dan telefon bimbit sebagai medium pembelajaran. Selain itu, m-pembelajaran juga dilihat sebagai revolusi daripada pembelajaran elektronik (*e-Learning*) dan pembelajaran teradun (*Blended Learning*). Komponen utama peranti m-pembelajaran ialah kemajuan peranti dan jaringan internet. Peranti yang memiliki kemajuan teknologi terkini akan memudahkan sesi pembelajaran berlangsung, seiring dengan keperluan semasa (Tengku Sarina Aini & Nur Atiqah, 2021). Manakala jaringan internet pula merujuk kepada peranti yang boleh disambungkan kepada internet tanpa wayar. Selain itu, peranti m-pembelajaran juga perlu mempunyai ciri fizikal saiz yang padat serta tidak memerlukan masa yang lama untuk konfigurasi sama ada ditutup ataupun dibuka (Caudill, 2007).

Walau bagaimanapun, terdapat pelajar yang berpandangan bahawa m-pembelajaran yang menggunakan telefon bimbit adalah bukan pembelajaran yang sebenar berbanding pembelajaran secara tradisional yang dikatakan sebagai pembelajaran yang sebenar (Panagiota Panteli & Areti Panaoura, 2020). Pembelajaran secara tradisional dikatakan lebih mudah dari segi pemantauan guru apabila guru dapat memantau secara terus perkembangan pembelajaran anak murid di sekolah dan perubahan tingkah laku mereka sepanjang proses pembelajaran berlaku di dalam kelas. Sebaliknya, pembelajaran yang dilakukan menggunakan peranti elektronik secara sendiri menyebabkan timbul pula isu komunikasi dan interaksi antara guru dan murid. Sepatutnya penggunaan teknologi ini membantu memudahkan urusan kehidupan dan juga pendidikan sama ada kepada pelajar, ibu bapa atau guru jika dimanfaatkan sebaiknya.

Oleh itu, menurut Aji (2019), e-pembelajaran sepatutnya tidak bermaksud untuk menggantikan proses pembelajaran yang selama ini berlaku di dalam kelas sebaiknya ia adalah sebagai salah satu alternatif pembelajaran bersesuaian dengan era perkembangan dalam teknologi pendidikan. Hal ini kerana, timbul kebimbangan dalam kalangan para pendidik dan juga penyelidik berkenaan media elektronik, di mana ia mungkin mengakibatkan kurangnya berlaku interaksi sosial dengan individu sekeliling yang akhirnya membawa kepada perubahan sikap yang tidak baik (Salmah & Malisah, 2016). Sedangkan menurut Hermawan (2014), interaksi guru dalam proses pengajaran dan pembelajaran merupakan perkara utama bagi memastikan objektif pembelajaran dapat dicapai. Perkara ini disokong oleh Hartanto (2016), yang menjelaskan bahawa keberkesanan e-pembelajaran memerlukan interaksi yang maksimum di antara guru dan murid.

Namun begitu, penggunaan e-pembelajaran juga tidak dapat dipisahkan daripada pelbagai kekurangan. Antaranya seperti semakin kurang berlaku interaksi antara guru dan murid, atau murid sesama murid. Kelemahan ini boleh mengganggu proses pembentukan sahsiah dan tingkah laku sosial semasa aktiviti pembelajaran berlangsung. Tambahan pula, masalah ini akan semakin rumit apabila setiap murid memiliki gajet masing-masing sehingga tidak mengendahkan apa yang berlaku dan juga kurang mendengar nasihat daripada guru. Justeru itu, cadangan daripada Fahmi (2020) bagi meningkatkan kualiti komunikasi dan interaksi dalam e-pembelajaran antaranya ialah, ia perlu dilaksanakan secara *hybrid* iaitu

menggabungkan komunikasi *synchronous* dan *asynchronous* dalam masa yang sama. Komunikasi *synchronous* bermaksud guru mampu untuk berkomunikasi secara dua hala dengan murid secara serentak atau pada masa yang sama bagi membincangkan topik pembelajaran. Begitu juga dengan komunikasi *asynchronous*, iaitu tidak serentak atau serentak pada masa yang sama, tetapi guru dan murid masih boleh berhubung dan berkomunikasi pada waktu pilihan masing-masing mengikut kesesuaian masa dan rancangan aktiviti pembelajaran (Ucu et al., 2018). Dengan cara ini, komunikasi dan interaksi guru dengan murid dapat dipertingkatkan melalui komunikasi *synchronous* di mana guru boleh memantau secara langsung semasa sesi pembelajaran serentak dijalankan. Manakala komunikasi *asynchronous* dapat membantu guru memantau atau menyelia murid di luar sesi pembelajaran sekiranya murid ingin berinteraksi bertanya tentang pelajaran.

Cadangan Untuk Mengatasi Penyalahgunaan Internet Semasa Pelaksanaan E-Pembelajaran

Kajian menunjukkan bahawa keberkesanan pelaksanaan e-pembelajaran juga dipengaruhi oleh sokongan moral daripada keluarga di samping keberkesanan internet dan komunikasi (Chu, 2010). Sokongan emosi daripada keluarga terutamanya memberi pengaruh secara langsung dan tidak langsung terhadap keberkesanan e-pembelajaran. Namun, menurut Siti Nurbaizura et.al., (2020), cabaran yang timbul semasa pelaksanaan e-pembelajaran ini adalah kurangnya sokongan pembelajaran daripada ibu bapa dan penjaga. Ini adalah masalah utama khususnya murid di peringkat rendah sekiranya dibiarkan mengakses e-pembelajaran secara sendiri tanpa pantauan dan kawalan. Seharusnya, ibu bapa memberikan kawalan yang ketat ke atas anak-anak semasa menggunakan peranti teknologi ini agar anak-anak lebih cenderung memanfaatkannya ke arah yang positif dan terhindar daripada pengaruh yang negatif. Jadual 1 di bawah menyenaraikan peranan yang boleh dimainkan oleh ibu bapa dan juga guru bagi memantau proses e-pembelajaran murid di rumah.

Jadual 1: Peranan Ibu Bapa dan Guru Untuk Mengatasi Penyalahgunaan Internet Semasa Pelaksanaan E-Pembelajaran

Pihak yang berperanan	Cadangan
Ibu Bapa	<ul style="list-style-type: none"> Ibu bapa boleh menghadkan waktu mengakses e-pembelajaran sebagaimana jadual pembelajaran yang telah ditetapkan oleh guru. Komputer dan telefon bimbit untuk mengakses internet bagi tujuan e-pembelajaran tidak dibenarkan dibawa masuk ke dalam bilik anak-anak dan hanya dibenarkan di ruang terbuka. Ibu bapa perlu memantau sebaik sahaja anak-anak tamat sesi e-pembelajaran dan tidak membenarkan mereka mengakses internet selepas tamat. Ibu bapa hendaklah mendalami ilmu dan kemahiran yang berkaitan aplikasi terkini yang boleh diakses menggunakan internet supaya setiap aplikasi terbaharu yang tidak bersesuaian dengan anak-anak ditapis dan disekat daripada melayarinya.
Guru	<ul style="list-style-type: none"> Sentiasa berhubung dan berkomunikasi dengan anak murid berkenaan tugas yang diberikan melalui e-pembelajaran. Tidak melaksanakan e-pembelajaran dalam tempoh yang lama sehingga berjam-jam kerana akan menyebabkan murid hilang fokus dan bosan. Berinteraksi dengan murid semaksima yang mungkin melalui medium e-pembelajaran seperti kerap bertanya tentang tugas

yang diberikan.

- Sentiasa menasihati murid mengenai kandungan internet yang boleh diakses melalui e-pembelajaran dan kandungan yang tidak sesuai diakses.
- Guru perlu sentiasa peka dengan kemudahan teknologi yang ada sekarang yang terlalu terbuka dan memberikan kemudahan untuk murid saling berhubung antara satu sama lain dengan bebas antara murid lelaki dan perempuan.
- Guru perlu mendidik anak murid seolah-olah mendidik anak mereka sendiri agar segala nasihat yang diberi mudah diterima sebagaimana ibu bapa menasihati anaknya sendiri.
- Sentiasa mengambil berat dan peka dengan situasi murid serta menegur murid dengan baik supaya mereka tidak leka dengan aplikasi-aplikasi gajet terbaharu sehingga meninggalkan pelajaran.
- Guru boleh menjadi kaunselor atau motivator kepada murid sekiranya murid mengalami masalah dengan e-pembelajaran agar tidak berlaku tekanan atau kemurungan yang boleh membawa kepada tingkah laku negatif.
- Guru perlu sentiasa memantapkan diri dengan ilmu dan kemahiran yang berkaitan teknologi seperti kemahiran pedagogi dan kemahiran profesional seiring dengan perkembangan teknologi semasa serta menyesuaikan dengan latar belakang murid agar tiada murid yang keciciran dalam pelajaran sekaligus memberi kesan kepada aspek sahsiah mereka.

Sumber: Nur Eliza et al. (2021) Salmah & Malisah (2016) dan ITU (2009)

Penutup

Sebagai kesimpulan, penggunaan internet semasa proses e-pembelajaran boleh membawa banyak manfaat sekiranya ia digunakan dengan cara yang betul. Ini kerana penerokaan maklumat secara e-pembelajaran melalui penggunaan komputer riba, tablet atau telefon bimbit yang mempunyai internet dapat memberi pendedahan kepada pelajar terhadap pelbagai kemahiran berasaskan perisian komputer dan internet. Keadaan ini juga sebenarnya secara tidak langsung membantu pelajar mempertingkatkan prestasi pembelajaran dan membantu pembinaan sahsiah mereka. Hal ini kerana penggunaan internet telah menjadi sebahagian daripada budaya kehidupan masyarakat pada hari ini termasuklah murid di sekolah rendah. Selain daripada menjadi platform kepada guru dan anak murid untuk berinteraksi semasa proses e-pembelajaran, penggunaan internet juga boleh memberi manfaat kepada mereka untuk memuat turun bahan pembelajaran semasa berada di rumah. Justeru, kemudahan internet perlu ditambah baik dan kaedah pengaplikasiannya perlu diberi perhatian agar pembelajaran berasaskan elektronik ini dapat dimanfaatkan secara optimum di semua peringkat institusi pengajian dan tidak memberikan tekanan kepada pihak yang mengaplikasinya sehingga memberi kesan negatif kepada pembinaan sahsiah mereka.

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MELIHAT BEBERAPA ASPEK PENGUKUHAN HOME GUARD DI KEDAH DALAM ERA DARURAT

Mohd Kasri bin Saidon
Zolkefli bin Bahador

Muzium Pengurusan Universiti Utara Malaysia (E-mail: kasri@uum.edu.my)

Abstrak: Artikel ini mengarpakan tentang Home Guard (HG) yang merupakan satu pasukan pertahanan yang melibatkan rakyat secara khusus. HG diperkenalkan di Tanah Melayu dalam era darurat (1948-60), secara operationalnya dalam tahun 1950. Skop penulisan ini adalah tentang HG di Kedah, sebagaimana Kedah adalah antara negeri yang hebat diancam pihak Parti Komunis Malaya (PKM) dalam episod darurat. Artikel ini menumpukan beberapa aspek yang dibuat oleh pihak kerajaan semasa itu bagi mengukuhkan perjalanan kerja HG. Pasukan rakyat ini diperkemas dengan susunan tadbir yang lebih mantap untuk menjadikan HG sebagai pelapis pertahanan yang kedua bagi melawan Komunis ketika itu. Ini termasuk penglibatan pegawai dagang dari luar Tanah Melayu dan pemantapan bagi pegawai dalam negeri. Artikel ini juga memaparkan tentang kebajikan anggota pasukan yang dilakukan semasa keaktifan HG. Tidak dapat lari juga tentang aspek kepimpinan yang dilihat menjadi teras kepada keutuhan perjalanan kerja HG. Kesemua isi penulisan ini adalah dari sumber utama umumnya dari fail Setiausaha Kerajaan Negeri Kedah (SUK) serta temubual dengan beberapa responden bagi pengukuhan fakta dan ulasan.

Kata kunci: Home Guard, Kedah, Komunis, anggota, Setiausaha Kerajaan Negeri Kedah

Abstract: This article describes the Home Guard (HG) which is a defense force that specifically involves the people. HG was introduced in Malaya in the emergency era (1948-60), operationally in 1950. The scope of this writing is about HG in Kedah, as Kedah is one of the great states threatened by the Malayan Communist Party (CPM) in emergency episodes. This article focuses on some aspects made by the government at that time to strengthen the work of HG. The people's force was streamlined with a more robust administrative arrangement to make HG the second line of defense against the Communists at that time. This includes the involvement of expatriates from outside Malaya and the strengthening of domestic officers. This article also features about the welfare of team members done during HG activities. Can't run away also about the leadership aspect that is seen as core to the integrity of HG's work journey. All the contents of this writing are from the main source generally from the file of the Kedah State Secretary (SUK) as well as interviews with several respondents to strengthen the facts and comments.

Keywords: Home Guard, Kedah, Communist, member, Kedah State Secretary

Pengenalan

Apabila kancas Perang Dunia Kedua tamat dalam lewat tahun 1945, Tanah Melayu adalah antara negara yang kembali pada naungan British. Sebelum pecah perang sememangnya telah wujud gerakan dan fahaman komunisma di Tanah Melayu. Sasaran fahaman ini adalah kelompok rakyat kumpulan pekerja, tumpuan besar ialah pekerja lombong dan ladang getah. Namun fahaman ini juga ada mengorak usaha pada orang Melayu namun ia tidak mengukuh.

Begitupun ada beberapa nama besar Melayu yang berada dalam kepompong komunis ini.²⁰ Doktrin komunisma kemudiannya menjadi ancaman pada pihak kerajaan Tanah Melayu dan prinsip yang dibawa juga tidak bersesuaian dengan aliran hidup sebahagian besar rakyat semasa itu. Apabila pecah perang, kelompok tahanan komunis ini telah diberi ruang untuk sama-sama menentang kemaraan tentera Jepun kerana perluasan kuasa Jepun dilihat sebagai musuh bersama bagi Tanah Melayu serta kelompok yang berfahaman komunis didalamnya. Semasa pendudukan Jepun, pihak British melalui *Force 136* tentang mengadakan hubungan dengan Malayan People Anti Japanese Army (MPAJA) yang dibarisi oleh anggota Parti Komunis Malaya (PKM) untuk melakukan gerakan serangan gerila pada pihak Jepun.²¹ Setelah tamat MPAJA kemudian mengubah rentak dengan melakukan gerakan bersenjata melawan kerajaan Tanah Melayu yang dinaungi British semasa itu. Gerakan yang semakin membahaya ini kemudiannya mencetuskan episod “darurat” yang berlangsung selama 12 tahun. Kerajaan Tanah Melayu kemudiannya melakukan beberapa perancangan pertahanan dan pemantapan keselamatan bagi menghalang gelombang kemaraan pihak PKM ini. Antara yang diusahakan ialah pembentukan pasukan keselamatan tambahan dari rakyat iaitu *Home Guard* (HG). Negeri Kedah adalah antara negeri yang hebat diancam dan diasak oleh gerakan subversif ini. HG Kedah juga tidak sedikit menerima bencana dari apa yang dipraktikkan oleh pihak musuh. Arikel ini memberi fokus pada Kedah untuk melihat dan mengulas tentang aspek pemantapan dan pengukuhan yang dilakukan pihak kerajaan untuk HG dalam tempoh tersebut.

Matlamat penulisan

Penulisan artikel ini menyasarkan satu kefahaman yang lebih meluas tentang sejarah darurat itu sendiri. Umumnya sejarah ini sudah dilihat agak dilupakan oleh generasi kini, ia tenggelam dalam lipatan sejarah. Para penglibat juga telah ramai yang meninggal dunia, banyak peristiwa dan rencana cerita yang mereka lalui hilang atau luput begitu sahaja. Artikel ini memberi fokus beberapa aspek dalam HG yang dikira ia dapat menjadi satu penganalisan yang bersifat akademik dalam sejarah HG dan juga sejarah darurat itu sendiri. Isi kandungan arikel ini juga diharap bakal menjadi asas pada kajian lebih lanjut dimasa hadapan dan juga dapat memberikan satu ilmu baru dalam sejarah Malaysia umumnya.

Kaedah dapatan penulisan

Penulisan ini adalah dari rujukan dan penganalisan terhadap pelbagai sumber. Yang utama ialah segala laporan dan surat menyurat yang disimpan dalam koleksi Setiausaha Kerajaan Negeri Kedah (SUK). Koleksi ini adalah sumber utama kerana ia terhasil sebagai laporan dan catatan semasa tempoh darurat. Penulisan ini juga disokong dengan beberapa temubual dan pandangan penglibat dan beberapa individu yang dikira dapat memberi faedah pada maksud artikel ini. Untuk menjadikan ia satu wadah yang kukuh, pandangan dan ulasan beberapa penulisan yang bersifat ilmiah juga diambil kira. Kombinasi semua sumber ini dikira dapat mengukuhkan isi kandungan penulisan.

²⁰ Untuk pemahaman lanjut lihat tentang Musa Ahmad dalam Sabda S & Wahba, 1981. *Musa Ahmad Kembali Ke Pangkuan*, Selangor: Tra-Tra Publishing.

²¹ Untuk pemahaman lanjut lihat Mohd Reduan Hj Asli, 1993. *Pemberontakan Bersenjata Komunis di Malaysia*, Kuala Lumpur: Dewan Bahasa dan Pustaka. Juga lihat pengalaman bekas anggota Force 136 dalam James Dobbie, Peter, 1994. *Hujan Panas Bawa Bencana*, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Aspek pengukuhan

HG dibentuk dari penglibatan pihak rakyat jelata dalam kerja-kerja keselamatan dan pertahanan. Ia diperkenalkan dalam tahun 1950 dan menjadi kukuh dengan kuasa khas dibawah *Home Guard Regulations 1951*, dimana semua rakyat yang berusia 18 sehingga 55 tahun boleh dikerah sebagai anggota HG. Ia dilihat sesuatu yang agak mendadak wujudnya, ini disebabkan semasa sebelum pecah Perang Dunia Kedua, rakyat tidak dilibatkan secara aktif untuk tujuan keselamatan dan pertahanan. Pasukan yang melibatkan rakyat hanyalah pasukan Polis, Rejimen Askar Melayu, Askar Timbalan Setia (*Johor Military Force*) dan pasukan tentera sukarela.²² Namun ia bukanlah satu jumlah yang besar dan menyeluruh pada semua rakyat. Mengambil rakyat dan membentuk mereka sebagai anggota keselamatan adalah satu tugas yang besar. Jumlah yang banyak dan lokasi yang menyeluruh pelbagai ceruk bandar dan desa menjadikan usaha ini sedikit sebanyak tersisip juga kelemahan dalamnya. Ini dapat dilihat dari segi keanggotaan, pakaian, senjata dan operasi yang dibuat. Namun begitu sejarah memperlihatkan langkah pengukuhan dan penyusunan dibuat secara berterusan sehingga pasukan ini dibubarkan pada Julai 1959. Pasukan ini diaktifkan kembali semasa konfrontasi Malaysia-Indonesia berlaku dalam tahun 1963-1965. Selepas tahun 1969 khususnya apabila berlaku peristiwa 13 Mei kerajaan melihat ia perlu diwujudkan sebagai barisan sokongan keselamatan. Dalam tahun 1972, ia diperkenalkan sebagai pasukan Angkatan Relawan Rakyat (RELA). Akan tetapi perbincangan dalam artikel ini hanya akan memberi fokus pada era darurat.

Penambahbaikan HG

Penubuhan HG ini sememangnya satu penstrukturan yang baru sebagai satu entiti keselamatan di Tanah Melayu. Organisasi dalaman pasukan melibatkan perkara tentang kewangan, latihan dan tenaga pentadbiran. Untuk tujuan latihan dan pentadbiran terdapat usaha dipihak kerajaan untuk memantapkan perjalanan HG ini. Dilihat yang agak utama ialah tenaga kerja dibahagian latihan dan kepimpinan pasukan. Jika dilihat, terdapat beberapa kerja penambahbaikan yang dibuat dalam tujuan tersebut. Terdapat penambahbaikan dibuat dalam tahun 1955 terhadap pegawai-pegawai keturunan Asia seperti Melayu, Cina atau India dalam HG. Mereka kebanyakan merupakan bekas anggota polis dan tentera yang berkhidmat dalam HG dan dikelaskan sebagai '*Asian Officer*'. Perkhidmatan mereka selalunya sebagai tenaga pengajar dan pentadbir peringkat bawahan dalam HG. Jawatan mereka adalah secara kontrak selama dua tahun. Dalam tahun 1955, mereka diletakkan di bawah '*Regimental Officer*' dan menerima imbuhan sebanyak \$480.00 sebulan. Mereka juga boleh diatur gerak atau ditugaskan ke seluruh Tanah Melayu dan tidak semestinya sebuah negeri tertentu seperti kebiasaan. Jika dilihat dengan lebih terperinci, apa yang diubah ialah perkataan '*Asian*' yang cuba disamatarafkan dengan '*Regimental*'. Akan tetapi pada hakikat sebenar masih juga wujud perbezaan yang tinggi dari segi layanan dan penghormatan antara anak tempatan Tanah Melayu dengan pegawai dagang. (Expatriate)²³

Kedatangan Jeneral Templer yang mempunyai pengalaman ketenteraan dilihat ada kesan yang begitu positif dan strategis. Penambahbaikan berterusan semasa Templer menjadi Pesuruhjaya Tinggi dan sebagai orang nombor satu dalam kempen darurat. Siaran atau edaran kerja yang dibuat telah meletakkan HG sebagai:

1. *Satu medium antara kerajaan dan masyarakat melawan musuh.*
2. *Satu pertahanan tempatan yang padu melawan musuh.*

²² Untuk pemahaman tentang pertahanan dan keselamatan Tanah Melayu selepas Perang Dunia Kedua, rujuk Abdul Samad Idris, 1983. *Askar Melayu 50 Tahun*, Kuala Lumpur: Pustaka Budiman

²³ SUK 205/1375

3. Berkerja rapat dengan pasukan keselamatan lain supaya tiada bantuan yang sampai ke musuh.
4. Mengerakkan 'Operational Section' dalam operasi bersama pasukan keselamatan yang lain²⁴

Penetapan yang sebegini dilihat telah menjelaskan kedudukan HG dalam pertahanan secara menyeluruh dan tidak lagi lebih kepada 'pasukan kampung' seperti kewujudannya kali pertama dalam tahun 1949. Ini merupakan satu suntikan moral dan struktur yang baik terdapat kewujudan dan perjalanan kerja HG. Kesan dari itu di Kedah misalnya, dengan jumlah HG seramai 13,000 orang anggota dalam tahun 1956 kemudiannya dilengkapi kemudahan dan peralatan yang lebih baik termasuk kubu dan pos pengawal.²⁵



HG dalam satu sesi latihan di Kedah Selatan dalam era darurat

(Sumber: Arkib Negara Malaysia Cawangan Kedah/Perlis)

Kerajaan juga memperkuatkan perang saraf terhadap PKM sebagai pengukuhan pertahanan dalaman rakyat. Pelancaran kempen 'Bulan Melawan Penjahat' (*Anti Bandit Months*) pada 22 Disember 1949 menjadikan penglibatan rakyat terutamanya HG semakin kuat. Kempen yang dijalankan di seluruh Tanah Melayu ini berlanjutan hingga bulan Februari 1950. Termasuk Kedah, seramai 435,905 orang sukarelawan telah mendaftar dalam bulan Mac 1950 berbanding 364,322 orang pada awalnya. Di Kedah mereka terlibat mengedarkan risalah anti komunis, membersihkan belukar yang boleh digunakan komunis, mengadakan sekatan jalan dan pemeriksaan kad pengenalan. Mereka juga membantu polis untuk memastikan arahan perintah berkurung dipatuhi dan memastikan bekalan makanan kepada pihak komunis disekat.²⁶ Secara tidak langsung ini merupakan satu pengukuhan pada kuasa dan peranan HG dalam hal ehwal keselamatan secara umumnya.

²⁴ SUK 1329/1375 dan 1387/1375.

²⁵ Ibid.

²⁶ Lihat juga Ho Hui Ling. 2004. *Darurat 1948-1960, Keadaan Sosial di Tanah Melayu*, Kuala Lumpur: Penerbit Universiti Malaya Ho Hui Ling, hlm.18.

Jika dirujuk pada laporan SUK diperingkat awal darurat dikuatkuasakan. Penyertaan kaum Cina agak perlahan. Ini disebabkan hal kerja pertahanan adalah agak jauh dari budaya kerja harian mereka sebagai pelombong dan peniaga. Dalam tahun awal 1949 mendapat sambutan agak dingin di selatan Kedah pada kaum Cina. Namun situasi tersebut berubah dalam tahun-tahun kemudiannya dengan penglibatan mereka melalui HG dan sokongan badan-badan bukan kerajaan seperti Malayan Chinese Association (MCA) dan Dewan Perniagaan Cina.²⁷

Lawatan Templer yang agak kerap ke Kedah telah membuka banyak ruang untuk peningkatan positif HG Kedah dari segi moral dan profesionalisma.²⁸ Sepanjang era darurat Templer telah beberapa kali melakukan lawatan kerja terhadap HG Kedah. Pada 22 Mei 1952, Templer telah melawat Kuala Muda, antara yang dilawati ialah penempatan kaum Cina di Sungai Lembu dan juga kem latihan HG di Kem Hobart. Beliau juga ke Sik dengan memeriksa pertahanan HG di Kuala Begia.²⁹ HG Sik sekali lagi menerima lawatan kerja Templer pada 18 April 1953.³⁰ Ini menunjukkan terdapat penumpuan yang kukuh dan berterusan dari Templer sendiri terhadap beberapa kawasan pedalaman Kedah yang kerap diancam musuh.

Lawatan sebegini membuka ruang perbincangan antara Denholm Young sebagai State Home Guard Officer (SHGO) dengan Templer. Antara yang diutarakan dalam lawatan tahun 1953 ialah:

1. *Kekuatan sedia ada seramai 20,000 anggota dikekalkan.*
2. *Operasi akan diteruskan dan ditambah bila wujud keperluan.*
3. *Kekuatan Kampong Guard (KG) iaitu unit pertahanan tempatan yang berpusat di Kawasan Putih (White Area) akan dikecilkan dari 50 orang kepada 11 orang, berserta seorang Kopral. Bagi Kampong Baru (New Village) dari 400 ke 100 orang. Cadangan ini berasionalkan untuk memperbanyakkan latihan keselamatan bagi penduduk di kawasan tersebut. Langkah juga bertujuan untuk menjadikan penduduk sebagai elemen keselamatan dan menimbulkan rasa tanggung jawab dalam soal pertahanan setempat.³¹*

Lawatan ketua tertinggi di Tanah Melayu ini diikuti dengan beberapa pegawai tinggi lain yang mempunyai kapasiti dalam soal pertahanan sama ada Kedah atau Tanah Melayu. Dalam tahun 1955, Baling yang menjadi tuan rumah perundingan antara pihak kerajaan dan komunis dikunjungi oleh IGP HG Maj.Gen. Flanblanque dan Sir Donald Mac Gillyvary selaku Pesuruhjaya Tinggi ketika itu, mereka ditemani oleh Penasihat British di Kedah, E.C.G. Barret. Rombongan kenamaan ini kemudiannya bermalam di kediaman Wan Ali Wan Daud yang bertugas sebagai Pegawai Daerah (DO) di Baling. Daerah ini sudah boleh dikelaskan sebagai aman dan selamat dengan kehadiran para pemimpin tertinggi Tanah Melayu ini. Malah langkah mereka bermalam memberi pertanda bahawa ancaman komunis sudah jauh kendurnya berbanding Baling pada awal 1950.³²

Pihak istana dan pimpinan kerajaan negeri juga terlibat dalam lawatan kerja dan sosial ke seluruh Kedah, penumpuan lawatan kerja keselamatan masih lagi ke Kedah selatan. Sultan

²⁷ Pakatan NGO dan parti politik seperti MCA turut juga terlibat dalam kemantapan sosial kaum Cina dengan beberapa siri Civic Course di Kedah terutama semasa era aman selepas tahun 1955.

²⁸ Untuk pemahaman tentang Templer, rujuk Cloarke, John, 1985. *Templer Tiger of Malaya*, London: Harrap Ltd

²⁹ SUK 3131/1373, 1606/1373 dan 1573/1373.

³⁰ SUK 1531/1373.

³¹ SUK 2241/1373.

³² SUK 1531/1373.

Badlishah telah berangkat melawat daerah Sik pada 3 dan 4 April 1953. Kunjungan tersebut dilakukan tidak lama selepas lawatan kerja Templer ke kawasan tersebut. Baginda melawat pertahanan HG yang terdiri dari pos dan kubu dan mendapatkan penerangan terkini tentang keselamatan di kawasan tersebut.³³

Tuanku Sultan juga sejak dari awal lagi telah memantau perkembangan pertahanan negeri terutamanya pasukan rakyat seperti HG. Pada 21 dan 22 Mac 1949 misalnya, baginda telah turun padang ketika era darurat baru bermula dengan melihat kerja keselamatan HG yang masih di peringkat permulaan di kawasan Kulim dan Baling.³⁴ Lawatan Baginda Sultan ini memberi petanda bahawa keamanan sudah diperoleh rakyat dan kerajaan secara total di kawasan tersebut. Lebih jelas lagi dengan lawatan Tunku Abdul Halim selaku Raja Muda ke Kedah selatan.³⁵ Tunku Raja Muda melawat daerah Baling pada 9 Februari 1955. Baginda menghadiri majlis penyampaian pingat penghargaan untuk para HG di bangunan Pejabat Daerah Baling. Keamanan jelas dalam kawalan apabila baginda turut ke Dewan Orang Ramai Kampong Lalang untuk tujuan yang sama.³⁶



Keanggotaan HG di Sik, Kedah

(Sumber: Arkib Negara Malaysia Cawangan Kedah/Perlis)

Keberangkatan Tuanku Sultan dan Raja Muda merupakan satu usaha yang begitu kuat impak moralnya pada penduduk tempatan terlebih lagi pada HG itu sendiri. Secara tidak langsung ia dilihat satu lawatan kerja yang membuka ruang penambaan pada HG secara umum. Peranan HG menjadi utama dengan kerja-kerja keselamatan membantu pihak Polis dan tentera. Keamanan jelas dengan kehadiran para kerabat diraja dan orang kenamaan di tempat terbuka. Tunku Raja Muda misalnya telah mengadakan majlis perkelahan di sungai Siong semasa melawat Baling pada 9 Februari tahun yang sama. Siong yang diliputi hutan rimba merupakan sebahagian dari kawasan aktiviti musuh pada tahap awal darurat. Kehadiran keluarga diraja dilihat memberikan kesan sosial yang positif kepada keselamatan

³³ SUK 1531/1373.

³⁴ SUK 865/1369 dan 335/1369.

³⁵ Tunku Abdul Halim kemudiannya ditabalkan menjadi Sultan Kedah pada 20 Februari 1959.

³⁶ SUK 241/1375.

rakyat dan tentunya petanda keamanan sudah berada dalam genggaman.³⁷ Seperti mana yang dinyatakan dari awal penyertaan rakyat dalam aspek pertahanan merupakan tunjang kekuatan pertahanan tempatan Kedah. Penglibatan rakyat dalam mempertahankan negeri diberikan penghormatan oleh pihak kerajaan. Para anggota HG yang telah membuktikan dengan beberapa penganugerahan atas keberanian dan mutu perkhidmatan yang baik. Anugerah ini disampaikan oleh para pemimpin kerajaan dan ada yang menerima dari Raja Muda sendiri. Pada 9 Februari 1955, seramai enam orang anggota HG Sik misalnya telah menerima anugerah dari Tunku Raja Muda sempena lawatan baginda ke Baling:

1. *IGP of HG Certificate Merit and Badges- Ali b.Ibrahim dan Lebai Abas dari Kuala Jeneri.*
2. *High Commisioner Certificate- Sahriff b.Ismail dan Mad. Diah b.Deraman.*
3. *Letter of Commendation- Wan Ahmad b. Wan Ismail dan Awang b.Jusuh dari Kampung Landai.*³⁸

Kerajaan juga mengadakan lencana perkhidmatan (*Service Badges*) untuk para anggota HG untuk perkhidmatan yang baik. Di Kedah seramai 2,800 orang anggota menerima lencana tersebut yang disampaikan oleh Setiausaha Kerajaan Negeri dan Menteri Besar di beberapa daerah.³⁹ Pada awal Januari 1957, peranan HG semakin terserlah dengan ketetapan yang dikeluarkan SWEC Kedah. Dalam arahan tersebut, HG dan pihak polis digerakkan secara kolektif dengan pertahanan berdasarkan kepada empat tahap, ini dapat dilihat sebagai penambahbaikan baik pada sistem latihan yang sedia ada;

1. *Tahap 1 - latihan dikendalikan secara berasingan antara Polis dan HG.*
2. *Tahap 2 - latihan secara gabungan selama 3 bulan.*
3. *Tahap 3 - persediaan untuk pertahanan tempatan.*
4. *Tahap 4 - kelengkapan pertahanan untuk gabungan tugas.*⁴⁰

Kebajikan Anggota HG

Terdapat juga pembelaan dari segi kebajikan rakyat Kedah yang menyertai HG. Sejak dari tahun 1953 pihak HG negeri mula menjalankan mesyuarat perjalanan kerja yang menyentuh soal kebajikan secara berkala di Sungai Petani. Kebajikan dapat dilihat dengan peruntukan sebanyak \$500,000 untuk perjalanan kerja HG yang juga melibatkan kebajikan para anggota. Untuk tujuan tersebut juga satu pungutan secara derma dan kerja sosial dilakukan untuk aspek kebajikan. Tumpuan bantuan ialah untuk anggota yang akan menamatkan khidmat dengan bantuan perbelanjaan sebelum pampasan dibayar.⁴¹

Bantuan juga disalurkan untuk meringankan beban ahli yang bertugas jauh di pedalaman dengan bantuan kesukaran hidup. Begitu juga dengan bantuan ketika menyambut perayaan seperti Hari Raya dan Tahun Baru Cina. Tabung pungutan juga menerima wang dari:

1. Sumbangan *State War Executive Council* (SWEC)
2. Kerja amal dan hiburan
3. Derma
4. Hasil dendaan disiplin ahli
5. Derma dari *Security Forces Amity Committee* (SFAC)

³⁷Ibid.

³⁸SUK 372/1375.

³⁹SUK 1578/1370.

⁴⁰SUK 1329/1375.

⁴¹ SUK 1453/1373.

Perjalanan aktiviti kebajikan HG ini dikawal selia dengan satu jawatankuasa yang dipilih di peringkat pemimpin HG daerah dan negeri. Organisasinya adalah seperti berikut:

1. *State HG Officer* - Brig. Denholm Yong (Pengerusi)
2. *Assistant State Secretary* - Che Azmi Mohamad (Timbalan)
3. *Executive Secretary* - (tidak dinyatakan)
4. *Assistant Financial Officer* - J.O.H.Nixon (Bendahari)
5. *Administration* - Maj.D.A.Gospel (Setiausaha)⁴²

Kebajikan semakin menjadi lebih tersusun dengan kewujudan ‘Kelab Bekas HG’ (*Ex-Home Guard*). Kelab ini memberikan sijil tamat khidmat HG dan kad ahli kelab. Kewujudan kelab ini dimanfaatkan dengan urusan hal ehwal ahli, kemasyarakatan dan kemudahan kelab menembak. Kelulusan kerajaan terhadap kelab ini menandakan bahawa perkhidmatan mereka untuk HG Kedah dihargai kerajaan.⁴³

HG dilihat memantapkan organisasinya juga perkembangan kekuatan pasukan. Apabila membicarakan soal pertahanan rakyat di Kedah juga menarik dengan kewujudan pasukan pemuda yang dinamakan ‘*Girl Guard*’. Pasukan tersebut ditubuhkan di Kedah untuk memotivasikan kaum wanita kepada aspek pertahanan. *Girl Guard* merupakan kadet pelatih wanita yang apabila sampai masa kelak diharap akan memikul tanggungjawab pertahanan secara penuh. Di Kubang Pasu, para *Girl Guard* seramai 20 orang telah dilatih dalam soal keselamatan terutamanya aspek persenjataan.⁴⁴

Kepimpinan Tempatan Dalam HG

Kepimpinan sering dilihat sebagai tunggak pada perjalanan kerja yang baik. Budaya taat pada pemimpin ini juga telah sedia wujud dikalangan orang Melayu yang menjadi teras utama kekuatan HG. Sebagai sedia maklum rakyat Tanah Melayu dan Kedah khususnya dari pelbagai lapisan mula menjadikan aspek keselamatan sebagai agenda dalam tempoh darurat berlangsung. Sedikit demi sedikit didapati agenda keselamatan sudah mula menjadi tanggungjawab sosial kepada rakyat Kedah, tidak lagi hanya bagi mereka yang melibatkan diri dalam pasukan pertahanan. Para pemimpin tempatan seperti Penghulu, Panglima atau ketua unit HG kampung adalah kelompok pemimpin peringkat bawahan yang akan dirujuk apabila berlakunya kecemasan. Mereka jugalah yang selalunya membuat keputusan awal sebelum kedatangan pihak pasukan keselamatan seperti polis dan tentera.

Pembunuhan dua musuh di Bukit Endoi, Tembak dalam daerah Kulim di selatan Kedah misalnya dapat dilihat sebagai kesan dari tanggungjawab masyarakat (*community responsible*) keberkesanan kepimpinan peringkat kampung. Kejadian dalam era awal 1950an ini bermula dengan kehadiran beberapa orang gerila komunis yang menjadikan hutan Bukit Endoi sebagai kawasan aktiviti. Musuh kerajaan tersebut mula mengugut penduduk kampung untuk mendapatkan bantuan logistik. Seorang mangsa ugut bernama Hassan kemudiannya melaporkan kepada seorang yang disegani yang digelar Tok Fakir Jusuh.

Berita ugutan ini disampaikan Tok Fakir Jusuh kepada Penghulu Abu Bakar yang kemudiannya terus menyusun pasukan serang hendap yang terdiri dari para HG dan penduduk kampung. Satu serang hendap dilakukan pada jam 4.00 petang dan berjaya membunuh dua orang gerila. Mayat anggota komunis tersebut dibawa ke balai Polis Kuala Ketil, pasukan rakyat tersebut kemudiannya dihadihkan sebanyak \$2,000 oleh pihak

⁴² SUK 551/1373.

⁴³ SUK 250/1373.

⁴⁴ SUK 225/1374.

kerajaan. Wang tersebut telah dibahagikan sama rata kepada semua yang terlibat dan sebahagian kecil disumbangkan untuk membeli pinggan mangkuk pakatan kampung.⁴⁵

Kepimpinan tempatan bagi daerah banyak diterajui oleh anak tempatan semasa era darurat. Mereka berjawatan Pegawai Daerah merupakan kuasa yang agak besar kala itu yang mempunyai perkaitan tugas dengan barisan agensi lain dalam kerajaan. Pegawai Daerah juga merupakan pegawai rujukan bagi para Penghulu dan Panglima, seringkali sokongan dan kata putus pegawai ini dipohonkan dalam sesuatu perkara. Dalam episod darurat mereka mentadbir daerah dan juga mengetuai pasukan pertahanan tempatan seperti HG. Kepentingan peranan mereka dinyatakan dengan:

*“Since the period of the Emergency top priority has been given to the rule of the D.O. as the ‘the natural and single leader of his district’. This leadership rule is function of both nature of the office itself, and the ecology of administration which influences the style of administration”.*⁴⁶

Di Kedah, selepas kekalahan Jepun menyaksikan ketegasan dan keberanian Syed Abu Bakar selaku Pegawai Daerah Baling dalam menghadapi ancaman pihak MPAJA. Ketegasan beliau menyebabkan beliau menjadi mangsa pembunuhan kejam pihak pro komunis tersebut.⁴⁷ Dalam era darurat, Tunku Nong Jiwa merupakan antara kepimpinan daerah yang banyak mewarnai kerja melawan komunis di peringkat daerah. Beliau pernah menjadi Pegawai Daerah di Kubang Pasu dan beberapa daerah lain. Kepimpinan beliau yang tegas dan berani tersebut mendatangkan masalah bagi pihak komunis. Semasa beliau bertugas di Kubang Pasu beliau pernah juga diancam nyawanya oleh pihak gerila PKM tersebut.⁴⁸

Ketokohan pemimpin tempatan dalam kalangan rakyat biasa yang bukan pemimpin dilantik kerajaan juga dapat dikutip dari kajian darurat di Kedah. Ketokohan Kiyai Salleh di Johor dengan ‘Tentera Sabil Selendang Merah’ juga memberikan kesan kepada kebangkitan orang Melayu Kedah dalam mempertahankan kampung halaman mereka. Akan tetapi masyarakat Kedah lebih terdedah kepada peristiwa pembunuhan penduduk di Bukit Jenun dalam tahun 1951 yang terbit dari peristiwa Bukit Tambun.⁴⁹

Nama-nama tokoh tempatan seperti Hj. Mat Lala (Hj. Ahmad b.Abbas), Zakaria Kupang, Hj.Abdul Rahman, Abdullah, Awang Gulai, Che Hassan dan Tuan Guru Hj. Hussin Che Dol menjadi taruhan rakyat bagi akan kepimpinan mereka. Rata-rata mereka ini merupakan individu yang sudah mempunyai nama dalam sistem sosial masyarakat sama ada kepimpinan atau keilmuan. Tuan Guru Hj Hussin dan Hj.Sulong misalnya telah terkenal sebagai ulama tempatan yang tersohor serta mempunyai jumlah anak murid yang ramai dari pelbagai daerah. Penglibatannya dilihat sebagai satu jihad dan kemuliaan pada masyarakat

⁴⁵Temubual dengan bekas SC Ibrahim bin Abdullah, 74 di Kampong Perik Kuala Nerang, Kedah pada 9 September 2005.

⁴⁶ Mohd Isa Othman, 2001. *Pengalaman Kedah dan Perlis Di Zaman Penjajahan British*, Kuala Lumpur: Utusan Publication.hlm. 292

⁴⁷ Mohd Isa Othman, 1992. *Pendudukan Jepun di Tanah Melayu 1942-1945 (Tumpuan di Negeri Kedah)*, Kuala Lumpur: Dewan Bahasa dan Pustaka, hlm.135.

⁴⁸ Temubual dengan Dato Wan Shamsuddin Mohd Yusuf, Yang Dipertua Persatuan Sejarah Malaysia Cawangan Kedah (PSMCK) pada 27.Nov.2006.Tunku Nong Jiwa pernah bertugas sebagai Pegawai Daerah Kubang Pasu dan Sik, semasa akhir kariernya bertugas sebagai Pegawai Kewangan Negeri.

⁴⁹Rujuk Baharom Mansor & Abu Bakar Majid, “Kegiatan Komunis Dan Kesannya Ke Atas Hubungan Kaum: Bukit Tambun dan Bukit Jenun” dalam Prof. Khoo Kay Kim dan Adnan Hj. Awang (Peny.) 1984. Darurat 1948-1960, Kuala Lumpur: Muzium Angkatan Tentera, hlm.125-144.

Kedah seperti mana sejarah Kedah silam yang juga terdapat kepimpinan ugama memimpin perang.⁵⁰

Hj. Abdul Rahman pula begitu popular di kawasan Jeniang, Baling dan Sik sebagai tokoh pemimpin tempatan. Suara dan kepimpinannya dihormati oleh segenap lapisan masyarakat tanpa mengira kaum. Penglibatan beliau dalam soal keselamatan dan kemasyarakatan juga ditagih oleh pihak kerajaan. Dalam rekod SUK bagi tahun 1950 misalnya, Pegawai Daerah Sik dalam satu laporan tahun 1950 kepada kerajaan Kedah menulis akan peranan Hj. Abdul Rahman dalam membantu kerja keselamatan sebagai '*Strong Man*'.⁵¹

Tokoh pemimpin dalam melawan komunis juga terdapat di kawasan Sik. Hj. Mat Lala atau nama sebenar Hj. Ahmad b. Abas adalah tokoh pemimpin tempatan Sik yang terlibat dengan beberapa pertempuran melawan musuh secara terbuka (*ofensif*). Malah antara pertempurannya yang hebat ialah pertempuran di Charok Sentang. Pertempuran ini melibatkan 40 orang penduduk yang terdiri dari HG dan penduduk awam melawan hampir 100 orang komunis. Beliau juga diserang hendap oleh pasukan komunis di Lubuk Serunai, kesannya Hj. Mat Lala telah cedera terkena tembakan di leher. Antara tokoh pejuang lain yang turut bersama beliau ialah Che Hassan, Awang Gulai dan Abdullah. Sumbangan Hj. Mat Lala dihargai kerajaan semasa darurat dengan anugerah Medal Peringatan Perang oleh Templer dan Pingat Jaksa Pdamai oleh Tuanku Sultan Badlishah.⁵²



**Major General Fonblanque dalam satu upacara kurniaan Surat Kepujian HG di Sik,
Kedah dalam tahun 1951**

(Sumber: Arkib Negara Malaysia Cawangan Kedah/Perlis)

Melihat kembali akan keberanian dan perjuangan mereka adalah sesuatu yang sememangnya membanggakan. Pakatan rakyat ini berjuang hanya berasaskan keberanian, tenaga dan persenjataan yang paling minima. Mereka sendiri tidak pernah didedah dengan ilmu ketenteraan di peringkat yang sepatutnya dan dibekalkan dengan persenjataan yang sesuai untuk pertempuran moden. Namun apabila senjata dan kebenaran diberi serta harapan

⁵⁰ Contohnya peranan dan kepimpinan Syeikh Abdul Samad al-Palembangi seorang ulamak terkenal Kedah dalam perang membebaskan Kedah dari ancaman Siam dalam tahun 1839.

⁵¹ SUK 2590/1370.

⁵² Rujuk buletin Lindungan Bulan terbitan Persatuan Sejarah Malaysia Cawangan Kedah, bil 15/300.

rakyat disandarkan kepada mereka, mereka berjaya membuktikan bahawa mereka boleh mempertahankan kawasan tempatan mereka.⁵³

Penulisan ini melihat terdapat kesinambungan semangat, contoh dan kepimpinan sejak yang dibawa dari zaman *Force 136* ke era darurat. Di lokasi seperti Sik, Baling dan Padang Terap timbul gerakan rakyat mempertahankan kawasan dari pencerobohan komunis. Kawasan sebeginilah yang dahulunya merupakan pengkalan aktiviti bagi Pasukan 136 menentang Jepun. Di Padang Terap, dalam era darurat begitu menjadikan Mat Perachut, seorang anggota *Force 136* sebagai idola dalam peperangan melawan musuh. Dari asas tersebut dilihat bukanlah sesuatu yang janggal bagi para penduduk untuk memikul senjata. Terlebih lagi apabila kempen melawan musuh dipimpin oleh individu yang berpengaruh termasuk juga para Penghulu, Panglima atau pun ulamak.⁵⁴ Ini membuktikan kepimpinan tempatan juga tidak sedikit kesannya pada perjalanan pasukan dalam operasi keselamatan yang dibuat.

Kesimpulan

Darurat telah berlangsung selama 12 tahun, dari tahun 1948 sehingga 1960. Pelbagai peristiwa telah berlaku dalam tempoh tersebut. Pertahanan dan keselamatan Tanah Melayu berada dibawah tanggung jawab pihak pasukan keselamatan namun dengan senario selepas awal tamat Perang Dunia Kedua dan kondisi pihak PKM yang agak kuat, apa yang sedia ada perlu diperkuatkan. Tidak dapat dipinggirkan rakyat perlu memainkan peranan yang penting untuk mengukuhkan apa yang sedia ada. Pembentukan pasukan HG adalah secara jelas peranan rakyat diperlukan dalam tempoh tersebut. Jelas rakyat pelbagai kaum menyumbang tenaga dalam usaha tersebut. Kuasa kerajaan mengenakan syarat wajib untuk penyertaan dalam HG ini juga memperkuatkan kekuatan yang sedia ada. Namun yang sangat jelas adalah kesanggupan rakyat itu sendiri untuk memikul senjata melawan musuh adalah sesuatu yang sangat membanggakan. HG kemudiannya diperkuat dan diberikan penambahbaikan dari masa ke semasa. Ini sejajaran dengan kedudukan pasukan itu sendiri sebagai barisan pelapis pertahanan negara ketika itu. Usaha ini dilihat memberikan impak yang begitu positif pada keutuhan pasukan tersebut sama ada dari segi moral, penampilan dan perjalanan kerja HG itu sendiri.

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⁵³ Pertahanan tempatan seperti HG hanya didedahkan dengan asas senjata seperti Shot Gun, menembak dan beberapa formasi serangan taktikal. Namun mereka berjaya bertempur dan membunuh komunis melebihi dari apa yang diajarkan.

⁵⁴ Panglima dan Penghulu memainkan peranan penting dalam pengurusan HG di kawasan mereka. Mereka diberikan pangkat dan tanda pengenalan pada pakaian untuk tujuan tersebut, bagi Penghulu diberikan tanda pangkat dua Gold Bar di songkok manakala Panglima satu Gold Bar.

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Date: 18-19 September 2021

Venue: Cameron Highland, Malaysia

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

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



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

Date: 25-26 September 2021

Venue: Penang, Malaysia

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

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



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

Date: 23-24 October 2021

Venue: Sabah, Malaysia

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

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



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

Date: 20-21 November 2021

Venue: Langkawi, Malaysia

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

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



4th IRCMST 2021

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

Date: 27-28 November 2021

Venue: Kuala Lumpur, Malaysia

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

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



5th IRCHST 2021

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

Date: 11-12 December 2021

Venue: Kota Bharu, Kelantan, Malaysia

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

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



3rd IRCASE 2021

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

Date: 11-12 December 2021

Venue: Kota Bharu, Kelantan, Malaysia

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

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



5th ICIEL 2021

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

Date: 18-19 December 2021

Venue: Ipoh, Perak, Malaysia

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

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



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

Date: 8 September 2021

Venue: Online

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

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



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

Date: 2 December 2021

Venue: Online

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

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



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

Date: 14 June 2021

Venue: Online

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

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

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