

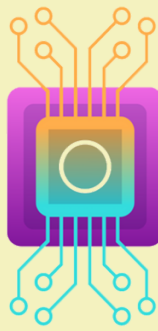
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**5th International
Research Conference on
Multidisciplinary in
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**PROCEEDING:
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CONFERENCE ON MULTIDISCIPLINARY IN
SOCIAL SCIENCES AND TECHNOLOGY 2022
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LEARNING EXPERIENCES AND DIMENSIONS OF WELLNESS OF INDIGENOUS 10TH GRADERS

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Abstract: *The disruption brought about by the global pandemic and the sudden shift of the modality of learning has impacted the learners at a high degree especially the indigenous learners. This affects their learning experiences as it may not be the same as what they have before compared to the new normal. Likewise, the situation greatly affects the learners' different aspects of well-being. This study determined the relationship between the Indigenous People (IP) student's learning experiences and their dimensions of wellness before and during the new normal setup. The study was conducted at Batangan Buhid High School, Oriental Mindoro, Philippines. Through scheduled-guided interview, forty-five randomly selected IP learners were asked to answer the researcher-made questionnaires which undergone validity and reliability test. Descriptive – comparative-correlational method of research was employed utilizing Pearson's r and T-test to test the hypotheses. Results revealed that students in the normal set up create a support network with teachers and fellow students however they tend to show concern and doubt not only in academic circles but also about their safety and health. Also, it was found out that interpersonal relationship has a positive significant relationship with the mental wellness of the IP learners. Moreover, it was shown that IP students tend to prefer distance learning delivery mode rather than face-to-face because of economic reasons. Thus, it is imperative that the dimension of wellness of the IP students be given enough attention and that their learning experiences should be always considered especially in the new normal set up.*

Keywords: *Dimension of Wellness, Indigenous Education, Indigenous Learning, Learning Experience, New Normal*

Introduction

With the disruption caused by the unexpected widespread of the Covid-19, everyone in the education sector is forced to live in the new landscape called new normal. New normal is a term used by the government to condition the people that new standards will have to be followed because the present will never be the same as before (Maboloc, 2020). It is undeniable that this brought difficulty not only to the teachers but also the students, especially the deprived and the indigenous peoples (IP).

The pandemic has had an influence on daily life and continues to have a significant impact on our economy and educational system. As the Philippines enacted a lockdown and community quarantine, schools were compelled to close and transition to the New Normal Set-up. This entails imparting knowledge online and through modules. However, not all students have access to or the skills necessary to use this type of arrangement; our IPs, or Indigenous learners, are one such example.

Due to the absence of technology, supplies, and internet access for online classes, this pandemic may have a number of effects on our native students, particularly those who reside in distant places. Due to security and health rules put in place by various local government entities, the modular approach also presented a number of challenges, including a shortage of transportation and difficulty traveling between towns. Since we are no longer allowed to have face-to-face lessons, it may also have an impact on their self-confidence in speaking and forming connections with others, as well as their intellectual talents like how adept they are at studying on their own. These all have a significant influence on wellbeing from a mental, social, physical, and emotional perspective, also known as the dimensions of wellness.

With the undeniable effects of overnight shift from the traditional face-to-face setting to virtual spaces and the implementation of available distance learning, due to the COVID-19 pandemic crisis, the study determined the relationship of learning experiences to the dimensions of wellness among Indigenous 10th Graders of Batangan Buhid High School before and during the New Normal Set-up. The study specifically seeks answer to the following question: (1) What are the student's learning experiences before and during the pandemic in terms of: Intellectual Ability; Logistics and Support; Interpersonal Relationship; and Learning Environment? (2) What is the extent student's dimensions of wellness before and during pandemic in terms of: Mental Wellness; Social Wellness; Physical Well-being; and Emotional Wellness? (3) What correlations and differences can be drawn between the student's learning experiences and dimensions of wellness before and during the new normal set up?

Literature Review

In the recent past, the widely acceptable form of the learning delivery is through full-time face-to-face conventions of the students and faculty inside the classroom (Navale, 2020). Students and teachers collaborate freely to ensure effective teaching and learning without the hindrance of distance.

However, the declaration to not allow face-to-face classes without the vaccine (Kabling, 2020) has prompted the Department of Education to reassure that education must continue by offering solutions and schemes on how to effectively continue the delivery of education through alternative learning modalities. This includes blended-learning which is a combination of online distance learning and in-person delivery of learning materials to the homes of the learners (Esguerra, 2020). Further, to address the inadequacy of access to information, radio and television-based instructions will also be utilized. In many years, distance learning has provided opportunities for life-long learning for students who are less fortunate and underprivileged including the isolated people and indigenous groups (Daniel, 2011).

As the Department of Education announces that they will provide Self-Learning Modules (SLMs), the students are left on their own to learn the Most Essential Competencies set by the Kto12 curriculum. Needless to say, difficulties are anticipated. Being new to the distance education, students have relatively low understanding of the actual demands of studying by distance learning (Brown, et al., 2012).

Given the situation, it is definitely having a huge impact on the learning experiences of the students. It will bring tremendous change, challenges and adjustment on the part of the students in some learning aspects like intellectual and learning environment. The learning experiences of students in asynchronous instruction implies two-way learning experiences, both positive

and negative (Diez, et al., 2021) Passive learning especially in developing countries is one of the negative effects because of learners are used to traditional chalk-talk inside the classroom (Sonar, 2021).

Challenges like difficulty in understanding the lessons due to absence of educated person to assist and teach them, and lack of resources like gadgets and access to internet may lead to learning insufficiency (Bayod, 2021). Drastic change in learning environment also contributes in their learning experiences, with the limited opportunity to interact with external influences, including teachers and peers. Parallel to the social learning theory of Vygotsky, learners' interaction with others in the community plays an essential role in the development and learning. Hence, the complexity of the lives of the learners as novice in the distance learning must be well accounted in designing fitting learning experiences to ensure their learning attainment (Brown, et al., 2015). In the study conducted by Meo, et al. (2020), the pandemic had a negative impact on learners' psychological health and productivity at school. Similarly, Saraswathi, et al.(2020) reported lower mental health like increase level of worry and stress brought about by poor rest quality.

On the same ground, the new normal set up definitely have a huge impact on their wellness. The National Wellness Institute defines wellness as a proactive process that helps people become conscious of their choices and get closer to a more prosperous living. More so, it is multidimensional and holistic, encompassing lifestyle, mental and spiritual well-being, and the environment. The eight components of wellness—intellectual, emotional, physical, social, occupational, financial, environmental, and spiritual—are listed in one definition (Swarbrick, et al., 2016). This wellness model has been developed by the Substance Abuse and Mental Health Services Administration for their wellness effort (Nikolis, et al.,2021; O'Brien, et al.,2021). It was used to direct departmental wellness activities during the coronavirus (COVID-19) pandemic. One's total wellbeing is defined by the interaction of these eight dimensions (Nikolis, et al.,2021; Swarbrick, et al., 2016).

All dimensions of wellness need attention for students to develop. Non-achievement of the full academic potential of the IP learners are believed to be directly related to the reasons of financial incapacity, marginalization and verbal discrimination (Galindo, et al., 2018). Indeed, both learning experiences and dimensions of wellness should be given enough attention for students to cope with the challenges of the new normal set up.

Materials and Methods

This study is conducted to describe, correlate and compare the learning experiences and dimension of wellness among Grade 10 Indigenous students before and during new normal set-up. The study utilized descriptive method employing quantitative approaches. Though there are eight dimensions of wellness, the study is limited only in mental, social, physical and emotional wellness of the respondents.

To be able to gather necessary data, forty-five Grade 10 IP students of Batangan Buhid High School, Oriental Mindoro, Philippines were randomly selected. They were asked to accomplish a survey questionnaire to evaluate their learning experiences and dimensions of wellness before and during the new normal using scheduled guided-interview approach. Three-point Likert Scale was used to quantify the responses. The level of learning experience and dimensions of

wellness were described using the following statistical limit: 1.00-1.50 (Low); 1.51 – 2.50 (Moderate); 2.51-3.00 (High).

The forty (40) items survey questionnaire, as the major instrument of the study, covers three parts: respondents' basic information, learning experiences and dimensions of wellness. This undergone single-test reliability analysis using Cronbach's alpha (0.84, 0.89). To establish the validity of the instrument, validation process through the help of three field experts was done. To verify the responses and gather other necessary qualitative data, informal questions not included in the instrument were asked.

To describe the variables of the study, both descriptive and inferential statistics were employed. Mean was used to described the variables of the study. To test the magnitude of correlation and differences between the learning experiences and dimension of wellness, Pearson's r and T-test for uncorrelated means were employed, respectively.

Since the respondents are IP students, ethical considerations were properly accounted for. Request from proper authorities were secured prior the conduct of the data collection. Data collected were treated with utmost confidentiality and ensured that will only be used for the purposes of this research.

Results and Discussions

Respondent's Learning Experiences

Table 1 presents the mean distribution of the level of learning experiences of the Grade 10 Indigenous Students. Results confirm that the learners' level of learning experiences declined caused by the shift in set up. This is evident in the overall mean from 2.56 (High) to 1.55 (Low), before and during the new normal, respectively. This implies that the shift from normal has brought negative effect in the learning experiences of IP students.

IP learner's learning experiences in terms of Intellectual Ability

There is a notable decrease in the level of learning experiences of the respondents in terms of intellectual ability from 2.64 (High) to 1.51 (low). Based on the responses, IP learners tend to find difficulty in accomplishing their learning task when the situation shifted to new normal. Data further revealed that IP learners were able to study well and learn new things before the new normal set up. Moreover, decline in the learners' confidence of answering the learning tasks was evident the data.

IP learner's learning experiences in terms of Logistics and Support

In terms of logistics and support, students' concentration on studies declined from before to new normal as reflected by the mean score of 2.4 (Moderate) and 1.78 (Moderate). This is due to worries on financial problems. Time for studies were reduced in the new normal due to extra activities to contribute to the work at hand. The reason for this is that they were forced to helping their parents to generate income to provide for daily needs. With lesser time in their studies, learning is affected. However, between the wo set up, respondents generally chose new normal for them to have more time helping in providing their needs.

IP learner's learning experiences in terms of Interpersonal Relationship

The change in set up definitely limits the learning through peer support among learners. The most noticeable change as reflected on the consolidated responses is the learner's cooperation

with others to create best results. Understanding the given instructions without the help of others is found to be a problem for IP learners during the new normal. Overall, the drastic change in the level of learning experiences in terms of Interpersonal relationship is confirmed by the mean scores of 2.54 (Moderate) and 1.44 (Low).

IP learner's learning experiences in terms of Learning Environment

The learning environment is one of the most essential aspect in the learning process. The feeling of security among students is vital for effective learning to occur. Based on the results, students find it safer learning in school than in their homes before the new normal set up. This is also noticeable on the context of students' focus on study due to lesser distraction. Overall, the shift in set up greatly affects learning experience as far as learning environment is concerned from high level of learning experience (2.77) to low level (1.44).

Table 1: Level of Learning Experiences of Grade 10 Indigenous Students

Indicators	Before		During	
	Mean	Des	Mean	Des
Intellectual	2.64	High	1.51	Moderate
Logistics and Support	2.30	Moderate	1.78	Moderate
Interpersonal	2.54	Moderate	1.48	Low
Learning Environment	2.77	Moderate	1.44	Low
Overall Mean	2.56	High	1.55	Low

Respondents' Dimensions of Wellness

Table 2 presents the mean distribution of the level of wellness in different dimensions. It is noticeable that the overall mean before the new normal of 2.65 (High) dropped to 1.47 (Low) in the new normal set up. This indicates that students' dimensions of wellness were negatively affected by the sudden shift of educational set up in terms of mental, social, physical, and emotional.

Mental Wellness

Data revealed that learners are more focused and can think clearly even under pressure before the new normal set up. IP learners tend to lose their concentration and cannot easily adapt on the changes brought about by the sudden shift in the learning set up. They also found lesser time for meditation in the new normal than before. Overall mental wellness of the IP learners was negatively affected by the shift as reflected by the mean score of 2.64 (High) and 1.44(Low), before and during the normal, respectively.

Social Wellness

In terms of social wellness, there has also been a drastic decrease on the responses of the IP learners. From overall mean score of 2.75 described as high level before the new normal to 1.48 described as low level during the new normal. Responses revealed that IP learners felt more comfortable communicating with others before the new normal. Moreover, they are found to be lesser engaged with people in the community than before. Though maintaining balance between social and personal life is difficult in the new normal, IP learners became more assertive of their own skills and learn to value more their own self.

Physical Wellness

The physical wellness of the respondents before the new normal is described high level (2.65) while during the new normal is low extent (1.48). Though majority of the indicators for physical wellness have decrease from before the new normal to during the new normal, like doing outdoor activities, it is notable that in the area of proper sanitation, the level tends to increase. This implies that respondents were found to observe proper sanitation than before.

Emotional Wellness

Different responses were given by the IP learners in terms of their emotional wellness before and during the new normal. During the new normal, they felt that the support given by the family is lesser. They also feel that someone understands their learning struggles before the new normal more than the new normal. Because of limited communication and limited support system from family, friends and classmates, IP learners ended up enduring all their problems and thoughts on their own. This affected the emotional well-being. The overall emotional wellness of the respondents before and during the new normal is described high extent (2.57) and low extent (1.45), respectively.

Table 2: Mean Distribution of the Level of Wellness of the Grade 10 IP Learners in Different Dimensions

Indicators	Before		During	
	Mean	Description	Mean	Description
Mental	2.64	High	1.48	Low
Social	2.75	High	1.48	Low
Physical	2.65	High	1.48	Low
Emotional	2.57	High	1.45	Low
Overall Mean	2.65	High	1.47	Low

Correlation between the student's learning experiences and their dimensions of wellness before and during the new normal.

With the p values of 0.002 and 0.42, the learning experiences of the IP learners were found to have significant positive correlation with their dimensions of wellness before and during the new normal set up, respective at 95% level of significance. This implies that the better the learning experiences, the better the dimensions of wellness, and vice versa. The r squared values of 0.41 (before) and 0.05 (during) signify that 41% and 5% of the variations in the dimensions of wellness can be attributed to the learning experiences.

Table 3. Correlation Between the Learning Experiences and Dimensions of Wellness Before and During the New Normal

Variables		Dimensions of Wellness		
		Before	During	Interpretation
Learning Experience	r value	0.638	.219	Significant
	P value	.002	.042	
	r ² value	0.41	0.05	

Comparative Analysis between the Student's Learning Experiences and their Dimensions of Wellness before and during the new normal.

The results show that in terms of IP learners' learning experience, only logistics and support (LS) is found to be comparable before and during the new normal set up while all other indicators are found to be significantly different with p value of less than 0.05 at 95% level of confidence. This implies that the level of IP learners' learning experiences before the new normal is significantly higher than that of during the new normal in terms of the indicators of the study except logistics and support.

Almost similar results can be viewed in terms of the IP learners' dimension of wellness. With p value of less than 0.05 across all indicators of the dimensions of wellness, it can be concluded that there is a significant difference in the extent of dimensions of wellness of the respondents before and during the new normal. This implies that IP learners tend to have better mental, social, physical and emotional wellness before the new normal set up than during the new normal. Moreover, it can be gleaned that the shift in the situation have negative effect on the wellness of the IP learners.

Table 4. Differences Between and Among the Indicators of The Study Before and During the New Normal Set Up

Variables	Indicators	t	p value	Mean Difference	Interpretation
Learning Experience	Intellectual	12.76	<0.01	1.122	Significant
	Logistics and Support	1.80	.109	0.520	Not Significant
	Interpersonal Learning Environment	12.05	<0.01	1.058	Significant
		14.53	<0.01	1.208	Significant
Dimensions of Wellness	Mental	22.15	<0.01	1.162	Significant
	Social	23.09	<0.01	1.272	Significant
	Physical	8.77	<0.01	0.738	Significant
	Emotional	12.71	<0.01	1.118	Significant

Conclusion and Recommendation

In the light of the foregoing discussions, the following conclusions have been drawn. There is a descending shift in the level of learning experiences of the IP learners before and during the new normal in terms of intellectual ability, logistics and support, interpersonal and learning environment. Hence, programs may be implemented to amplify learners' learning experiences in the new normal by providing adequate and efficient self-learning materials. It can also be concluded that the shift from normal to new normal set up has affected the level of the IP learners' mental, social physical and emotional dimensions of wellness. That is why it is imperative that the dimension of wellness of the IP students be given enough attention boost their mental, physical social and emotional well-being.

Moreover, it is conclusive that either before or in the new normal set up, the IP learners' learning experiences have direct impact in their dimensions of wellness. Lastly, both the

learning experiences and dimensions of wellness of the IP students are adversely affected by the sudden change of the situation caused by the global pandemic. Therefore, it is highly recommended that strengthening the support systems from other stakeholders be done such as encouraging parents' involvement and peer tutoring to enhance mental and social wellness. Debriefing of any forms may be conducted by partner agencies to address physical and emotional issues brought about by the shift of set up.

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WOMEN'S DECISION IN AGRICULTURE AND CLIMATE CHANGE VARIABLES: IMPLICATIONS ON AVERAGE SEASONAL HARVEST OF SMALLHOLDER CORN FARMERS

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Abstract - *Many agricultural studies have long focused on the impact of climate change on agriculture. A perennial concern has been the obstacles it poses to agricultural development and management, decision-making practices, and adaptation. The study aimed to correlate women's decision-making participation on farming decision activities and the farmers level of understanding of climate change to the average seasonal harvest of smallholder corn farmers in the Bansud, Oriental Mindoro, Philippines. Using descriptive-correlational method of research utilizing Pearson Product Moment Correlation Coefficient, it was found out that significant positive correlation exists between the knowledge of farmers in climate change and the extent of women's participation in decision making specific to livelihood and climate change adaptation activities. Further, with the responses of 59 randomly selected smallholder farmers thru household scheduled interview data collection process, it was revealed that both knowledge in climate change and women's decision-making participation in agricultural activities correlates significantly with the average seasonal harvest of corn specially during dry season. Hence, it is vital that farmers be educated of what climate change is and that women be empowered to take part in agricultural decision-making activities. The study also examined the impact of climate variability on farmers' decision-making processes and identified common farmer adaptation strategies for dealing with climate change. The paper gives a clear view of the importance of giving women equal opportunity in agricultural decision making specially on climate change adaptation practices and how this contributes to the average seasonal harvest.*

Keywords: *Women's Participation, Agricultural Decision-Making, Adaptation, Seasonal Harvest, Climate Change*

Introduction

Climate change is expected to result in more erratic and volatile rainfall, both in terms of volume and timing, as well as shifting seasonal trends and an increase in the occurrence of extreme weather events. It is described as deviations from the normal atmospheric state induced by both natural and artificial causes such as the orbit of the earth's revolution, volcanic activity, and crustal motions (Attri & Rathore, 2003). As a consequence, climate change is widely acknowledged to have important consequences for agriculture. Many developing countries are especially vulnerable to climate change because their economies are predominantly dependent on weather-sensitive agricultural development systems (Kurukulasuriya et al., 2007; Seo and Mendelsohn, 2007). However, the extent of such disruption would be determined by how well farmers respond to new climates (Mendelsohn, et al., 2000).

Farmers use aboriginal cultural expertise to predict and forecast weather patterns. Understanding how a new category of climate information could be embraced begins with

understanding such conventional knowledge (Eakin,1999). The most popular cultural environmental markers were beliefs that the color of the sky, the volume and color of cloud formations, and wind directions would predict when the next season would be rainy or dry. The color of the sky is reddish, there are few clouds in the sky, and the wind is flowing from west to east, all of which indicate that the next cropping season will be dry (Mengistu, 2011). These has been accepted as one of the many ways farmers predict climate change.

Climate change signs have been reported in different ways by farmers, including a rise in temperature, a reduction in precipitation, and an increase in climate-related diseases and pests for crops used in agriculture which positive correlates to their socio-economic and agricultural characteristics. (Paudel, et al., 2020). This seems to confirm that many farmers are aware of climate change and its effect in agriculture, especially the effect of climatic instability but lack knowledge of adaptability (Bhandari, et al., 2019, Islam, et al., 2019), especially in corn production. Farmers, despite being knowledgeable and practicing adaptation, may not have a comprehensive understanding of climate change and variability (Elia, 2017). Thus, individual behavioral responses must therefore be taken into account in climate risk studies (Seo, 2012).

Knowledge on adaptability to climate variability is obviously important for farmer to protect and increase their production (Smit, et al, 2000). Adaptation refers to changes in average climate patterns as a result of actual or predicted climate fluctuations, which may help to mitigate damage and maximize benefits (IPCC, 2007 as cited in Asfaw & Lipper, 2011). According to the findings of a quantitative study, farmers who think they should change their activities to shield their farm from the detrimental effects of increased weather fluctuations, as part of adaptation process, are more likely to benefit from their land (Roesch-Mcnally,2016). According to the econometric model, schooling, family size, gender, age, livestock ownership, farming experience, frequency of communication with extension agents, farm size, access to market, access to climate knowledge, and income were the most important factors influencing farmers' adaptation practices (Belay, et al., 2017).

Adaptation includes decision-making activities. In the past years, it has been observed in the Philippines that majority of the farming decisions were dominated by men or husbands. Document-wise, compared to men, women have lesser access to capital and credit, information, land and other inputs (FAO, 2011 as cited in Doss, et al., 2018). Many countries' agriculture and rural economies are underperforming, in part because women, who are also a vital resource in agriculture and the rural economy, face constraints that limit their productivity and continuous to be underestimated in many ways (Raney, et al.,2011, Ogunlela, & Mukhtar, 2009).

The study determined the relationship of women's level of agricultural decision making participation, farmer's level of understanding of climate change and climate change's influence on farmer's decision making processes to the average seasonal harvest of smallholder corn farmer in Bansud, Philippines. It further described the agri-economic profile and the common climate change adaptation practices of the respondents.

Literature Review

Climate Change and Small Holders Farming

The effects of climate change are already being felt by the world's smallholder farmers. Despite being a worldwide issue, climate change will have varied consequences in different parts of

the world. On the front lines of this catastrophe, which affects every aspect of their daily life, are smallholder farmers (Harvey, et.al 2018; Lipper, et al., 2014).

There are five ways that climate change is affecting the livelihoods of these farmers: Higher temperatures result in lower crop yields; more frequent and severe climate change events; the emergence of new and more prevalent plant diseases and pests; decreased livestock production and consequently lower profits; and increased post-harvest crop losses (TechnoServe, 2022). Climate shocks can increase the risks to smallholder livelihoods by interacting with other stressors such as infectious illnesses, nutritional inadequacies, resource degradation, and unstable land tenure (Cohn, et al.,2017).

Smallholder farmers are at serious risk from climate change, which also poses a danger to global efforts toward eradicating poverty, ensuring food security, and fostering sustainable development (Lipper, et al., 2014). Despite mounting evidence of smallholder farmers' susceptibility to climate change and rising interest in maintaining food security in the face of it, adaptation efforts are still constrained by a dearth of knowledge on how smallholder farmers are coping with and adapting to the shift (Harvey, et.al 2018).

The dearth of knowledge on how smallholder farmers are coping with and adapting to climate change hinders attempts to help farmer adaptation. More knowledge is required on how various smallholder farmer types perceive and react to climate change differently, as well as how to adapt programs to varied smallholder farmer contexts (Harvey, et.al 2018). Nevertheless, smallholder farmers have a wide range of adaptive abilities, including information, networks, and management techniques that have long helped smallholder systems adjust to environmental and socioeconomic change in response to a changing climate (Cohn, et al.,2017).

Women on Agriculture

Growing economies and eradicating poverty may both be significantly fuelled by agriculture (The World Bank, 2007). Although women are frequently a vital resource in agriculture and the rural economy, they frequently face barriers that hinder their productivity. Women make essential contributions to the agricultural and rural economies in all developing countries, but the sector is underperforming in many countries. In developing countries, women make up roughly 43% of the agricultural labor force, although this percentage hides wide variations by age and socioeconomic status between regions and within nations. In many African and Asian nations, the proportion of women working in agriculture is at least 50%, while in some, it is significantly lower (Raney, et al.,2011). However, these numbers did not speak for the notion that women are the world's primary producers but only claimed to demonstrate the importance of women's role in agriculture (Doss, et al., 2018).

Even while the number of women working in agriculture has decreased, they still make up a sizable share of the industry, and their contributions vary depending on socio-cultural and agricultural production methods (Patil and Babus, 2018). There is no doubt that women significantly contribute to food and agricultural output. However, because agriculture is often a household-wide endeavour and requires a variety of resources and inputs that cannot be easily assigned based on gender, it is challenging to objectively verify the proportion generated by women (Nelson, et al., 2012).

Methods

The study utilized descriptive method of research. Mean, percentage and rank were used to describe the variables of the study. To test the magnitude of correlation between and among the indicators, bivariate correlation analysis using Pearson Product Moment Correlation Coefficient was utilized. The study was conducted at Bansud, Oriental Mindoro, Philippines. This is distinguished as one of the top corn producers in the province. The respondents were the fifty-nine (59) farmers randomly selected from the list of smallholder corn farmers provided by the Municipal Agriculture Office. The main instrument of the study is a researcher - structured questionnaire composing of 5 parts covering the indicators of the study. Collection of data were done by enumerators using scheduled household guided survey to ensure that data collected are reliable and accurate. Questionnaires undergone the process of validity and reliability test using Cronbach's Alpha Test Retest reliability.

Results and Discussion

Agri-Economic Profile of Farmers

As shown in Table 1, majority of the farmer-respondents are owners of the land they are farming constituting 52.54% of the total respondents. The remaining 47.46% or 28 out of 59 of the respondents do not own their land. That is, some are tenants, renter or leaser. In terms of topography, majority of the respondents are upland farmers with a total of 37 constituting 62.71% of the total population. Twenty-four (24) of them owned the land they are farming while 13 do not. However, 22 or 37.29% are lowland farmers, and 15 of them do not own the land.

On economic context, it is shown that corn farmers have better harvest during dry season whether or not they own the land averaging 1791.99 kilograms per hectare compared to 1341.28 during wet season with mean difference of 450.71 kg/ha. It is also notable that farmers who do not own the land tend to harvest a little better on both seasons. Tenants/ renters/ leasers harvest an average of 1355.46 and 1820.64 during wet and dry season, respectively while land owner farmers harvest only 1327.46 during wet and 1763.33 during dry season.

Same can be viewed if topography is considered. Averaging 1807.37 kg/ha, yield is better during dry season compared to wet season, averaging only 1364.43 kg/ha. Comparing upland and lowland farmers, the latter have better harvest on both seasons. During wet season, lowland farmers gained an average of 1452.99 kg/ha compared to 1275.88 kg/ha of the upland farmers. On the same manner, lowland farmers gained 1868.65 kg/ha and upland farmers have an average harvest of 1746.10 during dry season.

Table 1: Cross Tabulation Describing the Agri-Economic Profile of Corn Farmers in Bansud, Oriental Mindoro

Indicators		Topography						Average harvest (kg/ha)	
		Upland	%	Low land	%	Total / Ave	%	Wet Season	Dry Season
Type of Land	Owned	24	40.68	7	11.86	31	52.54	1327.46	1763.33
Ownership	Not owned	13	22.03	15	25.42	28	47.46	1355.10	1820.64
	Total/Average	37	62.71	22	37.29	59	100	1341.28	1791.99
Average harvest (kg/ha)	Wet Season	1275.88		1452.99		1364.43			
	Dry Season	1746.10		1868.65		1807.37			

Farmers' Understanding of Climate Change

It can be seen from Table 2 that farmers scores on understanding the climate change ranged from 6 – 15 compared to the possible range of 0-15. With the mean score of 12.56 and standard deviation of 1.48, farmer-respondents are classified to have high understanding of what climate change is. This is evident in Table 2 showing that 96.61% or 57 out of 59 respondents scored from 11 to 15. None of them scored 0-5 with only 2 having scores from 6 to 10 classifying them of having average understanding of climate change.

Table 2: Frequency and Percentage Distribution of Corn Farmers' Understanding of Climate Change

Score	Frequency	Percentage	Description	Mean	SD
11 to 15	57	96.61	High	12.56	1.498
6 to 10	2	3.39	Average		
0-5	0	0.00	Low		

Climate Change's Influence on Farmer's Decision Making

The study looked on the influence of climate change to farmers' decision making focusing on three areas namely operational, strategic and tactical. Operational aspect covers decision on activities such as scheduling, amount of fertilizer and pesticide applied, irrigation and water system, harvesting and storage. As shown in Table 3, 71.19% of the respondents viewed climate change to have very high influence on their farming decision making in terms of operation. Only 2 out of 59 respondents viewed it to have very low influence on their decisions. The rest of the responded low to high influence of climate change in their farming decision with combined frequency of 15 constituting 25.42% of the total population. In general, results show that corn farmers viewed climate change to have major influence in their operational farming decision making with mean score of 3.33 and standard deviation of 0.719.

On the same manner, climate change seems to influence the decision of farmers at a very high level in terms of strategic area with mean score of 3.42 and standard deviation of 1.083.

Strategic area covers what crop should be planted, cropping schedule and budget allocation. As shown, 66.10% of the respondents viewed that these things are influenced by climate change at a very high level. The other 39.80% responded that climate change has very low to high influence in their decision making when farming strategy is concerned.

In terms of tactical decision making, it is notable that this area is influenced by climate change at high level with 3.17 and 0.557 mean score and standard deviation, respectively. livelihood alternatives for the current season as affected by climate change. Specifically Tactical decision covers land use, use of different cropping methods and consideration of, data revealed that 76.27% of the famers see climate change as high influencer in tactical decision making. 10 and 4 of the 59 participants responded low and very low, respectively.

Overall, with the standard deviation of 0.557 and mean of 3.17, corn farmers in Bansud, Oriental Mindoro regarded climate change to have high influence in their general farming decision making.

Table 3: Frequency, percentage and mean distribution of farm decision making as influenced by climate change

Classes	Operational		Strategic		Tactical		Overall		Description
	Freq	%	Freq	%	Freq	%	Freq	%	
3.26 - 4.00	42	71.19	39	66.10	0	0.00	31	52.54	Very High
2.51 - 3.25	9	15.25	7	11.86	45	76.27	15	25.42	High
1.76 - 2.50	6	10.17	5	8.47	10	16.95	10	16.95	Low
1.00 - 1.75	2	3.39	8	13.56	4	6.78	3	5.08	Very Low
Mean/ SD	3.33	0.719	3.42	1.083	2.77	0.472	3.17	0.557	
Description	Very High		Very High		High		High		

Climate Change Adaptation Strategy

The farmer-respondents were asked which among the following adaptation measures they use to deal climate change. Among the items, item 2 ranked 1 gaining the highest frequency of 47 or 79.66% of the population. This means that corn farmers generally resort to changing the planting schedule when they are affected by climate change. Second in rank is the “use of cropping calendar” with 35 responses. This is followed by “replacement of planted crop or variety” with 35 responses on rank 3. Close to 4th and 5th rank are items “transition from farming to animal husbandry” and “purchase of crop insurance” with 31 and 30 responses, respectively. Other adaptation measures lesser utilized by the farmers as reflected by the percentage below 50% of the total possible responses are “8 finding other employment on a farm other than one's own farm”, “adding budget for purchase of inputs and other equipment”, “moving the planting area”, “land management (maintain yields and soil fertility)” and “leasing of land” ranking 6th to 10th, respectively. There are other identified adaptation measures used by the farmers like improvement of irrigation system, cover cropping and terracing.

Generally, it can be viewed that farmers still prioritize planting -related strategies before they resort to other ways to adapt to climate change.

Table 4: Frequency, Percentage and Rank Distribution of Corn Farmers' Adaptation Measures in Coping with Climate Change.

Adaptation Measures	Frequency	Percentage	Rank
#2 changing the planting schedule	47	79.66	1
#4 use of cropping calendar	35	59.32	2
#1 replacement of planted crop or variety	34	57.63	3
#7 transition from farming to animal husbandry	31	52.54	4
#5 purchase of crop insurance	30	50.85	5
#8 finding other employment on a farm other than one's own farm	26	44.07	6
#6 adding budget for purchase of inputs and other equipment	25	42.37	7
#3 looking for alternative planting area	23	38.98	8
#10 land management (maintain yields and soil fertility)	23	38.98	9
#9 leasing of land	19	32.20	10
#11 Others	16	27.12	11

Women's Participation on Farm Decision-Making Activities

Table 5 shows the frequency and percentage distribution of women's extent of participation in farming decision making in terms of livelihood and climate change adaptation activities. Results show that in both livelihood and adaptation activities, women have average participation in decision making with mean of 2.03 and 1.93, respectively. Majority the responses fall under 1.67 – 2.33 described as average participation with 50.85% in livelihood activities and 42.37% in climate change adaptation activities. It can be noted that women have lower participation in adaptation activities compared to livelihood. This is reflected by the frequency of 14 against 20 with overall percentage of 25.42 described as low participation. On the contrary, almost similar frequencies were recorded for both areas concerning women with high participation in livelihood and adaptation activities with overall percentage of 25.42%

This implies that women generally participate in decision making in some areas of livelihood like general farming activities, alternative sources of income, and procurement of necessary goods and supplies and others. Same can be concluded in terms of climate change adaptation activities. This includes participation in utilization of climate information, and adaptation and mitigation strategies. Overall, with the mean of 1.98, women's participation in farming decision making is described average.

Table 5: Frequency and Percentage Distribution of Women’s Extent of Participation in Farming Decision Making in Terms of Livelihood and Climate Change Adaptation Activities.

Classes	Livelihood activities		Adaptation activities		Overall		Description
	Freq	%	Freq	%	Freq	%	
2.34 - 3.00	15	25.42	14	23.73	15	25.42	High
1.67 - 2.33	30	50.85	25	42.37	29	49.15	Average
1.00 - 1.66	14	23.73	20	33.90	15	25.42	Low
Mean		2.03		1.93		1.98	
Description		Average		Average		Average	

Correlates of Average Seasonal Harvest

Table 6 shows the bivariate correlation analysis results between and among the variable of the study. It can be viewed from the study that the level of understanding about climate of the farmers positively correlates to the average farm harvest during dry season as reflected by the r value of 0.298 at 5% level of significance. This implies that the higher the understanding of the farmers about climate change the higher the harvest during dry season. Moreover, the r^2 value of 0.89 implies that 8.9% of the total variances in the average harvest during dry season can be attributed to the farmers’ level of understanding of climate change. On the contrary, understanding of climate change failed to significantly correlate with the average harvest during wet season as reflected by the r value of 0.33 at 95% confidence level. This implies that farmer’s knowledge on climate change has no significant effect on the average wet season harvest. This is revealed by the r value 0.243 at 5% level of significance.

On one hand, when matched with women’s participation in farming decision making, understanding of climate change significantly correlates at 5% level of significance with r value of 0.462, 0.495 and 0.482 for participation in livelihood, adaptation and overall farming decision making, respectively. This implies that the higher the understanding of the farmer in climate change the higher they let their wife or the women participate in farming decision making be it livelihood or climate change adaptation. Moreover, the r^2 value of 0.213, 0.211 and 0.232 for livelihood, adaptation and overall farming decision participation, respectively, denoting that at least 20% of the total variances in the women’s participation to farming activities can be attributed to the farmers’ understanding of climate change.

In the context of women’s participation in farming decision making, it can be noted that only participation in climate change adaptation significantly correlates with the average farm harvest during dry season but not during wet season. This is reflected by the r value of 0.319 and 0.001 for dry and wet season, respectively, at 5% level of significance. This implies that the higher the participation of women in climate change adaptation activities the higher the harvest during dry season will be. It can also be gleamed from the result that 10.2% of the total variances in average harvest during dry season can be associated by women’s level of participation in climate change adaptation activities.

In similar manner, women’s participation significantly positively correlates with the overall farm harvest with r value 0.264 at 5% level of significance. This can only show that women’s participation in climate change adaptation play a role on the overall average farm harvest.

On the other hand, women's level of participation in livelihood activities fail to significantly correlate with the overall average harvest both wet and dry season at 5% level of significance. Same can be concluded for climate change's influence on farmers' decision making. It does not significantly correlate to any of the average harvest, both wet and dry season, and women's level of participation in farming decision making activities, both livelihood and adaptation.

Table 6: Bivariate Correlation Analysis Among Indicators of The Study

Indicators		Average harvest during wet season	Average harvest during dry season	Overall harvest	Women's participation in decision making in livelihood activities	Women's participation in decision making in adaptation activities	Women's overall participation in farming decision making
Understanding of Climate Change	<i>r</i>	.033	0.298*	.243	0.462**	0.459**	0.482**
	<i>r</i> ²	.001	.089	.059	.213	.211	.232
	<i>p</i>	.806	.022	.064	.000	.000	.000
Climate Change's Influence on farmer's decision	<i>r</i>	-.061	-.219	-.228	-.185	-.129	-.165
	<i>r</i> ²	.004	.048	.052	.034	.017	.027
	<i>p</i>	.646	.096	.082	.162	.330	.213
Women's participation in decision making in livelihood activities	<i>r</i>	.083	.119	.095	* correlation is significant at 5% level		
	<i>r</i> ²	.007	.014	.009	** correlation is significant at 1% level		
	<i>p</i>	.993	.014	.044			
Women's participation in decision making in adaptation activities	<i>r</i>	.001	0.319*	0.264*			
	<i>r</i> ²	.000	.102	.070			
	<i>p</i>	.993	.014	.044			
Women's overall participation in farming decision making	<i>r</i>	.045	.227	.185			
	<i>r</i> ²	.002	.051	.034			
	<i>p</i>	.734	.084	.160			

Conclusion

Based on the results of the study, it can be concluded that majority of the corn farmers in Bansud, Philippines are upland farmers and owned the land they are working. They tend to have better harvest during dry season. It can also be concluded from the results that farmers have a good understanding of what climate change is and that climate change affects their farming decision making at a very high extent concerning operational and strategic decision activities. They use these knowledges of climate change in making decisions including

adaptation strategies. The top 5 climate change adaptation strategy of smallholder corn farmers are changing planting schedule, utilization of cropping calendar, replacement of corn variety or crop, resorting to animal husbandry from farming and purchasing crop insurance. Women participates in some of the farming activities such as livelihood and climate adaptation activities. In general, farmers understanding of climate change and women's participation in climate change adaptation activities are bases of average seasonal harvest of smallholder corn farmers especially during dry season. It is imperative that smallholder farmers be knowledgeable enough of climate change including how this affect their farming decisions and adaptation measures if they tend to increase their seasonal harvest. Interventions from outside agencies like Local Government Units (LGUs), Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA), Department of Science and Technology (DOST) and other climate-related agencies may be considered to increase farmer's knowledge of climate change such as intensive symposia, seminars and the likes. Women should also be empowered in terms of decision making. They may be given opportunity to participate at full extent in farming decision making to increase seasonal harvest.

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SHIFTING TO ONLINE CREATIVE ARTS USING MANTLE OF THE EXPERT: THE IMPACT OF COVID-19 ON STUDENT INTEREST

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Abstract: *This study looks at the Mantle of the Expert (MoE), an inquiry-based approach to teaching English to university students. It investigates how the students received the implementation and highlight prospective benefits for the teaching and learning procedures. The three pedagogical pillars that form the foundation of MoE are expert framing, drama for learning, and inquiry-based learning. This research employed the approach of university students to ascertain if technology and MoE can be combined and examine the educational framework that can raise students' interest in learning. The study included 29 students from a public institution in Johor, Malaysia. A physical session and an online session were used to teach the lessons. A qualitative method was chosen using an interview and an observation. While the interview was conducted after the lesson, the observation was conducted in class. Many students had a good attitude toward the importance of using the Mantle of Expert approach to language learning, particularly in terms of interests and technology use, according to the observational and interview data analysis. The findings of this study are anticipated to provide Malaysian instructors with a new pedagogical framework, resulting in significant changes in the experiences and attitudes of teachers and learners and in the ways that English is taught and acquired.*

Keywords: *Mantle of the Expert, Inquiry Learning, Qualitative Study, Technology*

Introduction

English is widely used in commercial and social settings, formal and casual situations - business transactions, online communication, commercials, entertainment, and, most importantly, education. Everyone should learn English to be prepared for life in the real world. Even if they have reached tertiary education, most Malaysian students find it challenging to communicate successfully in English. Excellent grades do not reflect fluency in the English language (Azizan & Mun, 2011). Effective communication skills are, in fact, essential for gaining excellent work, especially in the private sector. Sitti's (2016) research proves that the Mantle of the Expert (MoE) improved students' engagement and influenced their participation in class activities. Students' attention through the Mantle of the Expert progressively improved students' involvement and eagerness to complete the tasks. Although students initially found learning through the Mantle confusing, as time went on, the number of students who engaged in the learning increased, and they came to appreciate the experience. Although the approach is recognized by studies of its application across the primary level curriculum (James and Lewis, 2012), the Mantle of the Expert practitioner can explore its effectiveness as a pedagogy for the secondary and tertiary levels.

Moreover, the use of technology as a tool within the Mantle of the Expert has yet to be considered meaningfully. Integration of technology with the Mantle of the Expert could be an exciting development of the pedagogy for the 21st Century. In the researchers' opinion, using the Mantle of the Expert with technology could succeed because tertiary-level students are more tech-savvy than primary and secondary-level students. In fact, on a day-to-day basis, most university students are already used to their Internet, laptop, and smartphone to search for academic information.

Blended Learning (BL) is a superior approach to traditional pedagogical methods (Bernard et al., 2014). However, others argue that blended learning might constrain student progress. (Burgess, 2008). The COVID period presents a unique chance to add to the body of knowledge by indicating student preference in a circumstance where students expected face-to-face instruction but needed to adapt to a blended learning and online method. Mali & Lim (2021) found that students have a greater preference or motivation for face-to-face instruction due to a sense of involvement. Additionally, it is noted that in a blended learning setting, the capacity to ask questions on technical material is diminished compared to a face-to-face environment.

Due to the COVID-19 pandemic, universities in Malaysia were periodically forced to shut down during the year 2019-2022. In Malaysia, all academic sectors' educational process was carried out via distance education, while some opted to synchronous and asynchronous teaching. WebEx, Zoom and Google Meet were used for synchronous classes. According to Zukepeli et. al (2022), both instructors and students have to adapt to the most recent standards for the teaching and learning process because of the new communication approach.

This study aims to determine whether the inquiry-based Mantle of the Expert approach could boost students' interest in learning English. In education, especially in second or foreign languages, the interest in learning plays a vital role. Hidi and Renninger (2006) outline the growth of interest in four stages. Environmental factors elicit situational interest in phase one. It is sustained in phase two, primarily because the person enjoys the environment or believes the learning task is worthwhile. In phase three, the sustained interest matures into an emerging individual interest, which then develops into a well-developed personal interest in phase four. Thus, inquiry learning in the Mantle of the Expert has a vital element of the inquiry, as outlined by Renninger & Hidi (2016). Students may pursue their directions and interests within the bounds of the broader commission because inquiry propels students to explore, study, research, ask questions and contribute ideas.

Objectives

This qualitative study aims to explore whether technology can be suited for the Mantle of the Expert (MoE) and to determine the specific MoE approach to increase students' interest in learning. The study answers the following research questions:

- How can technology and Mantle of the Expert be integrated to enhance learning activities?
- How can the Mantle of the Expert approach be implemented to stimulate students' interest in learning the language?

Mantle of the Expert

The Mantle of the Expert approach is an inquiry-based method of teaching and learning from the branch of drama studies (Heathcote & Bolton, 1994). Students achieve learning outcomes by assuming expert roles in a fictitious firm attempting to solve an issue. Heathcote & Bolton (1994) proposed that children can experience the same responsibilities, challenges, and issues that adults face in the actual world by acting as experts. Problems are presented as professional tasks in MoE learning so that learning has a relevant and real purpose (Aitken, 2013).

In MoE learning, Abbot (2007) emphasizes the importance of the teacher's role in task structuring. Teachers are positioned as enablers of knowledge rather than knowledge givers in this approach (Heathcote and Herbert, 1985). On the other hand, learners are assigned an expert status. According to the MoE pedagogy, this expert 'mantle' of leadership, knowledge, skill, and understanding will build around the learner interacting in imagined circumstances (Aitken, 2013). Therefore, the teacher must carefully construct the setting for successful skill development and knowledge acquisition by combining the fundamental parts of the MoE. As a result, students engage in various activities that allow them to learn about the curriculum while improving their abilities and comprehension.

The outcomes of this study will focus on the advantages of employing the Mantle of the Expert approach to teach and learn English language skills. It will also aid in implementing the MoE plan as a critical tool for teaching and studying English. According to the 21st-century teaching and learning paradigm, MoE can teach English skills in a student-centred manner. The MoE approach can use drama to actively examine issues across the curriculum, encouraging students to take on leadership positions and make crucial decisions. The study's value may help them build creative thinking abilities.

The Mantle of the Expert approach can also contribute to a better learning approach at the university level since the learners are more experienced in learning techniques such as drama learning, inquiry-based and critical-based learning. Furthermore, this approach can give more chances to the lecturer to enhance and increase university students' 4C skills mastery: communication, collaboration, critical thinking, and creativity. In this case, the lecturer can develop university students' dependability regarding confidence in discussion and teamworking.

Materials and Methods

According to Creswell (2003), a qualitative research approach is advantageous when uncovering relations between variables. Because this research aims to determine the applicability of technology and a particular teaching approach for increasing students' interest in language acquisition, a qualitative research design is adopted to answer the research questions. In this study, convenient sampling—a nonprobability sampling—was used. Respondents were only selected for convenient sampling because they were valuable data sources (Lavrakas, 2008). Therefore, 29 first-year students were selected as a sample. During the data collection period, all lessons were conducted fully online. However, a few students were back on campus for personal reasons.

The first session involved teaching through a physical class using MOE with these students on campus, and the second involved teaching the same group of students together with those who were still home quarantined through an online class using MoE. MoE inquiry learning features

were used in the design of both sessions. According to Ryan (2020), the inquiry-based instruction of the MoE does promote cooperation, question-asking, and idea-contributing.

Data Collecting Technique

Semi-structured interviews would be acceptable for this research since the researchers wanted to gather information to address research objectives without influencing the students' perceptions. According to Mathers et al. (1998), semi-structured interviews consist of open-ended questions tailored to the researcher's preferred subject areas. The question's open-ended format keeps focusing on the subject at hand while allowing the interviewer and response to go deeper into concerns. This is because conducting interviews is a particularly efficient way to learn about students' opinions and progress toward the MoE.

Following the completion of each learning session, the researchers contacted six students for interviews: three from the online class and three from the physical class. Interviews were selected as one of the study's methods because they allowed us to clearly define, comprehend, and explore the research participants' perspectives, actions, emotions, and phenomena (Tech, 2018).

According to Hopkins, an observation tool was used to record what happened during the teaching-learning process (2014). Kosma (2021) further noted that while observing, the researcher would descriptively record the actual acts and events that took place during the instructional process. By contrasting the first and second learning sessions, the researchers decided on an observation form (Kosma, 2021) to aid in classifying and transcribing the collected data. The observation was conducted during both sessions. The researchers filled out an observation note during the observation, paying particular attention to the students' participation, interest, and use of technology. All participants in the MoE online class were asked to activate their webcams during the session so that the researchers could observe their participation.

Description of Lesson Conducted

Two lessons were conducted based on a module replicated from the Mantle of the Expert website; created by Taylor & Lewis (2018). Both lessons were conducted in different environments; the first lesson was conducted physically, and the second was conducted in an online environment.

Table 1: Summary for Both Lessons

Aspects	Physical Class	Online Class
Total hours of lesson	2	2
Proficiency	Intermediate-high	Intermediate-high
Topic	The desert: Cairo	The desert: Cairo
Activities	Discussion: Information search Affinity Mapping (students list and describe) Collaborative work Group work: Simulate and imagine (acting)	Discussion: Information search (Breakout session) Question and Answer Group work: Simulate and imagine (Jamboard)
Classroom Setting	Physical	WebEx

Physical Class Procedure

11 students, ranging in English competence from intermediate to high attended the physical class. Because the data collection phase was done during the endemic, all lessons were carried out online. With only 11 participants met physically, standard operation procedure of physical meeting was met. The facilitator provided information regarding the lesson "The Desert." The facilitator requested the participants to introduce themselves before the lesson began so he could acknowledge them throughout. They were told to circle up and sit. An "introduction to the context" served as the lesson's initial phase. The instructor questioned them, "Have you ever watched one of those animal-related TV shows? Things like The Blue Planet and Life on Earth?" All students were required to engage in a discussion about the subject and share their viewing experiences. The students then discussed the production of the play. The facilitator also took on the role of a Teacher in Role (TiR) for the lesson, adopting the persona of Mr. Ali to assist the students to comprehend it more fully. They all responded well to Mr. Ali. The students were then asked to imitate and visualize themselves in Cairo, Egypt's desert. They shared their experience of being there to the facilitator. Next, the students used the hallway areas, pretending to be desert explorers filming animals in the desert.

All the students talked about ways to flee and survive the sandstorm for the final activity. Each student had a unique perspective on the items they wished to keep. Each of them provided a convincing justification for their actions and a viewpoint. The students used the hall as a makeshift shelter from the "severe" sandstorm. One group of students used a large mat to protect their video equipment from the sandstorm, while the other group sheltered behind a wall. After reflecting on their entry into the course, the session ended.

Online Class Procedure

The facilitator conducted the lesson with 18 students during the online class using the WebEx platform. The same approach was used in that course with some amendments. Certain questions were posed to them, like "Have you ever viewed a television programme about animals? Have you ever wondered how shows like The Blue Planet or Life on Earth are created or about the people who create them?" and "What sort of gear would you carry if you were a crew of people who travelled the world documenting animals for one of these programmes?" Following the query, since everyone in the class was at home, the pupils had to come up with the solution independently. Some of them were able to discuss their viewing experiences and opinions of the TV programme. In the breakout session, they could discuss the topic without difficulty. Following that, the pupils had the opportunity to research and list the filming equipment.

Difference Between the Mode of Teaching

Both lessons were conducted in the same manner, although with a few modest adjustments to account for the differences between physical and online settings. Despite using the same module, the process could not be the same. The difference may be seen in the three elements—activities, teaching resources, and classroom environment. According to Taylor (2017), Mantle of the Expert mandates teachers collaborate with students, so for the training in a physical class, the facilitator was authorized to advise every student to work collaboratively. The collaboration must be sincere and authentic, not merely pretentious. When teaching the class, it was evident that the students shared both the intrinsic and extrinsic enjoyment of the material in the physical session.

Regarding the teaching tools, the actual lesson was more traditional because the students only had access to printed slides and pen, paper, and paper for notes. Because the physical education session was held in a college hall, the classroom setup was simple. During the activity, each student had room to move about.

During the data-gathering process, the researchers served as observers, facilitators, and instructors (TiR). In the drama strategy, a teacher acting in a class play is referred to as "TiR." TiR's foundations are in dramatic play, which takes place when empathetic adults play consciously and spontaneously with students in shared imaginary worlds (Baldwin, 2019). Three students from the physical class session and the other three from the online class session were the focus of the six interviews. Participants were asked questions regarding the use of technology in the classroom and how students responded to learning English utilizing the Mantle of the Expert method. The observer watched the entire group of learners and paid particular attention to their motivation and interest in learning throughout the lesson. The observation was measured using a straightforward scale of (1-Poor, 2-Moderate and 3-Excellent).

Findings and Discussion

The description of data findings is discussed in this subsection.

Students Perception on the Integration of Technology in Mantle of the Expert class

In-depth interviews with a select group of students from both classes were conducted to examine how students responded to using technology in the MoE classroom. Haidah, in an interview said that, "I'm grateful that we can use our phone to search for some info. Because I don't have much knowledge in desert and desert animals". One of the students found the use of technology in that lesson to be beneficial. This is so that the student can respond to the instructor's prompts and because the conversation was low prep in nature. Additionally, the student had little exposure to and knowledge of Cairo's animal inhabitants. Muhaimin in an interview said, "Playing the role as Mehedi puts me in a tight situation, luckily I can access the internet with my phone to look at the notes on the Bedouin tribe and the script." The instructor assigned this student a role in response to this statement. Until the lesson's completion, Muhaimin could maintain his persona. He was observed to be looking up material on how to speak and behave like a Bedouin tribe on his phone while reading a script to play the part of Mehedi.

On the one hand, Shah in an interview said, "As a student from Data Engineering course, technology will be my top priority because it helped me a lot. Especially in this lesson because I need to look at some information about the TV show and the equipment for filming." Shah used the technology to his maximum advantage to help him with this lesson. During the discussion session, he used it to check up details about the filming apparatus. During the group discussion, the instructor could hear them talking about the necessary filming equipment they discovered online. Farhan said that "So, for the word that we don't understand we can just look up Google and dictionary so that we can find the meaning of the word." He participated in an online class and placed a strong focus on using the browser and the internet to search for information and use it as a dictionary. Dinie's interview yielded the following information: "I can demonstrate the activities for the most recent activity, which involved attempting to flee the sandstorm, with the use of the webapp Jam board. I'm new to this expert method, and I like it ". The sentence above suggests that Dinie liked using the Jam board in class. She also

highlighted the MoE approach, which was something new for her. The Jam board app allowed the instructor to determine whether the pupils had understood the instructions.

The findings show that integrating technology and the MoE can enhance instructional activities. A range of subjects may be covered throughout the class. For instance, both online and in-person students could undertake the necessary information searches using the technologies at their disposal. Using a new program called Jamboard, students from the online class were allowed to add and alter their images for the assignment. This demonstrates how utilizing technology in MOE inspires students to use their imaginations in the classroom (Arman, 2019). Because students rarely participate in this activity and it is new to them, using technology in the MoE session makes the classroom environment more vibrant and impacts the students' moods.

The students were also given a range of tasks and questions to complete. Giving them a chance to do the work using some technology was advantageous. All students can quickly adjust to Cairo, Egypt after completing their studies online. In the ESL teaching module, MoE promotes cooperation and communication.

In several responses to the interview, a student who said, "You'll probably start a brief discussion because certain issues will come up and not everyone will agree on the solutions. In order to promote a more open environment, you might initiate a small conversation if, for example, your friend says something, and you disagree." This implied that individuals might be more receptive when participating in the activity because they were free from any obligations. Through their expert roles, students have productive synchronous and asynchronous conversations in the target language.

By creating student-friendly virtual environments that facilitate ESL learning and enhance students' self-control, Kosma (2021) further claims that MoE broadens the cognitive and emotional underpinnings of social learning. For instance, during both the in-person and online class sessions, many students could organize their thoughts on the topic of "filming" and turn those thoughts into action by speaking, listening, and acting. In addition to smartphones, there are laptops and internet connections.

The use of programs like WebEx and Jam board was also very beneficial for the ongoing teaching and learning sessions. Because it was the tool that students were most familiar with using and because they could add content simply, The Jam board was initially chosen. The students could have in-depth talks about desert animals thanks to the WebEx "Breakout Room" feature. Microsoft PowerPoint also played a significant role in the online class session because it showcased the contents and essential data on the desert topic. The use of PowerPoint does make teaching and learning more efficient. In light of the findings, the MoE allows ESL instructors to promote online learning more successfully.

Class Observation (Online and Physical)

The table below shows the result of the observation for using technology and MoE during online and physical class.

Table 2: Observation Result

Statement	1-Poor, 2-Moderate, 3-Excellent			1-Poor, 2-Moderate, 3-Excellent		
	Online			Physical		
	1	2	3	1	2	3
1. Learners' motivation in synchronous speaking activities.		/				/
2. Learners' motivation in doing groupwork		/				/
3. Learners' motivation during inquiry learning.			/			/
4. learners' motivation to learn.		/				/
5. Learners' perception in becoming Expert.		/				/
6. Learners' interests in learning.			/			/
7. Learners' engagement during the lesson.			/			/
8. Learners' capability in using available tools and technology			/			/

During the MoE physical class observation, the participants made introductions of themselves. All the students demonstrated interest in the physical English class by paying attentive focus on the topic when the Covid-19 limitations were loosened. When a question was posed, every student eagerly joined in the conversation. They were also encouraged to participate in group conversations and to voice their ideas on the instructor's recommended subject. When the instructor asked them to participate in a conversation, they used the technology at their disposal by using their smartphones to search the information. For instance, they searched for safety precautions required in a desert. The students enjoyed utilizing their phones to check up information after the lesson, which went well. However, a few participants seemed a little uneasy and remained still during the question-and-answer session. Nevertheless, they all fully participated in the filming, were aware of their roles, and behaved as though they were in a real desert. A microphone stand, seats, tables, and even their phone as a camera were all used, along with every other piece of equipment in the room.

The students' responses to a question during the online learning orientation were unsatisfactory. However, during the WebEx breakout session, they were all acting as filmmakers, which shows that they all understood the activity because they were able to discuss it in detail. Some of the students in the MoE class did not respond to the instructor's questions, which was a disadvantage of using WebEx to conduct the lesson. The fact that they had not turned on their webcam made it even more difficult to see if they were having any problems. Additionally, a few students' internet connections were causing problems. Due to their interest in the roles, the participants responded politely when the instructor used the TiR technique during the class. Baldwin claims that the TiR approach effectively focuses the student's attention on a particular person or situation (2019). Some of them were creative and competent at altering their photos to make it appear as though they were filming the animal using the software on their laptops and smartphones. During the Jamboard session, they could share a snapshot of themselves photographing desert wildlife. Every single one of them used some everyday objects as props. They shared a picture of themselves fleeing and sheltering from the sandstorm for the "Sandstorm" activity to show off their creative ideas for surviving in the desert.

We also noticed that several students throughout the online class session showed a strong enthusiasm in taking part in the activity. They participated in all activities. However, several

of them struggled to put the MoE plan into practise. For example, several of them did not fully understand the expert's role being filmmakers. Additionally, two international students throughout that session made it difficult for them to express their roles via the WebEx platform. The instructor posed two questions: "What kinds of creatures have adapted to life in the desert? They all showed some interest and a desire to respond when asked, "How do people survive in the desert?"

Then, after seeing the History Channel, National Geographic, and TV3 programmes, the students were free to answer to the questions. From the students' responses, the teacher might conclude that they were engaged in the class and desired greater participation. The students were excited for the lesson to start. They responded to all questions without any hesitation. One of the pupils who was able to describe his trip to Egypt said it was dusty because Egypt is a dry region.

After the student shared his adventure in Egypt, other students were motivated to offer their own stories of traversing the desert during the Hajj pilgrimage. The students also had the chance to discuss "Filmmakers Essentials," during which they constructed a useful list of suggestions for how filmmakers can live in the desert. Each student also had the opportunity to present in front of the class on their study of "desert creatures." They did a great job at describing the local animals. Additionally, when one of them was selected to be the Adult in Role (AiR), he not only was able to stay in character for the entire session but also inspire his other classmates to participate by moving around the classroom to "act" as they were looking for an animal to film.

As experts, students take part in valuable, fascinating, and enjoyable learning activities. Therefore, the research's conclusions imply that MoE and theatrical techniques are essential to the ESL learning process both offline and online. MoE encourages independent, active learning. Students are forced to take responsibility for their learning because this duty is based on their growing field competence, which boosts their self-confidence. This is especially important when we consider how important these qualities and skills are for success in the contemporary world. According to an interview, most students had to exercise critical thought when deciding what to do and how to respond to the task. Particularly those students were forced to do some of the group activities separately because they could not truly see or speak with their classmates in an online context. Project-based learning is an inquiry-based educational technique requiring students to perform significant tasks and create beneficial products to gain information, claim Guo et al. (2020). Skehan (1998) asserts that students' active participation in project-based learning boosted their level of autonomy.

Stimulating Students' Interest in Learning the Language Via The MOE

The interview data presented below was to stimulate students' interest in learning the language through MOE, which was the second research question. Farhan said, "being an expert can increase both my and other students' enthusiasm in learning a language because an expert typically possesses a wealth of knowledge that appeals to pupils in many ways." The instructor can affirm that this student was aware that the session would boost his interest in studying language in various ways using the MoE approach based on the statement.

For example, through conversation, acting, and simulating. Shah stated in an interview, "I think so because, particularly when trying to understand more about the creatures that inhabit the

desert, we use our linguistic skills to discover all of their traits and environment. So, to find the information, we must use English. To find the definition of a word we don't understand, we can simply search Google and dictionaries. It helped me to strengthen my English ability, in my opinion. "He also believed that becoming an expert in the lesson puts him in a situation where he needs to think and act fast to look for information. He quickly Googled for the word/keyword that he does not understand. In one sense, Khairil said, "So, when you know all of these things, if you only know for yourself, you are an expert, but it doesn't contribute to other people, you are only expert for yourself for your own survival. However, you can communicate with others if you are fluent in another language. We can share our expertise since humans are social beings.

During the lesson, he could influence his partner to speak in English. His perseverance inspired the other students to speak up during the conversation, participate actively, and pay attention for the final task, which involved surviving in the desert. Dinie said, "I think the expert role to some extents do affect our problem-solving skills because being an expert signifies that you are one of the best in your profession." Khairil, from the online session, assisted his friend in setting up the Jam board during the filming activity. There are some circumstances where you must solve problems in the lesson. Khairil was able to collaborate with his peers to find solutions, nevertheless. They all discussed how to survive in the desert, deadly desert creatures, and what to do when sandstorms are approaching. In an interview, Shah remarked, "I find it to be exciting. I believe I have only done this once or twice. But every time I did it, it is very interesting. It's very fun because it's more of a hands-on learning. You do role play; you do discussion with the people around you. You have a bit of debate because some questions will be asked that you will have different opinions with your friends."

Based on the statement, many of them agreed that learning English using MoE is engaging. They find it fascinating because it gives them the chance to completely immerse themselves in a situation in which they must communicate freely and in English to carry out any assignment. When this lesson is paired with MoE, they may experience new surroundings and discover various cultures. The MoE method also helped them pay more attention in class.

The research indicates that the MoE enhances student interest because the lessons are pertinent to their experiences and daily lives. Curiosity is a crucial element in teaching and learning that motivates students to put more effort into their studies, claim Saroh et al. (2019). The activity, which involved conversations, presentations, and responding to several spontaneous questions, involved all of the students. The Adult in Role (AiR) approach worked best for boosting student engagement and motivation. The AiR was expected to converse casually and offer advice to help other students complete the project effectively. The development of the make-believe world of the filmmakers in the desert inspired students from both sessions to practice making decisions, accepting responsibility, and handling challenging circumstances. Unfortunately, not many people discuss this made-up world produced by filmmakers.

The student's interest in the lesson will increase because of the instructor's ability to assist them to become experts in this kind of world. Being an expert means being the best in your field, as one of the students stated in an interview. This would imply that being knowledgeable can assist others in succeeding. When an MoE specialist was present, the students' engagement increased, and they tended to participate more actively in the lesson. Students' interest is increased by the unique pedagogical structure of Mantle of the Expert.

According to studies, the "inquiry learning" instructional structure can increase students' interest in learning. Inquiry learning was mentioned in the desert module as a strategy for preparing the students' brains for the teaching and learning session. According to Ismail et al., the central principle of inquiry-based learning is the learners' path of self-discovery (2006). During the lessons, the students used inquiry learning to learn a lot about filmmakers' tools and the desert's animals. The research also revealed that pupils loved watching an animal movie and answering the conductor's questions about their experience in the desert. In *Mantle of the Expert* by Edmiston (2016), the pupils were able to master the World of Expertise, which allowed them to get familiar with what it was like to live in the desert.

The Specific Mantle of The Expert Pedagogic Structure Increases Students' Interest.

According to the research, the 'inquiry learning' pedagogic structure can boost pupils' enthusiasm in learning. In the desert module, inquiry learning was described to get the students' minds ready for the teaching and learning session. The learners' journey of self-discovery is the fundamental tenet of inquiry-based learning, according to Ismail et al. (2006). Through inquiry learning, the students learned a lot about the equipment filmmakers used and the desert animals during the lessons. Results also revealed that students enjoyed the instructor's questions about their time spent in the desert and watching an animal documentary. In *Mantle of the Expert* by Edmiston (2016), the learners were able to master the World Expertise, which allowed them to get familiar with what it was like to live in the desert.

Conclusion

This study found that students participated in MoE activities more often than in traditional classroom settings. According to student comments, The Mantle of the Expert has a favorable impact on language learners' views. Students appreciate the MoE's efforts to increase their motivation and excitement for learning. This study intends to show stakeholders in the Malaysian educational system how the MoE technique may be used to improve teaching and learning, student motivation, the learning process, and achievement. Instructors should not be discouraged from using Mantle of the Expert because of its intricacy.

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TAX KNOWLEDGE, TAX ATTITUDE AND TAX AUTHORITY SERVICES- THE IMPACT ON THE AWARENESS OF E-COMMERCE TAXATION BY MALAYSIAN INDIVIDUALS

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Abstract: *E-commerce gain popularity in recent decades and it is rapidly replacing brick and mortar stores. With the advantages provided by e-commerce, many individual turns to e-commerce as a sales and purchase platform. If the income from e-commerce reaches the taxable threshold, it will be taxed under the Income Tax Act of 1967. Majority of people who earn income through e-commerce do not submit their income to tax authorities to avoid paying taxes. Royal Malaysian Customs Department and Inland Revenue Board Malaysia are expected to lose billions of ringgits due to e-commerce business owner's failure to pay taxes. This study investigates the factors that influence the awareness of individuals on e-commerce taxation and the effect of the awareness of individuals on e-commerce taxation on tax compliance. Data obtained through questionnaires distributed to 110 sample of Malaysian individuals between the age of 18 to 45 is analysed by using statistical method of multiple regression. Findings reveal that the awareness of e-commerce taxation among Malaysian individuals is significantly influenced by tax knowledge and tax attitude. Furthermore, the awareness of Malaysian individuals on e-commerce taxation reveals positive and significant relationship with tax compliance.*

Keywords: *E-Commerce Tax, Knowledge, Attitude, Tax Service Quality, Malaysia.*

Introduction

E-commerce is growing widely and gain popularity in all corners of the world in line with the development in the field of information technology. E-commerce is a business system that uses information communication technology especially the internet to establish the network that will unite sellers, consumers and third parties in a secure electronic environment. The businesses can be operated without having the premises or sufficient employees. By using appropriate IT equipment such as computers, smartphones and tablets to access the internet, the goods and services can be advertised and sold virtually. Millions of users can visit the e-commerce site and make selection of the variety of products. In Malaysia, e-commerce platform includes Shopee, Lazada, eBay and PG Mall. E-commerce offers a business channel for customers to buy things quickly and unlimited time, as well as to access more products and services without crossing the border and physical movement (Bavrakdar, Yapar and Yapar, 2015).

The Malaysia Digital Economy Corporation (MDEC) expects 20 percent growth in the contribution of e-commerce to the digital economy in 2020 even constrained by the Movement Control Order (MCO) (Bernama, 2020). Meanwhile, according to Department of Statistic Malaysia, in the quarter of 2021, Malaysian e-commerce revenue rose 17.1 per cent which is

to RM 279 billion. According to the Inland Revenue Board of Malaysia, those involved in e-commerce should register with the Companies Commission of Malaysia, declare all income derived and will be taxes under Income Tax Act 1967.

However in Malaysia, majority of individuals creating revenue through e-commerce are not aware of the e-commerce taxation rules and regulations. They are also do not declare their income derived to the tax authorities to avoid paying tax (Sidik, 2018). Those who operates business by using phone expect that the tax authorities will not able to detect their online business (Abd Hamid, Ibrahim, Ibrahim, Ariffin, Taharin, & Jelani, 2019). Royal Malaysian Customs Department (RMCD) and Inland Revenue Board Malaysia (IRBM) are expected to lose billions of ringgits due to the non-compliance of e-commerce business owners.

The purpose of this study is to investigate factors that influence the awareness of Malaysian individuals on e-commerce taxation. Furthermore, the study examines the impact of the awareness on e-commerce taxation among Malaysian individuals upon tax compliance. Specifically, the study investigates the impact of three variables, namely tax knowledge, tax attitude and tax authority services upon the awareness of e-commerce taxation.

Literature Review

Adhikari (2020) conducted a study on taxpayer awareness and understanding upon 60 taxpayers in Nepal. The study found that the awareness of tax has a positive and significant impact on the tax compliance. Findings of the study is consistent with a study by Nurkhin, Novanty, Muhsin and Sumiadji (2018) and Putra and Waluyo (2020). Both studies also found positive and significant impact of tax awareness on tax compliance upon taxpayers in Indonesia. On the other hand, a study by Hama (2021) in Surabaya to examine tax compliance and e-commerce transaction in Surabaya found that tax awareness has negative relationship on tax compliance.

Tax knowledge is defined as basic tax knowledge that must be understood by the taxpayer to perform their duties and obligations (Pratama, 2018). Pramata (2018) through his study found that gender has no influence on tax knowledge, however, age and education and income level have a significant influence on tax knowledge. Anggia (2019) claimed that in order to promote tax awareness, a basic understanding of taxation must be learned. Twum, Amaniampong, Assabil, Adombire, Edisi, and Akuetteh (2020) found that knowledge pertaining tax right and responsibilities as well as employment income have a positive relationship with the tax compliance among 130 sample of managers in SMEs. A study by Noll, Schnell and Zdravkovic (2016) mentioned that tax knowledge should be provided to a larger portion of society in order to prevent tax evasion.

Attitudes as an individual's salient beliefs about the results that come from their actions. Soon, Derashid and Zainol Bidi (2020) investigates the influence of normative belief on taxpayers' attitude and voluntary tax compliance intention. The study was conducted in Malaysia with the total sample of 311 responses. Findings proved that attitudes are acquired through parental education, observation or imitation of others and problem solving. Findings further discovered that taxpayers usually appreciate products or services with an appropriate level of attributes. The attribute is referring to characteristics of the attitude object. However, the taxpayer may also have a negative view about the products and services that lack an appropriate level of attributes.

Lestari and Wicaksono (2017) conducted the study on the effect of awareness, knowledge and attitude of taxpayers upon tax compliance. The study discovered that the taxpayer's attitude can be viewed as an evaluative consideration of the taxpayer whether positive or negative, about the item, person, or event. If the taxpayers believe that the justice of tax has been applied by not differentiating between the small and large taxpayers' treatment, each of them will be more likely to comply with their tax responsibilities. Tax attitude, which expresses a willingness to act favourably or adversely toward tax responsibilities, Tax attitude which expresses a willingness to act favourably or adversely toward tax responsibilities, can occasionally impact taxpayer awareness.

Tax compliance is defined by Anto, Husin, Hamid and Lepong Bulan (2021) as a responsibility that must be fulfilled by the taxpayer depending on their perception of the fairness of the tax burden that they carry. It is a situation where the taxpayer performs all their tax obligations. Whereas Rismawan, Tarigan, Sitepu, Ambarsari and Arwati (2020) defined the tax compliance as the ability and willingness to comply with the tax regulations, report income and pay taxes accurately and on time accordance with the requirements and regulation of the applicable by the law. Anto, Husin, Hamid and Lepong Bulan (2021) investigate how taxpayer awareness, tax knowledge, tax sanctions and public service accountability influence taxpayer compliance in Indonesian context. Results of the study show that taxpayer awareness had a positive and significant effect on taxpayer compliance. The study points out that the higher the level of the taxpayer's awareness, tax knowledge and public service accountability, the better the tax compliance.

Methodology

The research is quantitative study that is addressing research objectives through empirical assessment and measurements. Data is collected by using instrument of questionnaires and is distributed to the Malaysian individual between the age of 18 to 45 in the area of east coast of Malaysia. These are the groups of people with huge potential to engage and generate income from e-commerce activities, thus are relevant to become respondents for the study. According to the Malaysian Department of Statistics, the estimate total population of individual between 18 to 45 years old in Pantai Timur is 1,924,300. Furthermore, Krejcie and Morgan's (1970) sample size determination table was used to ascertain the sample size for the study. According to the table, the recommended sample size that should be is 384. However, due to time constraint to carry out the research, the sample size is reduced to 110 respondents. Preceding to the actual data collection, a pilot study involving 20 individuals was conducted.

The questionnaire is in Likert scale of six-point ranging strongly disagree (1) to strongly agree (6). It consists of six section, namely respondent background, tax knowledge, tax attitude, service of tax authority, tax awareness and tax compliance. The aim of the questionnaire is to investigate factors that influence the awareness of individuals on e-commerce taxation and the effect of the awareness of individuals on e-commerce taxation on tax compliance. It consisted of respondent background, tax knowledge, tax attitude, service of tax authority, tax awareness and tax compliance.

Data for the study is analysed by using a software of Statistical Package for Social Science (SPSS) version 27. Statistical techniques involved are descriptive analysis, reliability test and multiple regression analysis.

Analysis and Findings

The reliability test of the 110 questionnaires distributed and responded by the sample more than 0.7 (i.e 0.707 for tax awareness, 0.897 for tax knowledge, 0.966 for tax attitude). This implied that the questionnaire is reliable.

Pertaining the descriptive statistics of the respondents, numbers of female respondents (n=72) is two times more than male respondents (n=38). Majority of respondents are between the age of 18 to 24 years old (n=64), which reflects the middle age of employees in Malaysia. 17 respondents are diploma holders and 59 respondents have degree or professional qualification. As for the designation, 17 of them work as government servant, while of 20 respondents attached in private sectors. 24 of the respondents are self-employed. Nearly half of the respondents (n=49) are students.

As for the awareness of Malaysian individuals on e-commerce, factors influencing the level of tax mastery, result of multiple regression indicates positive relationship between age and education and level of tax mastery, with $p < 0.1$, and negative relationship between marital status and level of tax mastery. Thus, it can be interpreted that the higher the age and level of education of taxpayers, the higher the level of tax mastery. As marital status, it is divided into single, married and widow or widower. Therefore, further study is needed to examine the effect of each marital status of taxpayers upon tax mastery level. Furthermore, no relationship was found between factors of gender, designation, income and employer and tax mastery with $p > 0.1$, thus indicates that these factors do not influence tax mastery level of taxpayers. Details of the findings can be referred to in Table 1.

Results of the reliability test shows the value of Cronbach's Alpha of larger than 0.7 Next, the tax knowledge variable gains good level of reliability test with Cronbach's Alpha value of 0.897 which is larger than 0.8 ($0.897 > 0.8$). The tax attitude variable achieved excellent level of reliability where Cronbach's value large than 0.9 ($0.966 > 0.9$). While the Cronbach's alpha value of service of tax authority was 0.951 which is achieved excellent level of reliability test. Lastly, the reliability of tax compliance variable is at excellent level which $0.947 > 0.9$. It can be concluded that all the variables in this study are acceptable and high reliable.

Furthermore, findings of multiple regression shows that variable of tax knowledge is positively and significantly influencing the awareness of Malaysian individuals on e-commerce, with p value 0.018 (<0.05). This reveals that an increase in tax knowledge will increase tax awareness at confident level 95%. In addition, result pertaining variable of tax attitude also reveals positive and significant effect at p 0.001 (<0.05). It means that an increase in tax attitude will increase tax awareness on e-commerce. On the other hand, variable of tax authority services is not significant in influencing e-commerce tax awareness with p-value of more than 0.05 (i.e 0.092). Based on the regression result in the table above, the regression equation is obtained as follows:

$$Y = 2.072 (\alpha) + 0.121X_1 + 0.163X_2 + 0.070 X_3 + e$$

Annotation:

Y = e-commerce tax awareness

α = Constants

β = Regression Coefficient of Independents Variables

X1 = Tax Knowledge

X2 = Tax Attitude

X3 = Service of Tax Authority

e = error

Conclusion

This study is conducted to investigate the influence of tax knowledge, tax attitude and tax authority services upon the awareness of e-commerce taxation among individuals in Malaysia. The study concludes positive and significant impact of tax knowledge and tax attitude in influencing the awareness of e-commerce tax. In contrary, tax authority services indicate insignificant impact.

Findings of the study might contribute to policy makers and knowledge. As developing tax knowledge and tax attitude among taxpayers is vital element in operating a successful tax system, results of the study might assist the RMCD and IRBM to find ways to improve tax knowledge and tax attitude of the Malaysian taxpayers. It is suggested that earlier education on taxation is provided to potential taxpayers. Necessary actions need to be taken by the government to increase the awareness of taxpayers about e-commerce tax related matters. As for the existing taxpayers, tax talks and workshops might be conducted at the workplace as an effort to increase tax mastery among employees.

Besides, as there is argument of relatively poor literatures regarding e-commerce taxation in Malaysia. Therefore, findings of the study might contribute to the knowledge and literature in this area.

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ORAL COMMUNICATION APPREHENSION IN A GROUP DISCUSSION: A CASE STUDY IN POLITEKNIK KOTA KINABALU

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Abstract: *This study investigates the oral communication apprehension level in a group discussion among ESL students in Politeknik Kota Kinabalu. A case study approach was used in this study. The quantitative data were obtained using a set of questionnaires distributed to 198 students. The questionnaire consisted of 24 items concerning the feelings about communicating with others. A random sampling technique was applied to select the 198 respondents. The respondents were asked to rate each item using a five Likert scale. The data obtained were analysed using the Statistical Package for Social Science (SPSS) and presented in percentage and frequency. The results of this study depict that participants dislike participating in group discussions due to a high level of communication apprehension. Consequently, it should be taught that communication apprehension is a common phenomenon which occurs to everyone. Therefore, ESL teachers are responsible for addressing the issue and applying sufficient strategies during communicative English classes to alleviate communication apprehension. Future research is recommended to identify communication apprehension during oral presentations among polytechnic students.*

Keywords: *communication apprehension, group discussion, ESL students*

Introduction

Communication apprehension (CA) is defined as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons.” (Allen, & Andriate, 1984). Students with high CA are less likely to participate in class, achieving less attention from the instructor, and are often misunderstood to be slow, lazy, and disinterested (Dwyer, 2000). Those individuals with high CA have lower overall grade point averages and a greater propensity to drop out and they have been found to lack the coping skills necessary to transition from childhood homes to the complex social environments that typically describe the college campus (Croucher, 2013). An individual can have excellent communication skills, but still have high CA and feels high degree of anxiety and tension in communication situations. According to McCroskey (1982) CA may be viewed on a continuum with four points: i) situational CA, a transitory orientation toward communication with a given person or group of people; ii) person-Group CA, a relatively enduring orientation toward communication with a given person or group of people; iii) generalized-context CA, a relatively enduring, personality type orientation toward communication in a given type of context; iv) trait-CA, a personality-type orientation toward a given mode of communication across a wide variety of contexts (Donovan & MacIntyre, 2004).

The English Language is the second language used in Malaysia. Its position is secured in Article 152 under the country's law, reflecting its importance in the country. Students enrolled in polytechnic are trained to speak well, communicate effectively and convey ideas efficiently. It is important for them to be able to communicate effectively. Various classroom activities are designed to achieve effective communication among the students. High levels of communication apprehension have been linked to a student being more likely to drop out of college (Ericson & Gardner, 1992; McCroskey, 1989).

Research Objectives

The objective of this study is:

1. To determine the different levels of oral communication apprehension among students.

Literature Review

It is often said that CA is a double-edged sword. The effects could be classified as either incapacitating or facilitating anxiety (Scovel, 1978). The incapacitating anxiety can be characterised by detrimental results that fall into the categories of physical, psychological, or social (Bailey et.al, 1999). Physical symptoms include a rapid heartbeat, muscle tension, dry mouth, and others, while psychological symptoms evolve around the feeling of embarrassment, fear, and poor memory recall that can lead to poor performance and low achievement. Physical symptoms include a rapid heartbeat, muscle tension, and dry mouth, among others (Andrade & Williams, 2009). Studies also demonstrated that some potential sources of anxiety in language classrooms stem from aspects that are taken lightly by lecturers or instructors as well as by the students themselves. This was found to be the case in both instances.

A further interpretation of CA is that it is a subtype of shyness, which is characterised by apprehension or worry towards communication with other people. CA manifests itself in a number of different ways, including difficulty speaking, listening, or even learning a spoken message (Horwitz et.al, 1991). In addition, CA in language learning originates from personal knowledge when students struggle to comprehend others and make themselves understood by others (Andrade & Williams, 2009). Therefore, it is more sensible to consider the possibility that children are having difficulty with vocabulary as well as the production of phrases and sentences while they are participating in activities that require them to talk. Because this is referred to as a form of anxiety experienced in interpersonal communicative settings where learners have little control of the communicative situation, regardless of whether they are in a small group or a large crowd, this also induces a feeling of apprehension in the classroom when students are studying a foreign language. Once an individual makes the decision to maintain silence, particularly in a group setting such as a conversation or in the classroom, it is recognised as a symptom of apprehension, and this can happen either consciously or subconsciously. CA is connected to the students' levels of self-esteem in some way, despite the fact that it is often linked to situations or events that can serve as triggers.

In spite of the incapacitating nature of CA, there are instances where students finally become more motivated to attend language classes, which in turn shapes a more favourable perspective of the language. Students are said to exhibit self-enhancement bias when they appear to be more unreasonably optimistic about their capacity to acquire a language; yet, there are some circumstances under which this prejudice can occur. Because of their inherent bias, they tend to place a greater emphasis on their capabilities than is warranted, which leads to a significantly

greater degree of disruption when problems arise in language instruction. Because self-assurance is such a potent feeling, it is challenging to regain after it has been lost, particularly when one considers that one's educational surroundings have not changed (Zheng, 2008). As a direct consequence of this, kids will experience increased feelings of vulnerability, dread of any form of evaluation, fear of speaking out in class, and insecurity (Hsu, 2010).

Fear of negative assessment is characterised as worry about the evaluation of oneself by others, the avoidance of circumstances in which one's performance is being evaluated, and the expectation that others would evaluate one negatively. Students have feelings of unease whenever they believe that they are being observed by both the lecturer and their fellow students during speaking exercises. This, in turn, causes them to feel more uneasy, which ultimately leads to their inability to perform well in the classroom. Learners feel more anxious even when they are in a small group because they are afraid of receiving a poor evaluation from their classmates, which causes them to be more reserved and silent (Jung, 2013).

In language classes, particularly in Malaysia, the severity that apprehension serves has not yet been regarded to be taken seriously as a significant matter. However, it is important to remember that the concerns surrounding educational psychology are still sensitive and are largely concealed in Malaysia. This is something that should not be overlooked. Ironically, the need to fully address the issue of apprehension in language learning is unquestionably a necessity because numerous recent studies support the findings that there is a correlation between anxiety and language performance. This correlation is so strong that it is regarded as one of the strongest predictors of language acquisition. Ironically, the need to fully address the issue of apprehension in language learning is unquestionably a necessity because of the numerous recent studies that support the findings that there is a correlation (Pearson, 2011).

Research Objectives

The objective of this study is:

1. To determine the different levels of oral communication apprehension among students.

Methodology

quantitative research design is applied in this study. It a descriptive study. The samples were 198 students involved as the samples in the study. Samples were selected using random sampling techniques. They were taking various diploma programmes in Politeknik Kota Kinabalu. Samples were in their semester two, three and four. The students took Communicative English courses in semester one, three and five. The students were purposely chosen for this study as the course introduced and exposed them to oral communication skills in a group discussion. Group discussion is one of the continuous assessment components that the students are required to take.

This study used the survey questionnaire adopted the Personal Report of Communication Apprehension (PRCA-24). It is a self-reporting instrument that measures the CA level in general and within the setting of a dyad, group discussion, meeting and public speaking. This instrument is composed of 24 statements concerning feelings about communicating with others. Respondents were asked to rate each item using a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). The questionnaire was distributed using Google Form. The data obtained were analysed using SPSS 26 and data presented in Mean and Standard Deviation (SD).

Results and Discussion

Communication Apprehension Level

Table 1 show the oral communication apprehension in a group discussion among the ESL students in Politeknik Kota Kinabalu. Item 2 shows the highest mean, 3.97. Students were experiencing higher level of communication apprehension while participating the group discussion. The second highest mean is item 4 ‘I like to get involved in group discussion’.

Next, item 6 ‘I am calm and relaxed while participating in a group discussion’ with the mean 3.53. Meanwhile, item 24 ‘While giving a speech, I get so nervous I forget facts I really know’ the mean value is 3.59 with the Standard Deviation 1.03. It depicts that students experience communication apprehension when they forget facts while giving a speech. ‘Generally, I am nervous when I have to participate in a meeting’ as stated in item 7 shows that the mean is 3.45 with the SD 1.07. In item 13, the level of students’ oral communication apprehension according to mean value is 3.38. Students reported very nervous while participating in a conversation with a new acquaintance. Item 20 revealed that the students’ CA level at the mean 3.34 with the SD level 0.94. They experienced certain parts of my body feel very tense and rigid while I am giving a speech.

Table 1: Oral Communication Apprehension in a Group Discussion

No.	Item	Mean	SD
1	I dislike participating in group discussions.	2.35	1.04
2	Generally, I am comfortable while participating in group discussions.	3.97	0.80
3	I am tense and nervous while participating in group discussions.	3.12	1.04
4	I like to get involved in group discussions.	3.88	0.76
5	Engaging in a group discussion with new people makes me tense and nervous.	3.42	1.10
6	I am calm and relaxed while participating in a group discussion.	3.53	0.88
7	Generally, I am nervous when I have to participate in a meeting.	3.45	1.07
8	Usually I am calm and relaxed while participating in a meeting.	3.26	0.99
9	I am very calm and relaxed when I am called upon to express an opinion at a meeting.	3.06	1.01
10	I am afraid to express myself at meetings.	3.20	1.00
11	Communicating at meetings usually makes me feel uncomfortable.	2.91	1.01
12	I am very relaxed when answering questions at a meeting.	3.23	0.95
13	While participating in a conversation with a new acquaintance, I feel very nervous.	3.38	1.03
14	I have no fear of speaking up in conversations.	3.15	0.99
15	Ordinarily I am very tense and nervous in conversations.	2.84	1.02
16	Ordinarily I am very calm and relaxed in conversations.	3.35	0.89
17	While conversing with a new acquaintance, I feel very relaxed.	3.08	0.91
18	I’m afraid to speak up in conversations.	2.75	0.97
19	I have no fear of giving a speech.	2.87	1.01
20	Certain parts of my body feel very tense and rigid while I am giving a speech.	3.34	0.94
21	I feel relaxed while giving a speech.	2.82	0.99
22	My thoughts become confused and jumbled when I am giving a speech.	3.29	1.03

23	I face the prospect of giving a speech with confidence.	3.25	0.84
24	While giving a speech, I get so nervous I forget facts I really know.	3.59	1.03

Items 3, 10, 12, 14, 22 and 23 show the mean value ranged between 3.12 to 3.29. Students communication apprehension levels increase when they experience tense and nervous while participating in group discussions. The CA also emerged when they engage in a group discussion with new people. Besides that, the CA level is occurred when they afraid to speak up in conversations. On the other hands, items 1, 11, 15, 18, 19 and 21 show the mean value below 3.00. The level of oral communication apprehension is level among the students.

Speaking or oral activities are highly prevalent in language schools, despite the fact that they function as an invisible platform to evaluate the speaker in a roundabout way. The results are seen as a build-up of aggravation on their part anytime they are unable to find the suitable words to express. Speaking in front of other people needs an enormous lot of self-assurance, and students at the undergraduate level need to get their minds ready to be evaluated before they attempt to do so. Participating in such activities therefore becomes an unpleasant experience, particularly when they are not given sufficient time to prepare for it. After that, they would end up having less self-confidence as a result of this unpleasant experience. Undergraduates are prone to rapidly become frustrated when the speaking act is incomprehensible to both lecturers and classmates, because this indicates that the message is not being successfully transmitted.

Differences in personality features are another possible explanation for the high level of communication anxiety that exists. There is a possibility that the personality qualities of these students are one of the factors that contribute to their feelings of anxiety. This is especially likely to be the case when the students' traits and the instructors' beliefs towards language instruction are incompatible. This is mirrored in the various personality qualities exhibited by the undergraduates, such as their levels of introversion and extraversion. When introverts participate in activities that centre the focus on them, they are more prone to experience feelings of anxiety. Because they want to escape attention, they frequently choose to work alone rather than in groups (Zheng, 2008). Because of this, any activity that involves communication will place them in an awkward scenario, which will in turn cause them to feel anxious.

On the other hand, extroverts might not experience any challenges when it comes to communicating with people in the classroom. It's possible that this could explain why the CA level in the findings was so low. Because they prefer to interact with their peers during classroom activities, students may experience anxiety anytime they are given the assignment to work independently. It is possible to draw the conclusion that pupils who experience less anxiety when participating in activities that include communication are more likely to be extroverts. When they are expected to talk in class, they might not experience the same sense of being "deprived of privacy" as the introverts do. On the other hand, extroverts take pleasure in the limelight, especially when it comes to activities involving public speaking. They have a natural ease while interacting with the other students in the classroom. In this particular instance, the results of the evaluation will not adversely affect them in any way. As a result, this could be the reason why some undergraduate students experience anxiety when it comes to communicating in class while others do not.

Conclusion

This paper has presented some findings regarding the CA level within a specific population of students and in a particular setting of group discussion. Overall, the findings have indicated that there are different levels of communication apprehension as well as the specific range of CA level in the context of group discussion. In the effort to reduce communication apprehension in general, it is very crucial for teachers and students to initially acknowledge the condition and how it affects their oral communication production. Once the condition is acknowledged and examined, activities and strategies that are conducive towards reducing CA in a small group discussion can be established. The findings from this study show that the majority of the undergraduates had high levels of CA which indicates that apprehension is one of the factors that dampens language learning. Lecturers should present their evaluation to the students in a subtle manner. This may ease their process of learning and acquiring the language. There are some strategies that can be adopted such as taking time to prepare as well as seeking help from lecturers and peers. These are already proven to be effective in reducing the apprehension level. It is significant to note that even though students had previously completed a public speaking course, they still reported the highest level of CA in this setting. This finding reminds faculty that in order to help reduce CA levels and to increase group discussion skills, students need to have multiple opportunities to develop and deliver presentations in all classes

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THE IMPACT OF ORGANIZATIONAL RESILIENCE ON TRAVEL AGENCY CORPORATE SUSTAINABILITY POST COVID-19

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Abstract: *Every business organization is susceptible to environmental changes caused by crises, economic uncertainty, natural disasters, disease outbreaks and other risks. In order to face this challenge, it requires organizations to empower the diversity of capabilities to continue to remain competitive. The focus of this study is to examine the impact of Covid-19 outbreak on the tourism industry specifically travel agencies in Malaysia whether they are able to sustain their businesses during turbulence. The government as one of the stakeholders of the tourism industry had announced the Stimulus Package to support the business organization to combat Covid-19 impact. The researcher is aiming to study the effectiveness of the government initiatives (GI) to support the corporate sustainability (CS) of the travel agency. The researcher will see the role of the government initiatives (GI) support the organizational resilience (OR) and on how travel agency takes the opportunity provided by the government in order to survive, adapt and grow. The flexibility of the management of the travel agency is extremely important in utilizing the resources internally and externally to show its dynamic capabilities in manoeuvring the situation by creating a new operational routine that ensure the sustainability of the business. The government in time of crisis playing its role in assisting the travel agencies facing this Covid-19 challenges. This paper will provide feedback by the business player on the effectiveness of the initiatives on their organizational resilience (OR) in order to enhance corporate sustainability (CS) post Covid-19.*

Key words: *Organizational, Resilience, Corporate, Sustainability, Covid-19*

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Introduction

Today's business environment is increasingly volatile, uncertain, complex and ambiguous. Most of the organizations are frequently facing unexpected critical situations such as economic recession, human errors, natural disasters, pandemic disease and many other threats that potentially can threaten their survival and sustainability (Annarelli & Nonino, 2016). Therefore, how organizations manage the risk and sustain during crises has become a key issue that must be addressed by the top level of management (policy and decision makers). Why some of the organizations successfully cope with the sudden changes? How do they manoeuvring out of a crisis? What kind of approach and process that led to the implementation

and adoption of the new operational procedures? (McCarthy, Collard & Johnson; 2017). These are the issues of organizational resilience. These are the questions that arise and attract many researchers to see how an organization resilient and ensures its sustainability.

Many researchers claim that it is necessary to study the diversity and differences in how organizations face and respond to crises in more depth because the sustainability of these organizations is very important and valuable so that organizations can evaluate their performance and achievements in handling uncertain situations. R.Edgeman and Williams (2014) have combined the business excellence model and the sustainability approach. It is closely related to the organization's process of using existing advantage resources to maintain competitiveness while innovating according to the situation. And the sustainability of this organization is also closely related to the concept of the triple bottom line, which is a guideline for organizations to be more responsible for maximizing stakeholder profits, ensuring environmental and social values have been achieved, not harming the environment, maintaining and maximizing living standards (Matthews & Eskildsen, 1994).

This sustainability depends on how an organization together with stakeholders, society and policy makers (government) develop and maintain economic and social values. To ensure that the organization is sustainable and excellent, an integrated management system needs to be established within the organization to monitor quality and performance and support the work of the organization as a unit (Purwanto, Asbari, & Santoso, 2020). To remain sustainable, it results from the combined efforts and effective use of all resources (Abdullah et al., 2020), creating a road map to achieve sustainability (Sternad, Krenn, & Schmid, 2019) and procedural efficiency (Fairfield et al., 2011). This study will focus on organizational efforts in achieving organizational sustainability.

In this study, the researcher is trying to study the impact of Covid-19 outbreak on the tourism industry specifically travel agencies in Malaysia whether they are able to sustain their businesses during turbulence. The government as one of the stakeholders of the tourism industry had announced the Stimulus Package to support the business organization to combat Covid19 impact. The researcher is aiming to study the effectiveness of the government initiatives (GI) to support the corporate sustainability (CS) of the travel agency. The researcher will see the role of the government initiatives (GI) support the organizational resilience (OR) and on how travel agency takes the opportunity provided by the government in order to survive, adapt and grow. The flexibility of the management of the travel agency is extremely important in utilizing the resources internally and externally to show its dynamic capabilities in maneuverings the situation by creating a new operational routine that ensure the sustainability of the business. The government in time of crisis playing its role in assisting the travel agencies facing this Covid19 challenges. This paper will provide a feedback by the business player their response on the effectiveness of the initiatives on their organizational resilience (OR) in order to enhance corporate sustainability (CS) post Covid19.

Literature Review

Organizational Resilience and Sustainability

Sezen-Gultekin and Argon (2020) stated that organization in order to achieve the goals and to survive must not only follow a specific strategies and policies, but also to base them on realistic and solid foundations. And for this purpose, organizations must have a resilient structure in order to sustain their existence. Organization must be able to strengthen human activity and

make individuals and communities more resilient should be created through sensitive organizations and effective policy interventions in order to form a sustainable dynamic structure. This is why organizational resilience is important for an organization to achieve sustainability.

There are many empirical and theoretical studies show that organizational resilience is an important means of coping with crises, and it has been proven that highly resilient companies have strong organizational resilience and capable to overcome crises (Ruijun, Yaping & Yingqi; 2021). Resilient organizations have the capability in responding to the market changes and adapt to it (Blanco, 2018) and some researchers pointed out that resilience is the key for the organizations to remain relevant and supporting the long-term development of the companies (Sawalha, 2015). Thus, the study of organizational resilience remain its great importance not only in helping organization to handle throughout the crises in practice, but also providing a new theoretical perspective on crises management.

Most of the organizations are frequently facing unexpected critical situations such as economic recession, human errors, natural disasters, pandemic disease and many other threats that potentially can threaten their survival and sustainability (Annarelli & Nonino, 2016). Therefore, how organizations manage the risk and sustain during crises has become a key issue that must be addressed by the top level of management (policy and decision makers). Why some of the organizations successfully cope with the sudden changes? How do they maneuver out of a crisis? What kind of approach and process that led to the implementation and adoption of the new operational procedures? (McCarthy, Collard & Johnson; 2017). These are the issues of organizational resilience. There are many empirical and theoretical studies show that organizational resilience is an important means of coping with crises and it has been proven that highly resilient companies have strong organizational resilience and capable to overcome crises (Ruijun, Yaping & Yingqi; 2021). Resilient organizations have the capability in responding to the market changes and adapt to it (Blanco, 2018) and some researchers pointed out that resilience is the key for the organizations to remain relevant and supporting the long-term development of the companies (Sawalha, 2015). Thus, the study of organizational resilience remains its great importance not only in helping organization to handle throughout the crises in practice, but also providing a new theoretical perspective on crises management. Numerous researches been conducted on how to build organizational resilience (Linnenluecke & Griffiths, 2012), suggesting the framework for resilience (Limnios et al, 2014), evaluation of organizational resilience capacity (Aleksic et al, 2013), benefits of organizational resilience (Ortiz-de-Mandojana and Bansal, 2016), antecedents of organizational resilience (Pal et al, 2014), strategic management of organizational resilience (Annarelli & Nonino, 2016) and measuring organizational resilience (Somers, 2009). Stephenson et al. (2010) viewed the organizational resilience crisis is not only limited to recession, natural disasters, pandemic disease but also affected from financial crises, supply chain failures, industrial accidents, operational and product manufacturing errors and even human resource issues. Kantur & Say (2015) in their studies found that the focus should be given on the impact of other organizational variables on organizational resilience in order to enhance the ability of an organization to succeed. Following this trend, this study aims to explore the impact of Supply Chain Management (SCM), Strategic Human Resource Management (SHRM) and Operational Management (OPM) on the organizational resilience (OR). Sustainability is one of the main targets of an organizational resilience and to achieve that an organization needs to change according to the current situation, provide improvements in order to be more competitive and

able to meet the needs of customers and their fast-changing needs (Urban & Naido, 2012). Under supply chain management, improvements need to be continuous on the production's costs, delivery schedules, quality of the product and services, manufacturing and servicing skills, supplier relationship and productivity that will enhance the organizational resilience which will ultimately have a positive impact on the sustainability (De Wit, Kruger & Ramdas, 2007). Organizational resilience also influenced by how an organization manages strategic human resource management through upgrading employees' skills, ensuring employee welfare and benefits are paid accordingly, career advancement, training and support will help the company sustain (Gaither & Frazier, 1999). The operations management of an organization also helps the resilience of the organization through improvement in service quality, enhancement of production and services strategy, customizing the products and process-focused operations, embrace competitiveness and rapid deliveries which will contribute to long-term sustainability success (Gaither & Frazier, 1999). It has been challenging for an organization to be resilient and develop tools to support their organization, however, the role of the government in assisting organization facing through the crises and challenges is also important and needs an evaluation of its impact on organizational resilience and sustainability (Martens, Cho & Loucks, 2010). It is hoped that this study can examine the effects of supply chain management, operations management and strategic human resource management on organizational resilience assisted by government support initiatives through budgetary response that enables the corporate sustainability of an organization to be achieved.

Numerous researches been conducted on how to build organizational resilience (Linnenluecke & Griffiths, 2012), suggesting the framework for resilience (Limnios et al, 2014), evaluation of organizational resilience capacity (Aleksic et al, 2013), benefits of organizational resilience (Ortiz-de-Mandojana and Bansal, 2016), antecedents of organizational resilience (Pal et al, 2014), strategic management of organizational resilience (Annarelli & Nonino, 2016) and measuring organizational resilience (Somers, 2009). Stephenson et al. (2010) viewed the organizational resilience crisis is not only limited to recession, natural disasters, pandemic disease but also affected from financial crises, supply chain failures, industrial accidents, operational and product manufacturing errors and even human resource issues. Kantur & Say (2015) in their studies found that the focus should be given on the impact of other organizational variables on organizational resilience in order to enhance the ability of an organization to succeed. Following this trend, this research is focusing on the factors that influence the resilience of an organization and its impact on corporate sustainability.

Government Initiatives

Apart from focusing on the organizational specific capabilities and their impact on organizational resilience, this study also looks at whether the role of external support can help strengthen organizational sustainability. According to Keats & Heat (1988), organizational strategies and actions attempt to address the impact of crises is interrelated with organizations' capabilities to plan and adapt to change and relies on support from within organization (internal) and outside organization (external). Stakeholder approach is a topic that is gaining ground for study and needs to be given special focus in helping the resilience of an organization (Hanno, Kim & Patrick, 2016). The government as one of the stakeholders plays a very important role in helping organizations survive when faced with a crisis because it is the government that will control all business activities through policy and regulations (Glaesser, 2003). Therefore, the role of government in helping the resilience of the organization through

external assistance and support such as budgetary responses to the organization to be resilient during the crisis must be studied its impact on the sustainability of the organization.

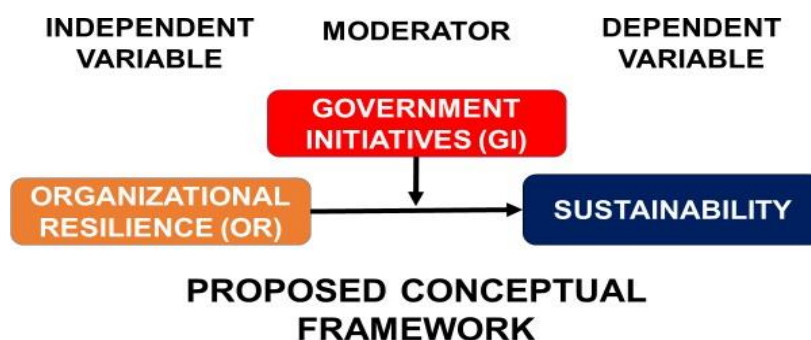
This study places corporate sustainability as a dependent variable that influence by the organizational resilience. The resilience of an organization will be tested when faced with crises and sudden changes that will eventually cause significant changes to the economy as well as another side effects to an organization such as job losses, income reduction and even fall in demand (William & Balaz, 2015) itself and on sustainability. Sustainability is one of the main targets of an organizational resilience and to achieve that an organization needs to change according to the current situation, provide improvements in order to be more competitive and able to meet the needs of customers and their fast-changing needs (Urban & Naido, 2012).

Problem Statement

The study on sustainability have been discussed over the last three decades to address challenges (Galvani et al, 2020). However, a sustainability of tourism industry is not widely discussed (Benjamin et al, 2020). Slow adaptation, lack of knowledge and ignorance by tourism operators is the main challenge in Malaysia tourism development (Hamzah, 2020). Covid19 pandemic can possibly teach us the important of understanding the sustainability process that strongly related to the environment, human health, and culture (Galvani et al, 2020). Therefore, this study focusses on how organizational resilient with the government initiatives will be able to ensure sustainability of travel agency in the future even though facing the crisis. The rationale for this study on organizational resilience needs to be studied in more depth especially what are the other factors that support an organization to be more resilient when faced with crises and environmental changes.

Thus, this study will look at the extent to which the combination of these elements has an impact on organizational resilient in addition to making government initiatives as a moderator that will be a catalyst for organizational resilient as well as see the impact on the sustainability of an organization. This study is important to prove that the management of these elements is also a factor that influences organizational resilient and with the support of government initiatives, a company is able to sustain. This study has great potential to be implemented which will eventually provide new findings that each of the variables used has an impact on the main topic of this study which is organizational resilient.

Conceptual Framework and Hypothesis Development



H1: Organizational Resilience (OR) has a significant impact on Corporate Sustainability (CS)

H2: Government Initiatives (GI) moderates the relationship of Organizational Resilience (OR) and Corporate Sustainability (CS)

Methodology

Research Design

The research framework proposed in this study requires a large sample in order to make some degree of generalization in the findings, and survey design is known to be the best method for studying and describing large populations. Survey research is a method of gathering data from respondents that is assumed to be representative of the population, and the instrument used is composed of structured or open-ended items. The main advantage of using the questionnaire survey is the ability to pool information from a large sample over a relatively short period of time. This study employed a structured questionnaire via a cross-sectional strategy. Items were adapted based on an intensive search of the literature to certify reliability and validity

Sampling

This research focuses on a sample of 294 travel agencies from Selangor, which was based on a list of companies provided by the Malaysian Association of Tour & Travel Agents (MATTA) a registered association that work closely with Ministry of Tourism & Culture (MOTAC) and Malaysian Tourism Promotion Board (MTPB). These agencies licensed under Ministry of Tourism & Culture (MOTAC) and running the operations of inbounds, outbound and ticketing. These agencies are active members of MATTA and highly impacted due to the Covid-19 outbreak. This study applied a proportionate simple random sampling technique due to the homogeneity of the sampling characteristics. The sampling frame was developed based on directories that are available on for the companies provided by the Malaysian Association of Tour & Travel Agents (MATTA). Among the reasons why Selangor was chosen for this study is as it is the state with the highest membership in MATTA. At the same time, given its location near the capital, Kuala Lumpur is certainly having an easy access to get to the respondents which is among the travel agency's owners or managerial level. The researcher aims to use drop-off and pick-up methods in distributing the questionnaires and targeting more than 50 per cent will be responding.

Data Collection

The questionnaire will be focusing on the relationship of tour operations management (TOM), supply chain management (SCM) and human resource management (HRM) with the organizational resilience (OR). The questionnaire will further examine the impact of organizational resilience (OR) enhanced by the government initiatives (GI) on the corporate sustainability (CS). By having a close contact with the owners of travel agencies, they can provide an accurate picture of the impact of Covid19 on their business and encourage them to provide more honest answers that will increase the reliability of the results. The questionnaire will be developed according to the variables by referring to the previous researches.

Analysis

The collected data were analysed using the Structural equation model (SEM) by Analysis of Moment Structure (AMOS) technique. This analysis method was used due to the explanatory nature of the study and the fact that it is able to test the model concurrently. To analyse the data, a two-step approach was used (Anderson & Gerbing, 1988). In the first step, using the

measurement model, the validity and reliability of the variables were investigated. In the second step, the hypotheses were tested.

Conclusions

Even though this a conceptual paper, it is anticipated that the content will help contribute to supplement literatures and for the reference of researchers as well as a significant impact to all the educators, learning institution, tourism industry and the ministry as policy makers regarding the corporate sustainability of Malaysia's travel agencies upon fully completing the research. The focus of this study is to examine the impact of Covid-19 outbreak on the tourism industry specifically travel agencies in Malaysia whether they are able to sustain their businesses during turbulence. This study aimed to examine the relationship between organizational resilience and its impact on corporate sustainability in the travel agencies in Malaysia and also at how government initiatives moderate the relationship of organizational resilience and corporate sustainability. Furthermore, the findings provide a gateway to the study of the relationship between the variables proposed and the challenges to sustain in the tourism industry. In summary, this study contributes to the research on organisational resilience and corporate sustainability in terms of its theory, methodology, and practicality.

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STUDENTS' PERCEPTION OF THE USE OF ONLINE MODE TO LEARN ENGLISH ORAL COMMUNICATION SKILLS DURING COVID-19 PERIOD

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Abstract: *The Covid-19 outbreak in March 2020 forced the world to immediately change how we live, including how classes are conducted. All educational institutions must close their doors to prevent the spread of the Covid-19 virus. Teachers and students are ordered to remain at home, and the normal learning environment has to shift online. Albeit the current generations of students are no strangers to the technology used in the classroom, however, to attend a class entirely conducted online is a new situation for them. Thus, this paper aims to study students' perceptions of using online modes in the teaching and learning process of oral communication in English. Fifty-three low-proficiency students who took Oral Communication in English at Universiti Malaysia Sabah participated in the study. A mixed-method research design was applied in the study. An open-ended questionnaire was administered to the students to elicit their perceptions on the issue. The quantitative data revealed a positive impression from the participants on teaching oral communication skills online [n=46 (87%)]. The qualitative data show that (i) interactive mode, (ii) accessibility of materials, and (iii) ability to interact with the teachers and peers without feeling shy are among the reasons why online learning is favoured.*

Keywords: *Online Learning, English as a Second Language, Communication Skills, ESL Students*

Introduction

The modernised invention of information communication technologies (ICT) and the existence of the internet and social media have changed the learning and teaching process. Since their inception, they have allowed the learning process not to be confined solely to the four walls but everywhere and anywhere. The rapid advancement and changes in ICT have also helped transform the education world, including language pedagogy, learning, and language use. Moreover, the expansion of technology has led to the development of a learning management system with which language instructors have to acquaint themselves with the system for successful knowledge transmission (Muhammad Tanveer, 2011). As a result, many universities have assigned tremendous resources for expanding and implementing online learning (Jones, 2002; Rudy, 2007, cited in Waleed, Mohd Shahizan & Lizawati (2015).

Albeit the readiness of the educational institution to embrace technology into the process of teaching and learning, nothing prepared everyone for what was coming in 2020. In early 2020, the world was shocked by a novel virus, Covid-19, which started in Wuhan, China. Though the

virus was first detected in Wuhan in December 2019, it was not until early 2020 that the lethal of the virus felt and spread worldwide. On March 11 2020, World Health Organisation (WHO) declared the Covid-19 outbreak a global pandemic after the number of people infected by the virus increased rapidly outside of China within a short time (Di Gennaro et al., 2020). Malaysia reported its first confirmed case of Covid-19 on January 25 2020, with a Chinese national who travelled to Malaysia from Singapore. However, it was not until March 2020 that the number of Covid-19 cases in Malaysia grew rapidly, giving birth to the first Covid-19 cluster in Malaysia, the religious mass gathering in Sri Petaling involving 16,000 participants across Malaysia and several countries in South East Asia (Elengoe, 2020). As the number of Covid-19 cases rose to 553, the Prime Minister of Malaysia at that time, Tan Sri Muhyiddin Yassin, announced the Movement Control Order (MCO) on March 16 2020, in the hope of impeding the spread of the virus (Elengoe, 2020; Al-Kumaim et al., 2021). The MCO was implemented nationwide for two weeks, from March 18 to March 31, 2020, and extended for another two weeks to April 14 2020, when the number of cases kept increasing.

The announcement of MCO has banned any face-to-face social gatherings or mass gatherings which consequently affected the teaching and learning process in every educational institution in Malaysia. All educational institutions in the country were asked to close. This has forced these institutions to devise an immediate action plan to continue the ongoing semester, including Universiti Malaysia Sabah (UMS). UMS has instructed that the teaching and learning will be conducted online, obeying the order of MCO by the government. Since March 2020, the online class has continued in Malaysia, UMS in particular, to control the rise of Covid-19 cases. Online learning in UMS is not new. UMS has made it compulsory for all undergraduate courses to have a minimum of three teaching and learning sessions every semester to be conducted online or e-learning via the learning management system (LMS) Smartv3 even before the Covid-19 pandemic. However, having all 14 weeks of a semester's lessons delivered entirely online is novel, especially for some lecturers and students who lack a thorough understanding of how to use teaching programmes and online meeting platforms.

Literature Review

The inventions of the internet and information communication technology (ICT) have played a significant role in higher learning institutions for decades (Yu-Chun, 2014). Since then, many have developed learning systems and educational approaches to incorporate technology into the classroom setting. Computer-mediated communication (CMC) has become a trend since the 1980s, where CMC, according to Simpson (2002), “can provide valuable alternative spaces for collaboration and opportunities for learner autonomy” (p.415). Websites, online learning tools, and applications serve as part of the delivery system and medium of feedback while the traditional classroom is still present. Integrating technology and online applications offer unlimited opportunities for teachers and students to explore and use to enhance and learn knowledge, including the English language. Back in the 1970s, new programs called ‘Computer Assisted Language Learning (CALL) were developed with the arrival of the personal computer (PC), and in the 1980s, “CALL widened its scope, embracing the communicative approach and a range of new technologies”, (Davies, 2002). The World Wide Web (www), launched in 1992, has developed CALL further into Web-based CALL, where the Web offers vast potential in language learning and teaching (Davies, 2002). The Web and its partner, the internet, make online learning today niftier and more flexible, which have proven to significantly impact the students in the language learning process, particularly in communication skill (Ru-Chu, 2010; Correa, 2015; Rodrigues & Vethamani, 2015).

Integration of ICT and Online Learning in the Teaching of Speaking in English

Speaking is an essential part of a language that everyone uses every day. It often becomes the first impression based on their ability to communicate clearly and fluently, mainly for ESL and EFL students (Clampit, 2016, cited in Sudarmo, 2021; Liao, 2009). Over the years, many studies have proven that ICT integration in education has made teaching and learning more engaging, interactive, meaningful and motivating (Chapelle, 2003; Muhammad Tanveer, 2011; Sung & Chen-Yu, 2012; Rodrigues & Vethamani, 2015). The accessibility to computers, the internet, abundant resources from websites, and the recent emergence of online applications has made language learning possible to be conducted online. The online learning of English is not only focused on writing but also on communication (Lamy & Hampel, 2007, cited in Rodrigues & Vethamani, 2015). Several studies have incorporated websites or online learning tools such as skype and blogs to enhance the communication skill in English as Second Language (ESL) or English as Foreign Language (EFL) learning process (Ryobe, 2009; Maryam & Reza, 2014; Correa, 2015)

Online language learning applications such as Skype, blogs, and videos have been used to develop the learner's communication skills (Ryobe, 2009; Ru-Chu, 2010; Yu-Chun, 2014; Melnyk, 2016). Ryobe (2009) and Melnyk (2016) used skype as the medium of interaction between teachers and students to improve the student's proficiency in English. An excellent structured implementation of online learning with the right online tools proved that speaking skills could be improved. Linardopoulus (2010) and Ru-Chu (2010) found that the students could enhance their public speaking skills, such as enunciation, articulation and facial expression. A study by Rodrigues and Vethamani (2015) at a private university in Malaysia found that online learning positively impacts students' speaking skills in terms of proficiency and self-confidence. A similar result was produced in Sosas' (2021) study, where technologies improved fluency and accuracy, eased anxiety, and built student confidence. Further, online learning helped encourage the students to interact where they would feel less shy compared to the classroom setting. Young (2003) and Egbert (2005) stated that the nature of online learning made the students feel less anxious, enabling them to express themselves more freely and actively. Pino (2008) study further proved this when he found that the online learning environment helped students to learn language skills without experiencing intense anxiety.

The Covid-19 pandemic made traditional classrooms and blended learning shift entirely online and possibly affected students who were new to this experience. Therefore, this study explored students' perceptions of using online mode in the teaching and learning of oral communication skills in English at UMS by asking three research questions:

- i. What are the students' perceptions of the online mode of teaching English oral communication skills?
- ii. What are the students' perceptions of learning platforms and applications used in the classroom in teaching communication skills?
- iii. What are the challenges students encounter during online learning?

Methodology

Setting and Participants

This study took place at Universiti Malaysia Sabah Labuan International Campus (UMSLIC), the second branch of UMS. Fifty-three low-proficiency level undergraduate students with Malaysian University English Test (MUET) results from Band 1, Band 2 and Band 3

participated in the study. Based on the Malaysian University English Test (MUET) results, UMS separates the student's English language competency into two levels: the proficiency level ranges from Band 1 to Band 3, and the advanced level from Band 4 to Band 6. These 53 students had completed the Oral Communication in English subject for fourteen weeks, beginning in March and ending in June 2022. The students ranged in age from 20 to 25, with 41 females and 12 males.

Instruments

A questionnaire with closed and open-ended questions was distributed online using Google forms. The questionnaire included 14 closed-ended questions and five open-ended questions. The study's purpose was explained to the participants, and they informed that their participation was voluntary. This survey was conducted after the students had completed the oral communication subject in week 15.

Procedure

Throughout the 14 weeks of study, teaching oral communication in English was conducted synchronously for three hours weekly via the Webex application. Over fourteen weeks, the class also used Smartv3, an online learning platform created by UMS, Padlet (padlet.com) and Kahoot. Smartv3 platform allowed teachers and lecturers to upload notes, syllabi, audio, videos and other relevant documents for students to access before, during and after the class. Teachers and lecturers also used Smartv3 and Kahoot to administer online assessments such as quizzes and assignments. The breakout room function in Webex made it easier for the teacher to assign small discussions for the given group of students to discuss an issue related to the topic learned for the week. The breakout room also served as a space for students to discuss with their members without the teacher's presence with them but still under the supervision of the teachers. Seven weeks out of 14 weeks, the students were assigned to a different group each week and placed in the breakout room to discuss a specific issue related to the topic for that week with their group members, followed by a short presentation based on their discussion. These students were also assigned various tasks such as role-playing, problem-solving, and product marketing. In another seven-week of the study, the students were given a listening test, a prepared dialogue assessment, and a group presentation. The researcher used Padlet as a platform for the students to upload their individual recorded short videos on selected topics they learned in the class. The short videos assisted them in assessing and observing their own and their peers' speaking abilities. In week 15, questionnaires were administered online, and their responses were recorded on Google forms.

Data Analysis

The responses to closed-ended questions were automatically calculated as a percentage. The student's answers to the open-ended questions were analysed and categorised into several main themes to discover perceptions and challenges of online learning and how it can help improve their communication skills. According to Maguire and Delahunt (2017), thematic analysis refers to the “process of identifying patterns or themes within qualitative data” (p.3352). The thematic analysis allows the researcher to identify what is significantly related to a topic or research question being explored.

Results and Discussion

Research Question One: What Are the Students' Perceptions of The Online Mode of Teaching English Oral Communication Skills?

Based on the questionnaire, the quantitative result revealed that most participants agreed that online teaching of oral communication in English enhanced their communication skills. Figure 1 below shows that 87% of the participants agreed that online learning effectively enhances their English communication skills, whereas 5.6% felt neutral and 7.5% disagreed with the statement. The result could be because the class was conducted synchronously or in real-time; thus, the students had more opportunities to speak during the learning session and class activities with their friends. Since the study was conducted in 2022, teachers and students have had some experience and time to get used to online learning since March 2020. Therefore, these could contribute to positive perceptions by the participants. This finding resonates with the previous study done by Linardopoulus (2010) and Rodrigues and Vethamani (2015), where online language learning helps to improve the development of oral skills among ESL learners.

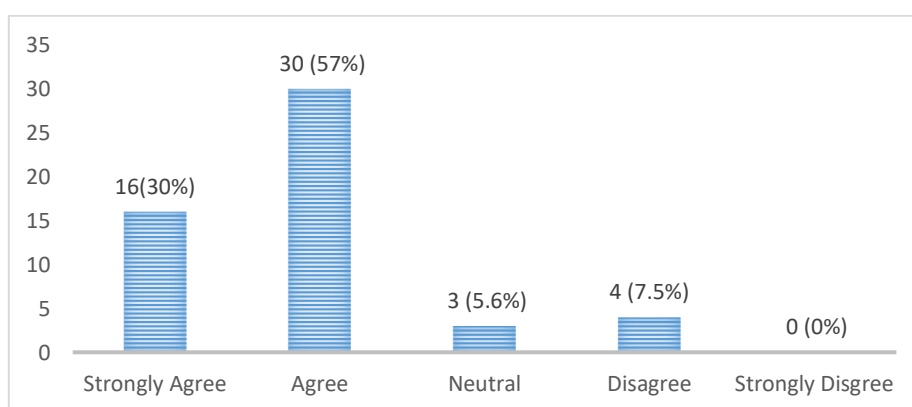


Figure 1: Online learning is Effective to Enhance English Communication Skills

The questionnaire also listed a few reasons why the participants think online learning is an effective medium of teaching oral communication in English to provide more data for the previous question. Figure 2 shows that all participants agreed that online learning offers an interactive mode of study. Dailey-Herbet (2018) categorises interactivity in online classes as communication between i) learner-learner, ii) learner-instructor, and iii) learner-content. Blending these activities and interactions in online learning is vital to improve students' satisfaction and achievement. Learner-learner interaction can occur in various ways through discussion, debate, role-playing or team projects. According to Salmon (2013), learner interactions allow the instructor to recognise that students no longer rely solely on the teacher to impart knowledge but have the opportunity to create knowledge and meaning jointly (cited in Dailey-Herbet 2018). As specified in the procedure section, students were given tasks weekly for seven weeks in a random group to discuss, role-playing and solve a problem for different topics they learned that week. These activities not only presented them with the chance to communicate but also to share and create new ideas. Learner-instructor interaction is essential in online learning as it provides the foundation for learning. Thurmond et al. (2002) discovered that having access to teachers in various methods and receiving timely feedback contribute to student happiness. Throughout the 14 weeks of the semester, the teacher conducted the class synchronously to maximise interaction and engagement. The teacher believes conducting the online class in real-time is the best method for teaching communication skills, as the course's main objective is to help students improve their communication skills. Besides, it is easier for the students to receive teacher feedback whenever they have enquiries on the topic discussed. Integrating various online applications in online classes could enrich students' experiences and knowledge with the content they learned aside from using online

textbooks. As stated earlier, the teacher incorporated UMS's learning management system (LMS), Smartv3, and also used online applications such as Webex breakout room, Padlet and Kahoot to promote the interactivensess of online learning. This learner-content element will be discussed further in the next section.

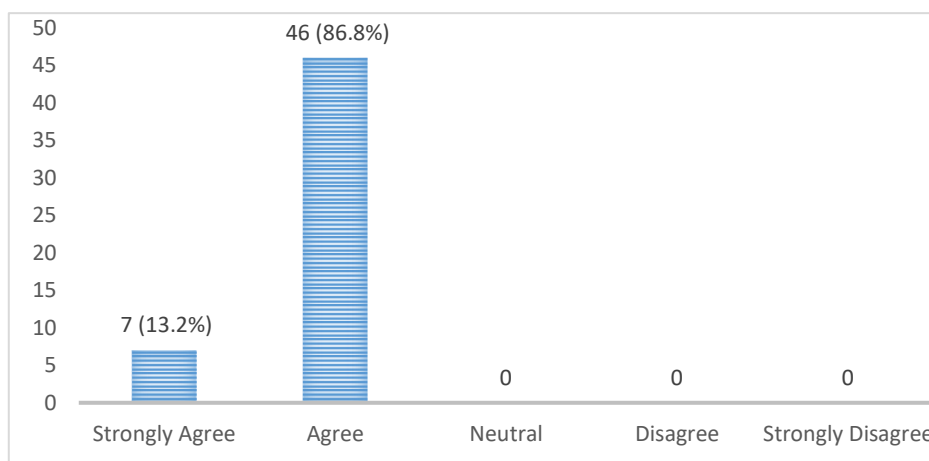


Figure 2: Online Learning Offers an Interactive Mode

In addition to the interactive online learning mode, 69.7% of participants agreed that online learning effectively teaches oral communication skills because it allows them to interact with the instructors without feeling shy. Figure 3 shows that 69.7% of the participants agreed that online learning enabled them to interact with the instructor easily without feeling nervous, whereas 7.5% chose neutral and 22.7% disagreed with the statement. During the online class, the teacher made it optional for the students to switch on their cameras as some claimed that opening the camera would maximise their internet data. Often, none of the students switches on their cameras except during the assessments. Switching off their camera gives the students more freedom to express themselves throughout the speaking activities. That could contribute to positive feedback from the participants. Online learning, as mentioned in the literature review section, reduces students' nervousness when speaking in class because most students are afraid of being judged by the teacher and other students, mainly when they are not fluent in the target language. Thus, using online modes in teaching communication help to lower the student's anxiety about speaking, particularly for these low-proficiency students. Studies by Tuyen and Lian (2021) found that learning through video conference applications such as Google Meetings or Zoom helped overcome the students' shyness and embarrassment. Also, just hearing voices and no face-to-face made it easier for them to talk naturally. The technology used in the online class also contributes to easing the students' anxiety and apprehension, as found in a study by Sosas (2021). The result implied that the students performed better speaking when it did not require face-to-face interactions with the teachers.

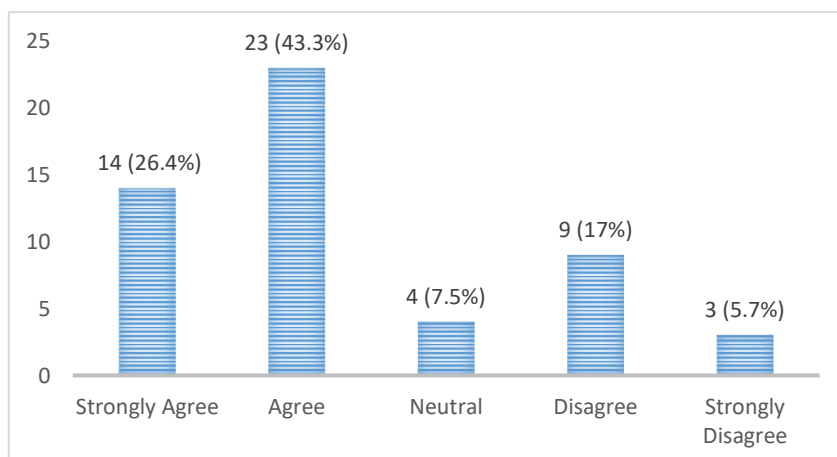


Figure 3: Online learning Offers Interaction with Teachers

The open-ended questions elicited two responses from participants mentioning this.

“Yes. This is because sometimes, when speaking of an idea I feel my idea is wrong and will cause me to feel inferior and ashamed. especially when someone says that the idea I gave is wrong.” – R28

“Can ask questions without shy” – R32

As shown in Figure 3, 22.7% of the participants thought online learning caused limited teacher interactions. Few cited difficulties in understanding, and the online mode was unsuitable for teaching communication. These students preferred a face-to-face class because it would help them understand the topic discussed better. Due to several challenges, the students faced, which will be addressed in the following section, they believed online learning was unsuitable for teaching communication skills.

“Yes because i dont know if it true or false. In classroom, teacher will correct us if it wrong and explain why it become like that” – R8

“It is hard to understand if you not teach us face to face” – R12

“I think for this course, face to face teaching is better” – R25

“Hard to get details explanation” – R34

“It was a good experience but I rather go face to face class because that way I can understand better” – R45

The participants also wrote that online classes made it harder for them to discuss group work.

“Difficult discuss with friends” – R5

“Its good but its hard when have group assignments it’s hard discuss” – R44

A similar result was found in the study by Azleen et al. (2020). Their finding revealed that the students believe face-to-face communication is essential to improve understanding further. The study also found that online classes limit their interaction with teachers and peers, and the limited interaction could impact the learning process. Adedoyin and Soykan (2020) emphasise that during the Covid-19 pandemic, some students had to learn the language independently, causing them to struggle to understand the materials given.

Research Question Two: What Are the Students' Perceptions of Learning Platforms and Applications Used in The Classroom in Teaching Communication Skills?

Based on quantitative and qualitative data, online platforms and applications used by instructors supported the teaching and learning process and made it easier to gain subject knowledge and develop communication skills. Figure 4 shows that 86.7% of participants thought the online platform and applications used by teachers to teach communication skills were good, while 7% of participants chose neutral. As previously stated, the researcher used Webex to conduct the class, while UMS learning management system, Smartv3, Padlet and Kahoot were used for uploading notes, online quizzes and recorded videos.

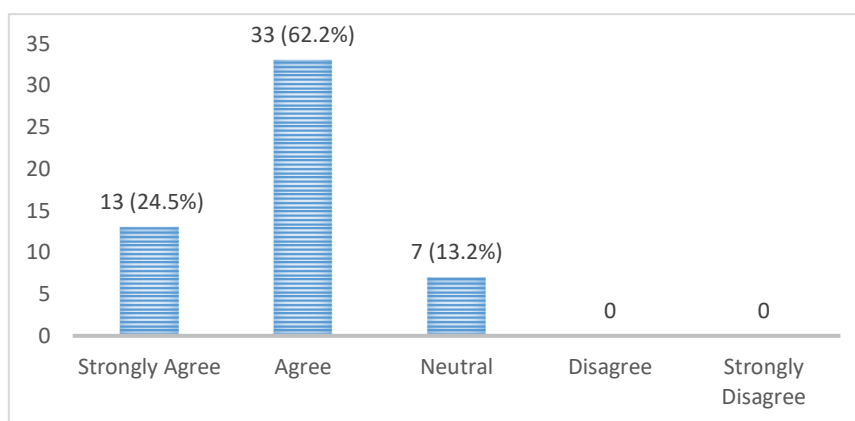


Figure 5: Perceptions of the Online Platform and Applications Used

The same result was supported by the open-ended questionnaire responses of the participants. A study by Rogerson-Revell (2015) found that learning activities that integrate various technologies can motivate students to engage in the course content. In another study by Ellis (2015), using Padlet to let students post comments on an online wall can improve their learning experiences as they engage with materials posted by other students. These findings proved that learner-content interaction is vital for the students to stimulate their engagement in the online classroom.

“It is because we can read answers from others which mean we can get knowledge and information from other answers. Besides, activity like recording video also good for me. The reason is we can share our opinion and accept the other opinion” – R6

“Smartv3 really give me extra learning since it’s another platform to improve communication” – R15

“suddenly I like online learning platform such as Smartv3 because it helps a lot in learn English and communication skill” – R18

“the usage of the technologies or online teaching platform (smartv3) really help student to learn English which they can gain a lot of information to enhance the knowledge and communication skill” – R20

“my perception of online learning is very good like padlet because we can share and gain more knowledge from friends” – R21

“my perception of the usage of padlet is good. We can upload the video we record by ourself and share with the others friend” – R22

“online learning platform can make us can to reference and learn more from others” – R28

Few participants stated that Smartv3 and Padlet made learning simpler because they could access and complete their learning at any time and from any location, were at ease receiving feedback and sharing opinions with their friends, and helped remind them of their weekly assignments or assessments. Online learning is the ideal method for teaching and learning speaking skills because it provides flexibility in terms of time and location (Arkorful & Abaidoo, 2015). Ying et al. (2021) stated that learners value flexibility and immersive learning because they can access information outside class based on their time availability. This is significant because most of the students were at home at the time of the study, so flexibility and engaging learning are essential to staying motivated.

“It make more easy for students to learning english everywhere, anytime and so on” – R51

“it helps students improve their English proficiency and make life easier” – R45

“very useful to me because sometimes I will forget about the homework and I can check back by using Smartv3” – R39

Besides developing their communication skills, online learning and teaching platforms also aid their listening skills. This finding resonates with several studies by Jabeen & Thomas 2015; Layali & Al-Shlowiy, 2020; Rajendran & Yunus 2021; Puteri Rohani et al., 2021, which found online learning was able to develop students' English listening skills.

“the usage of online teaching platform is very good for me because listening exercise I can repeat the audio to improve my listening skill” – R40

“learned how to correctly listen clearly and correctly the pronunciation of native speakers” – R53

Research Question Three: What are the Challenges Students Encounter During Online Learning?

During Covid-19, students and teachers had no options except online learning to conduct classes as face-to-face class was not allowed. As indicated in the previous section, while most participants had favourable opinions of online learning for teaching oral communications, some found it challenging as they encountered a few obstacles which caused them to become disinterested in online learning. Many cited internet connections as the main reason for them when it came to online learning. The finding is expected as many studies found a similar problem. During the period of covid-19, most participants stayed at home, and some lived in rural areas where internet coverage was limited. The finding is in accordance with studies conducted by Vo and Pham 2021, Das et al. 2021, Tuyen and Lian 2021 and Azleen et al. 2020. Those studies revealed that students were unsatisfied with the online classes during the Covid-19 period due to the internet connectivity.

“Yes. Failed internet connection” – R6

“Slow internet connection may make accessing course material frustrating.” –R20

“Yes. It is wifi problem sometimes when i want to access in online learning” –R25

“I had difficult time to submit my work during online learning because I used my own data and the internet was slow” – R26

“Hard to upload video because of size video too large” – R27

“Challenge when want to do online learning, internet network are slow” - R35

“Sometimes, while do the live classes, i can not enter the live. But i'm sure that it is not because the internet connection” – R52

In addition, a few participants commented that they were easily distracted because their surroundings were not conducive to studying. Not every student has the luxury of having their own room as some of them have to share with their siblings, which may affect their study routine. In addition, some participants wrote that staying at home means dividing their attention and time between class and house chores.

“Cannot focusing on it and maybe will disturb by others things.” – R15

“im enjoying but it was hard sometime because there are another commitment also at home that i need to do and it was disturbing my concentrated” – R45

“a lot of distractions such as friends ask me to hang out together, not focused and there is commitment at home” – R47

“I can't focus. Too many distraction” – R48

Few participants preferred having classes and discussions in the traditional classroom. They claimed online classes would encourage laziness as there was no teacher supervision, leading to students submitting work at the last minute and lacking enthusiasm. This finding supports the findings by Azleen et al. (2020), where online learning affected students' learning motivation and interest to continue enjoying the new learning environment.

“more prefer to discuss in class is better” – R8

“Meeting and solve everything class” – R11

“online platform for teaching is not very encourage for my opinion. This is because students will do task in online platform last minute” – R41

“smartv3 is give advantage for lazy student. So, this is no good for us” –R43

“Feels more comfortable which students can eat or laying down comfortly while the online classes running” – R49

Conclusion

This study examined low-proficiency undergraduate students' perceptions of online learning in teaching English communication skills. As evidenced by quantitative and qualitative findings, most participants had a favourable opinion of online instruction for teaching oral communication skills. The participants stated that the interactivity of online learning has made it appealing to them. Dailey-Herbet's (2018) indicated that interactivity of online classes has three communication categories which are communication between i) learner-learner, ii) learner-instructor, and iii) learner-content. Based on the study's findings, the online learning conducted in the study tick all three boxes. The result also revealed that online learning provides accessibility of the information that can be accessed whenever and wherever it is needed. It could lower the learners' anxiety as they engage with classmates and teachers without embarrassment. Further, the use of online learning in communication classroom not only helps to develop their communication skill but also improve their listening skill. The response from the participants showed that with an online teaching platform like Smartv3 it was easier for them to listen to the audio track repeatedly and improve their pronunciation of difficult words. However, despite the students' positive responses to online learning, the findings also revealed that most participants faced internet problems. The slow internet connection at home and the limited internet data pose a significant challenge for them to continue with online classes. These

even prevented students who resided in rural areas from attending the class. If this situation persists or another pandemic happens, the Malaysian government should strive to improve and expand internet coverage throughout the country. Albeit the popular opinions in favour of online learning, instructors should not neglect the other opinions as Kobayashi and Little (2010) state, “The instructors should be aware that many variables including the proficiency level of students, the length of time they have used the program, the limitations of the program’s interface as well as the learner’s own level of computer literacy can affect learner perceptions and satisfaction with blended learning”, (p.115). To fully utilise the benefit of online learning and increase students’ engagement, teachers should do further testing on available online applications and determine which online application could offer greater benefits in the teaching of language learning. Besides, the university is also responsible for providing and equipping teachers with the necessary tools and training to facilitate online teaching and learning.

Limitations of the Study

It is important to acknowledge the limitation of the study. First, the data for the study was limited to the sections taught by the researcher. The researcher decided not to include other classes from other teachers as those classes were not entirely conducted synchronously throughout the 14 weeks and the differences in online applications used. Thus, a comparison study between all classes of oral communication skills is recommended in future to validate the current findings and obtain more comprehensive views of the issue. Second, as stated in the preceding section, the researcher only used Smartv3, Padlet, Webex breakout room, and Kahoot during online learning. Hence, it is interesting to study different online learning applications used by other teachers in teaching English oral communication skills to gauge the effectiveness of those online applications in improving students' communication skills.

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LAMAN JARINGAN SOSIAL DALAM MEMBENTUK SAHSIAH PELAJAR: KAJIAN DALAM DAN LUAR NEGARA

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Abstrak: Pembentukan Sahsiah diri seorang pelajar merupakan salah satu matlamat dalam Falsafah Pendidikan Kebangsaan demi menjamin pembangunan sesebuah negara. Pelajar yang mempunyai sahsiah diri yang lemah mudah untuk terlibat dalam aktiviti tidak bermoral. Demi membentuk sahsiah diri pelajar banyak faktor yang patut diteliti terutamanya hal yang berkait rapat dengan kehidupan seorang pelajar. Oleh kerana laman jaringan sangat sinonim dengan remaja, perkaitan antara penggunaan laman jaringan sosial dengan pembentukan sahsiah diri pelajar yang penting untuk dilihat dan dikaji secara lebih mendalam demi kejayaan negara pada masa akan datang. Ini kerana majoriti pelajar menghabiskan masa di laman jaringan sosial untuk mencari kandungan maklumat, memperoleh pengetahuan, perkongsian fail, berbual, hiburan, keseronokan, dan juga untuk perbincangan dalam talian. Oleh itu kajian ini dilakukan untuk mencari perkaitan antara penggunaan laman jaringan sosial dengan pembentukan sahsiah diri pelajar melalui kaedah kajian literatur dengan mencari artikel yang membincangkan secara terus perkaitan antara penggunaan laman jaringan sosial dengan pembentukan sahsiah diri pelajar. Kebanyakan kajian lepas tidak kira kajian dalam atau luar negara hanya menunjukkan sisi negatif laman jaringan sosial kepada pembangunan sahsiah diri pelajar, tetapi kajian kepada sisi positif laman jaringan terhadap pembentukan sahsiah pelajar adalah sangat terhad. Daripada kajian yang dijalankan dapat dirumuskan bahawa kesan pembangunan sahsiah pelajar hanya dapat dikecapi jika seorang pelajar tersebut menggunakan laman jaringan sosial untuk tujuan yang bermanfaat.

Kata kunci: Laman Jaringan Sosial, Sahsiah, Pelajar, Dalam Negara, Luar Negara

Pendahuluan

Sejak Malaysia mencapai kemerdekaan pada tahun 1957, pendidikan menjadi sesuatu yang sangat penting yang termaktub dalam dasar pembangunan kerajaan. Sebelum negara mencapai kemerdekaan, pendidikan yang wujud adalah terasing, selari dengan corak pemerintahan Pecah-Perintah yang diamalkan penjajah Inggeris. Falsafah Pendidikan Kebangsaan (FPK), yang digubal pada tahun 1988, menyatakan bahawa pendidikan di Malaysia adalah usaha berterusan untuk memperkembangkan lagi potensi individu secara holistik dan bersepadu. Ia

bagi melahirkan individu yang intelektual, seimbang dan harmonis dari segi rohani, emosi dan jasmani, berdasarkan kepercayaan yang teguh kepada tuhan. Pelbagai usaha telah dijalankan oleh negara agar dapat menghasilkan warganegara yang berakhlak tinggi, berpengetahuan dan kompeten yang memiliki tanggungjawab dan berkeupayaan untuk mencapai tahap kesejahteraan diri yang tinggi serta dapat menyumbang kepada keharmonian dan kemakmuran keluarga, masyarakat dan yang negara pada umumnya.

Kurikulum yang diperbaharui pada tahun 1983, 1995, dan 1999 telah meningkatkan kualiti pendidikan kebangsaan dengan pendedahan penggunaan teknologi. Ia telah memberi tumpuan kepada pengenalan mata pelajaran baharu, pembelajaran berasaskan hasil, perubahan pedagogi berpusatkan pelajar, dan pengenalan elemen baru ke dalam mata pelajaran sedia ada. Ia juga bagi mempromosikan penggunaan ICT di peringkat rendah dan menengah dengan melaksanakan program pembelajaran sepanjang hayat melalui peruntukan daripada latihan kursus dan program pendidikan. Perancangan kurikulum yang dimuat dengan memperhebatkan penggunaan ICT bukan hanya untuk melahirkan individu yang berpengetahuan dan berkemahiran, tetapi juga untuk melahirkan individu yang mempunyai sifat- sifat yang positif. Sebagai negara yang sedang membangun, aspek utama yang ditekankan oleh kerajaan ialah pembangunan modal insan dan sahsiah diri pelajar. Pembangunan modal insan dan sahsiah diri yang seimbang akan menjamin pembangunan sesebuah negara. Sahsiah adalah satu keperibadian yang mulia. Seseorang yang bersahsiah adalah seorang yang berkeperibadian mulia. Keperibadian yang utama dalam sistem masyarakat ialah seseorang yang menuntut ilmu dan melengkapkan proses pembinaan peribadi. Maksud lain bagi sahsiah juga ialah seseorang yang mempunyai ciri ciri pekerti yang mulia dan berakhlak mulia. Sifat ini boleh dilihat secara zahir melalui cara gaya individu itu bertutur kata, berfikiran, berperwatakan, berperangai, bertingkah laku, menyantuni orang lain dalam kehidupan seharian mereka.

Menurut Jantan (2017), amalan sahsiah bererti personaliti mulia yang diamalkan oleh seseorang dalam kehidupan mereka seharian. Ini termasuklah keupayaan pelajar menghindarkan diri mereka daripada melakukan perbuatan-perbuatan yang bertentangan dengan ajaran agama, kemoralan dan nilai-nilai murni sama ada dalam tutur kata, fikiran, perwatakan, perangai, tingkah laku dan cara mereka menyantuni orang lain dalam kehidupan seharian mereka.

Dalam hal ini pendidikan memainkan peranan yang amat penting bagi merealisasikan hasrat negara untuk menjadi negara maju menjelang tahun 2030. Penekanan yang diberikan untuk menjana pembangunan modal insan yang seimbang ialah dari segi jasmani, emosi, rohani dan intelek seperti mana yang terkandung dalam FPK. Pembaharuan pendidikan terkini didorong oleh keperluan untuk Malaysia mempunyai sistem pendidikan setanding dengan yang terbaik di dunia.

Berlandaskan kepada FPK yang telah dinyatakan, maka matlamat FPK ialah bertujuan untuk menjelaskan secara rasional amalan-amalan pendidikan terkini serta membimbing tindakan dan tren pendidikan masa depan. Ini adalah kesinambungan daripada Matlamat Pendidikan Negara iaitu melahirkan insan yang baik dan sempurna supaya menjadi warganegara Malaysia yang baik dan berguna (KPM,2001). Dengan perkataan lain, Matlamat Pendidikan Negara bertujuan melahirkan rakyat Malaysia yang sempurna dan memiliki serta menghayati ciri-ciri seperti percaya dan patuh kepada Tuhan; berilmu pengetahuan; berakhlak mulia;

bertanggungjawab kepada diri, masyarakat, agama dan negara; memiliki sahsiah yang seimbang dan bersepadu; dan memupuk perpaduan dalam kalangan rakyat berbilang kaum.

Terdapat banyak kajian yang menggunakan perkaitan antara matlamat FPK dengan sahsiah diri dan nilai murni individu. Menurut Ismail (2015), kurikulum yang direka adalah selaras dengan maksud FPK iaitu untuk membentuk, membangun dan mengembangkan potensi individu ke arah pembangunan insan yang seimbang dan harmonis berlandaskan al-Quran dan al-Sunnah. Rosli et al. (2022) dan Sabilan et al. (2018) mengintegrasikan Falsafah Pendidikan Kebangsaan (FPK) dalam Membangunkan Modal Insan Bersepadu dengan menjelaskan konsep penerapan dan penghayatan nilai-nilai murni dalam konteks pendidikan dan kehidupan serta menganalisis dan menilai kandungan dan kepentingan FPK dalam penerapan nilai-nilai murni dalam kalangan guru. Matlamat-matlamat yang telah digariskan dalam Falsafah Pendidikan Kebangsaan sekali gus akan menjadi satu aspirasi dalam menentukan hala tuju pendidikan negara yang lebih bersifat berdaya saing di peringkat nasional dan global.

Konsep FPK yang berteraskan prinsip-prinsip Islam juga dikaji oleh Saad & Rajamanickam (2021), dilihat dapat mempengaruhi keperibadian dan pemeliharaan akal fikiran seseorang jika diaplikasikan secara menyeluruh. Effendi et al. (2017) pula menjelaskan bahawa wujudnya perhubungan sesama kecerdasan “*Adversity Quotient (AQ)*” iaitu Kemampuan seseorang menghadapi kesukaran dalam hidup dalam aliran falsafah FPK. Seterusnya, peranan penting yang dimainkan oleh institusi pendidikan hendaklah diperkasakan agar sahsiah diri para pelajar yang bakal dilahirkan akan lebih berdaya saing, berketrampilan serta mampu menghadapi sebarang cabaran pada masa yang akan datang. Ini merupakan matlamat penting Falsafah Pendidikan Kebangsaan yang perlu “dilonjakkan dan ditonjolkan” bagi memenuhi kriteria modal insan yang holistik.

Laman Jaringan Sosial

Laman Jaringan Sosial ialah platform dalam talian yang digunakan oleh orang ramai untuk membina jaringan sosial atau perhubungan sosial dengan orang lain. Pengguna boleh berkongsi pelbagai kandungan peribadi, kerjaya, minat, aktiviti, latar belakang atau kehidupan realiti sebenar (Boyd & Ellison, 2010; Obar & Wildman, 2015). Terdapat ratusan Laman Jaringan Sosial, dengan pelbagai kemampuan teknologi yang dapat menyokong pelbagai minat dan aktiviti penggunanya. Laman Jaringan Sosial digambarkan sebagai tempat seseorang membuat profil awam atau separa awam di dalam peranti dengan privasi pilihannya. Profil adalah halaman luar biasa yang seseorang itu boleh “menyisih diri”. Laman Jaringan Sosial juga mempunyai ciri seperti, seseorang boleh menyenaraikan senarai pengguna lain bagi membolehkan profil mereka boleh dilihat, dan boleh melihat dan melintasi senarai sambungan mereka dan yang telah dibina oleh orang lain dalam sistem.

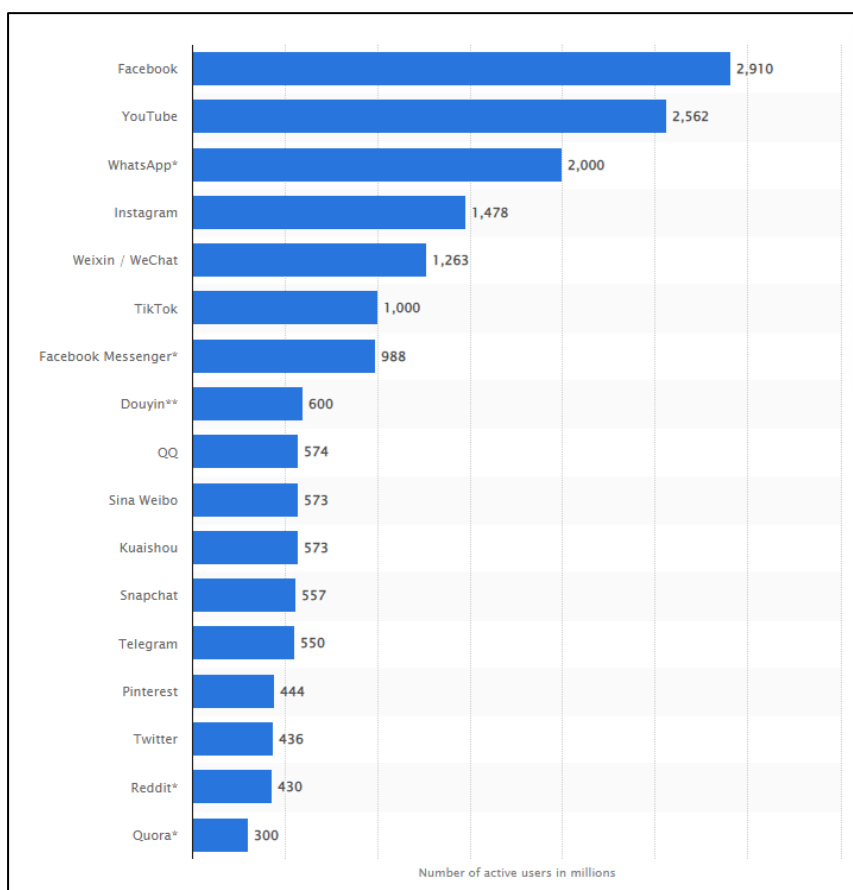
Laman Jaringan Sosial juga sering digunakan secara bergantian dengan Laman Rangkaian Sosial di dalam penulisan ilmiah. Walaubagaimanapun, perkataan “Jaringan” dan “Rangkaian” membawa maksud yang berlainan. Di dalam kajian ini, perkataan Jaringan lebih sesuai untuk digunakan. Hal ini kerana, rangkaian menekankan permulaan perhubungan, selalunya antara orang yang tidak dikenali. Hal ini membezakan perkaitan dengan penggunaan Laman Jaringan Sosial yang tidak hanya membenarkan individu bertemu dan berhubung dengan orang yang baru, tetapi mereka boleh berkomunikasi dengan orang yang sudah menjadi sebahagian daripada rangkaian sosial mereka (Haythornthwaite, 2005).

Beberapa tahun kebelakangan ini, media sosial dilihat bercantum menjadi satu jenis platform, iaitu jaringan sosial. Sebelum ini, Laman Jaringan Sosial sering dirujuk dengan konteks teknologi 2.0 yang lebih luas. Kadangkala, definisi “media sosial”, dan “jaringan sosial” sering digunakan secara sinonim. Oleh sebab itu, O’Reilly (2005) mendefinisikan ciri penting Web 2.0 sebagai pembangunan perisian yang membolehkan penglibatan massa dalam aktiviti sosial dan kolektif. Laman Jaringan Sosial ini wujud daripada keupayaan pengguna untuk mewakili diri dan minat mereka dalam platform sosial dan menggiatkan aktiviti dengan orang lain dalam saluran media sosial ini.

Terdapat dua jenis jaringan sosial iaitu jaringan terbuka dan jaringan khusus. Jaringan terbuka adalah jaringan untuk kebanyakan manusia. Jaringan ini tidak berat sebelah terhadap pengguna mereka dan tidak memberikan layanan keutamaan kepada pengguna profesion tertentu. Manakala bagi jaringan khusus pula adalah jaringan yang merekrut penggunaanya dengan saringan peribadi ataupun kerjaya tertentu. Selalunya pengguna mendaftarkan di laman jaringan ini melalui jemputan. Tetapi pendaftaran melalui jemputan bukanlah ciri yang membezakan antara jaringan terbuka dan kursus. Skop pengguna jaringan adalah terhad kepada ahli sahaja.

Laman jaringan Sosial adalah satu platform yang tidak asing dalam kalangan pelajar masa kini. Menjadi kewajipan pelajar untuk mempunyai platform digital sendiri samada digunakan untuk tujuan pembelajaran atau aktiviti sosial dalam rutin harian mereka. Laman Jaringan Sosial juga telah menunjukkan peningkatan penggunaan dalam kalangan masyarakat dunia. Berdasarkan laporan oleh Statista (2022), 17 Laman Jaringan Sosial yang paling mendapat perhatian di seluruh dunia pada masa kini adalah Facebook, Youtube, WhatsApp, Instagram, WeChat, TikTok, Facebook Messenger, Douyin, QQ, Sina Weibo, Kuaihou, Snapchat, Telegram, Pinterest, Twitter, Reddit dan Quora. Rajah 1 menunjukkan Jaringan sosial paling popular di seluruh dunia setakat Januari 2022. Pengguna boleh menggunakan mana-mana Laman Jaringan Sosial bergantung pada keperluan utama mereka, seperti untuk komunikasi, pembinaan identiti, atau interaksi sosial (Gray, 2018). Oleh kerana terdapat pelbagai jaringan sosial yang boleh dicapai dalam talian, pengguna mungkin menggunakan berbilang platform media sosial. Facebook telah mendominasi pasaran industri jaringan sosial, dengan purata lebih 2.91 bilion pengguna aktif setiap hari.

Oleh kerana laman jaringan sangat sinonim dengan remaja, perkaitan antara penggunaan laman jaringan sosial dengan pembentukan sahsiah diri pelajar yang penting untuk diterapkan perlu dilihat dan dikaji secara lebih mendalam demi kejayaan negara pada masa akan datang. Ini kerana majoriti pelajar menghabiskan masa di laman jaringan sosial untuk mencari kandungan maklumat, memperoleh pengetahuan, perkongsian fail, berbual, hiburan, keseronokan, dan juga untuk perbincangan dalam talian. Teknologi dan kemajuan yang diguna pakai oleh para pelajar ini mungkin akan membentuk gaya hidup dan struktur masyarakat yang diinginkan.



Rajah 1: Jaringan Sosial Paling Popular Di Seluruh Dunia Setakat Januari 2022

Sumber : Statista, 2022

Kaedah Kajian

Kaedah yang digunakan untuk mencari perkaitan antara penggunaan laman jaringan sosial dengan pembentukan sahsiah diri pelajar ialah melalui tinjauan literatur. Kajian literatur ini mengkaji literatur saintifik tentang topik dan mensintesis, menilai, menganalisis penemuan penyelidikan, teori dan amali secara kritis. Pencarian artikel bagi tujuan kajian ini adalah dengan menggunakan pangkalan data saintifik daripada Google Scholar dengan menggunakan ayat “Pengaruh laman jaringan sosial terhadap pembentukan sahsiah diri” dengan turut mengambil kira faktor kata kunci lain yang mempunyai erti yang sama dengan tajuk iaitu “media sosial”, “Tingkah laku”, “keperibadian mulia”, “akhlak mulia”. Pencarian artikel juga menggunakan kata kunci dalam Bahasa Inggeris iaitu “*Social network site*”, “*Social network page*”, “*social media*”, “*personality development*”, “*good personality*”, “*good attitude*”. Kriteria pemilihan teks artikel adalah dalam Bahasa Inggeris, Bahasa Malaysia dan Bahasa Indonesia yang diterbitkan pada 2012-2022 iaitu artikel 10 tahun ke belakang. Satu koleksi yang mengandungi teori, model dan konstruk serta atribut yang boleh digunapakai daripada artikel-artikel kajian lepas ini diringkaskan dan dikelaskan mengikut kajian tempatan dan juga luar negara.

Pengaruh Laman Jaringan Sosial Terhadap Sahsiah Diri Pelajar

Pelajar yang mempunyai sahsiah diri yang lemah mudah untuk terlibat dalam aktiviti tidak bermoral. Keruntuhan akhlak semakin hari kelihatan semakin membesar dan serius. Terdapat pelbagai faktor yang menyebabkan rapuhnya sahsiah diri seorang pelajar. Ini mungkin

disebabkan oleh pelajar itu sendiri, rakan sebaya, keluarga, media massa, atau lebih luas iaitu persekitaran mereka. Terdapat banyak karya saintifik terkini yang mengkaji pandangan falsafah dan kajian empirikal berkaitan laman jaringan sosial dan pembentukan sahsiah dalam kalangan remaja di dalam dan juga luar negara.

Kebanyakan atribut kajian lepas di luar negara yang berpadanan dengan pengaruh laman jaringan sosial terhadap sahsiah diri pelajar adalah di Amerika Syarikat iaitu sebanyak tiga kajian. Dua adalah dari negara Indonesia dan masing-masing satu daripada Jerman, Pakistan dan Nigeria. Untuk kajian di Dalam Malaysia pula, tiga kajian telah dipilih sesuai dengan tajuk kajian. Kebanyakan kajian terdahulu hanya menunjukkan sisi negatif laman jaringan sosial kepada pembangunan sahsiah diri pelajar, tetapi kajian kepada sisi positif laman jaringan terhadap pembentukan sahsiah pelajar adalah sangat terhad. Jadual 1 meringkaskan data, teknik, negara kajian dilakukan dan sumbangan bagi setiap kajian yang dilakukan.

Jadual 1: Ringkasan Atribut Kajian Lepas Yang Dipilih

Rujukan	Data	Teknik	Negara	Sumbangan
Abadi et al. (2013)	Motivasi penggunaan media sosial dan hubungan interpersonal	Statistik deskriptif dan regresi berganda	Indonesia	Penggunaan laman rangkaian sosial oleh remaja lebih bermotivasi untuk 1) mendapatkan pelbagai maklumat, 2) mengeratkan hubungan sesama pengguna laman web, 3) mengurangkan tekanan, 4) memenuhi keperluan emosi, dan 5) meningkatkan keyakinan diri.
Ayun (2015)	Teori Identiti Sosial, Interaksi Simbolik dan Ekologi Media	Kualitatif dan analisis fenomenologi	Indonesia	Setiap subjek telah memaparkan identiti yang berbeza pada setiap media sosial yang mereka miliki.
Alzahrani & Bach (2014)	Kajian literatur	Temu bual dan penyelidikan kualitatif	Amerika Syarikat	Laman Jaringan sosial memberi kesan buruk terhadap perkembangan sahsiah remaja.
Whaite et al. (2018)	Tahap Penggunaan Sosial Media, Skala Pengasingan Sosial dan personaliti “Big Five ”	Regresi logistik tersusun	Amerika Syarikat	Penggunaan media sosial dan pengasingan sosial kehidupan sebenar mempunyai kaitan yang kuat. Individu yang mempunyai sifat berhati-hati akan membantu mengekalkan interaksi sosial

					bersemuka yang baik dan perkembangan sahsiah yang baik.
Trepte & Reinecke (2013)	Kekerapan penggunaan laman jaringan sosial, Pendedahan diri dalam talian, Model sosial	Min, sisihan piawai, julat, korelasi dan pemodelan persamaan struktur		Jerman	Pendedahan diri dalam talian mempunyai kesan positif ke atas penggunaan laman jaringan sosial yang seterusnya mempengaruhi kecenderungan untuk mendedahkan diri dalam talian.
Malik et al. (2021)	Profil Facebook dan model “ <i>Big Five Personality Trait</i> ”	Analisis kekerapan, ANOVA		Pakistan	Terdapat hubungan langsung ciri personaliti dengan penggunaan Facebook.
Kim et al. (2013)	Panel dalam talian yang ditadbir oleh Makmal Penyelidikan Media di AS	Model regresi		Amerika Syarikat	Penggunaan media sosial menyumbang kepada kepelbagaian rangkaian perbincangan dan aktiviti kehidupan yang berfaedah.
Adegboyega (2020)	Penggunaan Media Sosial dan Tingkah Laku Sosial	ujian-t dan ANOVA		Nigeria	Penggunaan media sosial oleh pelajar mempunyai pengaruh negatif terhadap tingkah laku sosial mereka.
(Kelana et al., 2016)	Perkongsian Maklumat, Rangkaian Kenalan Interaksi Sosial, Pembentukan Identiti, Kemudahan Pembangunan dan Sahsiah Pelajar	Min Statistik inferensi		Malaysia	Pembentukan identiti adalah faktor dan kesan paling dominan dalam penggunaan laman jaringan sosial
Azmi et al. (2019)	Kajian literatur	Penyelidikan kualitatif		Malaysia	input positif dalam laman jaringan sosial membina sahsiah diri
Omar et al. (2015)	Tanggapan Kebergunaan, Tanggapan Mudah Diguna, Keinginan	statistik deskriptif peratusan, kekerapan dan		Malaysia	ciri-ciri interaktif yang diperolehi daripada laman jaringan sosial telah mempengaruhi

Bertingkah laku ujian statistik
dan Penggunaan regresi
Sebenar

tahap penerimaan mesej
dakwah seterusnya
membentuk sahsiah diri
pelajar

Kajian Luar Negara

Persoalan pengaruh besar penggunaan laman jaringan sosial terhadap sahsiah diri pelajar ini mendapat sambutan daripada banyak pengkaji negara seberang iaitu Indonesia. Abadi et al. (2013) telah menganalisis dan menjelaskan penggunaan media sosial dalam kalangan remaja, perkembangan hubungan interpersonal, dan pengaruh media sosial terhadap perkembangan hubungan interpersonal remaja di Sidoarjo. Dengan menggunakan teknik analisis statistik deskriptif dan regresi berganda. Hasil kajian menunjukkan bahawa penggunaan laman rangkaian sosial oleh remaja lebih bermotivasi untuk 1) mendapatkan pelbagai maklumat, 2) mengeratkan hubungan sesama pengguna laman web, 3) mengurangkan tekanan, 4) memenuhi keperluan emosi, dan 5) meningkatkan keyakinan diri. Kaedah untuk mengukur penggunaan laman jaringan sosial adalah dengan memasukkan elemen motivasi, intensiti capaian Internet, ketersediaan media, masa capaian dan tempat capaian laman jaringan sosial.

Ayun (2015) menyifatkan remaja membina sahsiah dan jati diri mereka untuk mendapatkan imej yang mereka inginkan di laman jaringan sosial. Kajian ini menggunakan Teori Identiti Sosial, Interaksi Simbolik dan Ekologi Media yang dibangkitkan menggunakan kaedah kualitatif dan analisis fenomenologi yang dicipta oleh Moustakas (1994). Nahar et al. (2018) pula dalam kajiannya mencari impak negatif daripada laman jaringan sosial kepada perkembangan kanak-kanak hingga usia remaja melibatkan tiga aspek utama iaitu perkembangan sosial, perkembangan interaksi dan perkembangan fizikal. Mereka menggunakan kaedah kajian literatur bagi mengenalpasti kesan negatif penggunaan teknologi moden yang berlebihan dan tidak terkawal terhadap perkembangan fizikal dan otot, kemahiran interpersonal, serta kemerosotan prestasi akademik. Hasil kajian juga merumuskan penggunaan media sosial yang berlebihan juga dapat merangsang tingkah laku yang agresif.

Pendekatan kualitatif telah diguna pakai oleh Alzahrani & Bach (2014) untuk mengkaji kesan media sosial terhadap pembangunan sahsiah remaja dan mengenal pasti faktor media sosial yang mempengaruhi perkembangan sahsiah. Dapatan kajian menunjukkan bahawa penggunaan media sosial adalah berlebihan dalam kalangan remaja kerana mereka menggunakan bukan sahaja untuk bersosial, tetapi juga untuk komunikasi, hiburan, dan semua aktiviti lain. Empat faktor media sosial utama yang mempengaruhi perkembangan personaliti termasuk (i) budaya populariti, (ii) piawai penampilan tidak nyata, (iii) tingkah laku mencari kenalan, dan (iv) Kelaziman Kemurungan dan Kebimbangan.

Whaite et al. (2018) melakukan kajian terhadap remaja di Amerika Syarikat menggunakan Pengukuran Tahap Penggunaan Sosial Media, Skala Pengasingan Sosial dan item “*Big Five Inventory*”. Hasil kajian mendapati kekerapan penggunaan media sosial adalah dalam perkadaran linear dengan Skala Pengasingan Sosial merentas tetapi berbeza mengikut ciri personaliti. Personaliti “*Big Five Inventory*” seperti Ekstraversi dan Mudah Akur mendapat Skala Pengasingan Sosial yang paling rendah, Neurotisme dengan Skala Pengasingan Sosial yang paling tinggi. Bagi mereka yang bersifat kurang teliti, dilihat sangat berisiko menggunakan laman jaringan sosial.

Menurut Greischel et al. (2016), pengalaman perhubungan sosial boleh membentuk keperibadian. Melalui laman rangkaian sosial, pengalaman perhubungan sosial akan menjadi lebih luas. Menurut Trepte & Reinecke (2013), laman rangkaian sosial seperti Facebook mendorong kecenderungan psikologi untuk lebih mendedahkan diri dalam talian dan masyarakat secara positif. Pendedahan diri diakui sebagai sangat bermanfaat dari segi hubungan sosial, persahabatan dan individu akan lebih terbuka kepada pengalaman dan pembangunan sahsiah diri. Ini kerana pendedahan diri di laman rangkaian sosial membuatkan individu lebih berhati-hati dalam tindakan mereka supaya dapat menjadi contoh di mata pengguna laman jaringan sosial yang lain (Ma et al., 2016).

Kajian berkenaan pembentukan personaliti dan sahsiah diri yang dipengaruhi oleh penggunaan media sosial juga dikaji oleh Malik et al. (2021) dengan mengkaji ciri-ciri personaliti pelajar melalui penggunaan Facebook dan akhirnya menganalisis perubahan dalam personaliti mereka. Perubahan sifat pelajar ijazah di empat buah institut pengajian tinggi Pakistan di kumpul selama 5 tahun. Data di kumpul daripada profil Facebook dan model “*Big Five Personality Trait*” iaitu ekstraversi, kebersetujuan, keterbukaan, kehematan, dan neurotisme digunakan untuk menjalankan penilaian personaliti. Hasil kajian mendapati terdapat hubungan langsung ciri personaliti dengan penggunaan Facebook dan ia telah menunjukkan peningkatan yang memberangsangkan ke atas pembangunan sahsiah pelajar.

Tambahan pula Kim et al. (2013) menerima idea bahawa pendedahan kepada kepelbagaian membantu individu untuk memahami rasional dan perspektif yang berbeza. Mereka yang mendapatkan pendedahan daripada sudut pandangan yang pelbagai dikaitkan bukan sahaja untuk memudahkan proses perbincangan dan meningkatkan kualiti maklumat yang diperolehi tetapi ia juga berkait rapat dengan kewarganegaraan aktif dengan membenarkan individu menyatakan pandangan mereka dan membiasakan diri menghadapi masalah yang berbeza. Laman jaringan sosial merupakan satu bentuk media yang membantu individu mendapatkan kepelbagaian idea dan maklumat. Mereka juga menerima pendapat bahawa kemunculan laman jaringan sosial ini dapat menyumbang kepada penyertaan aktiviti yang berfaedah yang secara positifnya pasti dapat membentuk sahsiah diri individu tersebut. Ini kerana laman jaringan sosial direka untuk mengekalkan atau membina hubungan dengan orang lain, yang dapat meningkatkan kedua-dua ikatan serta merapatkan modal sosial dan mewujudkan potensi untuk memupuk aktiviti sivik seperti penglibatan komuniti.

Menurut Adegboyega (2020) laman jaringan sosial dapat meningkatkan pembangunan masyarakat dan pertumbuhan sahsiah diri kerana mereka mampu mendapatkan maklumat berguna daripada Internet. Selain itu, banyak kuliah dan pengajaran telah diadakan melalui laman jaringan sosial. Walau bagaimanapun, media sosial mempunyai kelemahan di mana apabila remaja tidak dipantau dengan baik, ia boleh menjejaskan perlakuan jika mereka menyerap sisi negatif. Ini akan menjadi lebih buruk jika ibu bapa agak sibuk menyara keluarga dan tidak mempunyai masa yang cukup untuk duduk berbincang dengan anak-anak mereka. Jika hal ini berlaku, mereka tidak mempunyai keistimewaan untuk berkomunikasi dan mempelajari tingkah laku sosial daripada ibu bapa, justeru, belia kebanyakannya mempelajari tingkah laku sosial melalui laman jaringan sosial seperti Facebook dan WhatsApp. Oleh itu pantauan ibu bapa sangat penting bagi memastikan anak-anak mereka dapat menggunakan laman jaringan sosial ini sepenuhnya untuk meningkatkan pembangunan masyarakat dan pertumbuhan sahsiah diri.

Kajian Tempatan

Manakala, kajian tempatan untuk mencari perkaitan antara media sosial ataupun laman jaringan sosial terhadap pembangunan sahsiah mahasiswa telah dilakukan oleh (Kelana et al., 2016). Dalam kajiannya enam faktor-faktor kepentingan media sosial dijadikan sebagai instrumen kajian dan kesan paling signifikan dikenal pasti dalam membangunkan sahsiah pelajar. Instrumen kajian melihat bagaimana pengaruh dari segi kemudahan, pembentukan identiti, interaksi sosial, rangkaian kenalan, komunikasi dan perkongsian maklumat membentuk sahsiah pelajar. Hasil kajian mendapati faktor pembentukan identiti adalah faktor paling dominan diantara semua faktor yang terlibat. Menurut Kelana et al. (2016), media sosial harus digunakan kerana ia bukan sahaja memainkan peranan penting dalam pembangunan teknologi maklumat tetapi juga membantu golongan muda, khususnya pelajar, mengembangkan sahsiah mereka.

Namun begitu Hamid & Jamali (2017) memberi pendapat bahawa media sosial juga boleh membawa impak negatif dengan menjejaskan akidah dan akhlak seorang Muslim sekiranya mereka menggunakan medium ini ke arah yang negatif. Hal ini turut dipersetujui oleh Azmi et al. (2019) dan Nahar et al. (2018). Bagaimanapun Hamid & Jamali (2017) turut berpendapat media sosial akan melahirkan masyarakat yang kritis dan kreatif jika media sosial digunakan secara lestari. Isu pengaruh media yang berunsur agresif ini turut disentuh oleh Azizi, Goh dan Halimah et. al (2014) yang menegaskan bahawa media massa menjadi antara punca kegiatan jenayah dalam kalangan kanak-kanak dan remaja.

Walaubagaimanapun menurut Azmi et al. (2019), pengguna media sosial akan mendapat manfaat jika peraturan dan etika penggunaan laman jaringan sosial ini dipatuhi. Salah satu kesan yang baik penggunaan laman jaringan sosial ini ialah perluasan rangkaian persahabatan melalui Internet. Bukan hanya dapat membentuk rangkaian sosial dengan rakan sebaya mereka, tetapi juga boleh membina jaringan sosial dengan para ilmuwan. Mereka juga boleh menyampaikan pengetahuan dan pendapat, serta menerima input yang dapat memberikan input positif dalam pembinaan sahsiah diri mereka, terutamanya daripada pensyarah dan ilmuwan lain.

Pembentukan sahsiah diri remaja juga dapat dibentuk dengan keberkesanan penyebaran dakwah yang efektif (Jalal, 2017; Kamarudin et al., 2019). Laman jaringan sosial juga dilihat sebagai medium dakwah yang dirasakan lebih efektif dan berkesan dengan keperluan zaman kerana tidak terbatasi oleh masa, tempat, keadaan dan situasi. Dibuktikan dengan kajian Omar et al. (2015) yang mendapati terdapat implikasi yang signifikan antara penggunaan laman jaringan sosial dengan penerimaan mesej dakwah apabila dapatan menunjukkan sebanyak 62.2% responden menyatakan bahawa mesej dakwah di media sosial memberikan kesan positif terhadap jiwa mereka. Kajian Omar et al. (2015) juga menunjukkan faktor ciri interaktif media sosial mempunyai hubungan yang signifikan dengan penerimaan mesej dakwah dalam kalangan responden.

Kesimpulan

Media sosial telah mengubah dunia. Tahap komunikasi digabungkan menjadi satu wadah yang dipanggil laman jaringan sosial. Timbulnya banyak akibat juga harus diwaspadai, dalam erti kata media sosial membuka peluang setiap individu yang terlibat di dalamnya mengeluarkan pendapatnya secara bebas. Walaupun terdapat kesan negatif penggunaan laman jaringan seperti kesihatan yang terjejas, penggodam dan ketagihan Internet, tidak dapat dinafikan penggunaan

laman jaringan sosial boleh juga membawa kesan positif dalam pelbagai cara. Dengan itu kawalan diri harus kuat, agar mempunyai kebebasan berkomunikasi yang tidak melanggar batas etika dan tidak menyinggung perasaan orang lain. Setiap orang mempunyai corak penggunaan laman jaringan sosial yang berbeza yang boleh juga dipengaruhi oleh personaliti seseorang. Majoriti pelajar menghabiskan masa di laman jaringan sosial untuk mencari kandungan maklumat, mencipta pengetahuan, perkongsian fail, berbual, hiburan, keseronokan, dan juga untuk perbincangan dalam talian. Kesimpulan daripada kajian lepas mendapati laman jaringan sosial dapat meningkatkan pembangunan masyarakat dan pertumbuhan sahsiah diri hanya jika individu tersebut menggunakannya ke arah kebaikan.

Oleh sebab itu, peranan pakar teknologi juga harus digunakan bagi menyaring dan menapis segala maklumat songsang di laman jaringan sosial. Tidak cukup dengan itu, pelayar juga harus matang dalam menyaring keperluan melawati sesuatu laman jaringan sosial. Penggunaan laman jaringan sosial ini perlulah dipantau oleh ibu bapa yang sepatutnya peka terhadap keperluan mengawal minda anak-anak. Yang paling penting ialah kesedaran sendiri, ketahanan iman dan akidah yang menjadi pertahanan yang kukuh dalam menyaring maklumat yang tidak diingini. Cabaran ini yang perlu dihadapi secara bijaksana dan matang oleh mahasiswa kerana hal-hal sebegini yang boleh mengancam kredibiliti dan intelektual seseorang mahasiswa tersebut. Kandungan dan bahan sebaran media perlu mengandungi mesej-mesej yang boleh membina moral dan etika masyarakat khususnya masyarakat Muslim.

Menerbitkan kajian yang mencadangkan corak penggunaan laman jaringan sosial seseorang individu dan mengaitkan dengan pembangunan personaliti atau sahsiah diri pelajar Malaysia sama ada pada peringkat sekolah ataupun institut pengajian tinggi adalah amat penting. Ini dapat membuka minta pihak yang berkaitan tentang kebaikan dan keburukan penggunaan laman jaringan sosial dan bersama-sama memastikan pelajar menggunakan laman jaringan sosial mereka dengan betul bagi pembentukan keperibadian dan sahsiah diri yang unggul. Hal ini kerana, kejayaan seseorang individu bergantung pada personalitinya. Kejayaan dalam kerjaya profesional dan akademik seperti pasaran kerja, sebahagian besarnya bergantung kepada keperibadian dan latar belakang sosial. Keperibadian dan sahsiah diri individu adalah peramal kukuh seseorang tentang pengajian, pemasaran, dan prestasi kerja. Apa yang lebih penting, para pelajar perlu berpegang kepada paksi dan bermatlamat untuk membina akhlak masyarakat dan seterusnya menyumbang kepada pembinaan tamadun Muslim yang cemerlang, berkualiti, berdaya saing serta mampu menangkis cabaran yang mendatang.

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KEPATUHAN ZAKAT PERNIAGAAN DI WILAYAH PERSEKUTUAN KUALA LUMPUR

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Abstrak: Zakat perniagaan merupakan antara penyumbang tertinggi hasil kutipan zakat di Wilayah Persekutuan, Kuala Lumpur. Bagaimanapun, hasil kutipan zakat perniagaan masih lagi tidak setimpal berbanding dengan jumlah peniaga tunggal yang terdapat di Wilayah Persekutuan Kuala Lumpur. Oleh itu, objektif kajian ini adalah untuk menyiasat faktor-faktor yang mempengaruhi kepatuhan pembayar zakat perniagaan oleh peniaga tunggal. Teori Gelagat Terancang (TGT) digunakan sebagai asas dalam pembentukan rangka kerja kajian. 401 borang soal selidik yang boleh digunapakai telah dianalisa dengan menggunakan kaedah regresi berganda (multiple regression). Lima pemboleh ubah bebas mempengaruhi niat gelagat kepatuhan pembayar zakat perniagaan iaitu sikap, norma subjektif, persepsi terhadap agihan zakat, kredibiliti pusat zakat dan peranan amil zakat ($R^2 = 0.494$). Sementara itu, pemboleh ubah pengetahuan zakat dan kepuasan pelanggan tidak mempengaruhi niat kepatuhan pembayar zakat. Kepatuhan zakat turut dipengaruhi oleh niat gelagat kepatuhan terhadap kepatuhan zakat ($R^2 = 0.299$). Secara keseluruhannya, enam pemboleh ubah memainkan peranan penting dalam aspek gelagat kepatuhan zakat perniagaan dan tiga daripadanya merupakan pemboleh ubah tambahan yang perlu diberi perhatian dalam kajian akan datang. Pihak berkuasa zakat seharusnya memberi perhatian khusus terhadap keputusan kajian ini bagi merancang strategi-strategi yang lebih berkesan pada masa depan bagi menangani isu kepatuhan zakat perniagaan yang masih rendah di kalangan peniaga tunggal di Wilayah Persekutuan Kuala Lumpur.

Kata Kunci: Teori Gelagat Terancang, Kredibiliti Pusat Zakat, Peranan Amil Zakat

Pengenalan

Di Malaysia, pengurusan zakat diuruskan oleh pusat-pusat zakat yang ditubuhkan di setiap negeri, yang keseluruhannya terdapat 14 buah negeri. Pentadbiran dan pengurusan zakat terletak di bawah kuasa pihak berkuasa zakat negeri masing-masing. Pihak berkuasa di setiap negeri yang terlibat dalam pengurusan zakat mempunyai peranan untuk mempromosikan, mengutip dan mengagihkan zakat. Peranan utama pihak berkuasa zakat adalah memberi bantuan kepada golongan fakir dan miskin dan tidak terkecuali kepada para asnaf yang lain mengikut garis panduan yang ditetapkan oleh syarak. Zakat bertujuan menyucikan harta dan diri daripada sifat tamak dan bakhil. Allah SWT telah menetapkan kewajipan berzakat melalui Nabi Muhammad SAW bagi tujuan mencapai kesejahteraan ummah. Dalam Islam, hubungan persaudaraan sesama manusia adalah suatu yang diwajibkan oleh Allah demi kepentingan hidup manusia bersama (Al-Quran 49:10). Peranan utama zakat adalah untuk membantu menyelesaikan masalah sosial seperti membanteras kemiskinan dan menyediakan satu sistem keselamatan sosial kepada umat Islam. Hal ini dapat dilaksanakan melalui perkongsian lebihan harta bagi yang kaya atau mampu kepada yang miskin atau berhak. Di samping itu, tujuan

zakat adalah untuk mengurangkan bebanan asnaf terutamanya dalam memenuhi keperluan asas dan juga untuk mengurangkan kebergantungan terhadap bantuan zakat semata-mata dalam jangka masa panjang. Wang zakat juga boleh dilaburkan untuk tujuan pembangunan sosioekonomi berdasarkan kepada hukum syarak dan pendapatan tersebut boleh menyumbang kepada kesejahteraan asnaf itu sendiri. Secara umum zakat terbahagi kepada dua kategori utama, iaitu zakat fitrah dan zakat harta. Zakat fitrah merupakan zakat diri yang difardukan ke atas setiap individu Islam yang berkemampuan dengan syarat-syarat yang ditetapkan. Manakala zakat harta pula perlu dibayar mengikut syarat dan terbahagi kepada beberapa kategori harta seperti zakat emas, perak, wang simpanan, pertanian, ternakan, galian dan perniagaan (Yusof Qardhawi, 2005). Zakat harta wajib dibayar apabila harta mencapai *haul* dan *nisab* yang telah ditentukan mengikut syarat-syarat ditetapkan. Justeru, kutipan zakat perlu ditingkatkan kerana ia merupakan sumber utama dalam membangunkan ekonomi umat Islam, di samping dapat meringankan beban umat Islam yang memerlukan.

Zakat perniagaan merupakan zakat yang wajib tunaikan hasil daripada harta perniagaan sama ada yang melibatkan barangan atau perkhidmatan. Zakat perniagaan merupakan tanggungjawab yang wajib ditunaikan ke atas mereka yang telah memenuhi syarat-syarat yang telah ditetapkan Berdasarkan laporan Pusat Pungutan Zakat Wilayah Persekutuan Kuala Lumpur (PPZ-WPKL, 2020), pelbagai program atau aktiviti mengutip zakat, dakwah dan promosi serta pengurusan pusat zakat telah dijalankan bagi merencanakan proses pembayaran zakat (PPZ-WPKL, 2020). Namun, jumlah kutipan zakat perniagaan berbanding jumlah perniagaan masih belum mencapai tahap yang memuaskan. Masalah ini kerap dibincangkan secara ilmiah dalam pelbagai platform. Ini kerana pusat zakat mempunyai potensi untuk meningkatkan kutipan zakat terutama segmen zakat perniagaan (Alias, 2011). Selain itu, tahap kepatuhan pembayar zakat di kalangan peniaga Islam di Kuala Lumpur masih lagi rendah dan memerlukan perhatian oleh pusat zakat. Hal ini dinyatakan oleh Timbalan Ketua Pegawai Eksekutif Pusat Pungutan Zakat Majlis Agama Islam Wilayah Persekutuan (PPZ-MAIWP) Abdul Hakim Amir Osman, dianggarkan 70 peratus peniaga kecil di Kuala Lumpur tidak membayar zakat perniagaan, dan 30 peratus sahaja peniaga kecil yang berbuat demikian (Bernama, 2013). Laporan kutipan zakat PKS mikro di Kuala Lumpur pada 2014 hingga 2017 jelas menunjukkan penurunan peratusan pembayar zakat (PPZ-WPKL, 2017). Fenomena kurangnya kepatuhan ini juga berlaku di negeri-negeri lain. Umpamanya, Kajian yang dilaporkan oleh Syahirah dan Fadilah (2019), iaitu kutipan zakat perniagaan di Negeri Sembilan tidak setanding dengan jumlah kutipan pendapatan yang diperoleh PKS.

Dua pendekatan pembayaran zakat perniagaan, iaitu melalui saluran rasmi Majlis Agama Islam negeri atau melalui pengagihan secara terus oleh peniaga kepada para asnaf. Muhamad Uzair dan Nasir (2015) mendapati para peniaga lebih cenderung untuk melakukan pengagihan zakat secara terus kepada para asnaf dan bukannya melakukan pembayaran kepada Majlis Agama Islam Negeri. Kurangnya kepatuhan terhadap pembayaran zakat ini perlulah dikaji bagi mencari punca kepada fenomena tersebut. disebabkan Umpamanya faktor persepsi individu seperti sikap, norma subjektif dan lain-lain elemen dalam kawalan atau di luar kawalan pembayar zakat itu sendiri yang berkemungkinan mempengaruhi tahap kepatuhan pembayar zakat. Dalam kajian Khairul Azhar (2019), antara faktor persepsi individu yang mempengaruhi tahap pematuhan zakat ialah kualiti perkhidmatan urus tadbir yang baik. Hal ini selari dengan pemboleh ubah kajian ini yang dimasukkan ke dalam kawalan gelagat tertanggung. Kajian Muhammad Norazam et.al (2019) turut memberi pandangan yang sama terhadap persepsi individu dalam pematuhan zakat. Dalam kajiannya, pengetahuan individu yang diperoleh

daripada usaha dakwah Majlis agama Islam Melaka dapat menimbulkan tahap kesedaran yang tinggi dalam kalangan individu pembayar zakat terhadap pematuhan bayaran zakat melalui saluran yang disediakan. Menurut Hashimah dan Amizawati (2018) pula faktor persepsi individu mempunyai hubungan yang signifikan terhadap tahap pematuhan pembayar zakat pendapatan berdasarkan pengaruh faktor persekitaran. Kajian ini meletakkan kepentingan faktor dalam dan luaran individu dalam menilai gelagat kepatuhan zakat perniagaan. Maka, faktor persepsi individu ini memerlukan penjelasan dan kajian terperinci bagi merungkaikan permasalahan kepatuhan pembayaran zakat kepada pusat zakat. Justeru, objektif kajian ini adalah untuk mengenal pasti sama ada; 1) faktor sikap, norma subjektif, pengetahuan zakat, persepsi terhadap agihan zakat, kepuasan pelanggan, kredibiliti pusat zakat, peranan amil zakat terhadap niat gelagat kepatuhan pembayar zakat perniagaan dan 2) faktor niat gelagat kepatuhan pembayar zakat terhadap gelagat kepatuhan pembayar zakat perniagaan PKS (Mikro) di Wilayah Persekutuan Kuala Lumpur.

Sorotan Literatur

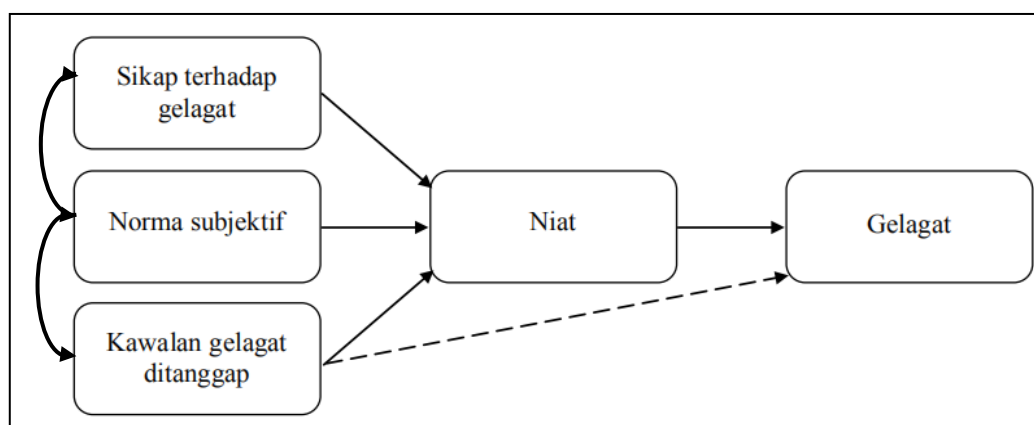
Gelagat Kepatuhan Membayar Zakat Perniagaan

Menurut Ostroff (1993) setiap keputusan organisasi sangat dipengaruhi oleh persepsi dan gelagat individu. Keadaan ini menunjukkan kajian gelagat kepatuhan membayar zakat oleh entiti (perniagaan) adalah amat berkait dengan kajian gelagat kepatuhan individu. Dengan demikian kedudukan imej korporat, kualiti perkhidmatan disediakan oleh pusat zakat, dan juga fatwa zakat sangat mempengaruhi gelagat kepatuhan membayar zakat Hairunnizam et.al. (2016) mendapati bahawa terdapat hubungan yang kuat antara usahawan Islam dengan kecenderungan mereka untuk mempromosikan perniagaan mereka dan imej korporat. Terdapat juga kajian lain yang mengkaji faktor yang mungkin menyumbang kepada kelakuan pematuhan membayar zakat dalam kalangan entiti perniagaan. Kajian oleh Adibah (2016) mendedahkan 24 faktor yang berkaitan dengan pembayaran zakat dan menggabungkan faktor-faktor ini kepada tiga (3) kategori utama, iaitu faktor organisasi, faktor-faktor kerajaan dan faktor-faktor dalaman. Kajian Adibah (2016) turut mendapati faktor paling penting yang mempengaruhi pembayaran zakat ialah faktor pengurusan pusat zakat kerana ini mempunyai pengaruh yang besar terhadap faktor kerajaan dan dorongan dalaman syarikat. Kajian gelagat dalam bidang zakat telah banyak dikaji oleh para penyelidik terdahulu (Farah Mastura dan Zainol, 2015; Ram et.al., 2010; Zainol, Kamil, & Faridahwati, 2009). Gelagat kepatuhan zakat dalam kajian ini memfokuskan kepada gelagat pembayaran zakat melalui pusat zakat. Gelagat kepatuhan zakat adalah berasaskan kepada faktor-faktor psikologi seperti pengaruh sikap, norma subjektif dan Kawalan Gelagat Ditanggap. Faktor-faktor tersebut mampu menjelaskan teori secara baik dalam usaha memahami gelagat itu sendiri. Banyak kajian lepas dalam persekitaran lain seperti pemilihan bank Islam dan produk bank Islam (Amin et.al., 2011; Wahyuni, 2012), pemilihan produk halal (Lada et.al., 2009; Mukhtar et al., 2018), percukaian (Bobek & Hatfield, 2003; Shalihen, 2011).

Teori Gelagat Terancang

Teori Gelagat Terancang (TGT) adalah satu model umum dalam bidang psikologi sosial yang telah digunakan secara meluas bagi menerangkan gelagat dalam pelbagai persekitaran manusia. Teori ini merupakan lanjutan daripada Teori Tindakan Beralasan (TTB). TTB menjelaskan bahawa gelagat manusia dipengaruhi oleh sikap terhadap gelagat dan norma subjektif secara tidak langsung. Teori ini juga mencadangkan bahawa gelagat ditentukan oleh niat seseorang. Niat gelagat dihubungkan oleh dua (2) faktor iaitu sikap individu terhadap gelagat dan norma subjektif terhadap gelagat. Sikap pula terhasil daripada faktor kepercayaan

dan penilaian manakala norma subjektif terhadap gelagat terhasil daripada faktor kepercayaan terhadap norma dan motivasi individu untuk meniru gelagat. TTB kemudian diperkembangkan dengan penambahan satu pemboleh ubah iaitu kawalan gelagat ditanggap. Kawalan gelagat ditanggap menjurus kepada keyakinan individu dalam melaksanakan atau tidak pernah melaksanakan gelagat tertentu. Hasil perkembangan ini, TGT telah dibangunkan oleh Ajzen (1991). TGT ini merupakan model yang paling berpengaruh dan banyak diaplikasikan serta dijadikan sebagai bahan rujukan dalam memahami tingkah laku sosial manusia. Sebagai sebuah teori umum dan boleh diaplikasikan dalam pelbagai persekitaran, TGT digunakan sebagai asas dalam kajian ini dalam usaha untuk memahami gelagat kepatuhan zakat perniagaan dalam kalangan PKS Wilayah Persekutuan Kuala Lumpur. Berdasarkan Rajah 1, TGT menjelaskan bahawa niat merupakan faktor utama dalam melakukan sesuatu tingkah laku dan tiga (3) faktor lain seperti sikap, norma subjektif dan Kawalan Gelagat Ditanggap mampu mempengaruhi niat gelagat (Ajzen, 1991).



Rajah 1: Teori Gelagat Terancang (Ajzen, 1991)

Berdasarkan sorotan karya terdahulu, sikap didapati memainkan peranan penting dalam mempengaruhi niat gelagat seperti kajian oleh Ajzen (2015) dan Taylor dan Todd (1995). Hal ini dilaporkan oleh Silver (1995) menyatakan bahawa untuk meningkatkan gelagat kepatuhan, pembaikan sikap harus dilakukan terlebih dahulu. Malah kajian oleh Hanno dan Viollette (1996); dan Bobek & Hartfield (2003) turut mendapati niat kepatuhan undang-undang cukai dipengaruhi oleh sikap secara positif. Zainol et al (2009) dan Farah Mastura (2015) turut mendapati bahawa sikap mempengaruhi secara positif terhadap niat gelagat kepatuhan zakat gaji dan zakat simpanan. Antara penyelidik lain yang turut menggunakan TGT sebagai kerangka kajian yang menjalankan kajian bagi melihat kesan tahap keagamaan dan akauntabiliti peribadi terhadap niat membayar zakat perniagaan dalam kalangan peniaga pemilikan tunggal (Nor Adilah, 2011). Justeru itu, berdasarkan perbincangan di atas, maka hipotesis seperti di bawah dibentuk.

H₁: Sikap mempunyai hubungan positif dengan niat gelagat kepatuhan zakat perniagaan.

Hasil kajian terdahulu mendapati norma subjektif memainkan peranan penting dalam mempengaruhi sikap. Umpamanya, Othman et.al. (2017) mendapati norma subjektif mempengaruhi secara signifikan terhadap kepatuhan pembayaran zakat pendapatan. Di samping itu, dalam bidang percukaian, Hanno dan Viollette (1996), Bobek dan Hartfield (2003), Shalihen (2011) turut mendapati norma subjektif mempengaruhi niat kepatuhan cukai

secara positif. Kajian Zainol et al (2009) dan Farah Mastura (2015) mendapati bahawa norma subjektif mempengaruhi secara positif keatas niat kepatuhan untuk membayar zakat pendapatan dan zakat simpanan. Kajian oleh Heikal et.al. (2014) juga menunjukkan kesan yang positif terhadap niat pembayaran zakat di Indonesia. Justeru, hipotesis dibentuk seperti berikut:

H₂: Norma subjektif mempunyai hubungan positif dengan niat gelagat kepatuhan zakat perniagaan.

Hasil penyelidikan oleh Idris et.al. (2002) mendapati bahawa faktor pengetahuan zakat memberi kesan kepada kepatuhan zakat pendapatan secara positif. Menurut Gamal (2015) dalam kajian Zilani et.al. (2018) mendapati walaupun pengetahuan berkaitan zakat peniaga PKS di Kuala Lumpur dalam keadaan baik namun peniaga lebih berminat untuk mengeluarkan zakat perniagaan mereka secara tidak rasmi (tanpa melalui pejabat zakat) malah peniaga lebih berkeyakinan dan berpuas hati dengan pengagihan sendiri kepada asnaf. Othman et.al. (2017) meletakkan pengetahuan agama sebagai sesuatu yang penting dalam kepatuhan zakat. Zainol (2008) juga turut melaporkan bahawa pengetahuan berhubungan secara positif dengan niat gelagat kepatuhan zakat pengajian. Justeru, hipotesis berikut dibangunkan seperti di bawah:

H₃ : Pengetahuan mempunyai hubungan positif dengan niat gelagat kepatuhan zakat perniagaan.

Persepsi terhadap agihan zakat diramalkan dapat mempengaruhi gelagat kepatuhan zakat sebagaimana telah dibuktikan dalam kajian terdahulu (Sanep & Hairunnizam, 2004). Semakin tinggi tingkat kepuasan terhadap pengagihan zakat memberi kesan kepada semakin tingginya tahap kepatuhan membayar zakat kepada pusat formal (Sanep & Hairunnizam, 2004). Di samping itu, kajian terhadap persepsi masyarakat yang dilakukan Sanep et.al. (2006) turut mendapati bahawa punca kepada ketirisan kutipan zakat adalah berpunca daripada faktor agihan zakat yang tidak memuaskan hati masyarakat terutama pembayar zakat. Semakin tinggi persepsi terhadap agihan terhadap pengurusan zakat, maka semakin tinggi kepatuhan individu untuk membayar zakat secara formal kepada pusat zakat (Sanep et.al., 2006). Selari dengan kajian ini yang mengandaikan bahawa persepsi terhadap agihan memberi pengaruh terhadap niat gelagat kepatuhan zakat maka, hipotesis dibangunkan seperti berikut:

H₄: Persepsi terhadap agihan mempunyai hubungan positif dengan niat gelagat kepatuhan zakat perniagaan.

Peranan pusat pengurusan zakat dalam menyampaikan maklumat zakat secara tepat dan lengkap kepada pelanggan (pembayar zakat) boleh mengelakkan kekeliruan terutama berkaitan asnaf. Ini kerana sebahagian ketirisan kutipan zakat disebabkan pembayaran secara terus kepada asnaf. Kajian Ab Hamid dan Wan Jusoh (2016) membincangkan persepsi dan pelaksanaan kaedah pengurusan kepuasan pelanggan oleh pusat zakat. Antara faktor penting pengurusan kepuasan pelanggan zakat termasuklah sokongan daripada pengurusan tertinggi, strategi komunikasi pengurusan kepuasan pelanggan, keupayaan pengurusan pengetahuan, kesediaan untuk berkongsi data dengan pelanggan, kesediaan untuk mengubah proses ke arah lebih baik, kesediaan penerimaan teknologi terkini, perubahan budaya berorientasikan pelanggan, keupayaan perubahan proses kerja dan keupayaan mengintegrasikan sistem. Sementara itu, Harun et.al. (2008) membangunkan ontologi pengurusan zakat ianya melibatkan semua peringkat sehingga pembayar dan penerima zakat. Harun et.al. (2008) mencadangkan

beberapa proses penting dalam pusat zakat seperti pengurusan kepuasan pelanggan sebagai sokong ontologi. Berdasarkan kepada literatur di atas, kajian ini mencadangkan hipotesis berikut:

H₅: Kepuasan pelanggan mempunyai hubungan yang positif dengan niat gelagat kepatuhan zakat perniagaan.

Kajian Abdullah (2016) meletakkan kepentingan kredibiliti pusat zakat sangat penting dan mampu mempengaruhi kesedaran masyarakat untuk menunaikan zakat. Kajian Zainol & Kamil (2011) berkaitan TGT mendapati reputasi kredibiliti atau imej yang positif mempunyai hubungan yang signifikan terhadap niat seseorang. Reputasi kredibiliti atau imej pusat zakat turut berada dalam tanggapan pembayar zakat dimana tahap kebolehpercayaan dan kemahiran para petugas boleh mencerminkan imej keseluruhan operasi pusat zakat. Menurut Zainol & Kamil (2011) kredibiliti pusat zakat menjadi perintis kepada penentuan imej sebenar kredibiliti pusat ini terutama daripada sudut pandang PKS muslim. Kajian ini turut menjangkakan semakin tinggi kredibiliti pusat zakat, semakin meningkat niat gelagat kepatuhan zakat perniagaan di kalangan PKS muslim. Banyak kajian terdahulu mendapati kredibiliti mempengaruhi secara positif terhadap sesuatu gelagat (Goldsmith, Lafferty & Newell, 2000; Newell & Goldsmith, 2001). Sehubungan itu, pejabat zakat juga tidak terlepas daripada tanggapan masyarakat tentang kredibiliti organisasinya. Tahap kebolehpercayaan mencerminkan kredibiliti pejabat zakat. Kajian ini meramalkan semakin tinggi kredibiliti pejabat zakat di mata pembayar zakat semakin meningkat niat gelagat kepatuhan zakat di kalangan para perniaga Muslim. Perrbincangan di atas menjurus hipotesis seperti di bawah:

H₆: Kredibiliti pusat zakat mempunyai hubungan yang positif dengan niat gelagat kepatuhan zakat perniagaan.

Menurut Nurhadi (2014), kekurangan sumber manusia (amil) yang professional disebabkan taraf kerja amil bersifat separuh masa (bermusim) menyebabkan pentadbiran zakat tidak fokus sehingga hasilnya tidak optimum. Beberapa perkara perlu diberi perhatian oleh lembaga zakat negeri dan kerajaan persekutuan bagi melancarkan proses pungutan zakat secara professional. Antaranya seperti menggubal akta atau enakmen zakat negeri bagi kesalahan khusus berkaitan kegagalan membayar zakat agar selaras dan selari dengan kerangka dan lunas Perlembagaan Persekutuan supaya ianya boleh dikuatkuasakan dan tidak dicabar oleh pembayar zakat (Manat, 2009). Transformasi kerja amil zakat boleh dilakukan dengan meningkatkan keupayaan pengumpulan maklumat pembayar zakat dengan mengenal pasti mereka yang wajib membayar zakat dan mengesan mereka yang berpotensi menjadi pembayar zakat (Ab Rahman et.al., 2012). Penguatkuasaan dan kaedah turun padang serta sikap profesional yang dimainkan oleh amil mampu memberi kesan kepada niat gelagat kepatuhan zakat. Kajian oleh Khamis dan Che Yahya (2015) turut menyatakan bahawa penguatkuasaan undang-undang mampu meningkatkan dan mempengaruhi niat gelagat kepatuhan zakat. Oleh itu adalah wajar peranan amil zakat dapat mempengaruhi niat gelagat kepatuhan zakat. Justeru, hipotesis dibangunkan seperti berikut:

H₇: Peranan amil zakat mempunyai hubungan positif dengan niat gelagat kepatuhan zakat perniagaan.

Niat bermaksud kesediaan seseorang untuk melakukan sesuatu perkara yang akan menyumbang ke arah pembentukan sesuatu gelagat (Ajzen, 1991). Sorotan karya lepas mendapati bahawa niat mempunyai hubungan positif dengan gelagat. Dalam kajian berkaitan zakat, Saad (2010) mendapati bahawa niat mempunyai hubungan signifikan dengan gelagat kepatuhan zakat perniagaan. Justeru, kajian ini mengandaikan niat membayar zakat akan memberi kesan kepada gelagat pembayaran zakat secara positif dan signifikan. Seseorang mempunyai niat yang kuat dalam diri akan lebih terdorong untuk membayar zakat kepada pusat zakat adalah tinggi. Sebaliknya, seseorang yang memiliki niat yang rendah untuk membayar zakat akan lebih terdorong untuk mengelak membayar zakat yang diwajibkan kepadanya. Oleh yang demikian, hipotesis berikut dibentuk:

H₈ :Niat gelagat kepatuhan zakat mempunyai hubungan positif dengan gelagat kepatuhan zakat.

Metodologi Kajian

Kajian ini menggunakan kaedah soal selidik dan telah diedarkan sebanyak 500 orang peniaga tunggal di sekitar Kuala Lumpur. Sebanyak 471 soal selidik dapat dikumpulkan semula dalam masa satu (1) bulan. Namun 70 soal selidik terpaksa digugurkan setelah mengambilkira borang tidak lengkap dan juga *outlier*. Sebanyak 401 soal selidik yang digunakan untuk analisis seterusnya. Saiz ini menepati cadangan kasar bahawa ciri-ciri sampel haruslah melebihi 30 tetapi kurang 500 bagi kebanyakan kajian (Sekaran & Bougie, 2016). Soal selidik mengandungi 11 soalan demografi dan 46 soalan mengukur pemboleh ubah sikap, norma subjektif, persepsi terhadap agihan zakat, kredibiliti pusat zakat, peranan amil zakat, niat dan gelagat kepatuhan zakat.

Keputusan

Demografi

Responden bagi kajian ini seramai 401 orang di mana jumlah responden lelaki seramai 219 orang dengan 54.6 peratus manakala responden perempuan pula 45.4 peratus atau 182 daripada 401 orang. Kebanyakan responden kajian ini terdiri daripada mereka yang berumur 41 hingga 50 tahun iaitu 43.4 peratus atau 174 orang. Kumpulan umur 25 tahun ke bawah merupakan responden yang paling sedikit (2.5 peratus) iaitu 10 orang. Kumpulan umur 31 hingga 40 tahun diwakili dengan 28.9 peratus iaitu 116 orang. Golongan 51 tahun ke atas hanya diwakili dengan 25.2 peratus atau 101 orang. Majoriti responden (40.4 peratus) menjalankan perniagaan dari enam (6) ke sepuluh (10) tahun seramai 162 orang.

Ujian Kebolehpercayaan dan Kesahan

Hasil ujian kebolehpercayaan menunjukkan nilai *Cronbach Alpha* yang baik. Nilai *Cronbach alpha* bagi setiap pemboleh ubah bagi sikap (0.968), norma subjektif (0.937), persepsi terhadap agihan zakat (0.897), pengetahuan (0.897), kepuasan (0.891), kredibiliti pusat zakat (0.945), peranan amil zakat (0.840), niat (0.967) dan gelagat kepatuhan zakat (0.802). Secara keseluruhannya nilai *Cronbach Alpha* baik dan diterima untuk kajian ini sepertimana disarankan oleh Hair et al.(2016).

Ujian kesahan diperlukan bagi membuktikan setiap pemboleh ubah disahkan dan merupakan faktor sebenar dan layak untuk dijadikan pemboleh ubah. Penggunaan teknik analisis faktor dilakukan kepada setiap konstruk bagi mendapatkan kesahan yang terbaik. Antara syarat yang perlu dipenuhi bagi ujian faktor ialah setiap konstruk perlu melepasi ujian *Barlett's Test of*

Sphericity (BTS) iaitu signifikan ($p = 0.00$). Manakala nilai *Kaiser-Meyer-Olkin* (KMO) digunakan bagi mengukur kecukupan sampel dan nilainya mestilah melebihi 0.50. Hair et al.(2016) mengatakan bahawa jika nilai kontruk KMO kurang daripada 0.70 masih boleh diterima jika kajian ini adalah pada peringkat awal. Secara keseluruhan, nilai KMO bagi setiap pemboleh ubah dalam kajian ini menunjukkan nilai melebihi 0.70 ke atas dan nilai kesahan *Bartlett* juga menunjukkan nilai yang signifikan ($p < 0.00$).

Ujian Multikolineariti

Multikolineariti wujud apabila hubungan antara pemboleh ubah bebas berkorelasi pada kadar yang agak tinggi sekaligus memberi kesan pada koefisyen pemboleh ubah (Hair *et.al.* (2016). Keadaan yang selalu digunakan adalah analisis korelasi *Pearson* bagi menentukan korelasi antara data pemboleh ubah bebas. Jadual 3 memaparkan keputusan ujian korelasi *Pearson* ke atas tujuh pemboleh ubah bebas iaitu sikap, norma subjektif, pengetahuan zakat, persepsi terhadap agihan, kepuasan pelanggan, kredibiliti pusat zakat dan peranan amil zakat. kadar korelasi ke atas setiap pemboleh ubah adalah di bawah nilai 0.80 sebagaimana yang dicadangkan dalam kajian Hair *et.al.* (2016). Menurut Chua (2009) masalah *collinearity* berlaku apabila terdapat korelasi (VIF) yang sangat kuat ($r > 0.90$) antara variabel bebas. Nilai terendah ditunjukkan korelasi antara pengetahuan zakat dengan kredibiliti pusat zakat iaitu -0.538. Nilai tertinggi ditunjukkan pada korelasi norma subjektif dengan persepsi terhadap agihan iaitu 0.648. Ini menjelaskan bahawa masalah multikolineariti tidak wujud.

Analisis Regresi Berganda

Jadual 1.1 menunjukkan keputusan ujian analisis regresi berganda. Lima pemboleh ubah peramal (β) berhubung secara signifikan positif dengan niat gelagat kepatuhan zakat bagi peniaga tunggal Wilayah Persekutuan Kuala Lumpur. Manakala dua pemboleh ubah iaitu pengetahuan zakat dan kepuasan pelanggan menunjukkan hubungan yang tidak signifikan dengan niat gelagat kepatuhan zakat. Nilai R pada 0.703 menghasilkan nilai hubungan yang signifikan ($p=0.000$) dan pekali regresi bagi TGT yang tidak sama dengan sifar (nilai taburan t lebih besar daripada nilai kritikal t) memberi kesan ke atas niat gelagat kepatuhan zakat dengan nilai *F Change* 55.045. Secara keseluruhan hubungan antara ketujuh-tujuh pemboleh ubah kajian ini menyumbang sebesar 0.494 atau 49.4 peratus perubahan varians dalam niat gelagat kepatuhan zakat.

Jadual 1.1: Hubungan Pemboleh Ubah Peramal dengan Niat Gelagat Kepatuhan Zakat (N=401)

Pemboleh Ubah Bebas	<i>Unstanardized Coefficients Beta (β)</i>	<i>Standardized Coefficients Beta (β)</i>	<i>t</i>	<i>Sig.</i>
<i>(Constant)</i>	0.3671	-	1.869	0.062
Sikap	0.178	0.307	5.961	0.000
Norma Subjektif	0.139	0.158	2.764	0.006
Pengetahuan Zakat	0.030	0.024	0.483	0.629
Persepsi Terhadap Agihan Zakat	0.168	0.172	3.398	0.001
Kepuasan Pelanggan	0.017	0.019	0.432	0.666
Kredibiliti Pusat Zakat	0.128	0.139	2.824	0.005
Peranan Amil Zakat	0.170	0.213	5.096	0.000

Pemboleh ubah Bersandar: Niat gelagat kepatuhan zakat

R	0.703
R ²	0.494
F Value	55.045

Sementara itu, Jadual 1.2 memaparkan hasil analisis hubungan antara niat gelagat dan gelagat kepatuhan zakat perniagaan menunjukkan keputusan yang positif. Hubungan kedua-dua pemboleh ubah menyumbang sebanyak $r^2 = 0.299$ atau 29.9 peratus perubahan niat gelagat kepatuhan membayar zakat dalam gelagat kepatuhan membayar zakat.

Jadual 1.2: Hubungan Niat Gelagat Kepatuhan Zakat dengan Gelagat Kepatuhan Zakat (N=401)

<i>Pemboleh Bebas</i>	<i>ubah</i>	<i>Unstandardized Coefficients Beta (β)</i>	<i>Standardized Coefficients Beta (β)</i>	<i>t</i>	<i>Sig.</i>
(Constant)		6.168	-	7.456	0.00
Niat kepatuhan zakat	gelagat	0.470	0.547	13.057	0.00

Variabel Bersandar: Gelagat Kepatuhan Zakat

R	0.547
R ²	0.299
F Value	170.491

Perbincangan

Objektif kajian ini adalah untuk menentukan sama ada; 1) faktor sikap, norma subjektif, pengetahuan zakat, persepsi terhadap agihan zakat, kepuasan pelanggan, kredibiliti pusat zakat, peranan amil zakat terhadap niat gelagat kepatuhan pembayar zakat perniagaan dan 2) faktor niat gelagat kepatuhan pembayar zakat terhadap gelagat kepatuhan pembayar zakat peniaga tunggal di Wilayah Persekutuan, Kuala Lumpur. Hasil kajian menunjukkan Lima pemboleh ubah bebas mempengaruhi niat gelagat kepatuhan pembayar zakat perniagaan iaitu sikap, norma subjektif, persepsi terhadap agihan zakat, kredibiliti pusat zakat dan peranan amil zakat ($R^2 = 0.494$). Pemboleh ubah pengetahuan dan kepuasan pelanggan tidak mempengaruhi niat gelagat kepatuhan pembayar zakat. Sementara itu, gelagat kepatuhan zakat turut dipengaruhi oleh niat gelagat kepatuhan pembayar zakat ($R^2 = 0.299$). Kajian yang menggunakan TGT seperti kajian Othman dan Fisol (2017); Heikal et.al. (2014); Shalihen (2012); dan Zainol et al. (2009) turut menyokong dapatan kajian ini.

Hasil kajian menunjukkan sikap peniaga PKS muslim mempengaruhi niat kepatuhan zakat. Ini selari dengan kajian oleh Heikal et.al. (2014); Huda et.al. (2012); dan Zainol et al. (2009) yang meletakkan sikap sebagai faktor utama dalam gelagat seseorang untuk melahirkan niat sama ada positif atau negatif. Sikap seseorang memberi implikasi yang sangat besar terhadap kelakuan seseorang sama ada positif atau sebaliknya. Norma subjektif merupakan pemboleh ubah yang penting dalam TGT. Keadaan ini menjelaskan, responden kajian mempunyai pengaruh sekeliling yang kuat terhadap melahirkan niat pematuhan zakat. Semakin tinggi kecenderungan norma subjektif yang positif maka semakin tinggilah implikasi niat pematuhan zakat secara positif yang akan diterima oleh pusat zakat dan sebaliknya (Heikal et.al.,2014; Huda et.al.,2012; Masran et.al.,2012; Shalihen, 2012). Maka jelaslah bahawa norma subjektif

mampu memberikan implikasi langsung sama ada positif atau negatif terhadap hasil pungutan zakat.

Persepsi terhadap agihan peniaga PKS mikro WPKL merupakan faktor penting bagi meningkatkan kepercayaan sekaligus meningkatkan hasil pungutan zakat. Ini selari dengan Teori Pertukaran dan Teori Sosial (Exchange Theory and Social Theory) kepuasan diri terhadap hasil yang dilakukan mampu merangsang individu untuk melakukan perkara yang sama. Peningkatan peratusan persepsi terhadap agihan zakat memberikan implikasi yang sangat kuat kepada pengurusan pusat zakat terutama bagi tujuan mengekalkan pelanggan sedia ada dan meraih pelanggan baharu. Hasil kajian ini selari dengan kajian oleh Heikal et.al. (2014) dan Huda et.al. (2012) di mana mendapati peningkatan tahap persepsi terhadap agihan zakat dikalangan pembayar zakat perniagaan mampu memberi impak besar terhadap hasil pungutan zakat perniagaan. Jika ianya diabaikan maka implikasi yang buruk terhadap pusat zakat dimana imej dan kredibiliti terlihat buruk, sekaligus pembayar zakat akan menyalurkan zakat kepada saluran yang tidak sah.

Kredibiliti merupakan faktor penting dan merujuk kepada integriti, keupayaan, kepercayaan dan kekuatan sesebuah syarikat atau organisasi. Kajian ini menjurus kepada kepercayaan pelanggan terhadap PPZ-WPKL seperti kebolehan kakitangan, keupayaan menyelesaikan masalah pelanggan dan meningkatkan imej PPZ-WPKL. Hasil kajian selari dengan kajian oleh Sanep et.al. (2011), Hairunnizam et.al., (2016) dan Zainol dan Kamil (2011). Penyelidik meletakkan kepercayaan terhadap insititusi zakat merupakan pemangkin kepada kesinambungan pembayaran zakat di pusat zakat oleh pembayar zakat. Muhammad & W. Mahri (2017) meletakkan faktor reputasi pusat zakat boleh memberi kesan positif kepada tahap kepatuhan pembayaran zakat. Kredibiliti pusat zakat yang tinggi mampu memberikan implikasi kepada dua-dua, pusat zakat dapat meraih kepercayaan dan hormat daripada pelanggan. seterusnya pelanggan akan merasa berpuas hati bila berurusan dengan pusat zakat.

Dalam pengurusan zakat, amil merupakan tenaga kerja utama dan cabang utama pengurusan zakat. Hasil kajian memaparkan amil berhubung secara langsung dengan pembayar zakat. Som dan Rahman (2011) menyatakan amil perlu mempunyai hubungan langsung dengan pembayar zakat. Sanep dan Zulkifli (2010) turut menyokong hasil dapatan kajian ini dimana peranan amil zakat sangat penting dalam urusan pengurusan zakat. Implikasi pemboleh ubah ini dilihat dari segi peranan sebenar amil dimana peranan amil zakat perlu dimaksimumkan sebagai pengutip zakat, pengumpul maklumat, pengagih zakat dan penguatkuasa undang-undang, maka hasil zakat dapat ditingkatkan, maklumat responden dikumpul dan maklumat zakat dapat disalurkan dengan lebih efektif. Maka, seharusnya pusat zakat mentranformasikan peranan amil zakat agar fungsinya dapat membantu meningkatkan lagi hasil pungutan zakat.

Implikasi niat gelagat kepatuhan zakat terhadap kadar kutipan zakat perniagaan boleh dinilai pada tahap kecenderungan niat seseorang peniaga PKS. Semakin tinggi peratusan niat positif peniaga, maka semakin tinggilah kadar peratusan kutipan zakat. justeru, bagi menimbulkan niat yang positif seseorang peniaga muslim, pusat zakat sangat perlu untuk memastikan kesemua tujuh pemboleh ubah diambil berat dan dipandang serius dengan tindakan segera. Sebagaimana sarananan Heikal et.al. (2014) yang mana niat gelagat kepatuhan zakat sangat dipengaruhi oleh faktor seperti sikap, norma subjektif dan Kawalan Gelagat Ditanggap.

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PERANAN POLIS DIRAJA MALAYSIA DALAM MENANGANI WABAK COVID 19 KETIKA PERINTAH KAWALAN PERGERAKAN: SATU KAJIAN KONSEPTUAL

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MOHD IKHMAL FADZIL**

Abstrak: Wabak COVID-19 yang berterusan telah menjangkiti berjuta-juta dan membunuh jutaan orang di seluruh dunia. Walau bagaimanapun, wabak ini tidak hanya menimbulkan cabaran yang tidak terduga dan dalam banyak hal bagi sektor kesihatan awam tetapi juga untuk agensi penguatkuasaan undang-undang. Pegawai dan kakitangan polis sering terlibat secara langsung atau tidak langsung dalam tindak balas pandemik dan dengan itu mempunyai risiko lebih tinggi untuk dijangkiti. Perubahan masa dan teknologi terutama penggunaan media sosial yang meluas memberi cabaran buat Polis Diraja Malaysia (PDRM) membanteras jenayah di negara ini. Kegiatan penipuan sudah berubah daripada cara konvensional kepada cara lebih kompleks bukan sahaja bersifat domestik tetapi merentasi sempadan. Objektif kajian ini adalah menilai tahap pemahaman anggota PDRM Daerah Kubang Pasu terhadap garis panduan perintah kawalan pergerakan dan mengenalpasti keberkesanan penguatkuasaan dan advokasi anggota PDRM Daerah Kubang Pasu ketika perintah kawalan pergerakan. Kertas Kajian ini adalah kajian konseptual. Keberkesanan penguatkuasaan dan advokasi oleh pihak Polis Diraja Malaysia dapat dilihat daripada perspektif tingkah laku anggota-anggota yang menjalankan penugasan penguatkuasaan dan advokasi khususnya dalam meningkatkan tahap keselamatan jalan raya berdasarkan Teori Tingkah Laku Terancang (Planned Behaviour). Bagi kajian ini, penyelidikan kualitatif adalah bersesuaian untuk memperolehi kefahaman yang mendalam mengenai akibat dan sebab yang berhubungan. Kajian berbentuk kualitatif secara tematik ini membolehkan responden memberikan maklumbalas secara menyeluruh daripada soalan-soalan yang diberikan. Kajian ini amat penting sebagai panduan yang dapat digunapakai oleh organisasi PDRM dalam mendepani musuh yang tidak kelihatan seperti covid 19. Kajian ini juga dapat memberi input jelas kepada pihak berwajib dalam merangka pelan keselamatan dan gerak kerja yang lebih komprehensif kepada golongan sasaran khususnya di negeri Kedah.

Kata Kunci: wabak Covid-19, perintah kawalan pergerakan, pegawai polis, Polis Diraja Malaysia.

Pengenalan

Wabak Covid-19 mula dikesan di Wilayah Hubei, China pada Disember 2019, dan telah menjadi pandemik yang terus merebak ke 224 negara di seluruh dunia (WHO, 2021). Sehingga April 2021, sebanyak 148 juta kes positif Covid 19 dan lebih 3 juta kematian telah direkodkan di seluruh dunia (Pertubuhan Kesihatan Sedunia, 2021). Sebagai tindak balas kepada wabak

yang menjejaskan keseluruhan kesihatan global, Pertubuhan Kesihatan Sedunia (WHO) mengesyorkan agar semua negara yang terjejas melaksanakan sekatan atau sekatan pergerakan. Sekurang-kurangnya 50 negara di seluruh dunia telah melaksanakan perintah kawalan pergerakan secara keseluruhan atau sebahagian (WHO, 2021), termasuk Malaysia.

Sehingga 29 April 2021, Malaysia telah merekodkan 405,000 kes positif Covid-19, di mana 376 juta telah pulih dan 1,492 telah meninggal dunia (Kementerian Kesihatan Malaysia, 2021). Dengan peningkatan kes positif yang tidak terkawal, Malaysia terus melaksanakan kawalan pergerakan yang pada mulanya dilaksanakan sekitar Mac 2020. Sehingga kini, Majlis Keselamatan Negara (MKN) menggariskan beberapa peringkat pelaksanaan kawalan pergerakan antaranya Perintah Kawalan Pergerakan (PKP), Perintah Kawalan Pergerakan (PKPD) yang diperketatkan, Perintah Kawalan Pergerakan Bersyarat (PKPB) dan Perintah Kawalan Pergerakan Pemulihan (PKPD).

Tugas dan peranan pegawai polis yang terlibat dalam mengawal pergerakan orang awam semasa pandemik menghadapi pelbagai cabaran dan pelbagai peranan perlu dimainkan dalam mendepani wabak ini. Cabaran dalam tempoh ini bukan sahaja tertumpu kepada mengawal pergerakan untuk mengekalkan keselamatan awam, tetapi juga kepada risiko kesihatan dan isu kesihatan mental yang terjejas di kalangan pegawai dan anggota.

Permasalahan buat Polis Diraja Malaysia bagi mengendalikan sekatan jalan raya (SJR) dan operasi pematuhan di kawasan yang dikenakan Perintah Kawalan Pergerakan Bersyarat (PKPB). Contohnya, di Parit Buntar merupakan suatu penugasan yang mencabar bagi anggotanya susulan mukim itu yang terletak bersempadan dengan Pulau Pinang dan Kedah, manakala kebanyakan penduduk di Kerian bekerja di luar daerah selain, ada yang tinggal di negeri berjiran namun berniaga atau bekerja di sini.

Kajian ini menggariskan dua persoalan iaitu:

- I. Apakah tahap pemahaman anggota PDRM Daerah Kubang Pasu terhadap garis panduan perintah kawalan pergerakan?
- II. Sejauhmanakah keberkesanan penguatkuasaan dan advokasi anggota PDRM Daerah Kubang Pasu ketika perintah kawalan pergerakan?

Kajian ini menggariskan dua objektif iaitu:

- I. Menilai tahap pemahaman anggota PDRM Daerah Kubang Pasu terhadap garis panduan perintah kawalan pergerakan.
- II. Mengenalpasti keberkesanan penguatkuasaan dan advokasi anggota PDRM Daerah Kubang Pasu ketika perintah kawalan pergerakan.

Kajian Literatur

Dalam kajian ini, cabaran ditakrifkan sebagai halangan atau masalah yang meliputi aspek fizikal, psikologi dan sosial semasa melaksanakan tugas sepanjang pandemik Covid-19.

Anggota polis dan tentera menghadapi pelbagai cabaran unik yang secara langsung menjejaskan kesihatan dan kesejahteraan mereka. Pegawai dan anggota polis terutamanya berada di bawah tekanan dalam semua aspek yang berkaitan dengan pengurusan, operasi, hubungan masyarakat dan isu peribadi. Di samping kebimbangan yang melampau mengenai wabak Covid-19, pihak berkuasa menghadapi peningkatan tanggungjawab dan waktu syif semasa wabak ini.

Pegawai yang dilantik untuk mengetuai misi juga menghadapi cabaran seperti memperkukuh pasukan keselamatan sendiri dari segi pengagihan beban kerja kepada anggota dan faedah mereka. Kajian ini bertujuan untuk meneroka peranan yang dihadapi oleh polis dan anggota dalam menguatkuasakan perintah kawalan pergerakan sepanjang penularan wabak Covid-19. Kajian ini adalah yang pertama meneroka peranan Polis Diraja Malaysia sebagai barisan hadapan dalam menangani wabak Covid-19 di Malaysia. Penerokaan ini mempunyai implikasi penting untuk menambah baik perancangan dan pelaksanaan penguatkuasaan undang-undang dalam situasi kecemasan.

Majlis keselamatan Negara merupakan entiti yang bertanggungjawab menyelaraskan segala garis panduan berkenaan Perintah Kawalan Pergerakan ketika menghadapi pandemik covid 19. Perintah kawalan pergerakan terbahagi kepada beberapa bahagian seperti perintah kawalan pergerakan bersyarat, perintah kawalan pergerakan pemulihan dan perintah kawalan pergerakan diperketatkan.

Polis kini menggunakan peruntukan akta Kanun Keseksaan bagi mendakwa individu yang melakukan kesalahan ketika ditahan di sekatan jalan raya. Pendekatan tegas itu diambil kerana kesalahan segelintir individu tidak termaktub dalam peruntukan Akta Pencegahan dan Pengawalan Penyakit Berjangkit 1988 (Akta 342).

Dalam memastikan Perintah Pergerakan Kawalan (PKP) dipatuhi, pasukan keselamatan memainkan peranan penting untuk “mendisiplinkan” orang ramai dalam usaha memutuskan rantaian COVID-19.

Sejak mula PKP dilaksanakan pada 18 Mac, anggota Polis Diraja Malaysia (PDRM) dengan bantuan anggota Angkatan Tentera Malaysia (ATM) dan Jabatan Sukarelawan Malaysia (Rela) sentiasa berada di mana-mana bagi memerhatikan pematuhan rakyat Malaysia terhadap perintah itu. Peranan polis juga berubah kerana konteks perubahan pandemik dan keperluan penduduk dan kerajaan berkembang. Oleh itu, merancang tindak balas polis terhadap COVID-19 sangat penting untuk ditangani berdasarkan isu-isu yang berkaitan dengan kesediaan, tindak balas dan pemulihan dari wabak. Kepentingan perancangan juga terletak pada risiko reputasi yang berpotensi oleh polis semasa tindak balas terhadap wabak itu dan mengetahui bahawa langkah-langkah yang diambil hari ini akan berlaku memberi kesan kepada hubungan masa depan antara polis dan penduduk selepas wabak tersebut.

Polis juga harus melihat kesan secara relevan daripada wabak COVID-19 dan menyediakan tindak balas terhadap kedudukan yang lebih baik dan meningkatkan perkhidmatannya kepada penduduk seperti kaedah advokasi (Pertubuhan Kesihatan Sedunia,2020).

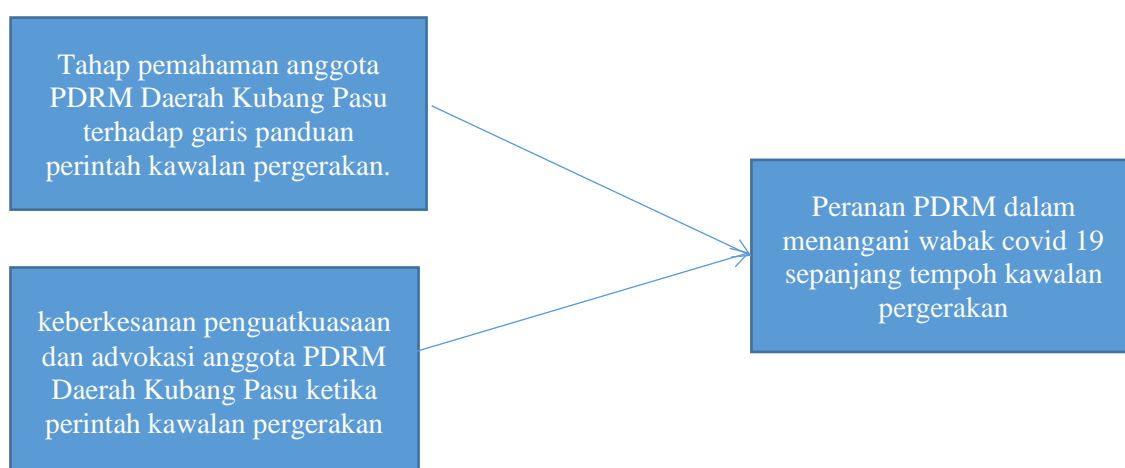
Komunikasi harus merangkumi maklumat tepat pada masanya dan harus diikuti garis panduan komunikasi risiko yang bertanggungjawab bahawa akan mengurangkan rasa takut dan panik.

Advokasi informasi pandemik yang ditujukan akan lebih berkesan kepada masyarakat. Mesej haruslah jelas dalam menerangkan ancaman dan memberikan advokasi panduan mengenai apa yang harus dilakukan oleh orang ramai sekiranya berlaku kecemasan (Pertubuhan Kesihatan Sedunia,2020)

Keberkesanan penguatkuasaan dan advokasi oleh pihak Polis Diraja Malaysia dapat dilihat daripada perspektif tingkah laku anggota-anggota yang menjalankan penugasan penguatkuasaan dan advokasi khususnya dalam meningkatkan tahap keselamatan jalan raya. Teori Tingkah Laku Terancang (Planned Behaviour) daripada Icek Azjen (1975).

Teori ini mengandungi tiga inti pati menghubungkan niat dan kenapa tingkah laku itu terjadi. Inti pati pertama adalah sikap terhadap tingkah laku itu sendiri (Attitude toward behaviour) dengan melihat penilaian positif atau negatif. Contohnya, adakah tindakan penguatkuasaan dan advokasi kepada pengguna jalan raya ketika perkara menguntungkan atau merugikan? Semua inti pati teori ini akan membentuk satu garisan iaitu niat (Intention) untuk melakukan penugasan penguatkuasaan dan advokasi secara berkesan.

Kerangka Konsep



Metodologi Kajian

Kajian berbentuk kualitatif secara tematik ini membolehkan responden memberikan maklumbalas secara menyeluruh daripada soalan-soalan yang diberikan (Creswell, 2000). Oleh

yang demikian, kajian ini akan menggunakan kaedah kualitatif dalam mendapatkan data yang lebih mendalam seperti yang disarankan oleh Gay & Airasian, (2000).

Kajian ini menggunakan kaedah kualitatif dengan menggunakan teknik temubual mendalam. Dengan menggunakan teknik persampelan bertujuan, 10 informan iaitu anggota dari Polis Diraja Malaysia telah dipilih. Seramai lapan informan adalah lelaki dan dua informan adalah wanita berusia diantara 27 hingga 55 tahun, termasuklah empat pegawai dan enam anggota. Kesemua informan melaporkan tugas sepanjang tempoh perintah kawalan pergerakan samada menjalankan operasi sekatan jalan raya atau rondaan dan pemantauan kawasan perumahan, premis perniagaan dan kawasan rekreasi.

Penyertaan informan adalah secara sukarela dan tiada paksaan, dan segala maklumat peribadi informan dirahsiakan. Kaedah analisis tematik akan digunakan untuk mengenalpasti peranan yang dimainkan oleh pegawai dan anggota yang bertugas. Menerusi kaedah analisis ini, penyelidik mengenalpasti tema-tema bagi tiap-tiap transkripsi temubual informan.

Temuduga melalui kaedah analisis secara tematik dan transkripsi konsisten data sedia ada merupakan suatu kaedah kajian berbentuk kualitatif. Beberapa sarjana termasuk Denzin & Giardina (2018) turut menyatakan bahawa data kualitatif dapat menguatkan lagi hasil dapatan kajian tentang sains sosial dengan melihat dari pelbagai sudut seperti gaya percakapan responden, bahasa tubuh dan emosi secara terus dengan responden apabila ditemual. Hasil daripada temubual yang direkod akan ditranskrip dengan dengan analisis tematik (Creswell, 2000).

Kesimpulan

Kajian ini mengenalpasti dua peranan utama pihak polis berdasarkan kerangka konsep dalam mendepani wabak Covid-19. Kajian ini merupakan kajian pertama yang melihat secara mendalam kepada peranan pegawai dan anggota polis sebagai barisan hadapan mengawal penularan wabak Covid-19 di Malaysia.

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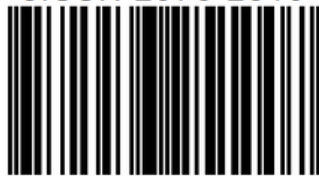


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