



**8TH INTERNATIONAL CONFERENCE ON SOCIAL
SCIENCES, HUMANITIES AND TECHNOLOGY 2024
(8TH ICSHT 2024)**

2024 PROCEEDING:

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**27th-28th July 2024,
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PREFACE

It is with great pleasure that we present the proceedings of the 8th International Conference on Social Sciences, Humanities, and Technology (8th ICSHT 2024). This year's conferences, held on 27th-28th July 2024 at Al-Fahad Hotel, Hatyai, Thailand and has grown to become a significant forum for the exchange of ideas, knowledge, and research findings across the diverse fields of social sciences, humanities, and technology.

The 8th ICSHT 2024 brings together scholars, researchers, and practitioners from around the world, creating an interdisciplinary platform where the latest innovations, theories, and methodologies are shared and discussed. This year's conference theme "social sciences, humanities, technology, engineering and applied sciences", reflects the dynamic and evolving relationship between technology and human society, emphasizing the critical role that the humanities and social sciences play in understanding and shaping this relationship.

We are proud to host a distinguished presenter who are leading voices in their respective fields. Their insights will undoubtedly inspire and challenge us to think critically about the intersection of technology and society, and how we can contribute to a more informed and inclusive global discourse.

The contributions included in these proceedings cover a wide range of topics, from the impact of digital technologies on social structures and cultural practices to the ethical considerations of technological advancements. We extend our heartfelt gratitude to the authors for their contributions, and we are confident that the ideas and findings presented here will make a significant contribution to their respective fields.

We extend our sincere gratitude to the organizing committee, reviewers, and all participants for their dedication and hard work in making this conference a success. We would also like to thank our sponsors and partners for their generous support, which has been instrumental in bringing this event to fruition.

As we embark on this intellectual journey together, we hope that the discussions and collaborations that emerge from this conference will continue to resonate long after the event has concluded. We look forward to the new ideas and partnerships that will be forged at the 8th ICSHT 2024, and we are excited to see how these contributions will shape the future of our disciplines.

Thank you for joining us at the 8th ICSHT 2024.

Sincerely,
Assoc. Prof. Dr. Wan Farha Wan Zulkiffli
8th ICSHT Conference Chair

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GAMIFICATION AND THE CHALLENGES OF DIGITALISATION ON EMPLOYEE ENGAGEMENT, THE CASE OF ACADEMICIANS IN PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIS) KLANG VALLEY, SELANGOR

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Abstract: *Private Higher Education Institutions (PHEIs) in Klang Valley, Selangor is the focus of this paper, which also analyses digital receptivity, digital culture, employee engagement, and the digital revolution. The education sector has undeniably undergone a vigorous digital transformation and modernization. This has improved students' learning experience by making the delivery of the syllabus more sophisticated and engaging. The effects of digitalization and employee engagement on the teaching staff have received less attention than the effects of digitalization and modernization on pedagogies. Researchers have shown that faculty members act as "gatekeepers" to workplace engagement, which in turn affects employees' levels of enthusiasm, commitment, and focus. Two areas of unfilled research are the focus of this study. Firstly, this thesis examines the gap in the lack of research on the role digitalisation and employee engagement in PHEI among academicians. Secondly, to examine the digitalisation transition involving the gatekeepers. The result of this study underpins a possible solution for enhancing task characteristics (psychological meaningfulness), management style and process (psychological safety), and insecurity (psychological availability). The researcher examines the academics' attitudes about digital technology, the engagement in the Klang Valley of Selangor's PHEI. The researcher analysed the literature that established a causal connection between gamification, and employee engagement. Despite the large number of studies done to prove the link between the factors, it has become clear that most of these studies were carried out in non-Western settings. To rephrase, further research into the correlation between digitalisation and employee participation in specific regional contexts is required. To understand the lack of research addressed between digitalisation and employee engagement in PHEI among academics, and to evaluate the transition of digitalisation with gamification, it is necessary to undertake this study. The working hypothesis and conceptual framework for this inquiry have been formed via careful examination of the literature and ideas. Survey results will be evaluated for potential future relevance using partial least square-structural equation modeling (PLS-SEM) methods. Attempting to fill up the gaps in gamification evaluation, measurement, comparison, and construction, this paper stands out.*

Keywords: *Digitalisation, Gamification, Academicians, Employee Engagement, PHEI*

Introduction

COVID19 brought realisation to the education industry on the importance of digitalisation. This research intends to examine whether digitalisation can be part of EE in PHEI among the academicians. COVID19 struck without warning, with little or no planning in place. The

epidemic had a significant impact on all sectors, including education¹. Academicians at the PHEI began exploring all types of available digital apps and platforms (UNESCO, 2020) within days of the digitalisation adoption, including GoToMeeting, Skype, WhatsApp, Teams Meeting, and Zoom, in addition to the digitalisation platform. Academicians could engage with one another based on the generally pleasant experience with many colleagues through the digital platform. Globally, scholarly views on the topic were more contentious, the reality remains that digitalisation had been prevalent and evident for years recently to the epidemic (Laufer et al., 2021).

Due to its emphasis on practical components, e-learning was not the preferred approach employed by academicians in (HEI) prior to the COVID-19 epidemic. Research by the UNESCO-UNEVOC International Centre (2020) found that out of 126 nations, nearly a third of respondents did not use any online learning at all, another third did so rarely, 17 percent did so regularly, and only 11 percent did so extremely frequently. However, because of the lockdown and the COVID-19 epidemic, the majority of HEI must switch from traditional teaching techniques to online learning. Academics are required to adapt to new teaching methods as a result of the radical transformation that this ad hoc approach causes in their teaching strategies. Some academics can be unprepared to use e-learning and incorporate ICTs into teaching and learning (T&L). This is reinforced by Carnevale, & Hatak (2020) claim that certain academicians lack basic knowledge of how to use e-learning facilities and need training in these skills.

According to Groening & Binnewies (2019), gamification is being acknowledged more and more as a successful learning method that may be utilised to create engrossing learning sessions. The increasing use of digital games in education has attempted to strengthen gamification's capabilities to stimulate motivation, engagement, and social effect while allowing students to fully engage in experiential learning, as shown by empirical evidence from current research. The recent surge in interest in gamification among academics and research networks has prompted an in-depth investigation of how different gamification elements can be incorporated into instructional design to yield more interactive and rewarding learning experiences and better outcomes for the learners (Kyewski & Kramer, 2018; Keric et al., 2019). However, despite the positive impact that technology has had on education and learning, gamification pedagogy still struggles to secure adequate funding and support (Ding et al., 2018). Further, gamification is a cutting-edge teaching strategy (Goeksuen & Guersoy, 2019).

Since the concept of gamification in education is continually evolving, it is important to address the problems that it raises in order to create a more mature understanding in educational perceptions, however, the digitisation element faces with EE field of unintentional digital culture, which are age and gender. The researcher will further explore these gatekeepers that hinder the digitisation elements on EE in PHEI.

Problem Statement

The research conducted by Aon Hewitt Trends in Global Employee Engagement (2018) indicates that Malaysia is experiencing a progressive upgrade in employee engagement, with a

¹The researcher has no intention to relate the research with COVID19 in the early stage however this research now has become a need to be examined since digitalisation has become an urgency to the whole world.

notable peak of 63% in 2018. Malaysia scores the lowest in the Asia-Pacific area when compared to nearby nations like Indonesia and the Philippines. This demonstrates that for employee engagement in the global component to persist in an organisation, considerable obstacles must be overcome.

Malaysia's healthcare, governmental, and corporate sectors have done research on employee engagement (Ganesan, Azli & Fageeh, 2017; Mansor, Jaharudin & Nata, 2018). However, there are few studies on employee engagement in the private sector in Malaysia, particularly in the PHEI, indicating that there is no research indicating the EE in the long run in Malaysia, particularly in the PHEI, as this EE has been observed in research with students' engagement levels in schools or universities, but not among academicians (Kahu, Picton, and Nelson (2019); Kuh (2009). Both professors and students have found the experience to be challenging. It's important to learn about the student experience during this time to prepare for future PHEI interruptions and to understand how COVID-19 shaped students, especially since research has shown that COVID-19 has a significant impact on mental health, engagement, and wellbeing in the general population (White and Van Der Boor, 2020). However, this shows that the impact and changes were focused on PHEI students rather than the Academic Engagement Levy. This is where there is a disconnect between employee engagement and digitalisation. As a result, the researcher's goal in the current study was to investigate the PHEI industry and determine how factors like digitalisation and digital culture impact employee engagement.

The COVID -19 epidemic triggered abrupt and profound changes all around the world. The outbreak precipitated a vast, fast, and severe digital shift in society. According to several research (Godhe, Lilja, and Selwyn, 2019; Kinnula, Laari-Salmela, and Iivari, 2015; OECD, 2012; Smith, Iversen, and Veerasawmy, 2018; Vainionpää, Kinnula, Iivari, and Molin-Ju), the pandemic pushed PHEI to make a remarkable digital leap in daily settings. Due to the tremendous growth of e-learning, where instruction occurs online and through digital platforms, as well as the advent of digitisation, PHEI has also seen a significant transformation (TheStar, 2022). In order to track the digital transformation brought on by the COVID-19 epidemic about EE in PHEI, this research will concentrate exclusively on academics of the researcher's interest.

Moving forward, the researcher will study on the first gap of this research the lack studies between digitalisation and EE among academics in PHEI where to ensure that PHEI is well-equipped in digitalisation in transiting to changing circumstances and future EE in PHEI. It is crucial to understand the second gap of this research on barriers academicians must face during this transition to digitalisation, so PHEI needs to more inclusive and often measure the EE via digital elements. Most institutions have moved all teaching online in response to the pandemic, but it is crucial to also measure the level EE among academics, not only to inform future teaching practise, but also to ensure through digitisation and EE. The figure below, summarised the problem statement of this research:

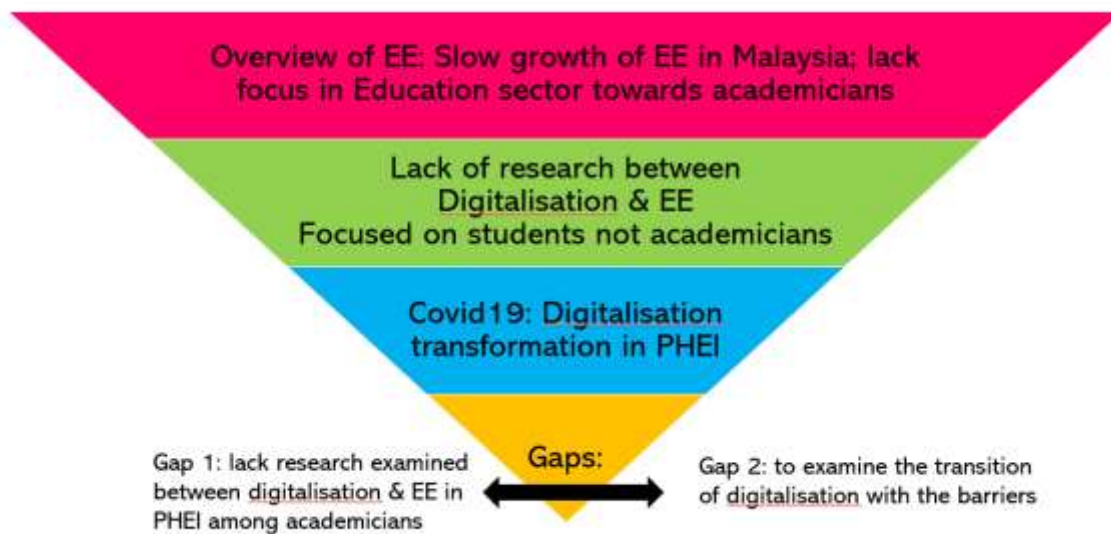


Figure 1: Diagrammatic Illustration of Digitalisation & EE's Gaps

Since digitalisation has entered all areas of life, it should be made clear, at the latest during the pandemic COVID -19, how important the digital sphere is for supporting and understanding digitalisation, especially from the perspective of companies EE. Figure 1 explains the overall scenario of this research from the slow growth of EE in Malaysia, identifies with lack of research between digitalisation and EE mainly before this focused-on students' engagement and not the academicians' engagement with colleagues' perspectives. Hence, rapid growth on digitalisation took place in the emergence of Covid19 that urges all sectors including the education to fast forward implement the digital aspect in PHEI however two gaps were derived from this research where gap 1 identifies on lack of engagement research carried between the digitalisation and EE and the gap 2 the researcher will focus on to examine the transition of digitalisation with the interference of barriers which are the age and gender in PHEI, Klang Valley, Selangor.

Research Objectives

Following closely the theoretical framework and the need to address the gaps raised in the problem statement, this research purpose is:

RO1: To examine the relationship between gamification and employee engagement in PHEI , Klang Valley, Selangor.

Research Questions

Based on the research objectives above, this thesis addresses four research questions as follows:
RQ1: how does gamification correlate with employee engagement in PHEI, Klang Valley, Selangor?

Literature Review

Underpinning Theories

This study suggests a motivational regulatory continuum spanning from amotivation to controlled with new aspects, digitalisation elements in PHEI (Deci & Ryan, 2000; Gagné & Deci, 2005; Pelletier et al., 2013). This study also expands the ideas of intrinsic and extrinsic motivation. According to Jung et al. (2010) and Mekler et al. (2013), gamification in non-game situations can promote desired behaviour. Academicians are the key sources of information for Reinforcement theory and demonstrates how elements such as management style and work environment can either increase or decrease a person's motivation and wellbeing while Khan theory suites the engagement level that relates much to this study. Reinforcement theory is perfectly aligned with the social movement toward individual empowerment in this regard, as it represents an evidence-based approach to motivation and engagement with the capacity to challenge previous transactional thinking about motivation in the PHEI. It can be criticised for not evaluating a fully gamified system, social media and for not investigating the long-term consequences of the game features deployed among academicians in PHEI. Therefore, the researcher will investigate the role of digitalisation in a fully-fledged gamified system and social media that would be challenging because the effect could be attributed to EE in PHEI. Both the theories are explained in a figure below in relation to the gaps.

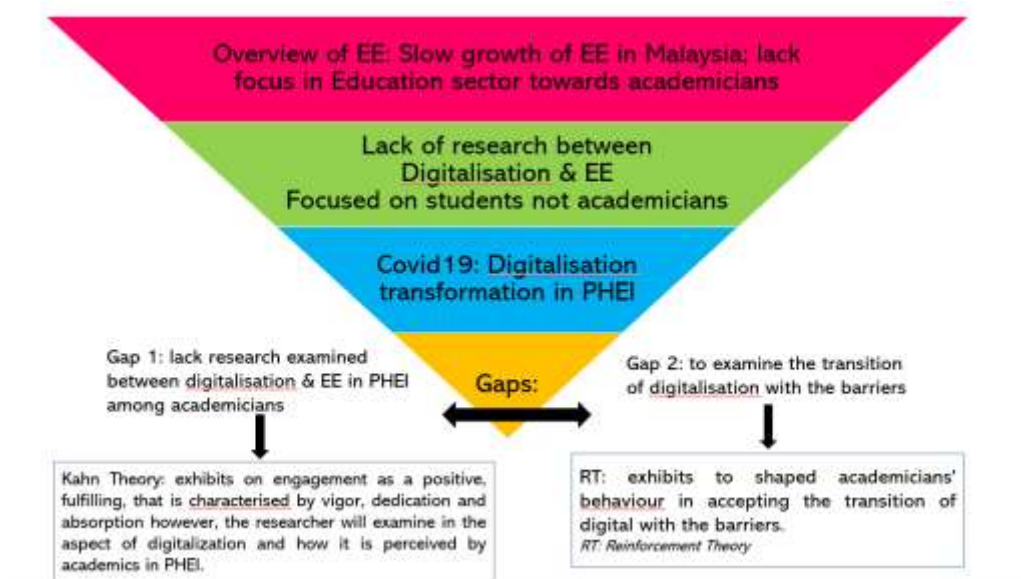


Figure 2: Engagement Theories and Gaps

The present researcher argues that, through the Kahn Theory and Reinforcement theory the researcher gaps of this research can be adopted accordingly that was previously explained in Figure 1. Khan theory will address the gap1 research that explained on lack of research in the aspect of digitalisation and EE, therefore, the researcher argues that with Khan theory, the element of psychological, vigour, dedication and absorption will influence the EE with the interference of digitalisation while Reinforcement theory will be adopted to support the gap 2 research where Reinforcement theory is focused to shaped the academics behaviour in order for them to accept digitalisation aspects to EE and also it is connected well with the intrinsic and extrinsic motivation involving games that can be related to digitalisation aspect of this research that has brought to a digital transformation. Therefore, with Reinforcement theory the transition of this digitalisation will be adopted and the impact on the digital culture among academicians in PHEI.

Relationship between Gamification and Employee Engagement

With the right gamification techniques in place, users are more likely to put in extra effort and play for longer periods of time while also giving more thought to the game's purpose (Gutt et al., 2020, Hollig et al., 2020). The use of gamification to encourage healthy competition amongst employees inside a company has shown to be an effective way to increase both productivity and employee enthusiasm. The beneficial results seen with gamification have proven this potential (Friedrich et al, 2020; Mitchell et al, 2020 and Oprescu et al., 2014). Studies have demonstrated that gamification may boost consumer loyalty and engagement, and the possibility that they would download applications, according to previous research that provided evidence for its utility in customer relationship management. This research also demonstrated that gamification increased the likelihood that customers would download applications. In particular, it has been demonstrated to be useful in customer loyalty programmes to use gaming elements (Hwang & Choi, 2020). According to some research (Müller-Stewens et al., 2017; Xi and Hamari, 2020), gamification has the potential to increase users' loyalty to a brand, their willingness to make a purchase, and the likelihood of recommending that brand to others. Additionally, gamification can promote product innovation adoption and customer referrals (Wolf et al., 2020). At the transformational level, it has been demonstrated that gamification is a very successful method for encouraging healthier lifestyles, more active lifestyles, and energy use that is more ecologically friendly (Sardi et al., 2017; Jang et al., 2018; Matallaoui et al., 2017); Mulcahy et al., 2020; Oppong-Tawiah et al., 2020). In a variety of different ways, participation and gamification have been linked to one another (Syrjala et al., 2020). According to Subramony et al. (2017), gaming components tend to foster workplace enjoyment, which, in turn, results in job satisfaction and well-being for employees. They feel that these elements provide great potential for managerial initiatives to enhance pleasant work environments, joyful work experiences, and employee engagement since they appear to improve workplace satisfaction.

According to previous research for example, Poncin, Garnier, Mimoun, and Leclercq, 2017; Leclercq et al., 2020), gamification may have both short-term and long-term negative consequences on a team, which may lead to a decrease in individual and team engagement. This is because unhealthy competitiveness is likely to result from the use of gamification techniques. Another study supports these findings in a real-world setting by highlighting the detrimental consequences of gamification on employee engagement and productivity over the long run. The purpose of this study was to examine the impact of gamification on worker motivation and productivity. This research shows that, despite the growing popularity and broad use of gamification techniques, these strategies typically fail to reach their stated engagement goals, potentially putting workers and the workplace in jeopardy. This is despite the fact that gamification is getting more popular. Employees may get the impression that managers are using a "carrot and stick" technique to monitor their performance since the goals and incentives of gamified systems may be perceived as such. This interpretation is not impossible to achieve because of the characteristics of gamified systems. In many cases, the intrinsic motivation of workers suffers as a direct result of the aforementioned external rules (Friedrich et al., 2020; Mitchell et al., 2020). These findings, which are in line with those of previous research, lend credence to the idea that incentives and tracking of success might have negative effects in gamified settings. These findings lend credence to the hypothesis that

gamified settings, which may include things like prizes and progress monitoring, do not produce any benefits that can be considered statistically significant (Eisingerich et al., 2019).

The results lend credence to the idea that gamifying work has unfavourable primary effects in a retail environment. The findings shed light on the critical role that contentment in one's work plays in mitigating the potentially detrimental impacts of gamification on worker engagement and production. In the end, it was made abundantly evident that the moderating effect of employees' desire to participate in activities of this kind on the negative link between gamified work and job satisfaction was demonstrated. The findings of this study collaborate with the previous studies by demonstrating the crucial importance of employees' connection quality. According to this viewpoint, strong working relationships among coworkers increase both job happiness and engagement. However, losing a contest is not the only factor contributing to the negative effects of gamification on engagement (Leclercq et al., 2018). Last but not least, the findings show on the correlation between employees' levels of engagement and gamification. Since participation in gamification decreases employee satisfaction and engagement, using it in the workplace could be counterproductive. However, this negative impact is mitigated when employees show enthusiasm for taking part, highlighting the need to think about consent for participation in gamified events, which has not been thoroughly studied thus far (Dale, 2014).

According to Syrjalan et al (2020, p. 3) study on the topic of gamification, "participation is often treated as a given notion in gamification research." Marketing (Hollebeek, 2011), organisational behaviour (Bakker et al., 2008), education (Appleton et al., 2006), and human-computer interaction (Appleton et al., 2006; Fredricks et al., 2004), (Appleton et al., 2011; Hollebeek, 2011; Verhoef et al., 2010), such as (Bakker et al., 2004). According to Pansari and Kumar (2017), there is a vast amount of language that can be used to describe the plethora of different sorts of individuals and things that are taking part in activities. This terminology may be found in a wide variety of different contexts (e.g., customer engagement, brand engagement, student engagement, staff engagement, user engagement). In recent years, a large number of studies have been conducted to study the relationship between gamification and a wide variety of different types of engagement. These studies have been carried out all over the world. Recent research has focused mostly on the extent to which students participate in academic activities (see, for example, Bouchrika et al., (2019); Akroglu et al., (2017); da Rocha Seixas et al., (2016); Filsecker & Hickey, (2014); Goksün & Gürsoy, (2017); da Rocha Seixas et al., (2016). This is due to the fact that education being one of the most fruitful gamification research subjects currently available. On the other hand, research on gamification and participation in contexts other than schools is becoming an increasingly prominent topic (Ding et al., 2018); Eisingerich et al., (2019); Jang et al., (2018); Yang et al., (2017); brand engagement; staff engagement; user engagement; Syrjal an et al., (2020); Xi & Hamari, (2020); and Berger et al., (2018); Syrjal an et al., (2020); Wang et al (2017).

Table 1: Experiments That Are Relevant to The Topic of This Article and That Examine the Connection Between Gamification and Participation

TOPIC & REFERENCE	IV	DV	RESEARCH DESIGN	KEY FINDINGS
Customer engagement Eisingerich et al. (2019)	Gamification principles (social interaction, sense of control, goals, progress tracking, rewards and prompts)	Purchases	Interviews and survey	Hope positively mediates the relationship between gamification principles and customer engagement. Compulsion reduces the possibility of customer engagement
Hammedi et al. (2017)	Gamification mechanics	Patient engagement (cognitive, emotional and behavioral)	Case study	Gamification mechanics foster four experiential outcomes in patients: challenge, entertainment, social dynamics, and escapism, which in turn stimulate patient engagement
Brand engagement Syrjälä et al. (2020)	Gamification	Consumer brand engagement and consumer benefits (functional, hedonic, social, and educational)	Interviews	Gamified packaging generates functional, hedonic, social, and educational benefits for the consumer, which are linked to consumer brand engagement dimensions (cognitive, emotional, and behavioral)
Employee/job engagement Passalacqua et al. (2020)	Gamified interface and set goals	Employee engagement (cognitive and emotional) and performance	Experiment	Gamification can be a suitable strategy for a lack of employee engagement
Hammedi et al. (2021)	Gamified work	Job performance	Interviews and experiment	Gamification has a negative impact on employee engagement and wellbeing. The willingness of employees to participate in the gamified work moderates the negative impact

Source: Bouchrika et al., 2019; da Rocha Seixas et al., 2016; Filsecker & Hickey, 2014

Gamification has not been used to assess academic engagement, especially in PHEI, according to all of these studies. Therefore, the present researcher will explore gamification's role in EE in PHEI. Users have a huge variety of digital experiences (eHealth, eLearning, digital games, social media, online search). Therefore, acquiring knowledge on the experiences of individuals in a range of online environments is both vital and relevant (O'Brien and Cairns, 2016; O'Brien) (2018). Numerous academics, like Suh et al. (2018) and Wang et al. (2017), as well as others who deal with online platforms, have explored the association between gamification and engagement in the particular environments (see Table 1). Because digital technology can manifest itself in such a dizzying array of guises (including mobile applications, social networking websites, and online search engines), gamification and user engagement have both been the subject of research in an extremely diverse set of settings (e.g., Kuo & Chuang, 2016; Liu et al., 2020). Recent studies have inquired into whether or not the incorporation of gamification into mobile applications may make the experience of using those programmes more enjoyable for the end user (e.g., Cechetti et al., 2019; Featherstone & Habgood, 2019; Feng et al., 2020). Research was carried out by Cechetti et al. (2019) and Feng et al. (2020), respectively, to evaluate the effect that gamification has on the amount of engagement a user has with mobile health and fitness applications. Computers in Human Behavior is the publication that hosted both of these investigations when they were completed. The results of this study indicate that gamification, in general, results in better levels of user engagement. The researcher will do more study on the link between gamification and employee engagement (EE) among academicians at PHEI given that PHEI has not carried out an analysis of the degree of engagement among its workers. As a direct result of this, it is very necessary to do research on the function of gamification as well as its influence on digital culture and the engagement of workers. As a result, the first hypothesis developed for this research:

H1: Gamification has a positive relationship with employee engagement among academics in the PHEI, Klang Valley, Selangor.

Research Methodology

A quantitative (Quan) research collected through data this is where culture stands to develop insights about the digital culture in this research that compromises the age and gender findings available through collecting data through survey (Creswell & Plano Clark, 2009). Using a comprehensive acculturation strategy within a quantitative assessment framework, the current researcher will disseminate 375 questionnaires to respondents that will allow the current researcher to learn why and how academics are using digitally in PHEIs across age and gender categories. By delivering this method, the RQ shall be addressed respectively. The result is a complete picture of what is going on in practices with wide aims, and it is typically used as a starting point for generating or choosing surveys for a larger quantitative analysis.

Research Design

According to Zikmund et al. (2010), research design is a master plan that describes the methodologies and procedures for acquiring and analysing the needed information. This definition of research design can be found in the original article. In general, it provides the most effective technique to gather and view important information for the study in the context of the research design (Sekaran & Bougie, 2013). Because of the way the research was designed, a comprehensive comprehension of the link that exists between the many aspects of the independent variables and EE in PHEIs has been supplied as a consequence. In addition, the research design may be broken down into two different types of research methodologies, which are qualitative research and quantitative research (McLeod, 2019). Nevertheless, the quantitative approach will be utilised for this study.

Quantitative research is an empirical investigation that is universally recognized for its ability to quantify issues through the generation of numerical data or data that can be converted into actionable insights. The objective of this sort of study is to quantify challenges using the method of generating numerical data. It is used to analyse behaviours, views, ideas, opinions, and other specified elements in order to create the findings from a larger example population. Specifically, it is applied to produce results from a sample population. For the purpose of defining facts, data, and raw samples in research, quantitative research makes use of data that can be quantified. The procedure for collecting quantitative data is significantly more structured than the process for collecting qualitative data. There are several survey forms, online surveys, questionnaires, mobile surveys, in-person interviews, telephone interviews, longitudinal studies, online polls, and planned and purposeful observations used to collect quantitative data.

Population

A research project largely depends on both its population and its sample in order to be successful. The term "target population" refers to the entire group of individuals who are of interest to the researcher for the purposes of carrying out the inquiry that the study intends to accomplish. In order for this research to be carried out, the researcher will need to choose an acceptable sample location as well as sampling items. It's possible to describe a population as a whole collection of people, things, events, medical visits, or even guesses (Kenton, 2020). One may say that a population is an assortment of a perspective of subjects that have been

grouped together because they have a similar quality. As a result of the fact that the purpose of this research is to digital revolution and digital culture towards employee engagement in PHEI, the demographic that this study will concentrate on is academics living in the Klang Valley, which is located in the state of Selangor in Malaysia. In order to collect relevant data and fulfil the underlying purpose of this study, the researchers behind this study sought out academics working at institutions in the Klang Valley.

Sample

Since the population of academics is known, Krejcie and Morgan's (1970) rule of thumb will make it easier for the present researcher to establish the sample size for this study. The sampling process is efficient in terms of time, money, and human resources (Sekaran & Bougie, 2016). A process that is employed in factual research, sampling, may be defined as the taking of a certain number of examples from a larger population. This is done in order to get a representative sample of the population (Krejcie and Morgan's, 1970). Both probability sampling and non-probability sampling are two distinct types of sampling that may be distinguished from one another. Non-probability sampling entails non-random selection based on convenience or other criteria that makes it simple for researchers to gather data from the beginning, whereas probability sampling entails selection at random, which allows researchers to draw measurable conclusions about the group as a whole and about specific group members (McCombes, 2019). For the purposes of this study, the convenience sampling method will be utilised, and the Klang Valley will serve as the location for the sample collection that will be chosen to best represent the PHEIs' target demographic. This study will utilise convenience sampling, which is an innovative approach to the recruitment of study participants. The use of convenience sampling is a proven and effective technique for recruiting research participants who are difficult to reach or who are not previously known to the researcher (Marcus et al., 2017; Naderifar, Goli, & Ghaljaie, 2017; Reagan et al., 2019).

Through the use of questionnaires, the quantitative research technique will be used for this particular investigation so that the research objectives could be described, tested, and investigated. Because it places an emphasis on descriptive expressions like visual textual and narrative analysis, the qualitative research approach is not going to be suitable for this investigation. In order to get the necessary information for this study, the researcher will obtain a sizable cross-section of respondents. As a consequence of this, utilising this study approach will make it much simpler to arrive at a definitive and all-encompassing conclusion. This quantitative research approach is appropriate for this study because it is a straightforward process to carry out and will be of tremendous benefit when attempting to investigate a particular hypothesis among a very large population demographic. This approach to research is appropriate for this study because it is simple to carry out. This indicates that the researcher is able to determine whether or not individuals conform to the demographic profile of their study group without requesting any personally identifying information from those individuals.

The scales include values 1 through 5 as its range from "Strongly Disagree" is represented as 1, "Disagree" represented as 2, "Neutral" represented as 3, "Agree" represented as 4, and "Strongly Agree" represented as 5. The researcher will also be able to evaluate the respondents' level of perception using the interval scale. For Sections B, C, and D, closed-ended questions will be utilised since they don't require a lengthy response period, let respondents fill in the

details quickly, and make it easier to get data from big samples. No concepts or justifications for respondents' viewpoints are required. Additionally, this makes it easier for the researcher to evaluate and analyse the responses.

Table 2: Types of Scales Used in Questionnaire in Section B & C

Code	Item	Number of Questions	Type of Scale
IV 1	Gamification	5	Interval

Table 3: Types of Scales Used in Questionnaire in Section D

Item	Description	Number of Questions	Type of Scale
DV1	Employee Engagement	9	Interval

Gamification

As discussed, the questionnaires will be taken from a previous reviewed literature and used in this one. The descriptions of each inquiry, which will contain both the independent and the dependent variables, will be presented in the table that follows. In this research, gamification will be presented as GAM.

Section B: Independent Variables

B1: Gamification

Table 4: Questions and Sources for Gamification

Code	Items	Source(s)
GAM1	I believe that using gamification will have a high positive effect on employee's engagement towards my job and with my colleague(s).	Adapted and modified from Lawanda et al (2018).
GAM2	Points, badges, rewards, avatars, and leader boards are all key elements of feedback that encourage academicians' participation and their level of engagement.	Adapted and modified from Greateorex, & Dexter, (2000).
GAM3	In my opinion, gamification is usually interesting, and I get connected with my colleague(s).	Adapted and modified from Angeles, 2007; Juban & Wyld, 2004; Levesque & Boeck, 2017).
GAM4	I like to try out new ways (eg: gamification) to engage with my colleague(s).	Adapted and modified from Hirschman,1980; Venkatraman & Price, 1990; Wood & Swait, 2002).
GAM5	Gamification motivates and gives me energy because my peers are engaging with me.	Adapted and modified from Hamari, Hassan & Dias (2018)

Employee Engagement

Section C: Dependent Variable

C1: Employee Engagement

The researcher discovered six major scales of participation in previous investigations, which are given in Table 5. These scales can all be used for measurement. The Utrecht Work

Engagement Scale (UWES) is the first and most used measurement yardstick (Kulikowski, 2017). The UWES was developed by Schaufeli and Bakker in 2003 to evaluate one's vigour, commitment, and concentration during work. The UWES-17, a 17-item survey, serves as the basis for this model (Schaufeli and Bakker, 2003). Nine statements make up UWES-9, the replacement and condensed version of UWES-17, which measures work activity (Schaufeli et al., 2006; Shuck et al., 2016).

Table 5: Measurement Used for Employee Engagement

NO	ALTERNATIVES	ENGAGEMENT SCALE
1	Schaufeli & Bakker (2003) (UWES)	Work Engagement (vigor, dedication and absorption)
2	May et al (2004)	Physical engagement Emotional engagement Cognitive engagement
3	Saks (2006) (OES)	Organisational engagement
4	Rich et al (2010) (JES)	Job engagement
5	Soane et al (2012) (ISA)	Intellectual engagement Social engagement Affective engagement
6	Shuck et al (2014) (EES)	Cognitive engagement Emotional engagement Behavioral engagement

Table 5: Employee Engagement alternatives

As a result, many aspects of EE, such as vigour, devotion, absorption, physical, emotional, cognitive, intellectual, social, and affective involvement, can be measured using the numerous alternative scales. In this research, the researcher will adopt the UWES scale to measure the EE level among the academicians.

The academicians' engagement in this research was measured using the short form of the UWES 9 scale developed by Schaufeli et al (Scaufeli et al, 2002), modified by adding the element of digitalisation in the questions where the researcher can evaluate better on the engagement level with the academicians in PHEI with digitalisation. Since EE is influenced by the three elements of vigour, dedication, and absorption, therefore, the scale to measure consists of nine items of UWES pointing to measure the EE as below where it is classified as EE1 to EE 3 are the vigour element, EE4 to EE6 are the dedication element and EE7 to EE9 are the absorption element of this research:

Table 6: Questions and Sources for Employee Engagement

Code	Items	Source(s)
EE1	At work, when I am use digital platform (eg: gamification or social media) to communicate with my colleague(s), I feel bursting with energy.	Adapted from Schaufeli & Baker (2003).
EE2	At work, applying the digital aspects (eg: gamification or social media), I feel strong and vigourous being with my colleague(s).	Adapted Schaufeli et al, (2002)
EE3	When I get up in the morning, I feel like going to work.	Adapted Schaufeli et al, (2002)

EE4	I am enthusiastic working with my colleague(s)	Adapted and modified from Schaufeli & Baker (2003)
EE5	I am inspired working with my colleague(s) involving digital.	Adapted and modified from Nöhammer, & Stichlberger (2019).
EE6	I tend to be more engaged with a satisfying reward, gift from badges, leader boards, points, scoring, is a better impact to my work and colleague(s).	Adapted and modified from Cardador et al, 2017; Suh et al., (2017).
EE7	I feel happy when I am working intensely with digital aspects (gamification or social media) involving my colleague(s).	Adapted and modified from Cooke et al, (2016)
EE8	While I am working and preparing to learn digital elements (gamification or social media), I get carried away even when things do not go well.	Adapted and modified from Gruman, & Saks (2011)
EE9	One of the goals of my organisation is moving forward to digital aspects (gamification or social media) which makes me feel that my interaction with my colleague(s) is important.	Adapted and modified from Utrecht Work Engagement Survey (2006)

Pilot Test Research Design

This brings a highlight to the researcher where the researcher will distribute to 40 academicians in PHEI to test on the pilot test as proven many researchers has used 40 samples for the pilot test. It is proven from the questionnaire as well that the questions in the questionnaire are simple, straightforward, and not complex that will not require a larger sample size for pilot test.

After collecting the respondents' replies, they will be put into the Statistical Package for the Social Sciences (SPSS). The research will utilise SPSS version 22 to analyse the data. Cronbach's Coefficient Alpha is utilised in reliability analysis to assess the internal consistency of variables. Cronbach Alpha must be more than 0.70 to ensure dependability, suggesting enough internal consistency (Zikmund, et al, 2010). As shown in Table 7 below, the strength level is based on the alpha value.

Table 7: The Rule of Thumb of Cronbach's Coefficient Alpha

Cronbach's Alpha Coefficient ranges	Reliability Level
0.80 and 0.95	Very good reliability
0.70 and 0.80	Good reliability
0.60 and 0.70	Acceptable reliability
Less than 0.6	Poor reliability

Source: Zikmund, et al, (2010)

Table 7 further explains on Cronbach's alpha spans from 0 to 0.95, indicates higher values signify the stronger reliability. The acceptable Cronbach's alpha coefficient threshold is contested in the literature, however, to be conservative, any alpha value less than 0.60 is grounds for caution. If possible, utilise the standardised alpha coefficient to calculate reliability, which is an even more cautious method.

Pilot Test Factor Analysis

Prior to writing the full report, a pilot test advisable to be conducted to assess the questionnaire's internal accuracy and dependability. It depends on how well respondents comprehend the questions, how consistent their answers are, and how well the questionnaire questions match the study's aim. A pilot test also ensures that the questions are clear and calculates the average time it takes respondents to complete the questionnaire (Sekaran, 2016). The pilot test will reveal questionnaire flaws and biases to the researcher. The pilot test also helps the researcher assess questionnaire accuracy, reliability, and validity before the major survey. Table 7's reliability rule of thumb explains this.

For this research, the concepts of validity will be employed to assess the research quality. The validity of an instrument can be defined as how well the questionnaires were measured (Hair et al, 2018). There are four types of validity which are the face validity, content validity, criterion validity and construct validity. For this research, the researcher will adopt the criterion validity. This is because however the researcher will adopt the criterion-related validity to test between the criteria with the correlations (Mohajan, 2017). This validity will be measure through the formula as illustrated below in Table 8 and mapped the findings with the obtained value and critical value in later studies. The rule of thumb is the obtained value must be greater than the value seen in the table that explains the validity of the questionnaire of this research.

Table 8: Formula for Validity

DF= N-2	<i>N= Sample Size</i>	<i>DF= the degree value</i>
<i>Obtained value > critical value in the table</i>		

Source: Hair et al, (2018)

Data Analysis

Descriptive and SEM analyses of survey data will be adopted PLS-Graph 3.0. The researcher will use convenience sampling, which is a non-probability sample technique, for this study. The primary rationale for utilising convenience sampling for this study is because the researcher had difficulty in obtaining information from selected PHEI therefore the researcher chooses to distribute the questionnaires to academicians attached to PHEI in Klang Valley, Selangor. Specifically, the information is gleaned from people who live near one another. It's possible that this is one of the most convenient ways to get information quickly and in a short amount of time. This is because it mixes convenience with speed.

Conclusion

Gamification presents a valuable chance to establish a captivating and gratifying work environment by addressing the impact of digitization on employee engagement. Faculty members at Private Higher Education Institutions (PHEIs) in the Klang Valley, Selangor are particularly affected by this. The research findings indicate that gamification offers a comprehensive approach to enhancing employee engagement, involvement, and cooperation in the digital world. While there are numerous benefits, it is crucial to acknowledge the difficulties associated with implementing gamification strategies in educational settings. In order to ensure long-term efficacy, gamified projects must be adeptly managed to overcome

challenges such as resistance to change, technological constraints, and the ongoing need for adaptation and innovation.

Furthermore, further study is required to examine the enduring impacts, adaptability across various institutional contexts, and the convergence of variables that influence the efficacy of gamification in addressing employee engagement in higher education institutions (PHEIs). The study has provided significant insights regarding the possibility of gamification.

PHEIs in the Klang Valley, Selangor have the potential to mitigate the impact of digitization on staff engagement through the implementation of gamification strategies. This will enable organizations to cultivate a workforce that possesses enhanced capabilities to effectively respond to the dynamic landscape of higher education, while fostering an environment that promotes creativity, cooperation, and ongoing learning.

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THE EFFECTIVENESS OF PSYCHOEDUCATIONAL PROGRAMS AS COUNSELLING INTERVENTION AT REFUGEE SCHOOLS IN MALAYSIA: A FEASIBILITY STUDY

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Abstract: *This concept paper proposes a research to examine the effectiveness of psychoeducational programs provided at refugee schools in Malaysia as counselling intervention. The current provision of such programs is commonly dealing with the pupils' emotional well-being, behavior, social skills, acculturation, resilience, study skills, and career awareness; however, there is no validation study to examine the correlations between the variables just yet. The proposed research is going to engage the Cognitive Behavioral Theory (CBT) as the main underpinning theory, with the ultimate aim to develop and introduce a psychoeducational module as intervention to help the students' growth. The module is going to be constructed using mixed method approach, combining both quantitative and qualitative feedback from all involved stakeholders, the pupils, teachers, parents, and school administrators.*

Keywords: *Counselling, Psychoeducation, Refugee School, Malaysia*

Introduction

Counseling plays an important role on individuals in different aspects and stages of their lives. Counseling in schools has helped students achieve their academic goals besides their emotional, social and career ones. School counseling has undergone series of changes for it to ultimately come up with the great help that is being provided to students today. It started in the 1900s as a vocational guidance, mental hygiene and progressive reform, and then towards the end of 1990s, more interesting topics evolved in the field and shaped it the way it is today, among those topics were the developmental theories, academic guidance, group counseling, and progress guidance. School counseling started in a form of directive counseling and ended up in the recent years as an individualized counseling, paying much attention to psychotherapeutic theories and multicultural issues (Gysbers & Henderson, 2001; Savickas, 2009; Gladding, 2009). As a result of those developments in the field of school counseling, its programs have proven to be effective in providing the needed support to students. They provide intervention to students in the three major critical areas of students' life; academic, personal/social, and career.

Refugees are believed to be forced to flee their own countries by any means due to their political, religious beliefs or sexual orientation are being compromised (UNHCR, 2019). Refugees in Malaysia are not distinguished from undocumented migrants and are at risk of deportation or detention. They lack access to legal employment and formal education. Refugees

can access public and private health care, but this access is often hindered by the cost of the treatment and language barriers. And because refugees have no access to legal employment, they tend to work difficult or dangerous jobs that the rest of the population does not wish to take.

Although there are several educational centers in Malaysia that attend to young refugees' educational needs, yet there are very limited resources in those centers that should attend to refugee children's emotional and social needs. It is found in the recent counseling studies that attending solely to educational needs of school children has not given back many gains on the level of individuals and societies, in the other hand studies have concluded that shortness in resources and services of refugees' educational centers have contributed to their mental health suffering (Low et al., 2018). Furthermore, personal growth because of attendance to students' personal and social concerns can have a significant positive impact on students' academic achievement (Thompson, 2015).

Moreover, even though refugee students in Malaysia are getting support from active local and international non-governmental organizations (NGOs), counseling and mental health support is yet to be granted to them fully compared to refugees in other places of the world. Furthermore, refugee students in Malaysia have reported experiencing trauma caused by torturing experiences in their home countries, having deteriorated well-being, and suffering from multiple mental health issues like PTSD and MDD (Gosnell, 2017). The situation of refugee students residing Malaysia requires serious psychotherapeutic and counseling attention, which is the essence of this research. The study in hand will provide refugee students residing Malaysia the needed support through the development of a psychoeducational program that looks at all students' life aspects: personal/social, academic, and career, and measure the effectiveness of such intervention as well as the inter-correlations among program variables.

Literature Review

The refugee phenomenon has attracted the attention of researchers from various disciplines; social, political, economic, law, etc. that is an indication of the importance and the seriousness of this phenomenon. Refugees don't flee their own countries unless there is an apparent risk that threatens their lives. Many seek refuge when they lose hope in country's regime and policies (Maley, 2017). Though the strict definition of refugee and the limited criteria in being recognized as a refugee; many people continue to seek refuge in other countries, in many instances are not their country of destination, and thus bear bitter consequences in handling their difficult lives in other countries where they hope that their voices are heard and process their application of resettlement to a third country where they are going to be resettled to.

So far, it is obvious that there are two types of people who flee their countries, those real refugees who couldn't stay in their countries by any means, and those who just wanted better lives as they are not satisfied with their governments' management (UNHCR, 2000). In either case these people are found in a real need to counseling in different stages of their crucial journeys. Hence, we find counseling and psychotherapy studies related to refugees have occupied a big space in the literature. In Malaysia, counseling in general and school counseling in particular have undergone a series of developments just like other places in the world, following the guidance and counseling movement in the United States, Canada and the United

Kingdom in the 1900s. Although the official inception of counseling and school counseling in Malaysia was in the 1960s; teachers and headmasters in schools used to practice a traditional form of counseling after the need to it was expressed by the ministry of education in 1938 (Federation of Malaya Annual Report on Education, 1955). School counseling in Malaysia became more structured in 1963 where guidance teachers are sent for training to provide guidance and counseling to students, and soon in 1980 the ministry of education established guidance and counseling units in schools (Ching & Kok-Mun, 2010).

Studies conducted on refugee students' personal growth in Malaysia have found several issues that have not been attended to, which haven't only affected students' academic performance but also all aspects of their lives. Untreated problems related to emotional well-being, behavior, social skills, acculturation, career awareness, study skills, and resilience have been found among refugee children in learning centers in Malaysia, where everybody struggles because of those problems; thus, it is imperative on counselors and mental health practitioners to work on such issues. Emotional well-being and social skills are the most important factors that are found to be affecting refugee student's personal growth and education. An essential source of nurturing refugee children's wellbeing and social skills are parents and family in general, followed by individuals and groups outside home like friends and school environment whose impact is responsible of making the children feel a sense of self-worth, belonging, and social adjustment (Brewer & McCabe, 2014).

Refugee students' positive behavior is strongly connected to their emotional well-being and social skills, and it is determined by their school environment, parental perceptions and involvement, and available social supports (Brewer & McCabe, 2014). Acculturation is usually a huge impediment in the refugee students' way to adjustment and growth in their new culture as they feel obliged to forget about their native languages and cultures and embrace the culture of their new country which can have a bad effect on them and their academics, however if school management and teachers make it easy for refugee students to express their biculturalism then they would have a smooth acculturation process accompanied with health emotional, social, and behavioral growth (Schwartz & Ungerr, 2017). Equipping refugee students with career awareness and development tools doesn't only make them certain about their future but more importantly motivate them for a better academic achievement and behavior in their present stage. Moreover, educational excellence together with the right vocational guidance is a determinant of successful integration in the mainstream society (Athanasou & Perera, 2020). Resilience is an essential component of children's life; it is even more essential for refugee children due to their vulnerability and exposedness to various hardships. Even though school policies are programs are key to enhancing refugee students' resilience, taking their cultures into account and integrating them with school resources responsible for enhancing students' resilience (Fernando & Ferrari, 2013). Students of refugee background, due to their past lifestyle and present challenges need a strong academic support in the educational institutions of their host countries such as study skills workshops besides organization skills, guidance counseling, and homework and tuition clubs. Such a support results in both good academic performance and increased emotional and social well-being (Sengupta & Blessinger, 2019).

Research Background

Several studies have reported the positive impact of the school counseling activities, given they are facilitated by competent and professional school counselors. School counseling activities have remarkably reduced mental illness symptoms among school students (Hassan, 2015). They also helped students suffering from family problems, adjust and improve (Rose & Rose, 1992). School counseling programs do not only cater to the mental health and emotional issues of students; besides, they make sure students achieve their objectives behind going to schools which is to perform academically and intellectually well. In fact, academic issues have been the main concern of the modern trends in school counseling where counselors make sure they are the goal of any activity they plan. That is why we find elementary students' academic achievement was positively influenced by the provision of such services (Sink & Stroh, 2003). School counselors do not merely provide remedial services, they besides play an important role in preventing the occurrence of behavioral, personal as well as social problems through direct and indirect intervention. Direct interventions are the ones provided to the students, whereas indirect interventions are the ones aimed at people around the students like management staff, teachers, and community at large, as providing they support will result in positive impact on students.

The outcome of such efforts was the prevention of many problems, such as students drop out from school (Kaufman Klein & Frase, 1999). Just like personal, social, and academic concerns are important to school counselor, we find that career related matters form a critical part of school counseling programs where links between student's academics and future career are established and strengthened. Many studies were carried out in this regard and found that effective career counseling helped high school students with their college choices. In general, school counseling programs are of substantial assistance to the school leadership in managing school issues and achieving school's educational goals, as it was reported that schools which implement full guidance and counseling programs have a range of privileges over other schools, their students earn higher grades, and they have more positive climate that helped students feel safe in the school and reduce classroom disruption (Lapan, Gysbers & Sun, 1997).

Malaysia has not been an exception of the global refugee phenomenon. There are considerable number of refugees residing Malaysia, which is increasing due to various factors. Both adult refugees and their children suffer social, mental, and financial problems due to the country's policy regarding refugees. Refugee resettlement process in Malaysia is a very long and complicated one, which means if refugees are not properly assisted, they may suffer bitter consequences that will not ultimately help them achieve their main goal of becoming refugees. A few studies have shed light on the problems that refugees have in Malaysia, however no study has come up with an intervention, though it's believed that numerous NGOs in the country are working hard to assist refugees in all the aspects of their life.

This study has evolved as a scientific and professional action to help young refugees adjust and resolve their social, emotional, and educational problems. Just as youth are the focus of any society, young refugees should be the focus among refugee communities around the world. Thus, this study is believed to be important since it is dealing with an important and vulnerable category of these communities. Helping this young category means a lot not only to them, their families, and their surrounding people from the refugee population, but also to the society they are living in. Refugee children are just like any other children, they have their ambitions and strengths which if they are not taken care of well, then they would lead to a regression on the

level of the individual which will have inevitable effects on the society, like juvenile delinquency and drug abuse. Thus, this interventional study is not only important for refugees' life in Malaysia, but also for their future life in the country of resettlement.

Discussion

Psychoeducational intervention is a strategy that counselors and psychologists use in their different areas, settings, and populations to address cognitive deficiency of the clients. Cognitive deficiency is the state of mind where there is no proper understanding of issues and processes which may result in inappropriate handling of them that leads to complications in life.

In this study, a psychoeducational program will be designed based on the students' needs stated in the literature which are emotional, social, behavioral, acculturation, study skills, career awareness, and resilience. This program will be delivered in a form of modules that will work to impart skills and right attitudes in students that will help them with their emotional, social, behavioral, acculturation, study skills, career awareness, and resilience related problems. The rationale behind this study was to verify the effectiveness of a psychoeducational program in issues related to refugee students' emotional well-being, social skills, study skills, resilience, career awareness, acculturation, and behavior. As illustrated in Figure 1, there are three main phases that this research is going to go through, which are:

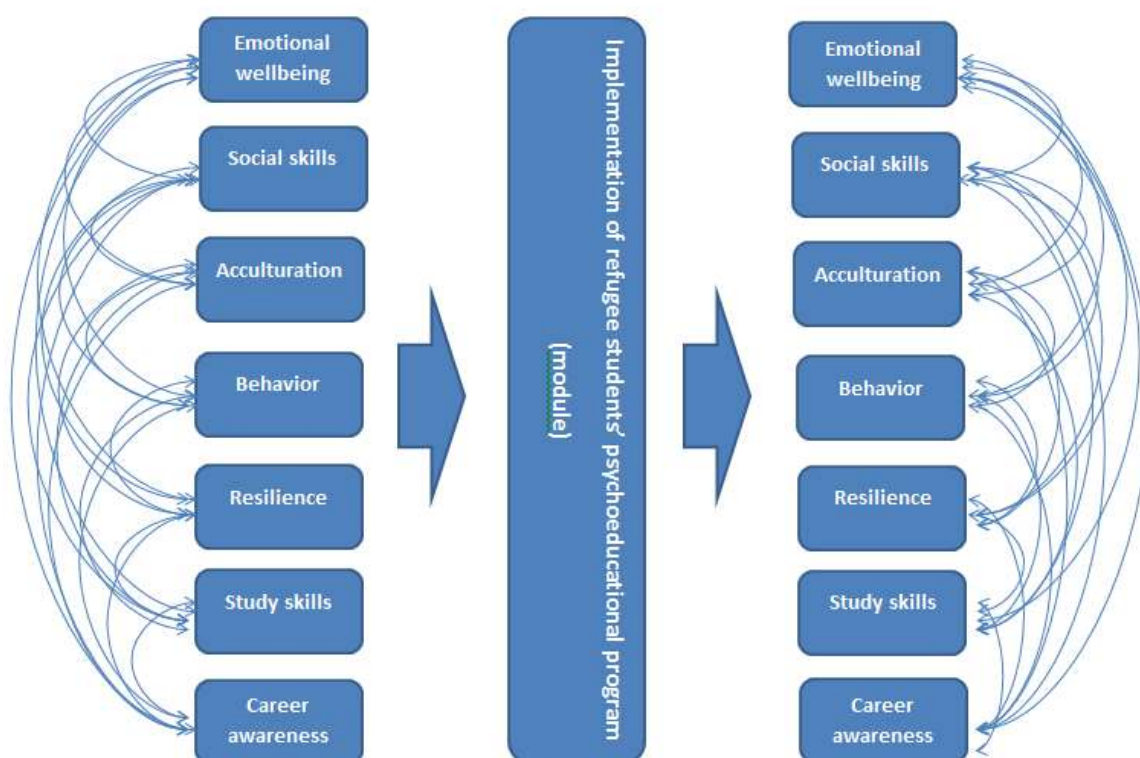


Figure 1: Research Conceptual Framework

First, a pre-treatment assessment where the researcher gets to know the current respondents' status in terms of their emotional well-being, behavior, social skills, acculturation, resilience,

study skills, and career awareness. The researcher will employ specific measurement tools to find out about each of the fore mentioned variables. Part of this phase is to look at the correlations among the study variables: emotional well-being, behavior, social skills, acculturation, study skills, career awareness, and resilience.

In the second phase, a psychoeducational program is going to be designed and then implemented on a sample of refugee students in one of their schools in Malaysia, which is MSRI School. Finally, in the third phase, a post treatment assessment will be conducted where the effectiveness of the program will be examined. Researchers will adopt the above-mentioned framework for this study considering the following underpinning facts and concepts pertaining to each phase of this study:

- a. There is a proven effectiveness of counseling and psychoeducational programs provided to students in different parts of the world in treating their problems and thus help them achieve their goal of going to school which is academic achievement (Lapan, Gysbers, & Petroski, 2001). Many studies have reported that refugee students outside the Malaysian context have benefited a lot from such programs (Quinlan et al., 2016, Neuner et al., 2004). For school counseling programs to promote students' personal and academic developments, they must be comprehensive, preventive, and developmental. The components of the comprehensive, preventive, and developmental counseling programs are outlined by the ASCA Model, which stresses on the program's vision that is essential in bringing everybody together for the sake of achieving unified goals, which are improving students' performance and supporting their development. And for a school counseling program to run correctly it must go in line with the school's vision and plans (Gysbers & Henderson, 2014). A good counseling program according to ASCA's standards is the one that is educational, standards-based, and systematic in delivering the content, data driven, and professionally implemented. A good counseling program is also built around four areas that are: foundation, management, delivery, and accountability.
- b. A considerable number of studies carried out those refugee students in the Malaysian context have a range of unattended problems. One of the studies carried out that refugee students in Malaysia have reported experiencing trauma caused by torturing experiences in their home countries, having deteriorated well-being, and suffering from multiple mental health issues like PTSD and MDD (Gosnell, 2017). Another study states that stress, anxiety and depression are suffered by adolescent refugees in Malaysia in deferent levels (Low et al., 2018).
- c. The utilization of the quasi-experimental design is imperative for the achievement of these study goals as this design belongs to the experimental method that is part of the quantitative approach in the scientific research. It is known that the quantitative approach produces empirical data that allows outcomes to be measured, and thus more appropriate for the current research as it enables precise judgments to be made about students' emotional well-being, social skills, study skills, acculturation, resilience, career awareness, and behavior, and the relationships among them as well as the differences in terms of students' genders, study levels, and nationalities. Like many sciences, researchers in the social sciences perform analysis of evidence that is produced by empirical data to come up with conclusions about the questions of interest. In this study, with the use of empirical data, evidence of change in

the experimental group will be analyzed comparing with the control group. In other words, a quasi-experimental design allows the researcher to look at the causal relationship of the treatment on the experimental group in comparison with the control group (Agresti & Finlay, 2009).

- d. The psychoeducational program in hand using the quasi-experimental design has a content that relies heavily on the cognitive behavioral approach of psychotherapy. This approach consists of two important components of human behavior, cognition and behavior. This theory is based on the notion that human being is in control of their thoughts, feelings, and behaviors. With that, this approach is regarded as a revolution in counseling and psychotherapy, as according to older theories like Freudians psychoanalysis and psychodynamic, it was believed that people are victims of their experiences, and thus seen as passive and mere receptacles. While with the Cognitive Behavioral Therapy (CBT) people are empowered to own consequences of their actions which empower them to think and improve their conditions. Another notion on which this approach perceives that cognition, emotion, and behavior are interrelated, therefore any change in one of them can automatically cause change in the others, and this is illustrated in Figure 2. While rational positive beliefs lead to healthy positive feelings and thoughts which result in positive behavior, irrational negative thoughts lead to unhealthy negative feelings and thoughts which result in negative undesired behavior. The success of this approach has led to the emerging of more developments in the psychotherapy like the appearance of Rationale Emotive Behavior Therapy (REBT), the Rationale Behavior Therapy (RBT), and stress inoculation Therapy (SIT) (Colette & Matthew, 2019).

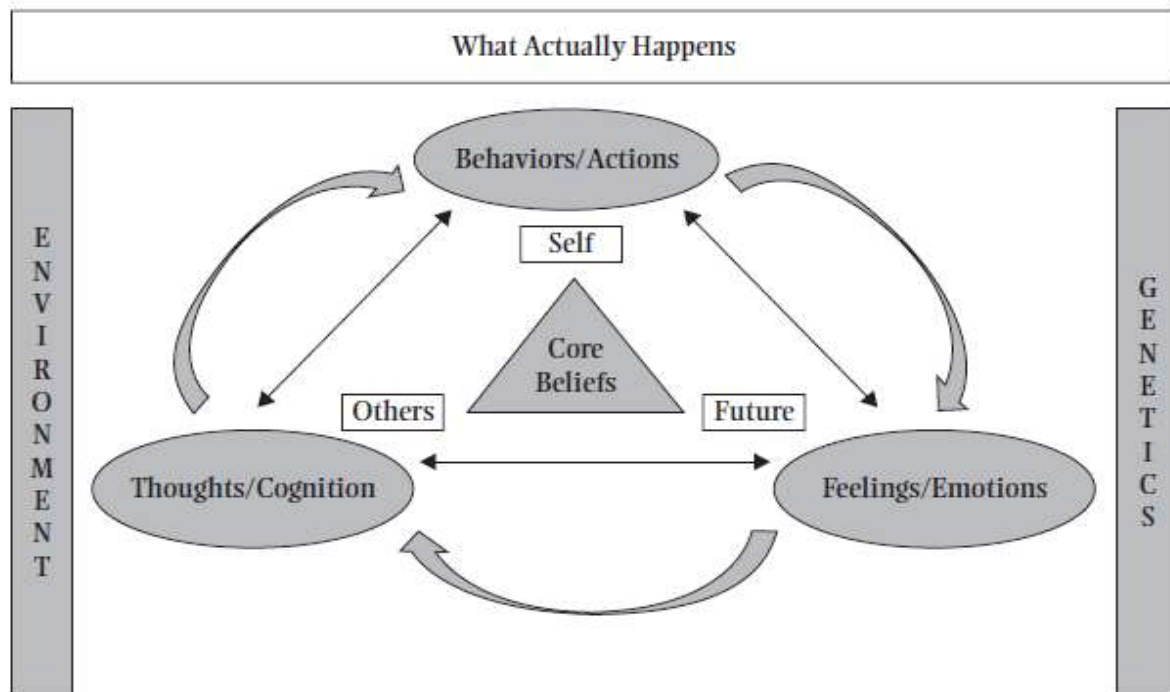


Figure 2: Cognitive Behavioral Therapy (CBT) Approach to Psychoeducation

- e. The counseling program in hand comprises of seven core components which were derived from the literature and were proven effective in treating refugee students' problems related

to: emotional well-being, acculturation, social skills, study skills, resilience, career awareness, and behavior (Oliva, 2015; Quinlan et al., 2015; Kymberly, 2016; Elliott, 2017; Abkhezr, 2018).

Conclusion

In a nutshell, the study in hand has evolved as a response to the absence of interventions needed by students of refugee status who are residing Malaysia. The main goal of this study is to test the effectiveness of a psychoeducational program that is going to work on refugee students' emotional well-being, behavior, social skills, acculturation, career awareness, study skills, and resilience. Besides there are sub-goals that look at the correlations among the study variables, as well as differences in terms of gender, study level, and nationality. After terms were defined, a conceptual framework was established in which study will undergo three phases; the pre-treatment, the development of the counseling program (module), and finally the post-treatment that can be better done with the help of looking at the correlations among study variables, as well as looking at the differences between the two groups and the socioeconomic variables.

This study is believed to be of high significance as it works to assist and empower young refugees who are the future of their families, and that means not only helping them but everyone surrounding them including the host country, because ignoring this vulnerable category could lead to bad consequences that everybody will be affected by. Moreover, this study is an initiative for more attention regarding helping refugees and equipping them with life skills that may save their lives not only in their transition country but also in their country of resettlement. However, the study in hand has some limitations, some of them are related to the experimental design, others related to the nature of the study sample.

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DEMOCRATIC GOVERNANCE IN THE DIGITAL AGE: EXPLORING THE PATH FROM ONLINE PARTICIPATION TO GOVERNANCE INNOVATION

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Abstract: *This article explores the evolution of digital democracy in the information age, with a specific focus on how participatory governance and internet technologies interact and influence each other. A literature review reveals that digital technologies, especially artificial intelligence, have played a role in political campaigning and fundraising, impacting high-stakes voting activities. Simultaneously, the transition from participatory democracy to digital democracy has triggered profound reflections on contemporary democratic practices, particularly the challenges encountered in implementing participatory democracy. Furthermore, the literature also examines how the internet can either promote or hinder democratic processes and the differing views of digital democracy theorists on this emerging field. Overall, these sources provide an in-depth insight into democratic practices in the digital age, revealing complex interactions among technology, political theory, and social dynamics.*

Keywords: *Digital Democracy, Participatory Governance, Internet Technologies, Political Participation, Data Security.*

The Theoretical Basis of Digital Democracy

The Evolution from Traditional Democracy to Digital Democracy

The core of traditional democracy lies in the direct or indirect participation of citizens in the political decision-making process. With the development of information technology, especially the widespread use of the internet, both the practice and theory of democracy have undergone significant changes. This transformation is reflected in several aspects:

1. Digital technology has made information dissemination faster and more widespread, promoting transparency in political information and ease of citizen participation. Digital technologies, especially the internet and social media, have greatly accelerated the speed and reach of information dissemination. This has made political information more transparent, allowing citizens to access political news and policy information more quickly and comprehensively. At the same time, the internet provides diverse interactive platforms, such as social media, forums, and online voting systems, making it more convenient for citizens to participate in political discussions and decision-making processes. This convenience enhances public engagement and oversight of the political process, driving the deepening of democratic practices.

2. Social media and online platforms provide new channels for citizens to engage in political discussions and decision-making. The rise of social media and online platforms has offered

unprecedented opportunities for citizen participation in political discussions and decision-making. These platforms break down traditional barriers to information dissemination, enabling ordinary citizens to have a direct voice in political discussions. For example, through platforms like Twitter and Facebook, users can not only access political information but also express their opinions on policies and engage in discussions on public affairs. Additionally, many governments and non-governmental organizations utilize these platforms to interact with the public, gather opinions, making the decision-making process more open and inclusive.

3. Technologies such as data analysis and artificial intelligence play an increasingly important role in election strategies and public policy formulation. The application of data analysis and artificial intelligence (AI) is changing the way political elections and public policy-making are conducted. These technologies enable political activists and decision-makers to more accurately analyze public opinion and behavior trends, thereby designing more effective election strategies and policies. For instance, by analyzing social media data, a better understanding of voter concerns and preferences can be obtained. Additionally, AI technology shows great potential in handling large datasets and predicting election results. The application of these technologies not only increases the efficiency of political activities but also sparks discussions about data privacy and algorithm fairness.

However, these changes also bring challenges, including issues related to information security, privacy protection, and the manipulation of public opinion in the online space. As digital technology is increasingly applied in the political domain, information security and privacy protection become important challenges. The widespread use of online platforms may lead to improper collection and utilization of personal data, affecting citizens' privacy rights. Furthermore, phenomena such as fake news and online manipulation in the online space pose threats to the health and fairness of the democratic process. These issues require multifaceted efforts involving technology, law, and policy to address, ensuring the security of the online environment and the realization of democratic values.

The Theoretical Framework of Participatory Governance

Participatory governance emphasizes active citizen participation in the decision-making process. In the context of digital democracy, this concept extends to the online space, where citizens engage in political discussions, policy-making, and social monitoring through digital platforms. This governance approach advocates transparency, inclusivity, and interactivity, emphasizing the use of digital tools to enhance the efficiency and fairness of democratic processes. However, it also faces challenges such as ensuring broad participation, bridging the digital divide, and addressing misinformation in the online environment.

1. Strengthening Citizen Engagement: Digital technology, through its ubiquity and accessibility, provides citizens with more opportunities to participate in political decision-making. Through social media, online forums, and other platforms, citizens can directly express their views on policies and engage in critical social and political discussions. This participation extends beyond election voting and contributes to the democratization and grassroots nature of the political process. However, it requires citizens to possess a certain level of digital literacy to ensure they can effectively utilize these tools and understand the information they encounter.

2. **Transparency in Decision-Making:** Digital technology enhances transparency and openness in government policy-making processes by providing online information platforms and social media. Citizens can access policy-related information through these platforms, staying informed about the progress and background of government decisions in real-time. This transparency not only increases government accountability but also promotes public understanding and acceptance of policies. Citizens can also provide feedback directly to decision-makers through these channels, ensuring that policies reflect the needs and opinions of the public.

3. **Diversity and Inclusivity:** Digital technology offers opportunities for wider and more diverse groups to participate in political and governance processes. Online platforms allow people with different backgrounds, interests, and viewpoints to engage in discussions, enriching the perspectives in the policy-making process. This inclusivity helps form more comprehensive and representative decisions, ensuring that the voices of various groups are heard. It also encourages policymakers to consider broader societal interests rather than catering solely to specific interest groups.

4. **The Challenge of the Digital Divide:** While digital technology enhances the convenience of political participation, it also creates a "digital divide," where there are disparities in technology access and usage abilities among different social groups. This may result in certain groups, such as the elderly, low-income individuals, or those living in remote areas, having difficulty accessing or using digital tools for political engagement. Therefore, despite expanding the scope of participation, it is essential to ensure that these groups are not marginalized, and that all citizens have equal opportunities to participate in the political process.

5. **Information Quality and the Challenge of Misleading Content:** Although digital technology facilitates political participation, it also poses challenges regarding the accuracy and quality of information. Incorrect information and fake news can spread rapidly on the internet, affecting public understanding of political events. Ensuring the quality of information in the online environment is crucial for maintaining a healthy democratic discussion atmosphere. This requires joint efforts from the government, media, and civil society to enhance media literacy education, enact relevant laws and policies, and use technological means to identify and filter misleading content.

Internet Technology and Democratic Governance

The Promoting Role of Internet Technology in Democratic Participation

1. **Enhancing Information Dissemination:** Internet technology has significantly improved the efficiency of political information dissemination. The internet allows the latest political news and policy information to spread quickly and widely to various social groups. This rapid dissemination not only increases the opportunities for citizens to access timely information but also promotes their ability to make decisions based on more comprehensive information. Furthermore, the internet provides individuals and organizations with a direct way to publish and share political content, increasing the visibility of diverse voices in the public sphere.

2. **Providing Participation Platforms:** Internet technology, especially social media and online forums, has provided new channels for citizen participation in politics. These platforms allow

citizens to directly engage in political discussions, express their views and opinions, and engage in activities. Citizens can use these interactive platforms to share information, initiate discussions, and even organize events, effectively promoting the breadth and depth of democratic participation. This participation is not limited to election periods but has formed a culture of ongoing public discussion and political engagement.

3.Promoting Transparency: Internet technology provides effective means for governments and political institutions to disclose information, thereby increasing the transparency of policy-making. Governments can use their official websites, social media accounts, and other means to promptly publish policy updates, legislative processes, and decision backgrounds. This openness of information allows citizens to better understand and oversee government activities, enhancing government accountability. Additionally, feedback from the public on policies can be conveyed more directly to decision-makers through these channels.

Technological Challenges and Conflicts with Democratic Values

1.Information Security and Privacy: The widespread use of internet technology presents challenges to individual privacy and data protection in terms of democratic values. Personal information in the online environment may be improperly collected and used, infringing on citizens' privacy rights and potentially affecting trust in the system and political participation. Therefore, ensuring information security and privacy protection in the online environment is crucial for maintaining democratic values. This requires governments, technology companies, and relevant institutions to take effective measures, such as enacting stricter data protection regulations and increasing public awareness of cybersecurity.

2.Fake News and Misleading Information: The extensive use of the internet exacerbates the problem of fake news and misleading content. These types of content can influence citizens' understanding and judgment of political events, thereby affecting their voting behavior and political participation. The spread of fake news not only damages the quality of democratic decision-making but also may lead to a decrease in public trust in the media and political institutions. Therefore, identifying and reducing fake news and misleading content online are important tasks for maintaining a healthy democracy. This requires joint efforts from governments, media, and educational institutions to enhance public media literacy while strengthening content regulation on the internet.

3.Digital Divide: The development of internet technology has the potential to exacerbate social inequalities, especially in terms of access to and ability to use technology. Different socioeconomic groups may have disparities in accessing and utilizing digital resources, which can affect their opportunities to participate in online democratic processes. The digital divide is not only reflected in urban-rural disparities but also among different age groups, education levels, and income levels. Therefore, reducing the digital divide and ensuring that all groups can participate equitably in digital democracy are important challenges for realizing democratic values.

Analysis of Digital Democracy Practices

Global Digital Democracy Practices

1. Online Voting Systems: Some countries have implemented online voting to improve the convenience and participation rates in elections. This approach uses digital technology to simplify the voting process, enabling citizens to vote remotely, which is particularly important for increasing voting accessibility. However, it also introduces new security and trust issues that need to be addressed to ensure the integrity of the voting system. These practical cases provide valuable insights into the application of digital technology in democratic processes.

2. The Role of Social Media in Political Movements: Social media has become an important tool for political engagement on a global scale. It allows individuals and groups to quickly disseminate information, mobilize supporters, and organize activities. Social media platforms facilitate direct communication among citizens, making political information more democratic and grassroots. Additionally, social media is used to shape public agendas and influence policy decisions. This form of engagement has become an essential part of modern political movements. However, it can also lead to the spread of extreme views and misinformation.

3. E-Government Services: Several countries have adopted e-government services to enhance the efficiency and transparency of government operations. This includes online processing of government affairs, the publication of policy information, and the provision of public services. E-government services make it easier for citizens to access government information and services by providing fast and convenient access points, enhancing interaction between governments and citizens. Moreover, e-government helps improve the data-driven capabilities of government decision-making by analyzing big data to better understand citizen needs and optimize government services. However, this also requires ensuring the inclusiveness and security of services.

Analysis of Successful Cases

Successful Case Analysis: In Estonia, the country has increased voter participation by implementing a comprehensive online voting system, which is considered one of the successful cases of digital democracy. Through this approach, Estonia not only improved the convenience and participation rates in elections but also enhanced the transparency and security of the electoral process. This case demonstrates how digital technology can effectively promote democratic participation and address associated technological challenges. In South Korea, the government has enhanced interaction with citizens through social media platforms, especially in the discussion and feedback processes of public policy. The South Korean government collects citizen opinions through these platforms, making policy decisions better reflect the needs and views of the people, which increases policy effectiveness and public satisfaction. This case highlights the potential of social media in strengthening democratic participation and promoting policy transparency. In Iceland, the government used digital tools to promote citizen participation in the constitutional drafting process. Through an online platform, citizens could directly provide feedback and suggestions on constitutional drafts. This process not only increased citizen engagement in political processes but also enhanced the legitimacy of policies and public trust in the government. This case showcases the application of digital democracy in policy-making and the importance of direct citizen participation for a healthy democracy. In Brazil, the government implemented an online platform called "Portal da Transparência" (Transparency Portal) to increase the transparency of government finances. Through this platform, citizens can access detailed information about government expenditures, budgets,

and public projects. This initiative increased government accountability and encouraged public oversight of government financial management. This case highlights the role of digital tools in enhancing government transparency and citizen oversight. In the United States, many cities use online platforms known as "311" services, allowing residents to report issues, provide suggestions, and request services. This system enables citizens to interact directly with local governments, improving the efficiency and responsiveness of city services. By doing so, governments become more accessible to the people, enhancing the quality of public services and citizen satisfaction. This case underscores the effectiveness of digital tools in improving government services and facilitating democratic participation.

Analysis of Challenges

1. Information Security and Privacy Protection: Digital democracy practices face major challenges in ensuring the security of online platforms and voting systems. This involves preventing unauthorized data access, cyberattacks, and protecting user privacy. For example, online voting systems require highly secure measures to prevent election fraud and data tampering. Additionally, when collecting and processing political opinions or voter data, consideration must be given to privacy protection and the legality of data use. These challenges require the establishment of strict security protocols and privacy policies, as well as ongoing technical monitoring and updates. For instance, in the 2017 Dutch elections, the government decided to abandon electronic voting in favor of manual vote counting due to concerns about potential cyberattacks and security vulnerabilities. This decision reflects a serious consideration of the potential security risks of electronic voting. Despite the convenience and efficiency offered by electronic voting, ensuring its security and tamper-proof nature is one of the key challenges in implementing digital democracy. During the 2016 U.S. presidential election, there were allegations of foreign interference in the election through online means, including threats to voting systems and the spread of misleading information on social media. This event highlights the importance of information security and the authenticity of information in digital democracy practices and the measures needed to address these challenges. In 2018, Australia implemented an electronic health record system called "My Health Record." While the system aimed to improve the efficiency and quality of healthcare services, it also raised widespread concerns about the security of personal medical information and privacy protection. This case illustrates that even in non-election areas of digital government services, information security and privacy protection are critical challenges.

2. Fake News and Misleading Information: One of the main challenges in digital democracy practices is the spread of fake news and misleading content on online platforms. These types of content can distort the public's perception of political events and affect the quality of the democratic decision-making process. For example, unverified information and intentionally misleading content often appear on social media and can rapidly spread, leading to public misunderstanding. This requires governments and media organizations to take measures to increase the accuracy of information while improving public media literacy to distinguish between truth and falsehood. For instance, during the 2018 Brazilian presidential election, a large amount of fake news and misleading content also spread on social media platforms through channels like WhatsApp. This fake news played a significant role in the election process, influencing the public's perception of candidates and voting decisions. This example highlights the impact of fake news in the digital age and the importance of combating it. During

the 2019 UK Brexit referendum, there was also a significant amount of fake news and misleading information about the consequences of Brexit. This information spread widely on social media and other digital platforms, influencing the public's views and voting decisions on Brexit. This event highlights the influence of fake news in digital political processes and the need for measures to ensure the authenticity and health of public discourse.

Prospects for the Future of Digital Democracy

Potential Impact of Technological Advancements on Democratic Governance

1. Increased Participation and Advocacy: Technological advancements provide citizens with more opportunities to participate in political processes. Digital tools and online platforms enable citizens to easily express their opinions and suggestions on various issues without geographical or time constraints. This contributes to more direct democratic participation and enhances the legitimacy of governments. Additionally, digital media and social networks empower citizens to organize and advocate for specific issues, driving policy changes and societal progress.

2. Transparency and Accountability: Technological advancements, through the digitization of public records and documents, offer greater transparency in government decision-making. Governments can publicly share policy documents, meeting records, and details of decision-making processes online, making it easier for the public to track government actions and policy formulation. This transparency aids in monitoring government behavior and improving government accountability. The public can better understand government work and raise questions in cases of government irresponsibility or unlawful actions.

3. Data-Driven Policy: Technological advancements enable governments to collect, store, and analyze data more extensively to support policy formulation. Governments can utilize technologies such as big data analysis, artificial intelligence, and machine learning to identify societal trends, problem patterns, and potential solutions. This helps governments develop more evidence-based and targeted policies to address public issues, such as health crises, environmental protection, and economic development. However, governments must comply with data privacy regulations in data collection and usage to protect citizens' privacy rights.

4. Managing Information Flow and Combating Rumors: In the digital age, information spreads rapidly, but it also carries the risk of information confusion and false information. Governments need to take measures to manage and oversee information dissemination to ensure that the public receives credible information. This may include strengthening media regulations, educating the public on how to discern false information, and collaborating with social media platforms to combat false information and inappropriate content.

5. Digital Divide and Inclusivity Issues: While technological advancements provide more digital tools and platforms, some individuals may be excluded from digital democracy processes due to a lack of digital skills or internet access. Governments and society need to take measures to ensure that digital democracy is inclusive and does not exclude any groups. This may involve providing subsidies for internet access, building digital infrastructure, especially in remote areas, offering multilingual support, and adopting user-friendly digital tools and interfaces.

In summary, technological advancements have profound effects on democratic governance in the digital age. They offer more opportunities but also bring challenges. Governments need to proactively address these changes to ensure that the future of digital democracy is fair, transparent, and inclusive, while safeguarding citizens' privacy rights and information security. This way, digital-era democratic governance will better meet the needs of the public and drive societal progress.

Policy Recommendations and Future Research Directions

1.Enhance Digital Literacy and Education: Governments should implement extensive digital literacy training programs to ensure that the public possesses the necessary skills and knowledge to effectively participate in digital democracy. These training programs can include basic digital technology knowledge, information discernment skills, and cybersecurity awareness. Educational institutions can also strengthen digital literacy education in their curricula to cultivate a generation of digital citizens.

2.Strengthen Digital Privacy Protection: Governments should take measures to ensure the protection of citizens' digital privacy. This includes strengthening privacy regulations, specifying norms for data collection and processing, and establishing penalties for data breaches. Governments can also establish independent privacy regulatory agencies to supervise and audit data processing practices to ensure compliance.

3.Promote Digital Inclusivity: Governments can provide subsidies for internet access, develop digital infrastructure, especially in remote areas, and support community digitalization projects to help those unfamiliar with digital technology integrate into the digital age. Providing accessible digital participation channels for disabled individuals and marginalized groups is also an important policy direction.

4.Enhance Information Management and Combat False Information: Governments can collaborate with social media platforms, search engine providers, and news media to jointly identify and combat false information. This may include establishing more effective algorithms and tools to detect false information and implementing stricter content moderation standards. Additionally, governments can strengthen media regulations to ensure the objectivity and accuracy of news reporting.

5.Promote Digital Government Development: Governments can invest in digital government services to provide more online services and participation channels, making it easier for citizens to interact with the government. This may include online voting, online policy consultations, digitized public records, and online administrative procedures. Digital government development can also improve government operational efficiency, reduce costs, minimize bureaucracy, and enhance service quality.

6.Advance Digital Governance Research: Future research directions can encompass in-depth studies of various aspects of digital governance. This may include the development of digital tools and platforms, research on the effectiveness of digital participation, the impact on policy formulation, and the evolution of digital-era democratic governance. Research can also focus

on the relationship between digital democracy and social equality, political participation, and societal change. These studies can contribute to the formulation of better policies and practices to meet the evolving needs of the digital age.

In conclusion, policy recommendations and future research directions aim to advance digital-era democratic governance and digital democracy. By enhancing public digital literacy, protecting digital privacy, promoting digital inclusivity, managing information, and strengthening digital government development, governments and society can better address the challenges and opportunities of the digital age, fostering a more inclusive, transparent, and effective democratic governance.

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THE MEDIATING FUNCTION OF CAREER DEVELOPMENT ON THE RELATIONSHIP BETWEEN CAREER MANAGEMENT AND JOB SATISFACTION IN THE MALAYSIAN ARMED FORCES

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Abstract: *This research examines the effect of career management on job satisfaction of the Malaysian Armed Forces, taking the mediating function of career development on the relationship between career management and job satisfaction. This study was conducted because there is little attention given to the effect of career management and career development on job satisfaction, primarily in the Malaysian Armed Forces context. The Social Science Statistical Package (SPSS) application was used in the data analysis. The outcomes displayed three significant findings: First, there is a significant correlation between job satisfaction and career management. Secondly, there is a significant correlation between job satisfaction and career development. Thirdly, statistical findings validate that career management's effect on job satisfaction is affected but indirectly by career development in the organisation studied. Further, the study discusses the contributions and recommendations based on the significant findings. In conclusion, career management among Malaysian Armed Forces personnel should explain and align with their career development. This will finally affect their job satisfaction and increase their work performance in serving the national defence and security.*

Keywords: *Career Management, Career Development, Job Satisfaction, Malaysian Armed Forces*

Introduction

All types of jobs in an organisation require career development as an indicator of an employee's success. This career development needs to be underpinned by the use of clear training policies and plans. Studies have also confirmed the influence of training on career development for various occupations, including the military (Unguryte-Ragauskiene & Bileišis, 2017). In the

military, personnel training programs form an essential basis for their promotion policy (Headquarters Department of the Army Wahington DC, 2019). As such, career development in the armed forces has been seen as an ongoing scenario to ensure the continued contribution of members in national defence and security.

Career development is the coordination, assessment, and balancing of the needs, capabilities, opportunities, and challenges of organisations and individuals through various approaches and methods. Career management is a continuous problem-solving process in which one gathers information, increases awareness about oneself, develops career goals and strategies, and obtains feedback (Gyansah & Guantai, 2018). It helps individuals define their career direction and assists them in making crucial decisions at various stages of their careers. In a research done by Aina & Atan (2020), the authors stated that in order to achieve long-term organisational performance, administration ought to emphasise on employee improvement and employee profession or career development by concentrating on training, development programs, and work interchange. According to Hakim (2020), career development directly links job satisfaction and contributes to organisational commitment.

Previous research in the workplace career has neglected to examine how important career development influences workplace career management's role towards employees' job satisfaction (Ismail et al., 2011). Interestingly, these three variables have their roles from the significant associations that existed between each other. Career management with good planning and implementation, according to Ismail et al. (2011), Tan and Yahya (2008) and Puah and Ananthram (2006), will lead to effective employee career development and, as a result, promote employee job satisfaction at work. However, in the case of the Malaysian Armed Forces, little is known about the function of progression in career or career development as the functioning mediator in the link concerning job satisfaction and career management. Employment satisfaction refers to an employee's attitudes, beliefs, and behaviors concerning his or her job (Rosli & Ab. Wahab, 2013). Past studies of career program area liked to focus on a direct relationship analysis between the career dimensions and employee outcomes by less considering the role of career development in constructing organisational career framework (Ismail et al., 2011; Puah & Ananthram, 2006). As a result, those studies had failed to provide the implications and contributions of their findings to ensure the management was aware of the means of integrated career model and developed the career strategies for succeeding the organisational career program (Adeloka, 2011). The research gap allows researchers to investigate the connections and effects of career development, career management in connection to job satisfaction. As a result, this study's goals are to look into the impact of career management on employees' satisfaction in their jobs, quantify the impact of career development on employee satisfaction at the job, and lastly assess the function of career development as a mediator in the link amid employees' job satisfaction and career management.

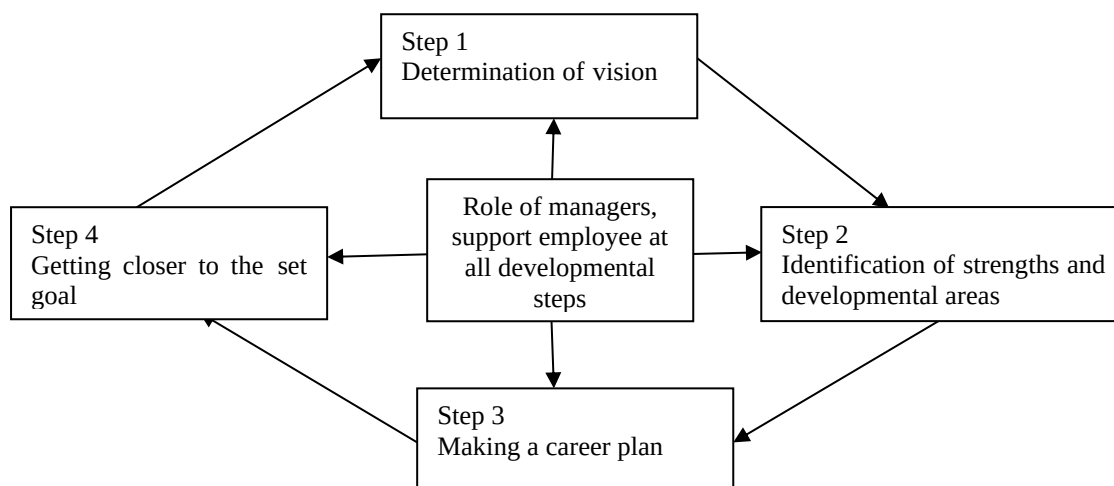
Literature Review

The Correlation Amid Career Progress or Career Development, Jobs Satisfaction and Career Management

Career management refers to a structured plan and an active choice of a professional career. It involves systematic preparation, implementation, and monitoring of career plans.

The first step of career management is to evaluate abilities and talents. An analysis of strengths and weaknesses enables one to identify developmental areas. The next step is developing a career plan and finally writing a resume that enables one to be promoted at the workplace.

A simple career management model can be illustrated below:



According to Armstrong (2006), career management is a chance for employees to develop and advance their careers inside an organisation. Additionally, the opportunity guarantees that the organisation has the talent, skills, or expertise it requires. The learning process and creation of opportunities, career planning, and succession planning management are all components of career management. According to Mayo (1991), career management is the design and execution of an organisation's procedures. Such processes and procedures enable careers to be designed and managed to optimise capabilities to meet organisational and personal interests. Ultimately, career management comprises career planning, succession planning, learning, and development. Hughes (2019) supported that career development is the pillar of Human Resource Development that focuses on aligning individual subjective career elements with more objective organisational career aspects to create the best match between employee and administrative demands.

Career Management is defined by scholars such as Thite (2001), and Clarke (2007) as an endeavour that influences the career growth of others. The development of skills and knowledge is a priority for management. This emphasis can enhance employability, allowing the person to find and keep work while also allowing them to progress in their career. There is a notion that binds the dual routes of career development and career management together. The career management and career development of an individual employee, as argued by scholars, are the two emerging approaches (Baruch, 2006; Buckley, Beu, Novicevic, & Sigerstad, 2001).

Scholars do highlight concerning who is responsible for managing career progression for employees. Different views consider individual and organisational participation as paramount in career progression. Torrington and Hall (1998) suggest that individuals should be responsible for their career development. Such is the primary role that individuals should take in career management. Hall and Torrington also suggest that organisations also have a supporting role in facilitating career management among employees. They differ from Byars

and Rue (2000), who suggest that employees, organisations, and employees contribute immensely to career progression.

The basis of Byers and Rue's idea is on the fact that all those with an influence on an individuals' career should be held liable over career management. Although employers influence a career path, employees have conclusive authority over their careers. Employees should fight for their rights. Employees should prepare their career plans. This is fundamental because the management plans seek to serve the organisations interests. Planning employees' careers may also create a deadlock due to the difference in interests between the organisation and workers. Setting a universally acceptable plan requires a consultative process to incorporate major concerns from all stakeholders. Cooperation between organisations and individuals in managing the career path generates the organisational-career management. The organisation runs in a smooth way when there is coordination between the management and employees. The organisation's management should form a basis for career plans development to satisfy the employees' career needs.

Conceptual Framework

This study creates a conceptual framework by referring to the literature, as illustrated in Figure 2. The framework, in particular, demonstrates a link between the management of career, career growth or career development, and satisfaction at a job.



Figure 2: The Relationship Between Career Management, Career Development, and Job Satisfaction: A Conceptual Framework

Research Hypotheses

The following assumptions are according to the literature research coupled with the conceptual framework described in this study:

H1: Career Management boasts a substantial impact on Job Satisfaction.

H2: Career Development boasts a substantial impact on Job Satisfaction.

H3: The influence of Career Management on Job Satisfaction is mediated by Career Development.

Method of Research

Design of the Study

This research aims to look at the function of career development in mediating links amid career management and satisfaction at the workplace. A quantitative technique was employed and appropriate for the research, which included the formulation of defined research objectives and statistical analysis (Collis & Hussey, 2014). The researcher utilised a questionnaire survey form

to collect data and delivered it to the intended respondents. Armed forces personnel were used as the study's unit of analysis. For statistical analysis of data, the Statistics Software Package for Social Science (SPSS) was utilised.

The Size Sample, Population, and Sampling Method

The research respondents' included military personnel from Malaysian Military Organisations. The population of a total of 12,000 military officers qualifies for 1,500 samples for the survey. This study performed a stratified random sampling technique. The population was categorised into groups. The units were then divided into several armed military services, such as the Air Force, Navy, and Army. A sample was selected from each of the services or job categories randomly. Population or group of Army officers included 900 personnel, while, Navy and Air Force that only had 300 population samples each.

Analysis

The Demographic Profile of the Descriptive Analysis

Table 1: Profile of the Respondents (N=836: Army, Navy, and Air Force officers)

Demographic Profile	Sub-Profile	Percentage (%)
Gender	Male	85.5
	Female	14.5
Age	Below 25 years	28.9
	26-30 years of age	34.0
	31-35 years of age	15.3
	36-40 years of age	10.2
	41 and ages above	11.7
Hometown	Selangor	8.0
	Johor	11.8
	Sabah	1.9
	Sarawak	1.2
	Perak	15.5
	Kedah	11.0
	Kelantan	11.0
	Wilayah Persekutuan	10.7
	Pahang	5.5
	Penang	4.8
	Terengganu	2.5
	Negeri Sembilan	6.4
	Malacca	8.6
	Perlis	0.9
Race	Malay	92.9
	Chinese	1.6
	Indian	2.0
	Others	4.1

Faith or Religion	Muslim	92.9
	Christian	2.5
	Buddha	1.4
	Hindu	1.7
	Others	1.4
Marital status	Single	37.9
	Married	61.0
	Widowed/widower	1.1
With whom do you stay?	Alone	23.7
	Wife/husband/children	53.4
	Friend	6.7
	Mess	13.2
	Parents/siblings	2.9
No. of children	1	29.7
	2	27.2
	3	19.8
	4	11.8
	5	8.1
	6	2.1
	7	0.7
	8	0.2
	9	0.5
Do you have children with disabilities?	Yes	2.6
	No	97.4
Ranking in ARMY	Lt Muda	1.2
	Leftenan	7.8
	Kapten	72.9
	Mejar	15.6
	Lt Kol	2.4
	Kolonel	0.2
Ranking in RMN	Lt Muda	9.8
	Lt Dya	6.9
	Leftenan	54.5
	Lt Komander	23.0
	Komander	5.4
	Kepten	0.5
Ranking in RMAF	Leftenan	6.9
	Kapten	69.0
	Mejar	18.4
	Lt Kol	4.6
	Kolonel	1.1
Salary or Income	Below RM1000	8.0
	RM1000-RM1999	31.2
	RM2000-RM2999	38.1
	RM3000-RM3999	11.4
	Above RM4000	11.3

Is it enough?	Yes	39.0
	No	36.7
	Ok	24.3
No. of dependent (children)	1	29.3
	2	27.0
	3	20.2
	4	12.3
	5	8.1
	6	1.9
	7	0.7
	8	0.2
	9	0.2
No. of dependent (family member)	1	19.7
	2	37.4
	3	12.4
	4	8.9
	5	6.3
	6	5.3
	7	3.7
	8	3.9
	9	0.5
	10	1.6
	15	0.3
Year of joining ARMY, RMN or RMAF	1971 – 1980	1.4
	1981 – 1990	9.3
	1991 – 2000	25.2
	2001 and above	64.1
Reason for joining military	Interest in the military	443
	Encouragement from the family	205
	Career change	39
	Career guarantee	345
	Better salary structure	106
	Future guarantee	298
	No other choice	57

Table 1 shows that (85.5%) of the participants are men. The bulk of the respondents (15.5%) are from Perak, while (30%) of the respondents are between the ages of 26 and 30. Malay Muslim respondents are of the majority (92.9%). 61% of the respondents are married. Most of the respondents also stay with their families (53.4%), and only 13.2% of them stay at MESS. There are respondents (2.6%) who have children with disabilities, namely Brachmann De Lange Syndrome, Partial Spastic, Takypause, slow learners, and hearing problems. Descriptive statistics result indicates that most Army rank among the respondents is Kapten which consists of 75.5%, Leftenan (54.5%) is the majority in RMN rank, and 69% in RMAF rank is Kapten with their income between RM2000 to RM2999 (38.1%). The respondents' in majority reveal that they are contented regarding their pay, indicating that it suffices (39%). The numbers of dependent for most of the respondents are with one child (29.3%) and two family members (37.4%). The analysis found that the highest (64.1 %) respondents were in their military career

from 2001 until 2011. Reasons from respondents' about joining the military, 443 of them or majority stated it was due to their interest in the military service.

Reliability Analysis

The alpha values produced from the result were used in the reliability test as shown in Table 2 below, with a minimum reliability threshold value of 0.60. (Sekaran & Bougie, 2016).

Table 2 Reliability Test Results

Variable	Number of Items	Cronbach Alpha
Career Management	9	0.867
Career Development	11	0.898
Job Satisfaction	14	0.932

From the result analysis, the alpha values are beyond the lowest accepted reliability value, as recommended by Sekaran and Bougie (2016). Such means that all of the variables' measurements were reliable and coherent.

Analysis of Pearson Correlation

The researchers' used Pearson Correlation Evaluation to verify the characteristics of the inter-correlations among the variables. The findings of the Pearson Correlation Analysis are shown in Table 3.

Table 3: Study Variables Correlation Results

	Career Management	Career Development	Job Satisfaction
Career Management 1		.796 ^{**}	.744 ^{**}
Career development		1	.811 ^{**}
Job satisfaction			1

The association between career management and professional growth is high ($r = 0.796$, $p = 0.01$), as seen in Table 3. Such indicates that the independent variable is related to the mediating variable in a positive way. With $r = 0.811$ ($p = 0.01$), the connection between career advancement and work satisfaction was likewise strong. Career management is also favorably and positively linked with job satisfaction ($r = 0.744$, $p = 0.01$).

Multiple Regression Analysis of Variables

The regression test reveals a favorable effect on career management on job satisfaction ($= 0.813$, $p = 0.01$), according to Table 4. It also demonstrates that career management impacts professional growth or career development ($p = 0.01$). Furthermore, after adjusting for the career management variable, the effect of career development (mediator) on job satisfaction (criterion) is significant ($= 0.636$, $p = 0.01$). (predictor). Finally, through the mediating function of career development, the results reveal that career management (predictor) has a substantial beneficial influence on job satisfaction (criterion). Such explains why career development

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plays a part in explaining why career management influences job satisfaction among military personnel in their organisations. Based on the study findings, good career management functions for military officers would make them satisfied in their jobs as their careers progress.

Table 4: The Impact of Career Management (CD) on Job Satisfaction (JS) and the Mediating Role of Career Development (CM).

	CM: JS. (without mediator)		CM: CD		CM: JS. (with the mediator, CD)	
	B	t	B	t	B	t
CM	0.813**	32.163	0.814**	38.180	0.295**	8.373
CD					0.636**	18.467

** . Significant at the level 0.01

Research Hypotheses Test

The results of the analysis mentioned above were used to impact the hypothesis test findings:

H1: Career Management boasts a substantial impact on Job Satisfaction.

H2: Career Development boasts a substantial impact on Job Satisfaction.

H3: The influence of Career Management on Job Satisfaction is mediated by Career Development.

Discussion

The study outcome revealed a strong relationship between career management and job satisfaction. It was discovered that efficient career management has resulted in an improvement in job satisfaction among Malaysian military personnel. Military personnel who have had excellent career management has a higher level of being satisfied in their place of service. This might result in increased performance and more favorable career results (DeSimone & Werner, 2006). According to the findings of 836 respondents, career development acted as a partly mediating variable between career management and job satisfaction among Malaysian military personnel. Employees who are happy with how their organisation handles their career will lead to high career growth and finally experience high satisfaction according to the study.

Contributions and Recommendations

Military officer career management is getting more modernised as military agencies continuously take concern on organisation effectiveness. Career development is a multifaceted process that includes possibilities that arise from regular encounters. When there are opportunities for military personnel to dissect what professional development is, it becomes simpler to identify where they fit in professional growth.

From the study's findings, the following concerns should be considered in future studies and suggestions for the Ministry of Defense to implement when it comes to career development to achieve job satisfaction among military personnel. To improve the consistency of the results, future researchers should broaden the study to include additional ranks from the services. The study findings also make recommendations on ways to help the Malaysian Ministry of Defense

employees advance their careers. Among these methods is ensuring military personnels' job satisfaction. Such is because military personnel contented on their employment and work are more prone to do well in their tasks. To increase the dedication to their jobs, the government and the Ministry of Defense should ensure that military personnel relationships between colleagues are sound and remain positive.

Malaysian military organisations should be proactive in the career development process, promoting conditions and creating an environment that encourages employees to advance in their careers. They must devote sufficient time and effort to task design and equipment. Performance management should be used effectively and strategically by Malaysian military organisations. This will allow military officers to be recognised for their outstanding performance, and authorities may explain assignments and assist officers in attaining their objectives. The program can provide a systematic approach to managing military officers, teams, and departments to meet organisation goals. This will be an effective strategy for identifying high-potential employees and assisting them in achieving their ambitions via planning and management development.

The Malaysian Military Organisations should undertake review sessions with military officers, according to this report. This will provide a chance to talk about personal and professional growth. Such is highly useful since it demonstrates how officers are appreciated in Malaysian military organisations. Military organisations and senior commanders should make sure that they have a say in how a military officer's career progresses. They should provide military commanders developmental assignments and offer them constructive and timely feedback on their performance. Job satisfaction will improve as a result of this.

Conclusion

The study met its primary goals. Career growth modulates the connection connecting career management and job satisfaction, according to the findings. According to the findings, military organisations and the Malaysian Ministry of Defence should create additional courses for their officers' career development. They will be able to develop an effective career planning program as a result of this. When there is equality in professional development possibilities for military officers, they are more likely to be pleased with their work. Military commanders in Malaysia must be motivated by authorities inside the military organisations. When military commanders are happy and satisfied with their jobs, organisational commitments will be met, thus improving performances. Consequently, the military organisation will have a better image in taking care of their employees and military personnel where potential career advancement is encouraged reasonably. The troops will see their service in the Malaysian military as a noteworthy career in the country's public sector. Job satisfaction is the most essential factor in determining job performance.

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INVESTIGATING THE ROLE OF STAKEHOLDERS IN FOSTERING MOSQUE TOURISM IN ATTRACTING TOURISTS TO VISIT MALAYSIA

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Abstract: *This paper attempted to appraise the role of stakeholders in encouraging mosque tourism in a tourism destination. As a niche area in Islamic tourism industry, mosque tourism has gained a lot of attention from the tourists in the past few years. Since mosque tourism popularity is expanding and growing, the challenges face by the stakeholders are becoming more complicated due to rapid changes in the tourism industry itself along with competitive mosque tourism destinations. Therefore, the objective of this study is to investigate the role of stakeholders in fostering mosque tourism in attracting tourist to visit Malaysia. Additionally, this study also seeks to identify the salient factors that attracts tourists to visit the mosque in Malaysia from the perspectives of the industry players including travel agencies, hoteliers and local authorities who are the backbone of the hospitality and tourism sector in Malaysia. By employing qualitative approach of thematic analysis, the paper went on to analyse the issues and concepts of the forthcoming study through a number of literatures of various disciplines. The result of this future research may become an important platform for various hospitality and tourism stakeholders in developing the strategies and marketing tools to increase tourist's participation in mosque tourism in Malaysia. The study will also be relevant to local authorities to design effective mechanism to promote Malaysian mosque tourism industry as another dimension of attraction to visit Malaysia.*

Keywords: *Mosque Tourism, Islamic Tourism, Tourism Marketing, Stakeholders Role, Malaysia*

Introduction

Considered as one of the world's most rapidly growing industries, tourism industry has fascinated man throughout the decades (Singh, 2016). Tourism which comprises the activities of persons travelling to and staying in places outside of their usual environment for not more than one consecutive year for leisure, business or other purposes (UNWTO, 1991) has become a popular way for people to rejuvenate, visit attractions and engage in recreational activities, bridge cultures, generate new opportunities, and promote sustainable development (Guterres, 2024). Hence, tourism destinations should have the appropriate amenities and facilities to cater the needs and wants by the tourists depending on the products offered including urban or city

tourism, seaside tourism, gastronomic tourism, rural tourism, eco-tourism, wine tourism, religious tourism, heritage tourism, among others (Camilleri & Camilleri, 2018).

As one of the niche sector under the tourism umbrella, mosque tourism which is one of the segment in Islamic tourism industry, are becoming more popular and has sparked interest among the tourists who seeks for new exciting experiences while visiting a destination (Azizan, Zulkefli, Khadar, Noor & Roslan, 2023; Navajas- Romero, Hernandez-Rojas, Hidalgo-Fernandez & Jimber del Rio, 2020). Azizan et al. (2023) asserted that the mosque not only act as the main place for Muslims to perform their religious activities, but also works as an institution for social gathering. Further, the scholars highlighted that the mosque, which can be looked as a 'concrete symbol' of Islam, stands out to be a role model and icon in promoting Islam to other nation and ethnics. Similar notion was suggested by numerous researchers (Karimullah, 2023; Hoelzchen, 2023; Moghavemi, Sulaiman, Taha, Sukor, Mustapha, Mohtar, Jaafar and Zakaria, 2021; Jaffar, Harun & Abdullah, 2020; Rasdi, 2014) whom acknowledged the multifaceted roles of mosques in the society, extending beyond their primary function as a places of worship.

In another viewpoint, Henderson (2003) as cited by Kessler (2016) suggested that a mosque itself may be considered as a tourist attraction if they are unique and outstanding. It is well known that throughout the Muslim world, mosques are known for their majestic appearances; decorated with beautiful calligraphy; embedded with geometric patterns and the use of Quranic quotations, which serve to indicate that the building is sacred and to convey a spiritual message to passerby and people coming to pray (Kessler, 2016). Additionally, the geometric patterns also serve to enrich and beautify the interior, which will create a calm meditation atmosphere for prayers, and enhance metaphysical significance (Frishman & Khan, 2002; Kessler, 2016). From the perspective of cultural and educational experience, touring mosques provides an immersive cultural experience for the visitors, allowing them to learned about Islamic practices, customs, and beliefs. According to Utaberta, Chen and Tahir (2021), in some countries, most of the mosques welcome non-Muslims as a sign of openness to the rest of the community as well as to encourage conversion to Islam. Moreover, mosque as a tourist attraction place can help them to gain more understanding about Islam and its customs. This practice can be found at Jumeirah Mosque in Dubai which aimed to promote cultural understanding and first-hand experience as an insight to Islamic religion. With the policy "Open Doors, Open Minds", the mosques was designed to bring in different nationalities together, and to give a better understanding of Islam (Utaberta et al., 2021).

In Malaysia, mosque tourism sector has started to attract tourists all over the world. Throughout the years, there is an increase in the development of mosques in different districts from time to time which represent the socio-culture of Muslims in this country. The mosque not only act as a place for prayers or other religious activities, but also function as education center, as well as an institution for social gathering (Azizan et al., 2023). The steady growth of mosque tourism in Malaysia reflects the country's efforts to leverage its Islamic heritage and architecture to attract both domestic and international tourists. According to Aziz, Ibrahim, Jahnkassim and Abdullah (2016), the mosque can be looked as a pivotal institution for the Muslim community, and the mosque mostly appeared as the symbol of 'architectural pride' of Muslim society, and did not function to create an understanding of Islam. A mosque or 'masjid' were inextricably linked to the global advent of Islamic society, culture, as well as civilization.

As a country rich with diverse cultures and ethnicities, Malaysian tourism industry is famous for its cultural heritage resources, which has been used continuously by the local authorities and industry players as a medium of attraction in marketing Malaysia as a tourism destination in the global tourism market. Attractions which includes religious attributes are often showcased in tourism promotional materials throughout the years (Razak, 2019). According to David (2017), more than 30 Malaysian mosques have been presented as places of interest for tourists to visit while holidaying in Malaysia. Yeoh (2014) on the other hand highlighted that a mosque trail has been created in state of Perak to promote religious buildings as tourism attractions in Malaysia. All of these efforts shown by the Malaysian local authorities has shown their eagerness in fostering mosque tourism as the latest medium of attraction particularly in the Islamic tourism market.

Problem Statement

Located at the heart of the Southeast Asian region, geographically, Malaysia was surrounded by neighbouring countries including Indonesia, Singapore, Thailand, Brunei, and the Philippines which comprises of multi-ethnicities and multi-cultural values. Muslim represent the majority of population in this country with 63.5%, followed by Buddhism with 18.7%, Christianity (9.1%), Hinduism (6.1%), and others (0.9%) (Department of Statistics Malaysia, 2022). The high population of Muslim in this country has open the opportunities to attract Muslim tourists especially from the Middle East and other Asian countries who have the fear for safety and security issues in some parts of the world, in which they feel unwelcome in non-Muslim countries particularly in Europe and North America (Razak, 2019, Shafei & Mohamed, 2015). As a Muslim-friendly country, Malaysia is known to offer variety of products and services to cater both Muslim and non-muslims tourists needs (Irshad, Sahari & Halim, 2022) including halal food and beverages, Muslim-friendly tour packages, facilities such as prayers room and mosques, as well as accommodations.

Throughout the years, it has been observed that there is a growing interest towards a niche sector of the Islamic tourism industry, which is mosque tourism. According to Islamic Tourism Centre Malaysia (2021), mosques not only become an attraction for tourists who appreciate the unique design and history of these houses of worships, but at the same time become a tourists attraction due to the surrounding natural landscapes, unique communities, the authentic cuisines offered within the localities of the mosques surroundings, as well as other local attractions within the area. Having said that, it has shown that mosque tourism can be another niche tourism sector which should be fostered by the local authorities and stakeholders within the tourism industry (Moghavemi et al. 2021).

Nevertheless, the lack of recognition and focus given to mosque tourism by the tourism stakeholders may significantly influence the level of attraction, satisfaction and revisits by local as well as international tourists. As asserted by Kessler (2016), since mosque tourism was associated with Islam, Muslims and Muslim countries are often misjudged and feared. The researcher further suggested that the misconception towards this niche sector has huge impacts on the tourism map and somehow have shift the holiday destinations of Western as well as Muslim tourists, specifically after September 11th event and Arab Spring movement in the last decade. Majority of the Western tourist tourists have selected non-Muslim destinations for their

holiday destination, while for the Muslim tourist has opted to travel regionally and turn to neighbouring countries or other Muslim countries (Kessler, 2016; Utaberta et al., 2021).

Aiming to encourage the development of mosque tourism sector, it is worth understanding the role of stakeholders and their strategies in attracting the local as well as international tourists to visit the mosque in the country. Additionally, by acknowledging the factors that influences the visit intention by the tourists from the hospitality industry players, not only it will give a clearer picture on the needs and wants of the tourists related to mosque tourism, but at the same time identify the strategies that should be taken into consideration by the local authorities and the industry players to ensure that this latest trends of Islamic tourism have its own contribution to the country economic development along with other niche tourism sectors. Thus, there is a clear need to study the role of stakeholders in fostering mosque tourism industry in Malaysia.

Method

Qualitative methods of in-depth interviews were employed to obtain the empirical information in the quest of investigating the role of stakeholders in fostering mosque tourism to visit Malaysia. According to Denzin (2001), an interview should be more than just an information collecting instrument. Instead, this method of data collection should be reflective and be able to mirror the true life and situation of the research subject in a phenomenon.

For this study, a total of 9 respondents from three different categories; travel agencies, hoteliers, and local authorities were selected to convey their opinions and thoughts on the determinants that encouraged mosque tourism in attracting tourists to visit Malaysia. The respondents who came from diverse socioeconomic backgrounds, ethnicities, and localities in Malaysia were recruited through a composite of convenience sampling technique, comprising of purposive sampling technique. Respondents' background for this study was strictly confidential, whereby their information would be anonymized, allowing them to share their thoughts honestly and freely (Mohd Sanip, Mustapha & Mohamed, 2023). An inclusion criterion was set by the researcher before conducting the interviews. The criteria were (1) local Malaysian citizen and above 18 years old; (2) possess the knowledge and experience regarding the topic of the study; (3) possess effective communication skills; and (4) willing to participate and share their knowledge and experiences related to the topic of study. Table 1 below summarize the respondents profile for this study.

Table 1 In-depth Interviews Respondents Profile

Category	Code	Age	Race	Gender	Education Level
Travel Agencies	TA1	37	Chinese	Female	Bachelor's degree
	TA2	44	Chinese	Female	Bachelor's degree
	TA3	48	Malay	Male	Bachelor's degree
Hoteliers	HT1	38	Malay	Male	Bachelor's degree
	HT2	40	Chinese	Female	Bachelor's degree
	HT3	35	Malay	Female	Diploma
Local Authorities	LA1	50	Malay	Male	Bachelor's degree
	LA2	41	Malay	Female	Master's degree
	LA3	42	Malay	Female	Master's degree

Findings and Discussions

Participants and Characteristics

A total of 9 participants aged 35 until 50 were recruited for this study. 4 of the participants are from the range age of 31 to 40, 4 participants from the age range of 41 to 50, and 1 participant from the age range of 50 respectively. 3 of the participants were males (33.33%) while another 6 participants were female (66.67%). Majority of the participants were Malay (66.67%) while another 3 participants were Chinese (33.34%). 2 of the participants had completed their education at Master's level (22.22%), followed by Bachelor degree (n= 6, 66.67%), and diploma (n=1 , 11.11%) level of education.

Factors Influencing Mosque Tourism Visit Intention in Malaysia: Stakeholders Perspectives

The participants suggested several factors that influences the mosque tourism visit intention by domestic and international tourists in Malaysia. The most pivotal factors were cultural and educational significance (n= 9, 100%); followed by architectural marvels and historical value (n = 8, 88.89%); religious factors (n =7, 77.78%); and word of mouth, marketing and promotion (n = 4, 44.44%). The least factor were community and social engagement (n =2, 22.22%). Findings of the study are captured and discussed accordingly.

A majority of the participants agreed that the vital factor influencing tourists to visit the mosque in Malaysia resonates on the cultural and educational purposes. All of the participants acknowledged that Malaysia was blessed with multicultural diversity which contribute to the uniqueness of the society. The high tolerancy and acceptance among the communities who lives together for more than a decade has contributed to the development of mosques at every district and states in this country. The participants further claimed that the rich cultural heritage which was showcase through the mosque during cultural events and festivals such as Eid, Ramadan, wedding events and other religious festivals have connected and drawn visitors in experiencing the cultural vibrancy. In respect to educational purposes, the participants claimed that guided tours and educational programs that specifically structured on the mosque's history, architecture and religious practices can be a significant attraction among intellectually curious visitors. The learning opportunities which was offered during the mosque visitation not only will enhance the tourists understanding on the role of mosque in the society, but eventually promotes intercultural understanding about Islam and how its reflects the local culture and traditions.

Another paramount factor that was recognized from the thematic analysis of the in-depth interviews lies on the architectural marvels that the mosque portrays. As highlighted by the participants, many mosques in Malaysia can be looked as an architectural masterpiece, featuring distinctive styles, intricate designs, and innovative engineering. In comparison to countries in the Middle East such as Iran, Saudi Arabia, the United Arab Emirates, and Egypt who built colossal mosques with magnificent architecture, Malaysia has many beautiful mosques, either old and new, in every corner of the country. The diverse architectural styles, which was inspired by world greatest mosques, traditional Malay architecture, as well as local culture and design can be a major attraction for the tourists the visit the mosque. Other than the unique architecture, the history of the mosque would be another significant factor that can

captivate the tourists to visit the mosque in Malaysia as claimed by the participants. According to them, ancient mosques with historical and cultural background can be looked at as an interesting subject to be visited. As mentioned by LA1, *'some of the mosques in this country have a long history to start with, such as Masjid Peringgit and Masjid Tengker in Malacca. These mosques which were built since the early 18th century by the Arab traders and Muslim missionaries who brought Islam to Malay Peninsular have gone through a lot throughout the decades. The rich history of how the mosques were built, its function to the local villagers and to the community, how the mosques survive the wars, yet still intact and sustain can be a source of attraction to the visitors'*. This notion was supported by another participant, TA3, who claimed that, *'tourists especially those who come from Western countries were mesmerized by the history and architectural design of our traditional mosques. For them, the influences of different designs including colonial, Oriental, Moorish and colloquial which were adapted in building the mosques were outstanding. Some of the tourists were also surprised to learn that these mosques have gone through a lot of historical events but still stand strong till today. For them, these monuments should be preserved by the local authorities as they can look as a symbol of historical pride'*.

Additionally, religious factors are also listed as another determinants that influence mosque tourism in Malaysia. According to the participants, for the tourist, specifically Muslim travellers, visiting mosques can be considered as a spiritual journey - offering a place for prayer, rehabilitation, meditation and resting especially during long journeys. Since 75% of Malaysian citizens are Muslim, therefore visiting a mosque is considered a must, either for daily prayers, Friday prayers, during religious celebrations or community or cultural events. For instance, participants mentioned *'visiting a mosque is a must during Ramadan or when traveling back to hometown especially during Eid-al-Fitr and Eid-al-Adha. Also, during the Ramadan month, a mosque will become alive at night time as all the Muslims will perform their Tarawih (night prayers) and I'tikaf, to focus on worship and asking for forgiveness from Allah'* (TA3, HT1, HT3, LA1, LA2, LA3). This notion was supported by another participant who asserted, *'I personally believed that religious factor would be an essential factor to be considered when it comes to mosque tourism. Therefore, it is important for the local authorities to ensure that all the amenities at the mosque such as clean restrooms, information areas, and rest areas are well-built and taken care of to enhance tourists' experiences when visiting the mosque'* (LA2).

In regards to word of mouth, marketing and promotions, half of the participants agreed that positive word of mouth, effective marketing campaigns and social media presence would increase the tourist intention to visit a mosque in Malaysia. As claimed by three of the participants (TA1, TA2 and TA3), positive reviews from previous visitors can significantly influence other potential tourists to join the mosque visitation. By organizing a specially curated tour on themes like Islamic architecture, historical journeys, or spiritual experiences, not only can it attract niche tourists, but eventually enhance the cultural experiences during their holidays. From the viewpoint of marketing and promotions, the participants asserted that, *'aggressive marketing campaign which has been taken by our local authorities has started to create a demand on mosque tourism in this country'* (LA2) and *'I believed that our government have eventually recognized other sectors that can be promoted in the tourism industry, which is mosque tourism. Although it is a new niche sector, it has been accepted widely by other countries, specifically among those who seek Muslim friendly tours'* (HT2). LA1 on the other hand contended that, *'Currently, the government is aggressively promoting mosque tourism to*

domestic as well as international tourists. For example, last year, the Mosque Open Day was launched by Islamic Tourism Centre Malaysia to appreciate the intricate designs, cultural symbolism, and historical significance that the mosques hold. This has shown our government efforts in marketing mosque tourism in the global tourism market.' This have shown that promotional efforts has been taken seriously by local authorities in enhancing the visibility and appeal of mosque tourism in this country.

On the other hand, very few participants stressed on the community and social engagement factor as a determinant that influences mosque tourism visitation. For instance, participants TA1 asserted that *'In my viewpoint, I rarely heard any lectures, workshops or cultural exhibitions was organized at any mosque before. It is hard to see any involvement on the community in promoting mosque tourism among tourists'*. Similar notion was expressed by participants HT1 who asserted that, *'In my opinion, the community only involved in social engagement at the mosque during certain occasion such as wedding, during Ramadan night prayers or during Eid-al-Adha. I don't really see any more engagement of the community at the mosque especially at town area. The situation might be different if the mosques was located at villages where the bonding between the communities are still strong and united'*.

The Role of Stakeholders in Fostering Mosque Tourism in Malaysia

In identifying the role of stakeholders in fostering mosque tourism in Malaysia, the analysis conducted have recognized four main categories; (1) mosque management and infrastructure development (n= 9, 100%); (2) collaborative efforts (n = 8, 88.89%), (3) educational awareness (n= 7, 77.78%), and (4) cultural preservation and community engagement (n = 5, 55.56%) . Each of these categories is considered as pivotal in creating a vibrant and sustainable mosque tourism sector in this country and were explained accordingly.

Majority of the participants agreed that numerous strategies has to be taken by the stakeholders in ensuring that the mosque tourism would have their own segment of attraction amiong the tourists within Malaysian tourism umbrella. One of the major role that was highlighted by the participants would be mosque management and infrastructure development. According to participants TA1, mosque management is considered a very important component particularly in maintaining the overall mosque environment, managing the visitor experiences, and in ensuring that all facilities are safe and available during the tourists visit, *'I believed that when it comes to mosque tourism, managing the mosque alone is the most crucial part. It is a very tedious job – taking care of the facilities, ensuring that every single details of the mosque is in good hands, checking the environment for safety and security. Yes, it involves a lot of works'* (TA1). Participants LA3 supported the notion, and asserted, *'In my opinion, when it comes to managing the mosque, you have to have the eagle eyes. You need to see everything from the top and then only you will be able to identify which part that needed to be improvised, which part needed to be maintained, vice versa. I agreed that yes, managing the mosque needs a lot of attention. It needs a team, rather than an individual.'* (LA3). In regards to infrastructure development, HT1 claimed that, *'it is important for the stakeholders to ensure that all the mosques have the necessary facilities – a clean restrooms, signage that tells the history of the mosque, or even information centers so that if the tourists have any questions, they may clarify it with the appointed person'*. From another viewpoint, HT3 suggested that, *'It would be great if the mosque can provide areas for the tourists to rest, eat local delicacies maybe like small*

food court, or have a small shop to sell souvenirs. This not only will enhance the tourists experiences, but I believed that it will support the local businesses at the same time' (HT3).

The next role which was recognized from the analysis was the collaborative efforts between all the stakeholders; government and local authorities, tourism agencies, as well as hospitality industry players in encouraging mosque tourism in this country. The participants stated that to established mosque tourism as one of the marketable tourism product, all stakeholders should work together, hand in hand, in developing and implementing the strategies whether at district level, state level or national level. For instance, TA2 contended that, *'From the viewpoint of travel agent, I believed that our government should provide more funding on the marketing aspects such as local and international tourism campaigns, focusing on the cultural experiences that the tourists will encounter when visiting our historical and modern mosques. Additionally, by participating in international travel trades and events, it can open the doors to a lot of opportunities when it comes to mosque tourism' (TA2).* Another participants on the other hand suggested, *'In my opinion, besides the allocated fundings on marketing collaterals or mosque maintenance, the industry players should also create combined tour packages between the hotels, travel agencies and the mosque management to offer unique, culturally immersive tour packages to the tourists. Another way of doing this would be by collaborating with travel influencers or bloggers; showcasing our attractive monuments and the experiences while visiting it' (HT2).*

In addition to the two mentioned roles, the participants also draw the attention to the role educational awareness. As mentioned by the participants, by providing awareness and insights on the definition of mosque specifically among the international tourists, not only it can educate them on the beauty of Islam as a religion, but at the same time promoting religious tolerance and intercultural dialogue. According to participants HT1, *'I believed that mosque tourism play a very significant role in creating the awareness and understanding towards what Islam is all about. As we know after the September 11 attack, the Islamophobia has risen and affect the whole Muslim nations. Therefore, for me mosque tourism can be the most effective way to educate the tourists that Islam is a peaceful and harmonious religion' (HT1).* In line with this notion, another participants added, *'As for me, mosque tourism can be a platform where tourists can share their thoughts and opinions about what Islam is all about. Perhaps by organizing an interfaith dialogue during the mosque visitation, or running campaigns related to these topics, it not only can educate all the parties about the importance of religious tolerance and the cultural significane of the mosques, but also promotes understanding and respects' (HT3).*

The fourth role which was emphasized by the participants was cultural preservation and community engagement. For this category, several participants acknowledged that the stakeholders are the best ambassador in preserving the culture and creating the community engagement. The participants believed that the mosque often embodies the cultural heritage of the region, showcasing local traditions, customs and arts. This role was highlighted by participants TA1 who asserted, *'I personally agreed that the stakeholders must preserved the mosque which was under their responsibility. For your information, I have been to Masjid Tengkeru in Malacca, and the government as well as the local communities there have done a very good job in preserving the mosque. This is an important task to be taken as the mosque have such a significant history and represent the local community cultures' (TA1).* Another argument was contended by participants HT1, *'Mosque not only represents the culture, but*

eventually it is the place where you can find the local traditions, customs and arts together in one roof. Before the modernisation took place, mosque is the place where the local communities socialize; that would be the place to meet and participate in communal activities such as marriages or nikah ceremonies, place to listening to lectures or sermons, coming to learn the Quran or other Islamic teachings, and others. However, as the urbanization comes, the frequency of using mosque as a socialization place has slowly changed. But still, until today, some of the mosques remains the same as it was before especially if you go the to sub-urban area in a few states in Malaysia. It is the place where local traditions, customs and arts come together during certain occasions throughout the years.' (HT1).

Conclusion

The aim of this study which was to investigate the role of stakeholders in fostering mosque tourism has successfully identified the key elements that is considered essential in attracting tourists to visit Malaysia. From the analysis of the in-depth interviews, mosque management and infrastructure development, collaborative efforts between stakeholders, educational awareness, as well as cultural preservation and community engagement each plays an important role in supporting the strategies set by the government in marketing mosque tourism as another niche sector in Malaysian tourism industry. Additionally, this study also managed to outlined the factors that influences tourist visit intention specifically related to mosque tourism. Cultural and educational factors, architectural marvel and historical values, religious factors, word of mouth, marketing and promotions are among the salient factors that was recognized from the analysis. Despite the limited scale of this study which relies heavily on individual in-depth interviews, it is hoped that the findings of this study will encouraged further research on mosque tourism in Malaysia. As a new niche sector in the tourism industry, mosque tourism certainly have the opportunities to be develop as another significant tourism attraction for this country. In line with the study by Moghavemi, Sulaiman, Taha, Sukor, Mustapha, Mohtar, Jaafar and Zakaria (2021), the mosque in Malaysia are in acceptable condition and generally ready to attract tourists, however attention should be focused on other aspects such as dining options, hospitality services and facilities such as hotels and public toilets, and accessibility such as public transportations, safety and security, to name a few. By investing in these aspects, mosque tourism not only can enhance the understanding of international tourists on the beauty of Islam, reducing Islamophobia among non-muslims, but eventually become a platform to educate and create awareness about the value and importance of preserving what the country have for future generations in Malaysia (Moghavemi et al., 2021).

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A MIXED-METHOD STUDY ON THE IMPACT OF PHOTO ELICITATION THERAPY (PET) ON STRESS REDUCTION IN MALAYSIA

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Abstract: This study assesses Photo Elicitation Therapy's (PET) effectiveness as a therapeutic approach for stress management. The purpose of this study is to evaluate therapeutic photography's potential, particularly in Malaysia. In this mixed-method PET study, 30 academic staff members of UiTM were interviewed in addition to taking the DASS 21 exam. outcome indication to the pre- and post-scale levels of the DASS 21, while the interview refers to the research question that fits the subject (1) How to determine picture for stress reduction. PET may help reduce stress, according to research findings, and it is hoped that the process will be used in Malaysia.

Keywords: Photo Elicitation Therapy (PET), Therapeutic Photography, Stress Reduction

Introduction

Following the division categories above. The study explores Therapeutic Photography using Photo Elicitation Therapy (PET) as a approach for treating stress. Photo Elicitation Therapy (PET) is offered as an alternative to traditional therapeutic approaches.

Table 1.0: The Study Mixed Method

Photo Elicitation Interview (PEI) + Pre-Post DASS 21 = Photo Elicitation Therapy (PET)	Qualitative - Open interview - One to one Interview	Process 1: Present one/two visuals Process 2: Interview for process Process 3: Result and analysis

Influnced by (Weiser, 2015)

PET fits into a broader category of Therapeutic Photography which is the general approach of using photographs as a therapeutic tool. The participants will be academicians from Universiti Teknologi MARA (UiTM) holding government grades 45 (lecturer) and 52 (senior lecturer). It is focuses that both grade levels have identical job tasks and comprise the majority demographic at UiTM. The participants will be approached through visual media and in fieldwork locations in Malaysia.

The study uses Photo Elicitation Therapy (PET) approach, choosing to discuss either from a set of provided images, or they may share one of their own photos for discussion. A video recording will be made of each participant (with permission). An interview process will be designed to ascertain the participant's frame of mind before and after the Photo Elicitation process. Before the interview, researcher will determine the respondent using analysis Depression, Anxiety & Stress Score (DASS) 21 as the researcher not qualified in medical, only respondent from stress score 1 to 24 will be approach in participate to PET.

While during the interview, the participants will be asked to answer the designed questionnaire. NVivo software will be used to analyse the participants' verbal interview to measure their visual preferences and willingness to opening up throughout the interview. The research intends to determine if photographs can be utilised as a tool for stress relief and the advantages or disadvantages of Photo Elicitation Therapy (PET) as a therapeutic approach for stress relief in university institution Malaysia. If the research shows potential, a paradigm can be established for further research and a broader application of PET stress reduction approach in the workplace can be suggested.

Embedded in between stress reduction and the use of photograph as a medium, the study hopes to reduce stress through Therapeutic Photography, it will be a reference as a contribution to the United Nation's Sustainable Development Goals. Namely to attain the source of understanding of the Sustainable Development Goals (SDGs) agenda THREE (3) on the indicator for 3.4 under International Health Regulations (IHR) capacity and health emergency preparedness, Noncommunicable diseases and mental health: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. Statistically, stress is a part of a mental health trigger point. Mental Health is fundamental in the human body. It is the main point of how we act and the way we process (Christian, 2017).

Literature Review

Therapeutic is branch of healing and remedy treatment of inner and psychological emotion. Meanwhile, photography is the universal action of photo taking activities and practice. Additionally, Therapeutic Photography is an ideal practice of photo activities for purpose of healing (Raniszezwska, 2017). On the other hand, (Costanzo, 2021) describe that therapeutic is the philosophy that must come with the exercise for gain more knowledge. Therefore, the use of therapeutic as platform for healing help the human interactions (Banerjee, 2021). According to (Saita et al., 2019), picture therapy's storey of good language development may convey a great deal of information. According to (Pachmayer & Andereck, 2017), the effect of photos would elicit recollections from participants depending on their experiences. Therapeutic photography entails more than just shooting pictures. It also incorporates additional photo-interactive activities such as examining, posing, planning, debating, or even just remembering or envisioning images (Weiser, 2015).

Consequently, a component of the research methodology is the Photo Elicitation Interview (PEI). The most popular therapeutic photography tool is PEI, a qualitative technique. It is frequently applied to social research and marketing. Several case studies with positive outcomes have been assessed (Edmondson et al., 2018), (Macdonald et al., 2012), (Rayment et

al., 2019), (Tonge et al., 2013), (Anwandter, 2006; Epstein et al., 2006), and (Edmondson et al., 2018) (Buckley, 2014).

Adding, Photo elicitation interviews are especially beneficial for studying sensitive or difficult themes in which participants may be reluctant to express their thoughts and ideas openly. The images may serve as a neutral introductory step, allowing people to participate in the debate in a more natural and pleasant manner (Fredrickson, 2001). In general, picture elicitation interviews might give a wealth of information that is often acquired via conventional interviews and surveys.

As stress is established as a short term feeling, people usually do not talk about it and this strains the evidence of feeling incomplete if the results of the main problem is not settled (Harriet Feve, 2018). The function of therapeutic therapy is apparent to a coherent argument in the therapeutic process. Evidently, art therapy triggers the individual mind. Several case studies found that art therapy is performed as a medium to feel rational, evaluate processes, and stabilise the situation. The sources show consistent and well-reasoned results from (Lee et al., 2019; Lobban & Murphy, 2019; Van Lith, 2016).

According to a 2020 study conducted by the Malaysian Department of Statistics, financial challenges were the biggest cause of stress among Malaysians, followed by work-related issues, family issues, and health worries (Bahar Moni et al., 2021). Added, in Malaysia, the COVID-19 pandemic has increased levels of concern and anxiety, particularly around job security, financial stability and health.

Conclusively, an availability is among the benefits of alternative art therapy. This may not involve a consultation or a diagnostic test, and it can be conducted inside the comfort of one's own home. It also provides a safe and decision climate for individual people to start exploring one's emotional responses and creatively express themselves. Those who are painful with traditional talk therapy and who would advantage from the more hands-on approach may find an alternative art therapy especially beneficial. Additionally, it can be implemented in combination with other forms of diagnosis to enhance the healing process. Alternative art therapy provides individuals with such a creative and engaging means to connect about themselves and their emotions, facilitating self-expression and self-awareness, and support for its interests well-being.

Objective (S) of the Study

The study seeks to archive three (3) objective regarding research topic:

1. To assess the prevalence of stress among participants.
2. To study the image preferences among participants.
3. To evaluate the effectiveness of Photo Elicitation Therapy (PET) as part therapeutic approach of stress relief.

Research Question

This research have limitation and delimitation according to the research question, as follows:

- What the pervasiveness stress level among participants?
- Why the suitable image is preferred by participants in stress reduction?
- How to determine the images/photos assist in reducing stress?

Research Methodology

Method Framework on Research: Case Study

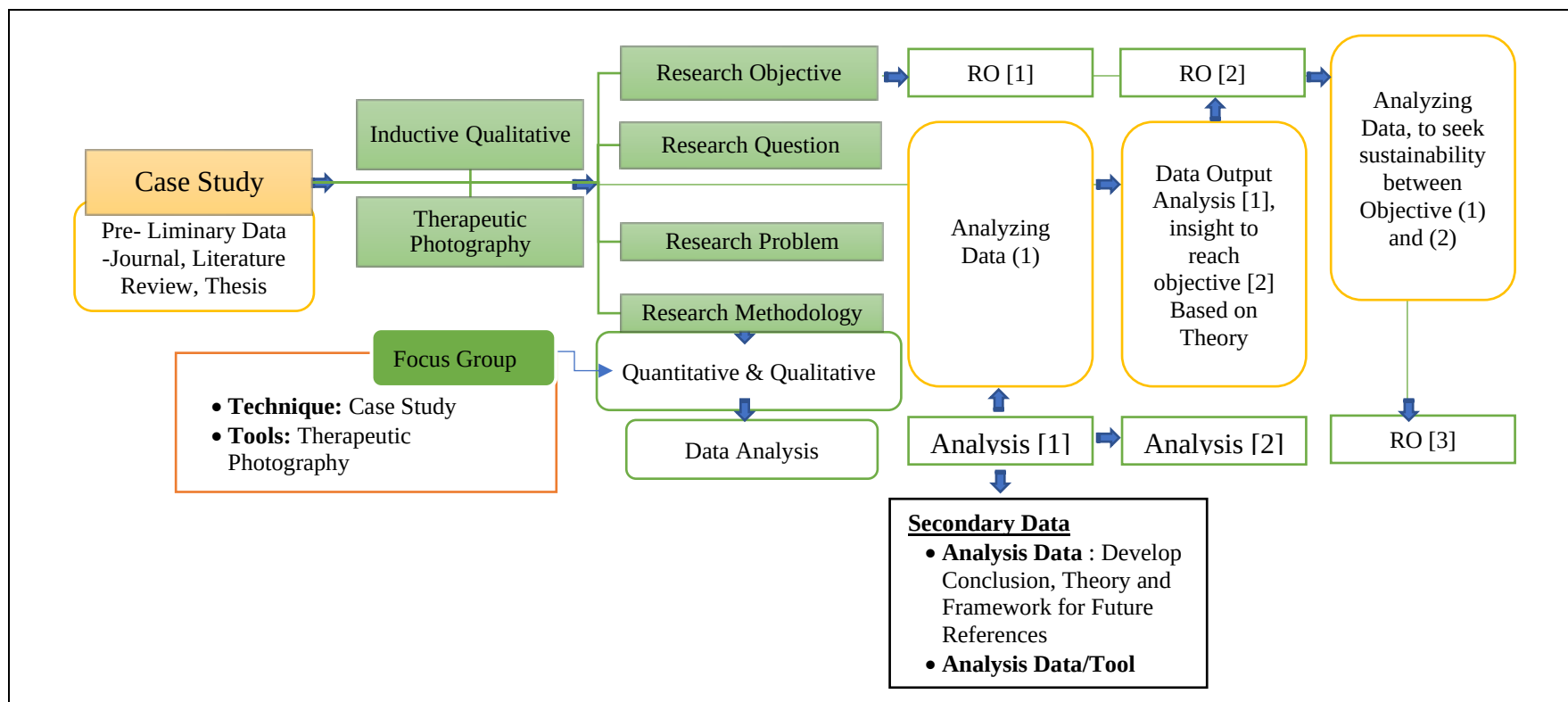


Figure 1.0: The Conceptual Framework on The Study

Result

The study obtained 113 responses to the distributed questionnaire. There are 30 questions organised into three sections. A participant's background comes first. The second section is devoted to participant pre-selection based on comprehension, and the final section conducts psychological evaluations of the participants. The purpose of the questionnaire is to collect data on the following topics: (1) participant interest in the photograph, (2) participant comprehension of the photograph, (3) participant emotional state, and (4) participant pre-selection using the DASS 21. The objective of the questionnaire is to facilitate the analysis of images and the creation of a participant photography gallery. Currently, the gallery has undergone development in both online and print formats, in response to the travel restrictions imposed by the COVID-19 pandemic. As a result, the online interview proposed. Thirty (30) participants were selected for this study via snowball sampling due to time and travel constraints.

Quantitative Data

Thirty (30) participants were selected for this study via snowball sampling due to time and travel constraints.

Table 1.1: Descriptive Statistics Demographic Data

Variable (n=30)	n	%	Mean ($\pm$ SD)
Age			35.9 $\pm$ 3.53
Gender			
Male	11	36.6	
Female	19	63.3	
Marital status			
Married	18	60.0	
Single	10	33.3	
Divorced/Widow/Widower	2	6.7	
Designation			
Lecturer	10	33.3	
Senior lecturer	20	66.7	
Years of service			8.15 $\pm$ 5.0
Perceived psychological wellbeing			
Poor	1	3.3	
Average	5	16.7	
Good	20	66.7	
Excellent	4	13.3	

The preceding table specifies six subcategories, each containing thirty participants. A total of eleven males and nineteen females with a mean of 35.9 ± 3.53 . Twenty academics out of thirty are senior lecturers. Furthermore, the average psychological wellbeing of lecturers was found to be good, with five lecturers rated average. However, four lecturers reported excellent psychological wellbeing, and one lecturer indicated a poor perceived psychological wellbeing.

Table 1.2: Dass-21 Data: Score Before & After Pet Session

DASS Category	Mean	SD	df	t	p
Pre DASS_Depression	3.93	2.72	29	7.89	.000
Post DASS_Depression	2.33	2.36	29	5.39	.000
Pre DASS_Anxiety	4.80	3.48	29	7.53	.000
Post DASS_Anxiety	2.90	2.78	29	5.70	.000
Pre DASS_Stress	5.56	3.86	29	7.88	.000
Post DASS_Stress	3.43	3.13	29	5.99	.000

The preceding table illustrates the decline in levels of anxiety, stress, and depression from the pre-to-post period. In this study, the stress mean total before DASS was 5.56 and it peaked after DASS was 3.43, representing a difference of 2.13 standard deviations and a mean of 2.13.

Table 1.3: DASS-21 Data: Score Before & After PET Session by Category

Outcome variables (n=30)	Pre DASS n	%	Post DASS n	%
<u>DASS (Stress)</u>				
Normal	29	96.7	30	100
Mild	1	3.3	-	-
Moderate	-	-	-	-
Severe	-	-	-	-
Extremely Severe	-	-	-	-
<u>DASS (Anxiety)</u>				
Normal	24	80.0	29	90.0
Mild	4	13.3	1	6.7
Moderate	2	6.7	1	3.3
Severe	-	-	-	-
Extremely severe	-	-	-	-
<u>DASS (Depression)</u>				
Normal	28	93.3	30	100
Mild	2	6.7	-	-
Moderate	-	-	-	-
Severe	-	-	-	-
Extremely Severe	-	-	-	-

The DASS-21 was utilised to compare the scale of categories prior to and following PET administration. The variation between the interviews is reflected on a scale ranging from Normal to Moderate, with nearly all participants exhibiting a Normal Scale response following PET administration.

Qualitative Data

Table 1.4: Theme 1 On Photograph Relationship in Stress Reduction

No	Total Occurred	FAM	TIM	FRI	PET
N = 10					
1	T7	x			
2	T1		x		

3	T1	x	
4	T1		x

FAM: Viewing picture of family help in stress relief

TIM: Spending time with family help stress relief

FRI: Friendship in workplace help in stress relief

PET: Sharing personal picture of pet help in stress relief

The response rate peaked when the number of individuals stated that viewing family photographs would alleviate stress. P9, P5, P12, and P13 indicate that viewing family photographs aids in stress reduction and temporarily alleviates workplace problem thinking. P16 further stated that engaging in photography activities with children at home following work aids in stress relief.

Table 1.5: Level of Interest in Photography Preferences

Variable (n=30)	n	%
Family		
Extremely Interesting	9	30.0
Very Interesting	16	43.3
Moderately Interesting	3	10.0
Slightly Interesting	5	16.7
Not Interesting	-	-

Therefore, family photographs will be the primary option for relieving stress, per P19.

the most important is family picture

Yes, it can greatly reduce stress. So, if I really don't have anything to do, sit in the room, sit on the bed. Look at this picture.

Maybe it has already a mindset; it's already related to family.

Family picture is the main one, if we look at it. Maybe it makes us not feel down or stress free.

But if it's a picture, a picture of a child, a picture of a person. Usually family. Then, it will release a little bit of stress ... indirectly we do not think the problem was. Literally, we will lose the feeling of stress.

When I come back from work, I find that the child feels like a stress reliever. Mostly, I do take pictures.

Conversely, P27 employed the convocation image as a metaphorical device to convey not only the essence of communal joy but also the impetus to develop one's self.

Yes, I think so. I mean sometimes I look back at this picture. This was the time when I happy. And that....it give me strength to continue.

As stated in P13, viewing photographs from previous workplaces serves as both a reminder to maintain positive relationships with coworkers and motivation to navigate a new work environment.

This is a picture in the previous company. The picture of close colleague, good teammate. It's fun because we've been working together for a long time..... So, when I work right now. It's a new place for me. When I look at this picture, it seems to miss the situation like this time.

Finally, pet images are the preferred image for P22 to alleviate stress. A personal gallery of cat photographs would serve to remind one another of one's relationship and alleviate stress.

Table1.6: Theme 7 On Reflective Photograph in Stress Reduction

No	Total Occurred	OUT	PER	REL	PEF	EVH	REM	CDS
N = 18								
1	T1	x						
2	T6		x					
3	T1			x				
4	T6				x			
5	T1					x		
6	T1						x	
7	T2							x

OUT: Outdoor activity

REM: Recall memory

PER: Personal relation Picture

CDS: Viewing picture Calm down stress

REL: Viewing picture relief negative feeling

PEF: Viewing picture have an effect

EVH: Plant picture evoke hobby

In the matter of stress, viewing and talking about pictures reflect to several outcome such as P28 felt the pictures definitely relief the stress but it has to balance with the outdoor activities. However, if the picture have personal meaning, likely the it would help with the stress relief. For example, P14 preferred to watch children video to overcome stress, P10 looking at pictures from an old album, P26 feeling calm when viewing parents pictures, P8 overcome stress by looking at parents, nature and pet pictures.

And, generally P22 like to scrolling picture from personal gallery would relief negative feeling. In the other hand, few participants agrees viewing pictures have an effect. P5, P23 viewing pictures degrade bad feeling and calm down stress. P24 relate that stress would reduce with the god willing. Other, P28 found that looking again the pictures bring back memory of good and it will ease and lesser the stress level including the outdoor activities. P29 imagine to be in the pictures and make a plan to ease the stress.

Therefore, when come to emotions P15 & P3 felt scrolling picture have an effect if missing someone dear to heart. Meanwhile, P7 share the opinion that by viewing the picture create the process of learning and evoke hobby. Other, P25 reflect the picture as recall memory while in stress relieve process, which supported by P25, P21 and P23 that looking back the pictures reduce stress if viewing good memories pictures. It give a sense of purpose and meaning, which may be especially beneficial for those battling with feelings of despair or lack of motivation.

Summary

Conclusively, the appearance and significance of a picture are determined by the photographer's aim to make audience react with the photograph, the context in which it is seen,

and the viewer's feedback, interpretation and viewpoint. The central emphasis continues to be placed on a solitary therapeutic photography technique in the realm of phototherapy. Incorporate the DASS-21's quantitative findings into your research in order to gain a more comprehensive understanding of stress reduction. As a result, the objective of the DASS-21 final result was to validate the increase and decrease in stress levels experienced by participants prior to and throughout the interview. The utilisation of DASS-21 quantitative data will enable the research subject to ascertain the most suitable methodology for photographic investigations. This matter thus aids in the achievement of Sustainable Development Goal 3, which is to improve the standard of mental health.

Recommendation

The inquiry is restricted to a solitary facet of therapeutic photography. Further exploration of the topic of mental health, including the outcomes of the Depression and Anxiety sections of the DASS-21, is recommended. Further expansion of this dataset is necessary to ascertain the most effective therapeutic photography technique. Further investigation into analogous subjects utilising any component of therapeutic photography is recommended. Moreover, anxiety and depression are mental health conditions that are induced by stress. To contend that further investigation into mental health will benefit the general populace.

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WORKER'S SAFETY AND SECURITY INFLUENCING THE WORKER'S BEHAVIOUR AT KPJ DAMANSARA SPECIALIST CENTER, DAMANSARA UTAMA, PETALING JAYA, SELANGOR

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Abstract: *At the KPJ Damansara Specialist Hospital in Damansara Utama, Petaling Jaya, Selangor, this study was carried out to determine the factors that influence workers' behaviour from the perspective of safety and security. More specifically, this study aims to investigate the connection between worker health, patient safety, and human error. Random sampling was used to pick three hundred individuals who responded to the survey. Descriptive analysis, Pearson correlation analysis, and regression testing are examples of quantitative methodologies utilised in this research project. Version 22.0 of the Statistical Package for the Social Sciences (SPSS) was used to analyse the data. The findings indicate a strong connection between mistakes made by humans, the health of workers, and the safety of patients. In the KPJ Damansara Specialist Hospital located in Damansara Utama, Petaling Jaya, Selangor, this study focuses on workers' health, patients' safety, and the possibility of human error. Within the KPJ Damansara Specialist Hospital, located in Damansara Utama, Petaling Jaya, Selangor, it is hoped that this study would serve as a reference for promoting awareness regarding the safety and health of workers.*

Keywords: *Worker's Behaviour, Safety, Security, Human Errors*

Introduction

This research is to study the concept of employee safety and health in Kpj Damansara. Ensuring workplace health and safety is already a critical problem; organizations that invest in occupational safety perform better, have lower turnover, and help workers do their tasks more efficiently (WHO, 2022). However, COVID-19 has compelled businesses to respond promptly and decisively to keep workers safe. Employers have had to adapt new business processes and solve inadequate structures to restrict the spread of the virus while maintaining a supportive and productive work environment. COVID-19 has fundamentally challenged preconceptions about worker safety, health, and well-being and has become a catalyst for resolving these challenges. The epidemic has also brought to light traditional social challenges that workers

confront, such as childcare, sick leave, and handicap issues, as well as safety concerns in healthcare settings where experts must treat patients. (WHO, 2022)

The COVID-19 pandemic has had an immense impact on our planet, resulting in far-reaching health, social, and economic ramifications that have disrupted the lives and livelihoods of people worldwide. COVID-19 has revealed numerous flaws. It had a tremendous impact on the workplace, with high infection rates in some contexts forcing the shutdown of manufacturing plants, building sites, and entire service industries. COVID-19 has disproportionately impacted migrant workers, who contribute significantly to economies and are often on the front lines. These changes highlight the significance of occupational safety and health (OSH), particularly governments' need to invest in and strengthen OSH systems to respond to COVID-19 and predict and plan for future crises. Specific workplaces have been particularly hard hit, such as the 136 million health and social workers at high risk of contracting COVID-19 while on the job. Healthcare workers and other medical front-line personnel are clearly in danger owing to direct contact with COVID-19 patients, but they can be safeguarded by strictly adhering to recognized infection prevention and control methods. (WHO, 2022)

Research Background

Workers' safety and health have been important to the medical center. A healthcare worker delivers directly as doctors and nurses or indirectly as aides, helpers, laboratory technicians, or medical waste handlers. There are approximately 59 million healthcare workers worldwide. Recognizing the vital role played by healthcare workers as "the most valuable resource for health," the World Health Organization (WHO) declared the years 2006 to 2015 as the "Decade of the human resources for health." (WHO, 2022)

Do these millions of workers who toil daily to provide healthcare to the ailing population enjoy good health themselves? In other words, are the healthcare workers healthier than their patients? As those who care daily for the sick and injured, healthcare workers are often viewed to be immune to injury or illness. Ideally, the fact that the health facility is within their reach would make one believe. However, the picture is rosier than it seems.

The healthcare industry is one of the most hazardous environments to work in. Employees in this industry are constantly exposed to a complex variety of health and safety hazards in the course of their work. Hazards range from biological exposure to disease-causing organisms such as tuberculosis and human immunodeficiency virus (HIV) or exposure to chemicals such as glutaraldehyde and ethylene dioxide. Apart from physical hazards such as exposure to radiation and noise, there are also ergonomic issues such as heavy lifting and standing for long periods. Long working hours and shift work add to the stress of work.

A healthcare worker requires protection from these workplace hazards just as much as any other worker category, such as miners or construction workers. (The World Health Report, 2006) – Working Together for Health –reported a severe healthcare workforce shortage, especially in 57 countries, mostly in Africa and Asia. Fear of contracting infectious diseases is primarily responsible for high attrition among healthcare workers. In a report by the WHO, the disease burden caused by percutaneous sharps injuries in healthcare workers was three million per year. Moreover, 40% of hepatitis B, 40% of hepatitis C, and 4.4% of HIV among healthcare

workers were due to needle stick injuries. Unfortunately, approximately 1000 healthcare workers die annually from occupational HIV, which can and should have been prevented. Despite this, almost 80% of healthcare workers remain unimmunized (against Hepatitis B) in many parts of the world.

Problem Statement

As we know doctors, nurses, midwives, public health professionals, laboratory technicians, health technicians, medical and non-medical technicians, personal care workers, community health workers, healers, and traditional medicine practitioners are all involved in work actions to improve health. Health management and support employees such as cleaners, drivers, hospital administrators, district health managers, social workers, and other occupational groups in health-related activities, as described by the International Standard Classification of Occupations (ISCO-08), are also included in the definition. The problem statement that I see are:

1. The worker's health from physical and biological hazards.
2. Worker's medical error in the workplace.
3. Patient safety in medication administration errors.

Research Objective

For the purpose of this study, three objectives have been set up to guide the research. They are as following:

1. To protect health workers from physical and biological hazards.
2. To ensure the workers from human error in the workplace.
3. To prevent patient safety from medication administration errors.

Research Questions

1. Why we need protect health workers from physical and biological hazards?
2. Why we need to protect workers human error in the workplace?
3. Why needed to prevent patient safety from medication administration errors.

Scope of Study

The focus of this study was on the employees at KPJ Damansara. The study also focused on nurses regardless of age, race and religion. This study focuses on studying and understanding the factors of colleagues, work environment factors and the burden of tasks, whether they are related to job satisfaction or otherwise.

Significant of The Study

The significance of the study is to attain knowledge on employee safety and health engagement at KPJ Damansara. This relationship studied whether the employee's safety and health engagement is affected by worker's health, human error and patient safety. This study aims to determine if worker's health, human error and patient safety can improve the quality of worker's safety and health and achieve the objective.

Thus, the research of the study world provides more insight to employees on how worker's health, worker's human error and patient safety can be related to worker's behavior in the organization. The implication of the results would also lead to an essential set of guidelines, which show the independent variables affecting employee behavior and organizational outcomes.

Conclusion

In this chapter, the research that will be conducted and its main background are explained thoroughly. This chapter discussed the experience of this study, the problem statement and the research objective. This study's results will reveal whether the past research is accepted or rejected. The coming chapter will discuss the essential concepts, conceptual definitions of terms, empirical and theoretical evidence based on literature findings.

Literature Review

Definition of Terms

Worker's Health

World Health Organizations (2023) said that workers' health is necessary for household income, productivity, and economic progress. As a result, restoring and sustaining working capacity is a critical re of health. Heat, noise, dust, dangerous chemicals, unsafe machines, and psychological stress contribute to occupational disorders and can exacerbate health problems. Workplace conditions, occupation, and position in the workplace hierarchy all impact health. People who work under stress or in uncertain employment situations are likelier to smoke, exercise less, and eat an unhealthy diet.

Human Error

Human errors account for a sizable share of preventable catastrophes in healthcare. Even the most skilled clinicians are vulnerable. Errors in the perioperative phase can often be fatal. Hence perioperative clinicians must be aware of the impact of human errors and how to minimise them. Errors are divided into two types: latent and active errors. While active faults must be handled at the human level, latent errors reveal organisational shortcomings. This paper discusses common perioperative errors, their impact on healthcare, and preventive techniques for reducing such errors in daily patient care. Error is defined as an accidental departure from safe practice. According to Reason's Swiss Cheese model of system accidents, multiple failures can lead to the holes in layers of "Swiss cheese" aligning, culminating in a massive catastrophe. A "near-miss" error is described as "an error that has the potential to cause an adverse event (patient harm) but does not do so due to chance or because it is intercepted." In layman's words, a near-miss is a close call that could have easily resulted in patient injury but did not. Keeping track of near-misses provides insight into system flaws and aids in the construction of several checkpoints to avoid disaster. Errors occur unintentionally. If the divergence from safe practice is deliberate, it is called a "violation."

Previous Studies/Research.

Improving Patient Safety: An Economic Perspective on The Role of Nurses.

This report synthesizes patient safety studies and economic theory findings to guide nurse managers. The study outlines the crucial responsibilities nurses and nurse managers can play in enhancing patient safety and how insights from health economics can assist in educating and strengthening this function, allowing nurse managers to set priorities for future research and improvement. Although there is widespread recognition of the need to improve patient safety, more attention must be paid to the cost-effectiveness of safety measures, making it challenging to define priorities. This report proposes specific strategies for nurses to prioritize and evaluate safety improvements.

Human Errors and Their Prevention in Healthcare by J Anesthesiol Clin Pharmacol (2021)

Individual incompetence was traditionally blamed for errors, and individual training (personal approach to error prevention) was emphasized. This approach must be revised since errors are only occasionally caused by incompetence. Error prevention should focus on the root cause. Slips and lapses can be avoided by providing the anesthesiologist with an excellent working environment. Cognitive aids aid memory and decision-making, while cognitive forcing tactics help avoid fixation errors. While the abovementioned tactics aim at individuals, specific recommendations can be adopted as institutional policies. Some solutions that can be used at the institutional level include techniques to increase communication among team members, reporting systems to uncover latent errors, protocols to prevent pharmaceutical errors, and practical training and simulation workshops.

Theories / Models

Human Error Theory

In this theory, healthcare blunders continue to endanger patient safety. Understanding the nature of the error is essential for effective risk management and clinical governance. Errors are unavoidable. Causation is frequently assigned to individuals. However, in complex environments such as healthcare, causation is typically multi-factorial. Individual performance is influenced by the predisposition to construct prepackaged answers and attention impairments, which can be linked to local factors, systems, or latent problems. Blame is frequently improper. Defences should be built to encourage error knowledge and organisational resilience in light of these factors.

Iceberg Theory

Sigmund Freud didn't exactly invent the idea of the conscious versus unconscious mind, but he certainly was responsible for making it popular, and this was one of his main contributions to psychology.

Freud (1900, 1905) developed a topographical model of the mind, describing the features of the mind's structure and function. Freud used the analogy of an iceberg to describe the three levels of the mind. The preconscious is like a mental waiting room in which thoughts remain until they "succeed in attracting the eye of the conscious" (Freud, 1924, p. 306).

This is what we mean in everyday usage of the word available memory. For example, you are not thinking about your mobile telephone number, but now it is mentioned, you can easily recall it.

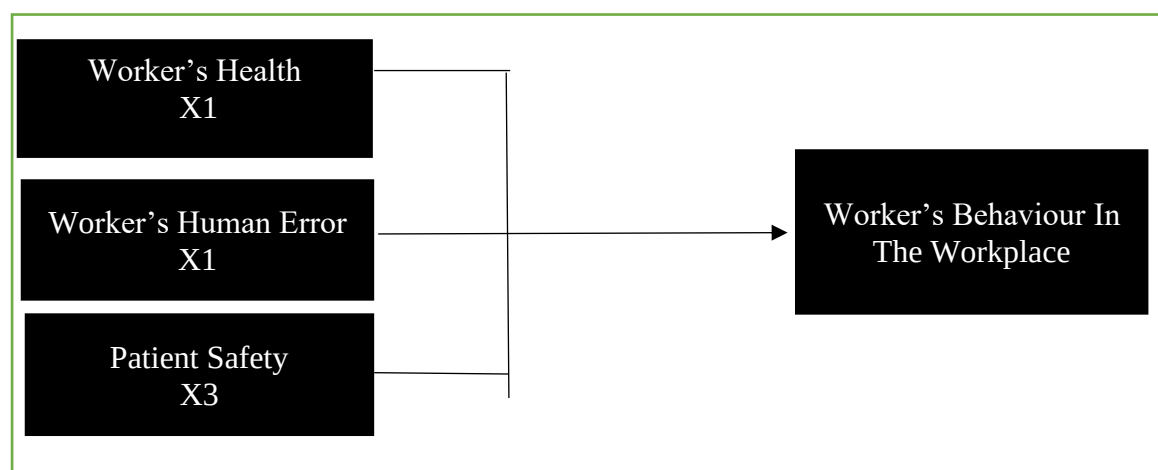
Mild emotional experiences may be in the preconscious, but sometimes traumatic and powerful negative emotions are repressed, hence not available in the preconscious. While we are fully aware of what is happening in the conscious mind, we have no idea what information is stored in the unconscious mind. The unconscious mind acts as a repository, a 'cauldron' of primitive wishes and impulses kept at bay and mediated by the preconscious area.

Our feelings, motives, and decisions are powerfully influenced by our past experiences and stored in the unconscious. In psychoanalysis, the unconscious mind refers to that part of the psyche that contains repressed ideas and images, as well as primitive desires and impulses that have never been allowed to enter the conscious mind. Freud viewed the unconscious mind as a vital part of the individual. It is irrational, emotional, and has no concept of reality, so its attempts to leak out must be inhibited.

Content contained in the unconscious mind is generally deemed anxiety-provoking to be allowed in consciousness. According to Freud, it is maintained unconsciously, which still influences our behaviour. The unconscious mind comprises mental processes inaccessible to consciousness that influence judgments, feelings, or behaviour (Wilson, 2002).

Conceptual Framework/ Theoretical Framework

Based on the literature and the analysis associated with this study, the conceptual framework was formed in Figure 1 below. The aim of the conceptual framework is to analyse the relationship of the worker's health, worker's human error, patient safety,



Model of The Relationship Between IV And DV

Based on the above model, it's a theoretical framework for this study. Three factors influence Worker's Behaviour In The Workplace, the worker's health, human factor, and patient safety at KPJ Damansara. The three factors are a yardstick to measure the awareness of the behaviour environment among workers at the KPJ Damansara.

Hypothesis Development

A conceptual model of three hypotheses using correlation methods was formed to conduct this study.

Hypotheses 1

$H_0 : r_{xy} = 0$ (There is no linear relationship between employee health variables and workers behaviour in the workplace)

$H_1 : r_{xy} \neq 0$ (There is a linear relationship between employee health variables and workers behaviour in the workplace)

Hypotheses 2

$H_0 : r_{xy} = 0$ (There is no linear relationship between worker's human factor and workers behaviour in the workplace)

$H_1 : r_{xy} \neq 0$ (There is a linear relationship between worker's human factor and workers behaviour in the workplace)

Hypotheses 3

$H_0 : r_{xy} = 0$ (There is no linear relationship between patient safety and workers behaviour in the workplace)

$H_1 : r_{xy} \neq 0$ (There is a linear relationship between patient safety and workers behaviour in the workplace)

Summary

This chapter discussed the definition of factors that affect the employee engagement. Moreover, to support the relationship between the worker's human factor, employee health and patient towards the employee behaviour a previous study and theories has been used as a reference. The next chapter will tell about the methodologies that will be utilized as a part of the procedure of gathering the information, area and the number of populations in the study.

Research Methodology

Research Design

This section will explain the method that has been used in the stage of collecting data and during the analysis of the data. This study uses a cross-sectional design. Based on Burn and Bush (2000), the measurement of the perception sample used a cross-sectional design to reflect the population at one point. Zainudin Awang (2010) states that, in creating a cross-section, the example collected was only once and obtained from the people. This study used this method because it was done quickly, and the data was collected only once. This method is also called "one shot" (Sekaran & Bougie, 2013) or 'snap shot' by Zamalia (2009).

Data Collection

The data collection method is done by distributing the questionnaires to the employees in KPJ Damansara. The technique that has been carried out is by spreading the questionnaires when the staff are in the organization to simplify the work of distribution and collecting data. The

employees will be asked to return the questionnaire after finishing answering the questionnaires in a given period to facilitate data collection. Sakaran and Bougie (2009) refer to the primary data collected for further analysis to find the solution to this problem. The preliminary data can be obtained through fieldwork by creating surveys using questionnaires distributed to the municipal council employees. In this study, data is collected primarily through the survey questionnaire method. This is primary data that will be analyzed based on the research objective.

According to Sekaran (2003), secondary data is collected by others and used by researchers who have conducted the research so far. The data collected is from written resources from the previous study, journals, books, or the internet. No secondary data will be used in the study.

Population and Sampling

The target of the population and sample are the employees working at KPJ Damansara. The KPJ Damansara has 16 Departments. Hence, the study will be representative of all department in this organization. The real number of employees is about 303 staff.

Research Instrument and Measurement

The instrument that is used in this research was a questionnaire divided into three parts. Part A consists of questions that ask about respondents' personal information and the demography of the respondents in this study for instance age and race. Part B consists of questions that measure the worker's health, worker's human error and patient safety in the KPJ Damansara. Part C will consist questions to measure employee engagement.

Likert scale-based questions will be used in the Part B and Part C. The scale is a measurement of attitudes which consists of a very positive to the negative that designed to allow the respondents to show their level of agreement with statements made associated with what is measured (Zamalia, 2009). Refer to Table 2 in which the Likert scale consists of five levels of answer.

Table 2: Five-Point Likert Scale

Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

Part A: Relationship between employee health and workers behaviour in the workplace

Part B: Relationship between worker's human factor and workers behaviour in the workplace.

Part C: Relationship between patient safety and workers behaviour in the workplace.

Research Ethics

As part of the process of collecting research data, each researcher is responsible for ensuring that issues related to the ethics and procedures of the studies are conducted and reported honestly, accurately and transparently. Denscombe (2010, p. 7) explains that there are several

standards that researchers must adhere to reduce the risk to the study respondents. Among the important aspects to note are the following:

- a) Respect the rights of the respondent. The respondents involved in this study have the right to either participate or not participate in this part of the study at any time during the study.
- b) Voluntary participation/engagement. Respondents must participate voluntarily and not be forced and stressed during the test.
- c) Any information received from the respondent, such as personal information, must be kept properly and not shared with others.
- d) Obtain permission from the owner of the Study area before conducting a study in the Area.
- e) Prepare the report honestly. Researchers must not replicate or steal other people's studies

Pilot Study

A pilot study attempts to identify weaknesses with the study made on a smaller scale (Zikmund, 2009). By organizing the pilot test, the degree of reliability of the items can be proven. According to Najib (2003), a pilot study is an essential activity for every survey other than to determine the validity of this instrument. The pilot test is also used to test the best method to administer an instrument, the sample, and suitability analysis. It is carried out to fulfill several purposes, i.e., to test the respondents as well as an issue that will arise before the exact research is conducted (Adibah & Fatimah, 2007)

The reliability test function evaluates the stability and consistency of the data in the questionnaire survey. This a good question and appropriately contribute to high reliability when measured using Cronbach's Alpha values. Azizi (2001) states that the excellent reliability index should exceed 0.60. Besides that, Sekaran (2003) also put a factor reliability Cronbach's Alpha that less than 0.60 is considered not reasonable and be considered to be deleted, within 0.6-0.8 is acceptable, and 0.8 is considered good. Reliability aims to see the consistency and stability of the item in the study.

The total sample or the number of respondents used in the pilot study was 20 samples. If the pilot does not reach the level required, then the questionnaires should be revised. The reliability test was done after the pilot study was done. Thus, the value of the reliability test for the pilot study and actual study were presented in Table 5 as follows:

Data Analysis Technique

The data analysis technique is by using questionnaires. The data is collected and examined using statistical software. The Statistical Package for Social Science (SPSS) version 22.0 will measure the data. The data that has been collected is processed to obtain statistical results that are accurate using the software.

Conclusion

Based on the analysis in this chapter, the methodology is essential to measure in research. An emphasis on the research design, data collection method, research sampling, research instrument, pilot study, and data analysis method must be examined properly to get an accurate result. Besides that, this methodology is also investigating the demographic factor of the respondent used in this study. This demography focused on personal information in reviewing the correlation between the dependent and independent variables. In addition, the methods used in this study must be chosen correctly to ensure the research findings are accurate and precise.

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WOMEN AND MALAYSIAN POLITICS: CHALLENGES AS MEDIATORS IN POLITICAL LEADERSHIP

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Abstract: A democratic country comes from the hard work of qualified leaders. In this case a good governance should definitely be more attentive on choosing an appropriate political leader to rule the country with their knowledgeable experiences and efficient delegations. On the other hand, Malaysia have always encountered issues regarding genderisms during the election phases whereby the challenges of women as mediators in politics is the most common of all. Therefore, this paper will briefly discuss about the main challenges that will be faced by women as mediators in political leadership in our democracy governance. The study has represented that women are facing challenges significantly in our Malaysian political participation from the aspect of gender disparities, bias and discrimination, media coverage and stereotyping, family responsibilities and influences. Studies revealed that women are projected that they are fit to rule a home but not the country. It has been common that gender equality is not applicable in public domain (politics) and women are not encouraged to be a leader. It has been fixed for generations that women are caretakers and men are the dominant character. However, these indirect discriminations for women has triggered the female society to reconsider their capabilities in political leadership such as having low self-esteem, demotivated and etc. Accordingly, this paper argues for empowerment initiatives, gender equalities and comprehensive legislation to break the barriers in the practises and norms in categorizing women in political position.

Keywords: Political leadership, Gender equalities, Malaysia, Women

Introduction

Background of The Study

Participation of a women in political leadership must be encouraged by the government of Malaysia. It has been a common discussion among people on genderism and democracy governance when it comes to the selection of a women leadership. In Malaysia, women are achieving and creating histories in various sector however these does not affect or influence their participation in politics which has always remain limited. This unnecessary limitation is definitely one of the major factors for the women society to initiate their interest in politics such as participating in corporate forums, elections and leadership campaigns. For instance, there is only up to 30% quota is provided for the women on the corporate board according to Malaysia's gender quotas. Hence, it is clear that the study has showed that these are some of the unique challenges that our Malaysian women are facing throughout their journey as mediators within the political arena.

Historical Context

Malaysia's political history has stated that the male leaders have constantly dominated in their leadership participation and women still find themselves under-represented in the Malaysian's political institutions. The political framework established post-independence in 1957 was heavily influenced by patriarchal norms, which relegated women to peripheral roles. Despite these constraints, progressive women have emerged, involving in the groundwork for the future generations. For instance, our women leaders such as Tun Fatimah Hashim, the first woman to hold a ministerial position, and Tan Sri Aishah Ghani, a prominent figure in UMNO (United Malays National Organisation), proved that the potential in a woman could fulfil the leadership roles. Their contribution towards our Malaysia's government has guaranteed the country that women leaders are definitely capable to influence and shape the country into a better one. In contemporary Malaysia, women have brought out many significant roles as mediators in the political platform. Mediation in this context involves navigating the complex web of political, social, and economic issues to build consensus and foster inclusive governance. Women's specific abilities such as empathizing, interpersonal communicating, and critical thinking with a mature mindset position them uniquely as effective and successful mediators. These contributions are particularly appreciable in Malaysia's complex society, where balancing the interests of different ethnic, religious, and cultural groups is vital for political stability and progress.

However, women nowadays have more participation in Malaysian politics that has been a good progress yet it remains far from equitable. As of the latest data, women hold approximately 13.5% of parliamentary seats which can be noticed as a betterment comparing over past decades, underscores the ongoing gender disparity. Hence, this representation is reflective of wiser societal attitudes and structural barriers that delays women's purposeful participation in politics. Despite these challenges, women politician is very committed in initiating development in various capacities, from local councils to ministerial positions and contributing to decision-making and governance with rational perspectives and priorities. The challenges faced by women in Malaysian politics are Gender bias and discriminations, media coverage and stereotyping and family responsibilities and influences.

Challenges Faced by Women in Malaysian Politics

Women are typically assumed to be physically and mentally weaker individual compare to men. It is very common for the society to accuse the women community in advance before pointing on the man's community when an issue is encountered. For an example, it is common for the society to comment on the rape victims of their provocative attire instead of the actual intentions of rapists. Women in politics frequently encounter gender bias and discrimination, both overt and subtle. This can range from doubting about their personal capabilities and leadership qualities to more conspicuous forms of intimidation and harassment. For instance, some of the discrimination that our women community are facing till these days in political arena are the unfair gender equality concept, demanding sexual favours and harassments as a bribe and unfavourable view and perception toward women's effectiveness and appropriateness in the political leadership process of the country. Such biases do not only undermine their confidence but also gives a negative impact on their ability to lead effectively.

Political institutions and party structures in Malaysia are often male-dominated, with networks and support systems that are not as accessible or inclusive for women. Studies perpetuate stereotypes of women politicians as weaker, indecisive, and emotional individual when it

comes to a comparison with man. In this case, we can predict the main cause of negative projection on female politician is root from the media influences. For example, oversimplified through their stereotypical portrayal as housewives and mothers in the media, alongside being hypersexualized through their clothing and body image. Without denying the fact, we must definitely agree that most of the Malaysians which is 83.1% accurately are very much influenced by the social media. However, this number of people can blindly trust the cyber news created by the cyber warriors about the discrimination of women politician that leads to the under-representation in political arena. Moreover, women from reputed family would not be able to handle the social media pressure or false accusation on their participation in politics and tend to withdraw their interest in volunteering for political activities.

Women plays the major role in a family. However, working women plays complex role in balancing both professional commitments and family responsibilities which becomes more complicated challenges. The demanding nature of political careers, which often require extensive travel, long hours, and significant public engagement which might be the major factor of challenges for women, particularly those with family responsibilities. Furthermore, the lack of family supports and flexible arrangements further exaggerates this issue, making it impossible for women to balance their personal and professional lives. For instance, many working mothers experience depression and guiltiness when they are accused by the people surrounding for being less capable in handling their family and profession at the same time. Therefore, it is proved that supportive family and healthy influences for a female politician could be a good start in their career progression.

The role of women in Malaysian politics specifically as mediators in political leadership is irreplaceable for the country's democratic and socio-economic development. While some significant standards have been made, common challenges have been continued to affect their purposeful participation and effectiveness in political institutions. Addressing these challenges through systemic revolutionaries and social medias is crucial for harnessing the complete potential of women leaders. As Malaysia continues to evolve, the active participation and leadership of women will be important in shaping a more equitable, effective and prosperous political landscape

Literature Review

Women and Malaysian Politics

Political involvement is important not only for men but also for women. The importance of women's political involvement is based on both intrinsic and instrumental arguments. From a human rights perspective, women, who make up more than half of the world's population, are entitled to equal involvement and representation. The instrumentalist argument emphasizes that women's political involvement is crucial because men and women have different ideas and political concepts based on their gender and roles. Therefore, it is believed that women's participation in politics will bring different focuses and values. Dahlerup & Freidenvall (2003) also argue that women deserve to hold half of the political seats because they constitute half of the population (equity argument). The movement towards equal representation of women can occur gradually or rapidly.

Women need to be politically empowered; women's empowerment and their political involvement have been important topics discussed for a long time. Although this term was not

widely used in the past, there was an awareness that women needed to be empowered even before they gained the right to vote. For instance, in 2019, women made up 49.584% of the world's population (World Bank, 2019). Although many efforts have been and are being made to improve the status of women worldwide, the situation of women in politics still lags behind in most countries. In Malaysia, although women constitute 48.6% of the population (World Bank, 2019), only 11.5% of representatives in the State Legislative Assembly, 14.4% in the House of Representatives, and 19.4% in the Senate are women. This places the country at 140th out of 192 countries (Inter-Parliament Union, 2019).

According to a study by Ipsos (2020), Malaysians believe it is important for women to be represented in government and politics to promote women's empowerment. This data is concerning because Malaysia should take the opportunity to leverage this human resource to empower women politically. According to data from the All-Women's Action Society (AWAM) and PantauPRU15, in the last general election, out of 7.3 million women, who made up 50.4% of registered voters, only 251 out of 2,333 candidates were women (Nur Zalikhaa' Zainal Abidin, 2022). This shows that even though women constitute almost half of the electorate, their involvement as political candidates remains low.

Malaysia is seen as progressive in terms of gender equality and women's rights, but there are still many challenges and issues to be addressed. For example, only 10.76% of ministerial positions are held by women. The Global Gender Gap Index 2022 by the World Economic Forum ranks Malaysia 103rd out of 146 countries, far behind neighbors like Singapore (49), Thailand (79), and Indonesia (92) (Abdullah, 2023). Although Malaysia scores high in women's access to health and education, their political involvement still lags far behind (Indramalar, 2024).

Table 1: The Global Gender Gap Index 2022 By the World Economic Forum

90	Romania	0.698		-0.002
91	Togo	0.697		+0.014
92	Indonesia	0.697		+0.009
93	Cyprus	0.696		-0.011
94	Brazil	0.696		+0.001
95	Belize	0.695		-0.004
96	Nepal	0.692		+0.01
97	Cameroon	0.692		0.000
98	Cambodia	0.690		+0.006
99	Korea, Republic of	0.689		+0.002
100	Greece	0.689		0.000
101	Azerbaijan	0.687		-0.001
102	China	0.682		0.000
103	Malaysia	0.681		+0.005
104	Brunei Darussalam	0.680		+0.002
105	Mauritius	0.679		0.000
106	Myanmar	0.677		-0.004
107	Fiji	0.676		+0.002
108	Ghana	0.672		+0.007
109	Sierra Leone	0.672		+0.017
110	Sri Lanka	0.670		0.000

Source: Berita Harian, 2023

To enhance women's political involvement, measures must be taken to close the gender gap and advocate for women's rights in the political process. This requires an approach that addresses both national and local issues and actions from key institutions. A safe and conducive environment also needs to be created to enable women to participate in politics without fear of physical violence, emotional abuse, or online harassment. According to the McKinsey Global Institute, investment in women's education and empowerment yields multiple benefits, not only for individual women but also for their families, communities, and countries (Indramalar, 2024).

Studies show that increased women's participation in politics leads to greater investment in education, and companies with women on their boards report higher returns on investment. Research also suggests that gender balance in politics promotes gender balance in the workforce, which could double global GDP growth by 2025. These efforts need to be strengthened and expanded through long-term women's empowerment strategies in the Malaysian Plan, both in social and economic contexts.

Women's involvement in elections in Malaysia shows diversity across the country, as illustrated in Figure 1. States like Kuala Lumpur and Putrajaya stand out with high percentages of female candidates, reaching 25% and 33.34%, respectively, in the 2022 elections. However, most other states still face challenges in increasing the number of female candidates, with percentages ranging from 3.03% to 17.74%. This data underscores the need to encourage

greater women's participation in politics, not only at the central level but also at the local level, to ensure broader representation in political decision-making in Malaysia.

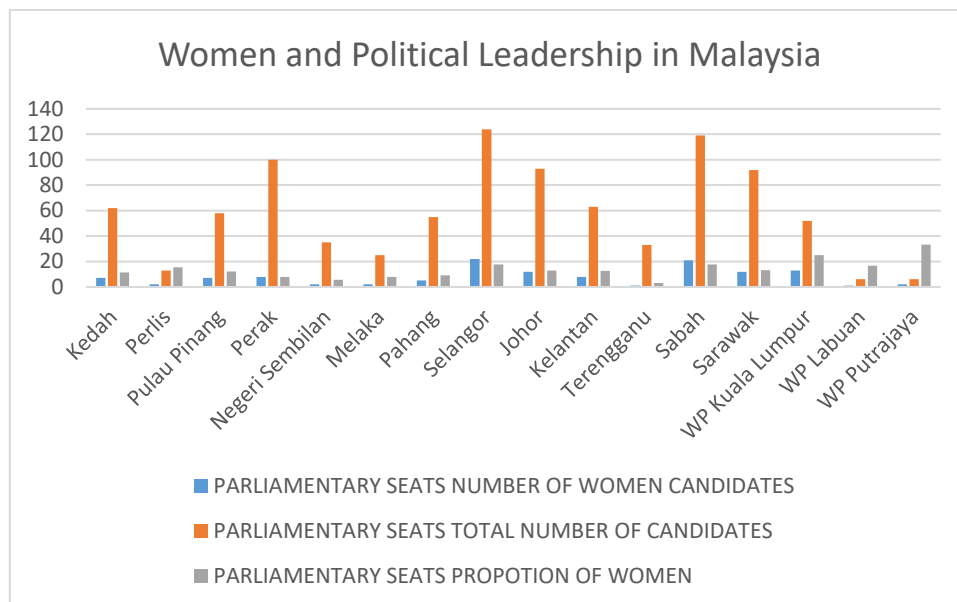


Figure 1: Percentage of Female Candidates in Elections by State in Malaysia in 2022
Source: WPPL Report, 2023

Women in Malaysia continue to face numerous challenges in political engagement despite progress in several aspects. To ensure that women's voices are heard and their interests prioritized, more women need to be given opportunities to hold political positions and make decisions. This requires strong political commitment and cooperation from all parties including the government, civil society, academia, media, local communities, and the private sector. Only through collective efforts like these can we create a more inclusive and fair society and strengthen gender equality foundations in Malaysia.

Challenges for Women as Mediators in Political Leadership

Political leadership involving women in Malaysia faces complex and diverse challenges, mostly stemming from the predominant influence of patriarchal culture. This culture tends to place men as the primary leaders in politics, while women often face perceptions that they are more suitable for roles outside the political arena. Factors such as religion, education, socialization, discrimination, social perceptions, biology, and environment also influence women's efforts to enter and advance in politics (Elias, 2020).

The patriarchal culture dominating Malaysian society often acts as a major barrier. This occurs because traditional value systems focus on men's roles as leaders of the family and community, while women are expected to focus on household matters (Syahirah, Sharifah, and Shikh, 2022). In the political context, these perceptions can reduce support and opportunities for women to play significant roles in political decision-making.

Moreover, despite the National Policy on Women (1989) being formulated with the goal of empowering women in national development, its implementation has not always achieved the

desired targets (Ahmad and Ghanip, 2016). A clear example is the 30% quota allocation for women in political decision-making, which is often not consistently achieved or maintained. This challenge not only reflects the need for political system reforms in Malaysia but also requires continuous efforts to address gender imbalance in the political arena.

An examination of women's achievements in Malaysian politics shows significant progress in increasing the number of women involved in political arenas. However, they still face various challenges that hinder their progress. Among the main challenges is the imbalance of power in political structures still dominated by men (Sharifah Nabilah Syed Salleh and Norma Mansor, 2022). This structure often reinforces the status quo favoring men in holding key positions and making political decisions, while women need to strive harder to gain recognition and trust in political roles and top positions in politics.

Furthermore, women also face moral and ethical issues in politics. The dominance of political language that leans towards men often disregards or belittles women's contributions in debates and decision-making (Chiew Way Ang and Siow Li Lai, 2023). This explains women's efforts to influence the political agenda and generate the changes they desire in society.

The perception that society does not fully appreciate women's contributions in politics is also a significant challenge. Despite increasing awareness of the importance of strengthening women's roles, prevalent stereotypes about their roles in political life often hinder their progress. Continuous efforts are needed to change societal views and provide appropriate recognition for the crucial roles women play in shaping the country's future.

To strengthen women's role as mediators in political leadership, strategic steps are necessary. This includes creating more opportunities for women to be involved in decision-making processes, introducing policies that encourage balanced gender representation, and ensuring equal access in social and economic fields. Education and awareness also need to be enhanced to foster women's aspirations and courage to participate in politics and ensure their contributions are valued and recognized accordingly. By doing so, Malaysia can move towards achieving greater gender equality in all aspects of national life.

In the context of their role as mediators in politics, the presence of women is crucial as they bring inclusive perspectives and different values into an arena often dominated by men. Women tend to advocate for issues that are overlooked or given less attention in political decision-making processes, such as education, health, social welfare, and gender justice. This is crucial in ensuring that all segments of society are represented and their interests are fairly considered in national development.

Key challenges faced by women as mediators include the imbalance of power in political structures. Most political institutions still consist predominantly of men in decision-making positions, which can effectively hinder women's involvement. Additionally, equal access for women in politics needs to be improved. This includes providing equal opportunities in political education, support for engaging in political activities, and ensuring fairness in the election and appointment processes.

While Malaysia has taken initial steps by establishing the National Policy on Women to empower women in all aspects of national development, its implementation needs

improvement. These steps include ensuring that the 30% quota for women in political decision-making is adhered to and consistently implemented. Moreover, societal perceptions of women's roles and abilities in politics need to be changed to recognize their significant contributions in building a fairer and more inclusive society.

To advance women's role as mediators bringing justice and inclusivity into national political leadership, Malaysia needs to take strategic actions. This includes increasing public awareness of the importance of women's involvement in politics, providing adequate training, guidance, and support to empower them, and reducing barriers that impede their progress (Farrah et al., 2023). By doing so, Malaysia can move forward in achieving true gender equality in all aspects of political and social life in the country.

Discussion

In this discussion, we identify several key challenges faced by women in achieving equality in Malaysian politics. One of the main challenges is the dominant influence of patriarchal culture, which prioritizes male leadership in politics. Women often encounter perceptions that diminish support for their roles in political decision-making, necessitating continuous efforts to change societal views.

Furthermore, despite an increase in the number of women involved in Malaysian politics, there remains a gap to be bridged within a political structure dominated by men. Women's participation in political processes needs to be enhanced through more inclusive political education and the maintenance of quotas for women in decision-making roles.

The involvement of women as mediators in politics plays a crucial role in ensuring fairness, equality, and inclusivity in political decision-making processes. Women often bring unique perspectives and diverse values to the political negotiation table, which helps find more holistic and sustainable solutions to complex issues involving various segments of society.

An important aspect of women's role as mediators is their ability to promote more effective dialogue and cooperation among stakeholders. Women tend to employ a collaborative leadership style focused on mutual solutions, which is crucial in a political context often filled with tension and conflict.

Moreover, women as mediators can direct attention to issues often overlooked in political decision-making processes. Examples include issues related to family welfare, education, reproductive health, and gender justice, which often become priorities for female mediators. They ensure that the interests of all segments of society, including women and minorities, are properly considered in every decision made.

Additionally, the presence of women as mediators helps strengthen the legitimacy and public trust in the political process overall. By acting as bridges between the government and the community, women convey the aspirations and concerns of the people to political leaders, ensuring decisions are made with collective interests in mind.

For a country like Malaysia, rich in ethnic and cultural diversity with complex social challenges, the role of women as mediators becomes increasingly crucial. They embody values

of justice, equality, and unity that are foundational to building a cohesive and progressive society. By creating more opportunities for women to play these roles, Malaysia can ensure comprehensive representation across all levels of society, ensuring decisions meet the needs and aspirations of all.

The involvement of women as mediators in politics brings significant value to the nation-building process. Through inclusive leadership styles, they help ensure every voice is heard and every concern is given due attention. Initiatives to increase the number of women in mediator roles must continue, with strengthened support for women interested in entering the political arena. This way, Malaysia can further strengthen its democratic institutions and achieve sustainable progress in the long term.

To address these challenges, Malaysia needs to take strategic steps, including strengthening laws protecting women's rights in politics, raising public awareness of the importance of women's participation, and ensuring equal opportunities for women in all aspects of political and social life. By doing so, Malaysia can move towards greater gender equality in all aspects of national life.

Conclusion

In conclusion, women play an increasingly vital role in Malaysian politics. Since the country's independence in 1957, women's involvement in politics has undergone significant transformation. Initially, their participation was minimal, often seen as complementary to male roles. However, with time and increased awareness of women's rights, more women have entered politics. This transformation is crucial because women's participation not only ensures the voices and interests of half the population are heard but also strengthens principles of democracy and social justice. Women's presence in politics also brings more inclusive and holistic perspectives to policy-making processes.

Initially, women's participation in Malaysian politics was severely limited. Most women involved in politics played supportive roles or were family members of male politicians. However, with the establishment of women's organizations such as the Islamic Women's Action Organization (Pertiwi) and the National Union of Women Workers (NAWWA), as well as increased awareness of women's rights, the number of women involved in politics has increased. Women like Tan Sri Rafidah Aziz, Datuk Seri Wan Azizah Wan Ismail, and Hannah Yeoh are among the women who have successfully positioned themselves in the country's political arena. They have not only become representatives of the people but also held important positions in government and political parties, demonstrating that women are capable of leading and making significant decisions.

Despite the increase in women's participation in politics, they still face various challenges. One of the main challenges is the stereotypical perception that politics is a male-dominated field. This perception often leads to less support, both morally and materially, for women to actively participate in politics. Additionally, women often face discrimination and lack of support in terms of funding and political resources. Women also have to deal with issues such as sexual harassment and personal attacks aimed at undermining their spirits. Furthermore, women in politics often have to balance between family responsibilities and their political careers, which can be a heavy burden. These circumstances often force women to compromise or choose

between family and political careers, ultimately hindering their potential for advancement in this field. The strong patriarchal culture, gender stereotypes, and power imbalances in the political structure are among the main obstacles that need to be addressed.

To strengthen women's roles as mediators in politics, several strategic steps need to be taken. These include strengthening laws and policies that protect women's rights, raising public awareness of the importance of women's participation in politics, and providing equal opportunities for women in all aspects of political and social life. Inclusive political education and continuous support from various sectors are also important to ensure that women can play a larger role in political leadership.

In addressing these challenges, cooperation between the government, civil society, academics, media, local communities, and the private sector is crucial. With collective efforts, Malaysia can move towards a fairer and more inclusive society where the role of women in politics is recognized and valued. Empowering women will not only benefit individual women but also the entire society, through more balanced and fair decision-making processes.

To overcome these challenges, various efforts have been undertaken by the government and non-governmental organizations (NGOs) in Malaysia. Training programs and awareness initiatives have been organized to empower women with the knowledge and skills needed in politics. Examples of these programs include the Women's Leadership Academy by the Successful Women's Institute (IWB), which aims to train and prepare women to face challenges in politics. In addition, gender quotas in political parties and the establishment of women's councils in various sectors have been introduced to ensure a more balanced participation between men and women in politics. The government has also launched various policies and initiatives such as the Women's Development Action Plan to promote gender equality in politics. These steps are crucial to creating a more inclusive environment and supporting women in realizing their full potential in the political arena.

Overall, women's involvement in Malaysian politics is crucial to ensuring more inclusive and balanced development. Although there are still many challenges to be overcome, ongoing efforts to improve women's participation in politics are a positive step towards achieving gender equality. Women in politics not only provide different perspectives in policy-making but also have the potential to bring about significant changes in society. Therefore, it is important to continue supporting and empowering women in the political arena for Malaysia's brighter and fairer future. Society and political institutions must work together to eliminate barriers that hinder women's participation in politics and ensure that women are given equal opportunities to succeed in this field. With strong support and ongoing commitment, we can achieve a more inclusive, fair, and progressive society.

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LANGUAGE CENTRE STUDENTS' PERCEPTIONS OF AFFECTIVE CRITICAL THINKING STRATEGIES FOR EMPLOYMENT

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Abstract: *In today's fast-paced world, especially in professional contexts and, for students at the Language Centre, the capacity for critical thinking is highly significant, particularly the affective critical thinking skills that are connected to soft skills. Despite being recognised as crucial, there is a lack of understanding about how students perceive their own affective critical thinking strategies, and the importance of the affective critical thinking strategies in their future employment. The research involved surveying 73 Language Centre students from the National Defence University of Malaysia using a convenience sampling method. The collected data were analysed using various techniques such as descriptive, reliability, and inferential tests, employing the SPSS software version 25.0. Descriptive analysis through mean scores was used to understand respondents' backgrounds, skills, and the relevance of these skills to their future jobs. Cronbach's Alpha coefficient ($\alpha = .917$) suggests that the reliability of research tool is excellent, and the inferential study employed the Spearman's rho correlation coefficient as data were not normally distributed. Spearman's rho (ρ) is 0.555 which indicates a moderate positive correlation between the two ranked variables being analysed. The strategy "Thinking Independently" received the lowest mean score among the samples and the lowest mean score for female respondents, indicating that this strategy needs to be taught to the respondents. In summary, gaining insight into students' attitudes towards affective critical thinking strategies is essential for enhancing educational approaches at the Language Centre and boosting graduates' employability. Adapting teaching approaches to meet students' needs could help develop a workforce adept at critical thinking, communication, and problem-solving, which are indispensable in today's rapidly changing professional environment.*

Keywords: *Affective Strategies, Critical Thinking, Educational Practices, Workplace, Employability*

Introduction

In the rapidly evolving landscape of the twenty-first century, characterised by constant technological advancements, the significance of critical thinking is heightened (Mitsea et al., 2021; Supriyatno et al., 2020; Tang et al., 2020). Critical thinking is not merely a skill but a powerful cognitive tool (Adhikari, 2023, Sinaga et al., 2024) that allows individuals to

effectively navigate the complexities of an information-driven society. Critical thinking involves a multifaceted approach, as scholars like Facione (2011) and Paul and Elder (2006) described, encompassing systematic analysis and reflective evaluation of information. Proficient critical thinkers possess the ability to assess source credibility, sift through data, and derive meaningful insights amidst information overloads. Recognising its transformative impact, employers actively seek individuals with strong critical thinking abilities (Karanja, 2021; Polakova et al., 2023) to navigate modern workplace challenges and drive innovation. Moreover, critical thinking fosters self-reflection, encouraging individuals to examine their beliefs and biases, thereby promoting intellectual humility and adaptability. Ultimately, critical thinking transcends traditional boundaries, empowering individuals to adapt and contribute meaningfully to society's evolution, making it essential for personal growth (Lukaka, 2023; Tripathy, 2020), professional success (García-Pérez et al., 2021), and a deeper understanding of the world (Winarti et al., 2023).

Critical thinking has been embedded into Malaysia educational system since the early 1990s. In contemporary industries and societies, critical thinking is highly prized as a key skill. Hanif (2017) advocated for the integration of critical thinking skills into pedagogical teaching approaches, particularly tailored for youth education. According to Jalal (2017), students need to be familiarised with critical thinking and learning abilities to effectively pursue career opportunities in the modern world. At the university (the National Defence University of Malaysia), while it is not compulsory to offer critical thinking as a standalone course, the approach is to integrate critical thinking into various courses if not all, as part of the university's curriculum. Because of this, it would be intriguing to ascertain whether students possess these skills and to explore how they perceive the benefits of these skills for their future employment; hence this study has two (2) research questions as listed below:

RQ1: What are the respondents' perceptions of their own affective critical thinking strategies?

RQ2: What are the respondents' perceptions of the importance of the affective critical thinking strategies in their future employment?

Literature Review

Critical Thinking and Soft Skills

Scholars highlighted the insufficient development of critical thinking among students, urging for its integration into educational curricula. Sebastião et al. (2023) underscored the importance of "critical thinking", a soft skill prioritised by both scholars and employers for career progression. In the changing professional scenario, abilities like emotional intelligence, resilience, empathy, creativity, and critical thinking are increasingly crucial for fostering a capable workforce ready to tackle forthcoming challenges (Poláková et al., 2023). Moreover, employers streamline their focus on soft skills by categorising them under the umbrella of critical thinking (Sebastião et al., 2023).

Critical thinking is often considered a foundation for soft skill. Komariah et al. (2023) posited that students who develop critical thinking skills will benefit academically and succeed in the world of work hence no longer considered secondary to professional skills. Soft skills are essential for personal and professional success in a rapidly changing, interconnected world. This is because soft skills encompass a range of personal attributes and interpersonal abilities (Danao, 2024) that enable individuals to work effectively with others and navigate various

situations in the workplace and beyond. Developing these skills can lead to better career prospects, improved relationships, and a more enriching life overall (Heine, 2023).

Employees are said to be lacked soft skill. Davidson (2016) highlighted the increasing difficulty businesses face nationwide in distinguishing exceptional employees from those merely meeting minimum requirements due to a lack of certain attributes, often referred to as soft skills. His study utilised guided analysis grounded in critical thinking and proposed educational recommendations for the cultivation of critical thinking skills, which can serve as a tool for enhancing soft skills development among teachers and students through literature. Additionally, Deep et al. (2020) asserted the significant role of Problem-Based Learning (PBL), an immersive instructional method promoting critical thinking, in fostering soft skills across various disciplines. Their research found conclusive empirical evidence demonstrating the acquisition of communication, conflict resolution, leadership, and interpersonal skills through PBL. González-Cespón et al. (2024) expressed hope that university education would prioritise student-centred approaches aimed at fostering employment-related competencies, encompassing both academic knowledge and socially relevant skills (soft skills). Finally, Mamleeva (1914), in a guided analysis of literature grounded in critical thinking, advocated for the use of critical thinking as a means to develop soft skills. All these studies indicated that educational institutions are responsible for developing and imparting soft skills, serving as a bridge between graduates and the professional world.

In learning development, Bloom's Taxonomy, developed in the 1950s, outlines these three domains of learning: the Cognitive Domain which involves knowledge and the development of intellectual skills, the Affective Domain: Involves emotions, attitudes, and feelings, and the Psychomotor Domain: Involves physical movement, coordination, and the use of motor skills. Paul and Elder (2006) concentrated on both the cognitive and affective domains in developing the 35 critical thinking strategies, which are recognised as a systematic and disciplined method of thinking. Figure 1 below depicts the nine (9) affective critical thinking strategies and highlights the role of soft skills within the critical thinking framework proposed by Bloom (1956).

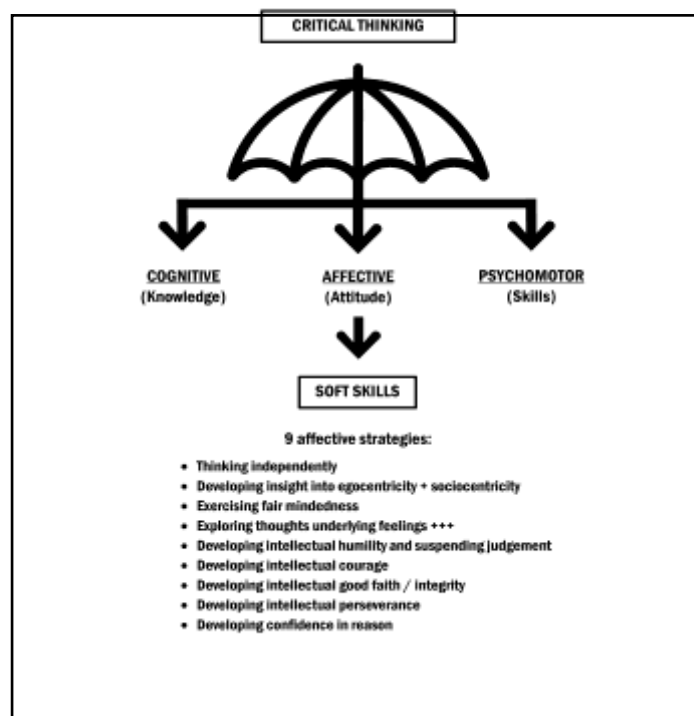


Figure 1: Soft Skills Under the Umbrella of Critical Thinking

Source: Ab Aziz et al. (2023)

Affective Critical Thinking strategies

Richard Paul (1937–2015) pioneered a comprehensive approach to critical thinking that remains influential today, carried forward by scholars in the Paulian tradition. Central to Paul's definition of critical thinking is the notion that it involves actively refining one's thought process for improvement. It is not merely about engaging in thought but about continuously enhancing it. He emphasised the role of standards in this process, suggesting that critical thinking is self-improvement guided by evaluative criteria. In essence, critical thinking, as Paul defines it, is a journey of self-refinement through the lens of established standards (Paul, 2013, p. 7).

Paul delineated 35 critical thinking strategies, with nine (9) falling under the category of affective strategies and the remaining 26 classified as micro and macro cognitive strategies. Significantly, the affective strategies are prioritised, listed before the cognitive ones, hinting at their heightened significance in the contemporary millennial professional landscape (refer to Fig. 1 above). Since both strategies and skills involve planned actions or behaviours aimed at achieving a particular goal or outcome, these strategies are listed under the affective domain of critical thinking and labelled as soft skills. Additionally, while soft skills do influence and overlap all the three domains (cognitive, affective, and psychomotor) of a human being, their strongest association lies within the affective domain, given that they primarily entail feelings, emotions, and attitudes. Sebastião et al. (2023) and Ab Aziz et al. (2024) suggested that within the umbrella of critical thinking, soft skills are identified as particularly fitting within the affective domain.

Soft Skills and Employment

It was said that the graduates are often found to lack soft skills, which can negatively impact their employability and marketability in the job market (Mohd Basir et al., 2022; Nadarajah, 2021; Nazrona et al., 2017; Norshima et al., 2022). Pedersen and Hahn (2020) conducted a comprehensive analysis of the skills desired by employers in fresh graduates and the skill repertoire possessed by these new entrants to the job market. According to employers, they prioritise candidates with robust soft skills, research capabilities, critical thinking, and problem-solving acumen (Stewart, Wall, & Marciniak, 2016). Their study delved into existing literature to uncover the gap between the proficiencies recent graduates bring to the workforce and the requirements of employers. Pinpointing such disparities can offer valuable insights for universities aiming to optimise their educational strategies and better equip students for professional life.

Highlighting the significance of soft skills, the Ministry of Higher Education (MOHE) Malaysian has identified seven (7) key areas crucial for enhancing the employability of recent graduates. These encompass communication skills, professional ethics, entrepreneurship skills, problem-solving and thinking skills, continuous learning and information management skills, leadership skills, and teamwork skills (Mohd Majid, Khatijah, & Sidek, 2008, Shakir, 2009). This identification also brings attention to the issue of a "skill gap", where the curriculum in higher education institutions may not align with the actual requirements of the professional world (Bhatnagar, 2021; Makasiranondh, Maj, & Veal, 2011; Saunders & Bajjaly, 2022;). How do tertiary institutions in Malaysia instruct graduates in soft skills? Are the seven (7) identified soft skills by the Ministry of Higher Education mandatory across all institutions, or is it at the discretion of each institution? If these skills are a part of the curriculum, is the teaching integrated into course content, or are there dedicated courses for each skill? Lastly, how is the assessment of learning in these soft skills conducted? Verifying the aforementioned questions is challenging because, in reality, a list of key areas or a generic framework lacks reliability when it comes to the nation's soft skills. This underscores the significance of understanding how students envision applying affective critical thinking strategies in their future workplaces, which is the aim of this study.

Problem Statement

The problem statement highlights the pivotal role of affective critical thinking in the professional world, particularly within the context of the Language Centre at the NDUM. Affective critical thinking involves the ability to evaluate information and make judgments based on emotional responses and personal values, in addition to logical reasoning. This requires skills such as empathy, self-awareness, and the ability to regulate one's emotions - all of which are also key components of soft skills (Esmaeili & Bagheri, 2015; Hasanpour et al., 2018). Despite the widely recognised importance of affective critical thinking skills or soft skills, there was a notable lack of understanding regarding how students at the Language Centre perceive their own proficiency in these affective critical thinking strategies and their anticipated application in future workplaces. Students are not fully aware of soft skills and the importance of soft skills for their future employment (Ngo, 2024; Noah & Abdul Aziz, 2020; Ramlan & Ngah, 2017). The integration of critical thinking into various courses rather than offering it as a standalone subject may contribute to students' lack of awareness regarding the presence of these skills within themselves. This knowledge gap is particularly significant given

that these students represent the upcoming cohort of professionals entering the global workforce. It is imperative to explore their perspectives as they directly impact the efficacy of previous educational methodologies in fostering critical thinking abilities and to evaluate the necessity for potential curriculum revisions.

Methodology

The target population for this study encompasses all students enrolled at the Language Centre of NDUM and a total of 73 students participated as samples for this study. Employing a quantitative research design, data collection was facilitated through an online questionnaire administered via Google Forms. Quantitative research, as elucidated by Aliaga and Genderson (2002), involves the elucidation of phenomena through the collection and analysis of numerical data using statistical methods. This approach enables the measurement of study variables through instruments that yield numerical data, as highlighted by Creswell (2009). Notably, this design offers the advantage of efficiency, as numerical data can be swiftly analysed using statistical techniques, as noted by Daniel (2016). Thus, a questionnaire was utilised as the primary instrument to capture students' perceptions in numerical formats. The acquired data were subsequently analysed using Statistical Package for the Social Sciences (SPSS) Version 25.0. A questionnaire serves as a standardised tool for gathering both structured and unstructured data from respondents, ensuring consistency in data collection methods, as emphasised by Somekh and Lewin (2005). Its utilisation in this study was deemed the most practical means of obtaining the requisite information from respondents.

For this study, the Likert scale is used to measure the responses. The Likert scale is a scale introduced by Renis Likert in 1932 and it is widely used to measure attitudes in survey studies (Göb et al., 2007). A 5-point Likert scale is chosen in which the respondents defined their agreement towards each statement by selecting a point based on Table 1.

Table 1: Likert Scale

Grade (r)	1	2	3	4	5
Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

As presented in Table 1, the grades of the Likert scale are set in ascending order of agreement. The r=1 is interpreted as Strongly Disagree, r=2 is interpreted as Disagree, r=3 is interpreted as Neutral, r=4 is interpreted as Agree, and r=5 is interpreted as Strongly Agree.

The reliability of the questionnaire is also crucial to be considered in increasing the research quality (Gudmundsdottir & Brock-Utne, 2010). Reliability of instrument means the degree to which the instrument can produce consistent and accurate results. One way to test the reliability of the research instrument is to find the internal consistency coefficient through Cronbach's coefficient alpha developed by Cronbach in (Cohen & Swerdik, 2018). The internal consistency provided information about the extent to which each item in a set of items correlates to one another within the set (Cortina, 1993). It has a range in value from 0 to 1 that can be interpreted as in Table 2.

Table 2: Interpretation of Cronbach Coefficient Alpha

Coefficient Alpha	Internal Consistency
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.90$	Good
$0.70 \leq \alpha < 0.80$	Acceptable
$0.60 \leq \alpha < 0.70$	Questionable
$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.50$	Unacceptable

Source: George and Mallery (2003)

Descriptive statistics involve calculating mean scores (Macmillan, 2022) to assess soft skills. Identifying which soft skills receive the highest and lowest mean scores is essential. A high mean score suggests that respondents possess and encounter that skill more frequently compared to those with lower mean scores. Furthermore, higher mean scores indicate greater importance of those skills in respondents' future work, contrasting with skills with lower mean scores. Conversely, Gravetter and Wallnau (2021) stated that inferential statistics involved conducting correlation analysis between two variables: students' perceptions of their existing skills and their beliefs about the importance of those skills in the workplace.

A normality test is conducted to assess whether a dataset follows a normal distribution pattern (Gravetter & Wallnau, 2021; Mertler & Reinhart, 2021). This test is important because many statistical techniques assume that the data being analysed are normally distributed. Running a normality test helps ensure the appropriateness of chosen statistical methods and enhances the reliability of study findings.

The choice of any correlation test depends on whether data are normally distributed or not. The most used correlation coefficient is Pearson's correlation coefficient (r), although other types, such as Spearman's rho and Kendall's tau, may be used depending on the nature of the data. Aggarwal and Ranganathan (2016) posited that even if two variables are strongly correlated, it does not necessarily mean that changes in one variable cause changes in the other. Other factors, known as confounding variables, may be influencing the relationship.

Findings and Discussion

Demographic Profile

The demographic profile section comprises two (3) questions aimed at capturing the characteristics of the respondents, encompassing gender, and year of study. In response to Question 1 about gender, 75.3% of the respondents ($n = 55$) are female, and 24.7% ($n = 18$) are male. Regarding Question 2, which looked at respondents' years of study, 65.8% ($n = 48$) were in their first year, 21.9% ($n = 16$) were in their second year, and 12.3% ($n = 9$) were in their third year.

Reliability Analysis

Cronbach's Alpha is a way to measure the internal consistency of a questionnaire. Cronbach's Alpha ranges between 0 and 1, with higher values indicating that the survey or questionnaire is more reliable. An online questionnaire was administered via Google Forms and 73 students completed the survey. The questionnaire consisted of 18 items and the value for Cronbach's

Alpha for the survey was $\alpha = .917$. Referring to Table 2, the questionnaire has excellent reliability.

Table 3: Reliability Statistics	
Cronbach's Alpha	N of items
.917	18

Comparing Mean Scores for The Affective Critical Thinking Strategies

As stated earlier, comparing mean scores helps in making informed decisions, drawing conclusions about populations, and evaluating the effectiveness of interventions or treatments.

Table 4: Mean Scores for Affective Critical Thinking Strategies

Affective Critical Thinking Strategy (Example)	N	Mean	Std. Deviation
Thinking independently (I self-monitor myself).	73	3.6918	.79770
Developing insights into egocentricity and sociocentricity (I am aware of my egocentricity or sociocentricity).	73	3.9863	.66652
Exercising fairmindedness (I confront with unfamiliar ideas).	73	4.0137	.70204
Exploring thoughts underlying feelings and vice versa (I consider the positive aspects of my life, when I am depressed).	73	3.8425	.74943
Developing intellectual humility and suspending judgment (I recognise the limits of my knowledge and I am not afraid to admit it).	73	3.8973	.72629
Developing intellectual courage (I am courageous enough to admit the truth in my own thinking and ideas).	73	3.8014	.68079
Developing intellectual good faith and integrity (I am consistent in application of the intellectual standards which I apply to myself and others).	73	3.8425	.71626
Developing intellectual perseverance (I recognise significant change requires patience and hard work).	73	3.9795	.75203
Developing confidence in reason (I come to my conclusion through reasoning where it is thinking democracy).	73	3.8904	.73714

As can be seen in the table above, all mean scores are above 3 (neutral) except for the third affective strategy (agree). This shows that respondents can relate or see themselves as practising or having the affective strategies but not to the highest level. The highest mean score is "Exercising fairmindedness" ($\bar{x} = 4.0173$) and the lowest is "Thinking independently" ($\bar{x} = 3.6918$). Generally, students acknowledge the existence of these affective strategies, but their responses lack conviction or confidence. Therefore, there remains a need to reinforce or teach these strategies to enhance their soft skills for future employment opportunities.

In practicing **fairness of mind**, students assess both the merits and drawbacks of contrasting viewpoints, actively placing themselves in others' shoes to genuinely comprehend them. This helps them overcome their natural inclination to equate truth solely with their immediate perceptions or longstanding beliefs. With these capacities, they can accurately reconstruct others' perspectives and arguments, as well as reason from premises, assumptions, and ideas beyond their own.

Regarding **independent thinking**, students need instruction in employing critical skills and insights to scrutinise and discard beliefs that lack rational support. They should not passively adopt others' beliefs; instead, they should independently analyse issues, question unfounded authorities, and acknowledge the contributions of justified authorities. This approach ensures they are not easily influenced and enables them to discern the relevance of information, apply concepts judiciously, and employ skills appropriately.

Table 5: Mean Scores for Affective Critical Thinking Strategies by Gender

Examples of Affective Critical Thinking Strategies	Gender					
	Male			Female		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
I self-monitor myself.	18	3.5833	.77174	55	3.7273	.80977
I am aware of my egocentricity or sociocentricity.	18	3.7778	.62361	55	4.0545	.67132
I confront with unfamiliar ideas.	18	3.8333	.56880	55	4.0727	.73547
I consider the positive aspects of my life, when I am depressed.	18	3.8333	.68599	55	3.8455	.77503
I recognise the limits of my knowledge and I am not afraid to admit it.	18	3.7778	.73208	55	3.9364	.72683
I am courageous enough to admit the truth in my own thinking and ideas.	18	3.4444	.63914	55	3.9182	.65802
I am consistent in application of the intellectual standards which I apply to myself and others.	18	3.8056	.70999	55	3.8545	.72439
I recognise significant change requires patience and hard work.	18	3.8889	.69780	55	4.0091	.77275
I come to my conclusion through reasoning where it is thinking democracy.	18	3.5833	.73264	55	3.9909	.71680

Almost all the mean scores do not reach 4 (agree) and in between 3 (neutral) to 4 (agree). These scores indicate that students perceive their opinion or feeling as somewhat leaning towards the "Agree" option but not entirely agree. It only indicates a strong inclination towards agreement, underscoring the importance of reinforcing or teaching these strategies to improve their soft skills for future employment prospects.

According to the table above, male respondents tend to favour the strategy related to having **intellectual perseverance** which is "I recognise significant change requires patience and hard work" ($\bar{x} = 3.8889$), while female respondents prefer the strategy related to **exercising fairmindedness** which is "I confront with unfamiliar ideas" ($\bar{x} = 4.0727$).

Conversely, male respondents least prefer the strategy "I am courageous enough to admit the truth in my own thinking and ideas" ($\bar{x} = 3.444$) which relates to the 6th strategy of **developing intellectual courage**, whereas female respondents least prefer the strategy "I self-monitor

myself" ($\bar{x} = 3.7273$) which relates to the 1st strategy of **thinking independently**. Overall, both genders have different preferences and aversions regarding these strategies.

Normality Test

Analytical methods used to test normality in this study are Kolmogorov–Smirnov and Shapiro–Wilk Test. The Kolmogorov–Smirnov Test compares the empirical distribution function of the data to the theoretical normal distribution. Again, a p-value above the significance level indicates normality. On the other hand, the Shapiro–Wilk Test is a statistical test that assesses normality based on sample data. If the p-value is greater than a chosen significance level (e.g., 0.05), the data are considered normally distributed.

Table 6: Test of Normality for A

SUM-A	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.116	73	.017	.943	73	.003

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov test shows that the distribution of students' perceptions regarding their affective critical thinking strategies is not normal ($D = 0.116$, $p = 0.005$). Because the data is not normally distributed, the Spearman's rho non-parametric test is used for correlation analysis.

Table 7: Test of Normality for B

SUM-B	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.111	73	.027	.936	73	.001

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov test indicates that students' perceptions of the importance of affective critical thinking strategies for employability do not follow a normal distribution ($D = 0.111$, $p = 0.005$). Therefore, the Spearman's rho non-parametric test is employed for correlation analysis.

Correlation Analysis Through Non-Parametric Test

The Spearman's rho test, also known as Spearman's rank correlation coefficient, is a non-parametric measure of rank correlation. It assesses the strength and direction of association between two ranked variables. Spearman's rho evaluates how well the relationship between two variables can be described using a monotonic function, which can be either linear or non-linear.

Table 8: Correlation Analysis

Correlations		SUM-A	SUM-B
Spearman's rho	SUM-A	Correlation Coefficient	1.000
		Sig. (2-tailed)	.555**
		N	73
	SUM-B	Correlation Coefficient	.555**
		Sig. (2-tailed)	1.000
		N	73

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

Spearman's rho (ρ) is 0.555, it indicates a moderate positive correlation between the two ranked variables being analysed. This means that as the value of one variable increases, the value of the other variable also tends to increase in a somewhat predictable manner, but not perfectly. The correlation is statistically significant which means that it is unlikely to have occurred by chance, and there is a real association between the variables in the population from which the sample was drawn.

The relationship implies that students' beliefs about how proficient they are in these affective critical thinking skills are linked to their beliefs about how useful these skills will be in their future careers. For instance, if students feel very confident in their affective critical thinking skills, they might also strongly believe that these skills will be valuable in their future workplaces, and conversely. This stresses the importance of introducing and nurturing the affective strategies to students so that they can develop a strong sense of self-efficacy and recognise the practical value of these skills in achieving career success.

Conclusion

In conclusion, the study highlights the need to better understand how Language Centre students perceive their proficiency in affective critical thinking skills and their anticipated application in future workplaces. The analysis identified key affective strategies students believe they use more frequently and find beneficial for their future careers, yet also revealed a lack of conviction and confidence in their responses. This underscores the necessity of reinforcing or teaching these strategies to enhance students' soft skills and improve their job prospects.

The unfamiliarity with "Thinking Independently," especially among female students, can be attributed to factors such as early conditioning and an educational system that prioritises rote memorisation and standardised testing over critical thinking and independent analysis. This environment discourages students from questioning or thinking beyond the given material, fostering passive acceptance instead of active inquiry.

Given the critical role of affective critical thinking strategies in developing essential soft skills such as effective interaction, leadership, and personal well-being; it is imperative for educational institutions to take responsibility. The universities must actively promote and integrate these strategies into the curriculum, providing students with the emotional and social foundation necessary for success in both personal and professional worlds. By doing so, universities can better prepare students for the demands of the modern workplace, ensuring they are equipped with the confidence and skills needed to thrive.

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DEVELOPMENT OF ADOLESCENT RESILIENCY MODEL IN MALAYSIA: ANALYSIS OF PROTECTIVE FACTORS IN THE FACE OF ADVERSITY IN SCHOOL

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Abstract: Resilience is a dynamic process that involves a state where individuals have the ability to bounce back from setbacks, successfully adapt to stressors and maintaining psychological well-being in the face of adversity. The partial least squares structural equation modelling (PLS-SEM) was employed to assess the research model using SmartPLS 4. This study was conducted on 570 teenagers in Malaysia. Among other factors measured in this study are relationship with school, parental involvement, self-efficacy, religiosity and spirituality. Among the instruments used in this study are Spiritual Well-being, Religiosity Scale, Resiliency Belief Scale, Coppel's Self-Efficacy Scale, Parental Involvement Questionnaire and School Attachment Questionnaire. The items in this instrument are hypothesized as a priori and have non-zero loading for all dimensions in the model. The analysis of the items shows that the measurement model for all instruments is a well-fitting, multidimensional and reflective model. Data is also free of multicollinearity with good internal validity, convergent and discriminant validity. The results also demonstrate that school attachment, religiosity, parental involvement, self-efficacy altogether positively affected teenagers' resiliency ($\beta = 0.182$, $\beta = 0.133$, $\beta = 0.218$, 0.225 , $p < 0.01$) respectively, except spirituality. The model explained 48 percent of the variance in resilience ($R^2 = .480$) with AVE 0.82 and composite reliability 0.97. Analysis of the items resulted in a well-fitting model ($SRMR < 0.08$, $p < 0.01$). Therefore, resiliency of young generation is significant to bring a good quality of life, important outcome of health related interventions and as protective factors against some of the challenges that may arise so that they have ability for self-regulation in emotions and thrive in the face of adversity.

Kata Kunci: Education, Psychology, Resilience, Religiosity, Structural Equation Modeling

Introduction

Protective factors refer to a psychological mechanism that works to give an individual the ability to face or adapt easily to difficult situations in his daily life (Bakar et al., 2023). This protective factor is defined as a safe or protected individual or environment that increases an adolescent's ability to protect themselves from risk and encourages an adolescent to adapt efficiently in their environment. Protective factors mean factors that change or modify and

restore a person's response to a harmful environment. Bakar et al. (2019) also sees protective factors as elements that reduce negative effects.

There are several examples of protective factors that exist within the individual, family, or community. Among them are support from the environment, unconditional relationships with at least one adult, high expectations from parents (guardians) and the opportunity to participate in an activity, contribute and have a feeling of competitiveness (Bernard, 1997).

Discipline in spirituality involves the internal development of a person (Farooq & Akhtar, 2007). Although spirituality comes from the inside of humans, it also involves feelings and relationships with the environment. Spirituality is the most important source in giving strength and direction in life. Spirituality generates the human body, spirit and mind in building personal well-being.

The concept of religious factors is different from the concept of spirituality. Religious factors involve belief in God and religious activities while spirituality is the search for a meaningful life and a purpose in life and it can involve faith or no faith (Eubanks, 2006). Religion involves knowledge or knowledge and practice, while spirituality involves true internal changes and finding goodness in oneself (Parveen & Maqbool, 2007). This means, a person may be religious but have no spiritual experience.

The spiritual concept involves the process of finding the truth, the direction of life's purpose and a meaningful life. It can involve elements of faith or without faith (Farooq & Akhtar, 2007). On the other hand, religious orientation involves the belief and practice of religious teachings and organized religious activities. Usually it involves religious institutions such as mosques, churches or temples.

Previously, the spiritual aspect was seen as an exclusively religious domain. Lately it has been found to have no specific connection with religious constructs. For example, the study of Parveen and Maqbool (2007) found no significant relationship between spirituality and religiosity, whether among Hindu or Muslim religious samples. This shows that religion and spirituality are two different constructs.

In addition, the relationship with parents can have an impact on the choice of peers of adolescents. Relationship problems between teenagers and parents include parents who lack monitoring of their children's learning (Buehler, 2006). Therefore, the involvement of parents in their children's academics is important because the family environment and perception of life goals (spiritual) can influence the process of teenagers adapting to the environment (Shek, 1997).

There are various terms used to measure the adolescent's relationship with school. Among them are 'school attachment', 'school bonding' and 'school engagement'. All of the above terms are used to measure students' attitudes towards school, such as how they feel about school, relationships with teachers and how well they rate academic achievement. 'School attachment' is usually used to see the student's relationship with the school. Mouton et.al (1996) described the term 'school attachment' as students reporting how much people at school like them. 'Attachment' represents an emotional bond towards school (Libbey, 2004).

Moody & Bearman (1998) stated that 'school connectedness' is part of the measurement of 'school attachment'. This includes looking at whether students feel close to people at school, are happy to be at school and feel part of the school. Accordingly, this study uses the term 'school attachment' or relationship with school.

Self-efficacy, as stated by Bandura is believing in one's ability to plan and execute an action in an effort to achieve a goal (Azlina, 2024). A high level of self-efficacy will increase the intrinsic motivation of teenagers and this will make them active students in learning. In addition, teenagers who have a strong belief in their own abilities will achieve success in academics (Golden, 2003).

High self-efficacy makes teenagers feel capable and confident to give their best (Farooq & Akhtar, 2007). We are often confused between self-concept and self-efficacy. Self-concept is a more general characteristic while self-efficacy is more specific to certain situations where self-efficacy is more related to learning and achievement in school (Farooq & Akhtar, 2007).

In fact, teenagers with high self-efficacy also face adjustment problems but their perception is more positive and they see a problem more as a challenge, not as a threat that weakens them. With this, it can be said that self-efficacy is an important element in adolescent motivation. On the other hand, low levels of self-efficacy are associated with problems of anxiety, restlessness and self-doubt. This means, the process of controlling beliefs can help overcome the effects of difficulty adjusting in shaping adolescent self-well-being (Chan, 2006).

'Structural Equation Modeling' (SEM) is a statistical methodology that uses a hypothesis testing (confirmatory) approach to structural theory analysis in a phenomenon. The use of SEM is increasing in the analysis of non-experimental data. It has also become a popular method for non-experimental studies to test theories that are not so well established (Byrne, 2010). SEM is a multivariate technique that combines multiple regression components and factor analysis (Hair et.al, 2009). Two aspects in SEM are; the causal process is represented by a structural equation (regression); structural relationships can be modeled graphically to get a clear picture.

The model that results through SEM is based on various variables and interrelationships between variables that can be estimated simultaneously. Kaplan (2000) has proposed SEM as a statistical methodology that should be used to build a statistical model to verify what is expected theoretically and also to understand the real situation that generates the data being studied. SEM is very effective to see various research problems (Byrne, 2010).

Master Committee on Student Discipline and the Permanent Secretariat to Address the Symptoms of Student Misbehavior were established to deal with the disciplinary symptoms of school youth as well as to establish an Action Consensus Council for the Ministry of Education Malaysia (KPM) and the Royal Malaysian Police (PDRM). Therefore, it is very important that we understand the development of teenagers because in addition to social problems, it also involves high costs.

Why are some teenagers have the ability to bounce back and succeed in facing life's challenges and some lose? Why do teenagers themselves ignore their own development? Science and research in psychology today is more focused on identifying human strengths that can prevent physical and mental illness (Bakar et al., 2023).

This study is based on the theory of cognitive social learning where personal aspects, behavior and environment influence each other in the process of human development (reciprocal determinism). Religiosity, self-efficacy and parental involvement are important elements in the human development process that contribute to resilience, especially in times of drastic physiological and social changes.

This study needs to be done because the study that gives explanation and prediction is a study that needs to be done, as stated by Elliot (1994);

"A review of substantive studies using structural equation modeling shows that once goodness of fit is established, rarely are the structural parameters interpreted....if the goal of the model is to move beyond explanation and toward utilizing the model to address specific substantive questions, then interpretation of the parameters is crucial", (Kaplan, 2000, p.34).

In addition, previous studies were found to place more emphasis on risk factors than factors that give strength to teenagers. Researchers also face problems in determining the factors that really contribute to human well-being (Borrello, 2005). Factors that contribute to the resilience of teenagers need to be studied considering that resilience can reduce behavioral problems, reduce cases of substance abuse, strengthen mental health, good social relationships and is part of the prevention process as well as important in the adaptation process among teenagers (Bakar et.al, 2022; Selamat et.al, 2023). In addition, a person who has resilience is found to still have happiness and satisfaction in life despite facing various problems (Selamat et al., 2023).

Accordingly, the objective of this study is to identify whether the postulated model fits with the data sample and to determine the parsimony model for adolescent resilience.

Methodology

Sample

The sample in this study is a homogeneous sample where the researcher selects individuals who do not differ much in terms of their personal characteristics. There are two opinions regarding the ratio for the sufficient number of samples and the appropriateness of the number of constructs in the study, namely 20:1 and 10:1 (Kline, 2005). According to Kline again, for models that are difficult and have many constructs, a larger sample is required, which is a minimum of 200 sample people. If the ratio in a study is 5:1, then the findings of the study can be disputed (Kline, 2005). In this study, the sample consisted of 587 teenagers (16 years old) from secondary schools in Malaysia.

Method

This research method is based on the conventional approach of structural equation modeling. First of all, the appropriate theory is determined, then the sample is selected and the measurement process is performed on the sample. At this stage, the measurement model can be estimated. Usually this process happens repeatedly and continuously until the results show that the model reaches the desired standard of fit (Kaplan, 2000).

The researcher has obtained permission from the Ministry of Education EPRD division first before obtaining permission from the State Education Department and the school. . After discussing with the class teachers to set the day and time as well as the class that will be selected in this study, the administration of the questionnaire is carried out. The researcher waits for the sample to answer the questionnaire until it is finished and collects the questionnaire. Then the data entry process is done through SPSS software. Finally, the data analysis process is carried out using SPSS and SmartPLS version 4 before the writing is done.

Instruments

Among the instruments used in this study are; Spiritual Well-Being, was designed by Ellison and Paloutzian (1982) and adapted from Barcus (1999); Religiosity Scale (adapted from Boswell, 2003) Resiliency Belief Scale was designed by Mrazek & Mrazek (1987) and adapted from Trammel (2003); Coppel's Self-Efficacy Scale (adapted from Cheever, 1993); Parental Involvement Questionnaire (adapted from a study by Yap Yoke Fong, 2000). The School Attachment Questionnaire (SAQ) was designed by Mouton, DeWitt & Glazier (1999) and adapted from Trammel (2003).

Data Analysis

Before conducting the analysis, the data has been screened to see the nature of the data. The collected data is analysed using two statistical software, namely Statistical Package for Social Science (SPSS) version 15.0 and SmartPLS4. Data was first entered using SPSS software. It involves the process of coding, transforming data and recoding data. Data screening is done to complete missing data and unreasonable data (outliers).

Results

Table 1 shows the number of respondents based on gender, almost 59% females and 41.4% males.

Table 1			
Gender	Frequency	Percentage (%)	Cumulated %
Male	243	41.4	41.4
Female	344	58.6	100.0
Total	587	100.0	

The assumption of normality is made for the purpose of determining whether the data is normally distributed or not by using skewness and kurtosis. For univariate normality Curran et al (1996) suggest a value of skewness $\leq \pm 1$ and a value for kurtosis is $\leq \pm 7$. While for multivariate normality, according to Kline (2016) suggests the skewness value is $\leq \pm 3$ and the kurtosis value is $\leq \pm 20$. Therefore any item that shows a normal distribution will be accepted and conversely any item that exceeds the suggested value will not be accepted. Table 2 shows the results of the analysis of skewness and kurtosis values for this study.

Table 2: Skewness and Kurtosis

Item	Skewness	Kurtosis
Self-Efficacy	0.152	-1.764
Parental Involvement	0.229	-0.887
Religiosity	-0.364	-1.681
Resiliency	0.243	-1.796
School Attachment	-0.731	-1.243
Spiritual	-0.601	-1.393
Mardia's multivariate skewness and kurtosis	3.700094	53.231323

The results of univariate analysis of skewness and kurtosis show that the data is normally distributed. However, for multivariate values, it shows that the skewness (3.70) and kurtosis (53.23) data is not normally distributed. Therefore, Becker et al (2023) suggested the need to report the path coefficient, standard error, t-value and p-value of the structural model using the bootstrapping method of 10,000 samples.

Table 3: Multicollinearity Analysis

Variable	Self-Efficacy	Parental Involvement	Religiosity	Resiliency	School Attachment	Spiritual
VIF	1.153	1.108	1.040	1.020	1.058	1.035

Based on table 3, all Variance Inflation Factor (VIF) values are less than 5, so this shows that the study data is free from multicollinearity problems. A VIF less than 5 indicates a low correlation of that predictor with other predictors. A value between 5 and 10 indicates a moderate correlation, while VIF values larger than 10 are a sign for high, not tolerable correlation of model predictors (James et al. 2013).

Convergent validity is evaluated through the square root value of the AVE. In order to evaluate this convergent validity, the AVE value for each construct should exceed 0.50 (Fornell & Larcker, 1981). Table 4 shows that the AVE value for each construct is between 0.645 to 0.757. The findings show that the AVE value for each construct in this study is above 0.50 and the convergent validity of this study is also satisfactory.

Table 4: Discriminant Validity (Fornel & Larker Criterion)

Konstruk	Efikasi	Parental	Religiosity	Resiliensi	School	Spiritual
Self Efficacy	0.803					
ParentalInvolvement	0.153	0.810				
Religiosity	0.07	0.171	0.857			
Resiliency	-0.078	-0.091	-0.045	0.87		
SchoolAttachment	-0.058	0.092	-0.044	0.026	0.809	
Spiritual	-0.128	-0.132	-0.108	0.04	-0.103	0.835

Discriminant validity is measured through three measurements, namely cross loading, Fornell and Larcker criteria and also the Heterotrait Monotrait test (HTMT). In order to measure cross-loading, item loading for each indicator needs to be greater than each construct that has been

set. Therefore, result shows that cross-loading measurement of the discriminant validity is achievable.

Table 5: Hypothesis Testing

Hipotesis	Std. Beta	Std. Dev.	t-value	p-value
Ha1 Spiritual -> Resilience	0.104	0.120	0.855	0.211
Ha2 Self Efficacy -> Resilience	0.235	0.022	9.93	0.000
Ha3 School Attachment-> Resilience	0.182	0.021	4.334	0.000
Ha4 Religiosity -> Resilience	0.133	0.045	2.706	0.002
Ha5 Parental Involvement-> Resilience	0.218	0.025	8.270	0.000

Analysis of Hypothesis 1 found that there is no significant relationship between Spirituality and Resiliency ($\beta = 0.104$, $t = 0.855$, $p = 0.211$). While Hypotheses 2, 3, 4 and 5 found that there is a significant relationship between Self-Efficacy with Resiliency ($\beta = 0.235$, $t = 9.93$, $p = 0.000$), School Attachment with Resiliency ($\beta = 0.182$, $t = 4.334$, $p = 0.000$), Religiosity with Resiliency ($\beta = 0.133$, $t = 2.706$, $p = 0.002$) and Parental Involvement with Resiliency ($\beta = 0.218$, $t = 8.270$, $p = 0.000$).

This study also used the standardized root mean square residual (SRMR) as a goodness of fit measure for PLS-SEM proposed by Henseler et al. (2014). Standardized Root Mean Square Residual (SRMR) is an absolute measure of fit and a value of zero indicates perfect fit. The SRMR is defined as the difference between the observed correlation and the predicted correlation (Cheah et al., 2018). Thus, it allows assessing the average magnitude of the discrepancies between observed and expected correlations as an absolute measure of model fit criterion. The result of SRMR as a goodness-of-fit (GOF) measure for PLS-SEM has shown a good fit for the structural model with the value of SRMR = 0.06. A value less than 0.08 is generally considered a good fit (Hu & Bentler, 1999).

Discussion

This study has produced a model of adolescent resiliency that fits with sample data. All the factors in the postulated model have a role either directly or indirectly in the resilience model. In addition, the resilience model that resulted in this study is consistent with the concept of 'reciprocal determinism' which is the backbone of the theory in this study that is the Social Cognitive Theory of Learning. The theory emphasizes the interaction between personal aspects and the environment. Humans can plan actions, make assumptions about the effects and consequences of an action and can set goals and challenges for themselves to motivate and control their behavior (forethought).

Accordingly, characteristics such as taking risks and planning for the future are part of the characteristics of Resilience in this study. Humans also have the ability to control their behavior through the process of self-observation and self-evaluation, as in Self-Efficacy or better known as the 'self-regulatory mechanism' process in the theory. It is a mind control that controls human behavior.

The Social Cognitive Theory of Learning also states that resiliency can be increased by changing cognitive processes, emotions, motivation, competitive behavior or changing the social situation in which a person is (Pajares, 2002). Accordingly, the Resilience aspect involves one of the elements of competitiveness and the ability to adapt to the environment. Resilience, Spiritual and Religious factors are personal elements when linked to this theory. Factors of Relationship with School and Parental Involvement are environmental elements. Self-Efficacy is the basis for cognitive, perception, motivation and well-being.

The school environment and school staff (teachers) have a positive influence on the resilience of teenagers and act as a protective factor for them (Morrison, 2003). Teenagers who have resiliency are also less involved in suicide attempts compared to teenagers who are not at peace. In the United Kingdom, the majority of teenagers are admitted to welfare centers because they are neglected and abused and have a high tendency towards mental problems (Cocker & Scott, 2006).

A good relationship with the school will help academic development and positive behavior. The relationship with the school also plays an important role in determining the academic success and failure of students (Mouton et.al, 1996). The factor of lack of inclination towards school is always the cause of teenagers changing schools and behavior problems are found to be more serious than academic quality problems (Sullivan, 2007). Accordingly, resilience and resilience factors may help overcome behavioral problems among teenagers.

From the environmental aspect, Bandura stated that parents who respond to their children's behavior and provide opportunities and provide an encouraging environment will have children who excel in cognitive and social development (Kassin, 2003). In this study, Relationship with School was found to be important in generating the resilience of the sample, Relationship with School also has a relationship with Religion and Parental Involvement. Milot and Ludden's (2009) study also found that Religiosity, Self-Efficacy and Relationship with School are interrelated with each other. In addition, apart from being a place for teenagers to generate cognitive development and gain knowledge, school also involves social relationships that can directly affect the development of teenagers. However, Morrison's (2003) study found that the Religious factor was not related to Relationship with School.

The model in this study also found that the factors of Religiosity, Parental Involvement and Relationship with School are mutually related to each other. This finding is consistent with what has been stated by Duncan et al., (2000) that protective factors are interrelated with each other. The findings of this study also confirm the findings of previous studies which found that protective factors are related to each other, namely, aspects of religiosity and parental involvement (Good and Willoughby, 2006; Morrison, 2003); relationships with schools and religiosity (Bakar et.al, 2022); parental involvement and relationship with school (Jeynes, 2005).

In addition, Morrison (2003) uses the term 'reciprocal determinism of behavior' to explain the covariance relationship between school, parents and religiosity. These three aspects are protective factors for teenagers (Morrison, 2003). Protective factors are important in the process of overcoming the negative effects of problematic adolescent development, in the process of adaptation and adolescent mental health (Clarke, 2000).

Self-efficacy is a driver for the development of resilience. Among the important aspects in discussing protective factors against resilience is self-efficacy (Jenkins, 2000). The findings of his research using qualitative methods found that samples with high resilience have high self-efficacy. In addition, studies on the elderly have also found that those with strong resilience are driven by inner strength, which is self-efficacy (Nakashima, 2002).

According to Bakar et al. (2023), Relationship with School has to do with the student's ability to build the characteristics of Resilience in himself. The study also found that Relationship with School has a positive impact on the resilience of teenagers and is a protective factor against the desire to commit suicide among teenagers. This may happen because teenagers seek external support from the home environment such as support from peers. If the relationship with the school is good, the involvement of teenagers in problematic behavior is also reduced (Holmes, 2006). In turn, this will contribute to the resilience of teenagers.

An unexpected finding in this study was that the Spiritual factor did not contribute to the resilience of teenagers. This result is not consistent with previous studies. It is possible that this phenomenon is related to the cultural perspective as explained by Hofstede (2001), a social psychologist who has done an early study on the culture of society across the world. According to Hofstede, people differ in their culture either in terms of religion, gender, generation and social class. The study that he has conducted around the world includes Malaysia, where this country, which is made up of a majority of Muslims, found that the highest score in Malaysia is for the 'power distance index' (PDI) domain (Hofstede, 2001).

It is possible that the high PDI factor makes the Religiosity aspect contribute in the resilience model instead of the Spiritual factor. In addition, it is possible that the level of spiritual maturity of the sample in this study plays a role in this phenomenon considering that the age of the sample is only 16 years old and they are still in their teens and have not yet entered adulthood.

Conclusion

Resilience is often associated with the ability to improvise and adapt in the face of adversity. It can help students overcome academic setbacks and maintain a positive mindset. Individuals have the power to change and control changes in themselves, especially resilience, through the approach they take and the activities they engage in in their daily lives. The Resilience Model in this study can also inspire counsellors in an effort to form a structure to design a concept for the clients' mental health. Teachers can encourage the development of a school environment climate that positive with consistency. This study encourages towards "promoting healthy behaviour" with the assumption that every teenager is valuable and has the potential to make a positive contribution to society and become healthy adults, especially in terms of emotions and psychology. Accordingly, schools can also be a suitable place to generate quality of life for teenagers through the "health promoting schools" program, which is to be a school that is willing to listen and take into account the views of students, parents and staff. This is also appropriate and fulfils the government's vision to empower youth, families and society.

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SCIENCE COMICS AS EDUCATIONAL MATERIALS AND ITS IMPACT ON ELEMENTARY STUDENTS' SCIENCE ACADEMIC PERFORMANCE

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Abstract: Science comics are one of the innovative educational trends utilized in classrooms, combining images and texts, making them visually attractive and engaging. It is helpful in science education to visualize abstract scientific concepts. This study explored the impact of using science comics as educational materials in science education among the selected elementary students. It also aimed to determine students' academic performance in science before and after integrating science comics and their significant difference using pre-and post-test assessments. The study utilized classroom action research (CAR) design by integrating science comics as an innovative approach to science lessons. Standardized test items were adapted from the Grade 4 science teaching module, and the results were analyzed quantitatively. Using purposive sampling and total enumeration, the participants involved 18 Grade 4 students at Palabayon Elementary School (PES), Tinoc, Ifugao, Philippines. Results indicated that the students attained a low mean percent score during the pre-test, suggesting that most have low academic performance in science. However, in the post-test, there was an observed increase in the students' attained mean percent score, signifying higher academic performance after integrating science comics. It was found that there was a significant difference between the pre-and post-test mean percent scores, implying the significant impact of science comics as educational materials on the Grade 4 students' science academic performance. Aside from this, the results imply the effective use of science comics in science lessons, attaining learning competencies, and enhancing the Grade 4 students' scientific literacy and critical thinking. It is recommended that further research be conducted to broaden the impact and academic benefits of science comics in elementary science education.

Keywords: Educational Materials, Elementary Students, Elementary Science Education, Science Comics, Science Academic Performance

Introduction

Teaching approaches, instructional methods and strategies, and educational materials and resources that are amusing, inspiring, and engaging are generally seen as positively impacting students' ability to learn efficiently and effectively. There is a relevance between the presence

of images and increased learning, which is why comics have the power to pique an individual's curiosity and, more importantly, the students (Yang, 2003). Students' visual and learning perspectives and abilities are altered when they are exposed to comics that combine visuals and texts (Astuti et al., 2014). This results in students finding classroom instruction more appealing, motivating, and engaging. The utilization of comics as educational materials will have a favorable impact on both the teaching and learning processes (Yang, 2003).

Comics, a shorter word for the *comic strip*, is a medium that communicates ideas through visuals, frequently in conjunction with text or other visual information. More often than not, it is presented as a series of panels of images (Akaygun, 2016; Kunzle, 2023). It is a series of discrete visuals juxtaposed to form a narrative (Hayman & Pratt, 2005; Lazarinis et al., 2015). It is a sequence of separate images with a preponderance of image over text that appears in a mass medium and tells a moral and topical story (Kunzle, 2023). With this, comics that address students' interests can be used as alternative resources in science education (Koutníková, 2017).

Comics can be used in all subjects (Koutníková, 2017), all phases of teaching (Cheesman, 2006), and in all levels of education, from primary to tertiary (Green, 2013; Koutníková, 2017). When it comes to incorporating comics into science education, *science comics* is the most frequently used term (Maulidah & Wulandari, 2021; Muzumdar, 2016). Teachers sometimes may also use the term *scientoons* (Badeo et al., 2021) to define science comic strips. Because comics logically communicate information structures (Akaygun, 2016; Kunzle, 2023), they may be valuable scientific tools that assist students in more efficiently following scientific procedures and concepts. Through the provision of a visual scientific concept, science comics have the potential to bridge the gap between academic knowledge and applications in the actual world.

With comics, interdisciplinary learning can be integrated, and science can be related to other disciplines (Matuk et al., 2019). This undertaking can highly reinforce science, technology, engineering, and mathematics (STEM) education, supporting students' curiosity about the natural world and scientific thought. STEM education supports the development of students' scientific literacy (Koutníková, 2017), enabling them to become lifelong learners in science and technology and preparing them to become productive members of society in the future.

Comics have emerged as one of the most widely available and valuable writing materials in recent years (Roswati et al., 2019). Additionally, comics can serve as an effective supplementary teaching aid for concretizing abstract concepts in science classes (Akcanca, 2020). It has the potential to produce an environment that is conducive to learning and fosters excitement for both education and cognition. Students are motivated to maintain critical thinking on optimal learning strategies and active engagement (Bolton-Gary, 2012), substantiating teaching science strategies (Aulia & Hidayati, 2023) (Aulia & Hidayati, 2023). This is one of the reasons why the use of comics in science education has become an innovative educational trend.

In addition, comics used for science concepts to eliminate complexity and abstraction can provide the permanence of knowledge and eliminate forgetting caused by rote learning since they are visually attractive to students (Şengül & Dereli, 2010). In a concise, appropriate, and efficient manner, it can provide an explanation of a world composed of abstract scientific concepts (Morel et al., 2019). Additionally, it can prevent students from misconceptions and

encourage them to engage in scientific thinking, which may be utilized to explain scientific knowledge (Orçan & Kandil İngeç, 2016).

Although some educators have expressed concern regarding the possible advantages of comics (Locke, 2005; Thompson, 2007), their use in educational settings is nevertheless growing in popularity (Lazarinis et al., 2015; Topkaya, 2016). Over the past years, there has been a massive surge in the production of educational comics, with a significant number focusing on scientific topics. This rapid increase in science comics far outstrips our understanding of how comics impact students' beliefs and interests in science (Anggoro & Jee, 2012).

Research Gap

Despite the acknowledged potential of comics to enhance students' engagement, scientific literacy, and critical thinking skills, some educators still expressed tension between the potential benefits of comics for engaging students with science and its risk of providing low-level entertainment without commensurate learning (Locke, 2005; Thompson, 2007). There are relatively few studies that have been found regarding their use in the classroom and as science educational material (Tribull, 2017). Similarly, a knowledge gap exists in the locality due to the lack of related researchers about science comics conducted in Tinoc, Ifugao, Philippines.

Research Aim and Questions

This study aimed to explore the potential impact of using science comics as educational materials at the elementary level. It also aimed to determine the effect of using science comics on the Grade 4 students' academic performance. The conduct of the study was guided by the following:

1. What is the academic performance of the elementary students in science during the pre-test and post-test assessments?
2. Is there a significant difference in the students' pre-and post-test results after integrating science comics as educational materials?

Research Significance

The use of science comics as educational materials in elementary science education may become a compelling and engaging medium that aligns with young students' cognitive and imaginative capacities. With this, the researchers have high hopes that the study will shed light on the innovative application of science comics in science education. It may serve the purpose of recognizing the necessity for school administrators to adequately equip their teachers with educational materials that are both current and appropriate for school instruction. The researchers hope that the study will be used as a reference source in the academe and among educators interested in performing similar studies.

Literature Review

Theoretical Framework

One theory supporting the use of comics in the classroom is visualization, which is the process of creating a visual image in one's mind (American Psychological Association, 2023; Kolodii

et al., 2017). Visualization may be static, as in paper drawings, pictures, or comic strips, and dynamic, as in animations and simulations (Akaygun, 2016). When used in the classroom, research has shown that using visualization tools helps students better understand the concepts being taught (Williamson, 2015). It can also potentially hone students' metacognitive skills (Kelly, 2014). Likewise, it enables students to divide their ideas into phases, structuring their thoughts (Jouni & Piia, 2021).

Constructivism is another theory that is connected to the incorporation of comics into education. It has been demonstrated that a constructivist view of teaching and learning (Fensham et al., 1994) is an effective model for expressing how a conceptual shift in students can be encouraged. This view has been utilized by a significant number of science teachers. Its fundamental idea is that the students can only make sense of new circumstances by referring to what they already know and how they have previously understood them. Learning is an active process in which students generate meaning by associating new concepts with their existing knowledge while simultaneously acquiring new information.

Associating constructivism as a learning theory and in science comics emphasizes that students actively build their understanding of the world by engaging with information and experiences. Science comics, through their combination of visual and textual elements, provide a dynamic platform that aligns with the constructivist approach. It may encourage students to actively interpret and construct meaning from the information by presenting visually rich and sequentially content. The narrative structure of comics facilitates the organization of knowledge into a cohesive framework, allowing students to connect new information with their existing understanding. Additionally, the interactive nature of comics, where students visually engage with characters and scenarios, promotes a participatory learning experience (Kumar Shah, 2019; Singh & Yaduvanshi, 2015). This serves as a tool for students to construct their understanding, connect concepts, and actively engage in learning.

Comics in Elementary Science Education

Comics present a highly effective approach to imparting scientific knowledge in elementary education (Fianto et al., 2023; Tribull, 2017). Due to the fact that they are appealing to children, the use of comics in education is reasonable (Phoon et al., 2020; Spiegel et al., 2013). Students find it more comfortable to read comics than standard textbooks since comics contain brief messages, although they are relevant (Affeldt et al., 2018). Therefore, using science comics as an educational material in science is essential for achieving the required competencies (Paco & Linaugo, 2023). Most students consider comics a fun learning tool (Ilhan et al., 2021). It has the potential to be extremely valuable in terms of introducing scientific topics in a manner that is both fascinating and easily understandable (Koutníková, 2017). It has the ability to enhance students' academic performance and scientific literacy (Bolton-Gary, 2012; Fitria et al., 2023; Listianingsih).

Teachers can integrate comics into their instruction to support and meet the curriculum standards. It is a valuable medium for connecting scientific concepts and the student's personal experiences (Matuk et al., 2019). This can be attributed to the comic's capacity to communicate concepts aesthetically pleasing effectively (Phoon et al., 2020), making abstract science concepts concrete and visually appealing to the students. Science comics can potentially engage students in scientific thinking by presenting visually appealing and

enjoyable scientific concepts through pictures (Listianingsih et al., 2021). It is distinguished that students were excited to learn when comics were involved due to their colors (Syarah et al., 2019; Fitria et al., 2023). The pictures and colors can clarify ideas they may struggle to grasp through text alone. This visualization can build a more concrete understanding of science concepts, significantly increasing the students' conceptual understanding of science topics (Badeo et al., 2021; Fitria et al., 2023; Maulidah & Wulandari, 2021).

Some studies indicate the positive impact of using science comics as educational materials in elementary classrooms. For instance, Samosa (2021) determined that it effectively improves students' critical thinking ability, developing their character, especially discipline and complex work traits. Casumpang and Enteria (2019) found that their student participants positively perceived the self-developed science comics. Their students' inference and science communication skills were enhanced. The students had better motivation and appreciation of the lesson where the science comics were integrated. Syarah et al. (2019) uncovered that using comics in science classrooms increased the students' knowledge, comprehension, and awareness of marine conservation. Students became aware of issues regarding marine life, such as the effects of trash on marine animals and the roles of coral reefs and mangroves.

Istiqomah et al. (2021) found that comics focused on the environment can improve students' higher-order thinking skills (HOTS). This indicated that students have increased their creative ways to find and solve problems, creative, future-oriented thinking skills, and scientific inquiry. Further, Damopolii et al. (2022) determined that comics improved students' critical thinking when partnered with augmented reality (AR). Students claimed that they easily understood lessons on human organs. The images maintained their reading attention and helped them to study diligently. The students could compare, determine cause and effect, and arrange science concepts in sequence.

Methodology

Research Design

The study used a classroom action research (CAR) design involving action and practice by one of the researchers during science lessons. One of the purposes of this design is to integrate innovative approaches to the current education, inhibiting transformation and change among the affected students (Khasinah, 2013). The research was conducted using a classroom action research (CAR) design, which involved one of the researchers engaging in action and teaching while the student participants were learning about science. One of the purposes of this design is to integrate innovative approaches to the current education, inhibiting transformation and change among the affected students (Khasinah, 2013).

In this study, the innovative approach involved the utilization of science comics as educational materials. The CAR consists of four stages: 1) planning for an action, 2) implementation of the plan as an action, 3) observation of the action, and 4) reflection to analyze the results of the action (Khasinah, 2013). However, most CAR is conducted in cyclical order, expanding to seven steps: 1) identifying a problem; 2) seeking information; 3) planning an action; 4) implementing the action; 5) observing the action; 6) reflecting the observations; and 7) revising the plan (Strickland, 1988).

Participants

Using total enumeration, 18 Grade 4 students at Palabayan Elementary School (PES), Tinoc, Ifugao, Philippines, were involved in the study. The students were identified through purposive sampling as suggested by the School Head and based on the grade section where one of the researchers was teaching. Specifically, there were 56% ($N = 10$) males and 44% females ($N = 8$). This small number of student participants is due to the low population of PES. The study was conducted during the fourth quarter of the school year 2023 - 2024.

Materials and Instrument

Since the study was conducted during the last quarter of the school year, the coverage of the learning competencies and science lessons to which the science comics were integrated as educational materials consisted of topics related to weather and weather instruments. This includes the construction and use of simple wind vanes and anemometers, the reading and use of thermometers to measure relative temperatures, and the factors affecting the day's temperature. These topics were based on the standardized Grade 4 science curriculum to be delivered in a week. The researchers developed four science comics using varied online, editable comic templates based on these topics. It was downloaded, printed in full colors, reproduced, and distributed individually among the Grade 4 students during each lesson. Using printed copies of the science comics as educational materials during the lesson proper is most feasible. Using online comics, smartphones, and projectors in the classroom is not concrete due to a lack of school resources.

In measuring the science academic performance of the Grade 4 students, the researchers adapted the test items from the grade-level science teaching modules. It consists of 10 test questions covering the learning competencies and lessons on weather and weather instruments. Adapting the questions ensures that the test items are accurate, valid, and reliable. The same test questions were used for the pre-and post-test assessments. For the pre-test, the questions were printed as test papers and distributed among the Grade 4 students before the start of the lesson at the beginning of the week. On the other hand, the post-test was given at the end of the week.

Procedures

The seven steps of CAR were utilized for more specific procedures suited to the study's context. First, the study identified problems based on observing the Grade 4 students' academic performance in science and the teaching strategies used in the science lessons, including the probable impact of science comics as educational materials. Second, supplementary information was gathered using scholarly-related works of literature. Third, a research proposal was formulated for the planning stage, including integrating science comics into the lesson plans and the statistical tests based on the problems. This stage also involved conducting the pre-test assessment at the beginning of the week and before the main lesson to gauge the students' prior knowledge of weather and weather instruments and initial academic performance.

Fourth, integrating science comics as educational materials covering learning competencies and lessons on weather and weather instruments were implemented. Four interrelated science

comics were integrated separately during lessons within four executed science lesson plans covered in a week. Fifth, after covering the learning competencies and lessons, the post-test assessment was administered at the end of the week to determine any significant improvements in the students' acquired knowledge and academic performance. Sixth, pre-and post-test results were organized, tabulated, and analyzed to determine the impact of science comics as educational materials on the academic performance of the Grade 4 students. Lastly, the revision stage involved modifying and creating additional science comics. The revised science comics were given to the Grade 4 Class Adviser for future purposes. In the end, presenting the study's results was undertaken.

Before the study, the researchers sought approval from their institution's ethics review committee. Permission letters were sent to the PES School Head and the Class Adviser for the participation of the selected Grade 4 students. Once approved, consent letters were solicited from students' parents or guardians. The lessons and the pre-test and post-test assessments were done during class hours and facilitated by one of the researchers. The students' test papers for both the pre-test and post-test assessments were checked and securely recorded. The students' scored test papers were returned promptly at the end of the study.

Data Analysis and Management

The researchers were responsible for the data acquisition, gathering, and management. After each test, the researchers personally checked and scored the students' papers. The scores were then recorded using a secured and updated spreadsheet program. For anonymity and confidentiality, the names of the Grade 4 students were presented in codes. Only the raw scores were collected. The test papers were kept in two separate labeled envelopes, one for the pre-test and the other for the post-test results. The study made use of both descriptive and inferential statistics. Means and percentages were used to determine the students' average percent score and describe their academic performances. A t-test was used to determine the significant difference between students' pre-test and post-test scores.

Ethical Considerations

Strict ethical principles were followed throughout the study to protect the rights and well-being of the researchers and the Grade 4 student participants. Ethical evaluation and authorization from the researchers' institution were sought. The student participants were duly informed of the study's characteristics and objectives and their explicit voluntary involvement. Informed consent was sought from students' parents or guardians to allow their child or ward to participate in the study. Respect was extended to all the student participants, and their autonomy was maintained. The researchers prioritized the welfare of the Grade 4 students while attempting to mitigate any potential hazards. Data was anonymized to ensure the confidentiality of the students' identities. The collected data was only accessible exclusively among the researchers. The study's outcomes were evaluated and documented with integrity.

Results

As gleaned in Table 1, the mean percent scores result shows a notable increase in the student participants' science academic performance after utilizing science comic strips as educational materials in teaching lessons about weather and weather instruments. Considering the mean

score of 22.22% in the pre-test, the academic performance of the Grade 4 students increased to 78.89% after the post-test assessment.

Table 1: Pre-and Post-test Academic Achievement Results of the Grade 4 Students

Students	Pre-test		Post-test	
	Score	%	Score	%
S1	0	0	6	60
S2	2	20	10	100
S3	0	0	8	80
S4	0	0	10	100
S5	4	40	4	40
S6	2	20	6	60
S7	4	40	10	100
S8	4	40	8	80
S9	0	0	8	80
S10	0	0	8	80
S11	6	60	10	100
S12	2	20	10	100
S13	4	40	10	100
S14	0	0	4	40
S15	6	60	10	100
S16	0	0	6	60
S17	0	0	4	40
S18	6	60	10	100
Mean		22.22		78.89

Eight students, specifically S1, S3, S4, S9, S10, S14, S16, and S17, acquired 0% scores during the pre-test. Three students, S2, S6, and S12, got 20% correct items. Four students particularly S5, S7, S8, and S13, garnered 40%. Only three students, S11, S15, and S18, attained the minimum passing rate of 60% based on the accepted passing score and grade used at the elementary level. This indicates that the pre-test results show very low academic performance in science of the Grade 4 students.

On the other hand, the post-test result shows an overall increase in students' academic performance. Eight out of 18 students had 100% perfect scores, notably S2, S4, S7, S11, S12, S13, S15, and S18. Seven students, S1, S3, S6, S8, S9, S10, and S16, achieved above minimum passing rate of 60% to 80% correct score. However, the remaining three students, S5, S14, and S17, attained 40%, which is still below the minimum passing rate of 60%. In general, the post-test results show increased academic performance in science of the Grade 4 students after integrating science comics.

As seen in Table 2, the t-test results revealed a significant difference between the pre-and post-test results [$t(17) = -10.013$, $p = .001$] of the students. The post-test ($M = 78.89$, $SD = 539.87$) is significantly higher than the pre-test ($M = 22.22$, $SD = 559.48$). It indicates that science comics were effective, impacting the Grade 4 student's academic performance in science.

Table 2: Comparison Between the Pre-and Post-test Academic Achievement Results

Tests	<i>M</i>	<i>N</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>p-value</i>
Pre-test	22.22	18	559.48	17	-10.013*	.001
Post-test	78.89	18	539.87			

Note: * = significant ($p < .05$); ns = not significant ($p > .05$)

Discussion

Based on the mean percent scores, the science academic performance of the Grade 4 students increased after integrating the science comics as educational materials in science lessons on weather and weather instruments. The mean percent scores attained during the pre-and post-tests divulge that the science comics positively affected students' academic achievement. This is in line with the findings of Casumpang and Enterias (2019), Istiqomah et al. (2021), and Samosa (2021), which indicated that the utilization of comics as educational material has a favorable impact on the performance of students. It is possible that the utilization of science comics that included both images and texts was able to successfully capture the interest of the students, as Astuti et al. (2014) indicated. As Syarah et al. (2019) and Fitria et al. (2023) suggested, the colors used may also have contributed to the students' excitement. It may have made complex science concepts more engaging among the students by presenting information in visually appealing and entertaining panels.

The science comics may have sustained the Grade 4 students' critical thinking and active engagement, as Bolton-Gary (2012) indicated. It may have helped the students visualize the science lessons' abstract concepts, making them easier to understand or remember. This is especially true since young students tend to learn and understand more visually, as Williamson (2015), Kelly (2014), and Jouni and Piia (2021) supported. As for active engagement, the students may have enjoyable learning experiences with increased motivation. They may be more inclined to actively participate in the lessons and put forth effort to understand scientific concepts as presented in the science comics used, as the constructivist view supports.

It can be noted that the science comics' storytelling helped the Grade 4 students contextualize concepts and see how they relate to real-world situations. Its panels created narrations that conveyed scientific information, which may have enhanced their understanding and critical thinking skills, as Kelly (2014) and Bolton-Gary (2012) describe. The students may have developed a deeper understanding and interest in the lesson by connecting the scientific concepts to relatable characters and storylines. In turn, it may have helped the students to have better retention of the science lessons and better academic performances, as posited by Bolton-Gary (2012), Fitria et al. (2023), and Listianingsih et al. (2021). Similar to the findings of Şengül and Dereli (2010), it signifies that the science comics helped to enhance students' knowledge, including scientific literacy.

The positive increase in the Grade 4 students' science academic performance strengthened the proof that science comics as educational materials impact students' academic performance. It can be used as a supplementary tool for teaching science, as Aulia and Hidayati (2023) claimed. The results contribute to and support science comics' effectiveness in elementary science education. It conforms with the increasing popularity of the utilization of science comics in classrooms, as Lazarinis et al. (2015) and Topkaya (2016) identified. This is despite the

circumstances surrounding the academic benefits of comics, as Locke (2005) and Thompson (2007) posited.

As determined, the science comics significantly impacted students' academic performance after integrating science comics. This suggests that science comics effectively enhance learning competencies and lessons as educational materials, supporting Paco and Linaugo (2023). The academic improvement may indicate that the science comics engaged the Grade 4 students more interactively and enjoyably, fostering deeper comprehension and retention of scientific concepts. The visual and narrative elements of the science comics likely appeal to various learning styles, accommodating diverse students' needs and promoting a more inclusive science learning environment for the Grade 4 level. This underscores the potential of innovative teaching methods, such as utilizing science comics, to positively impact attaining science learning competencies and cultivate scientific learning among the students. Overall, the increase in academic performance suggests that using science comics in science education has effectively enhanced the Grade 4 students' academic experiences, leading to improved comprehension, retention, and application of scientific concepts.

Conclusion, Limitations, and Recommendations

Science comics are considered supplemental educational materials for teaching science lessons. It is favorable among teachers due to its combination of images and texts, helping the students to gain scientific knowledge and sustain critical thinking and scientific literacy. The study aimed to explore the potential impact of science comics on the academic performance of Grade 4 students. Conclusively, using science comics as educational materials positively affected students' academic performance in science. This outcome suggests that the integrated science comics effectively engaged the students, enhancing their understanding and retention of scientific concepts. The science comics most likely stimulated students' motivation, encouraged active learning, and promoted a better understanding of the science concepts presented. Overall, the positive impact of the science comics on Grade 4 students' academic performance underpins their potential as effective educational materials fostering both engagement and enhancement of science literacy.

One of the limitations of this study is the inclusion of only a small group of participants in a class section at an elementary school. Thus, the study's findings are limited to the participants involved rather than the general student population. The illustrations and texts used in science comics were limited and directly related to a specific science topic and concept of weather and weather instruments, covering only the specific learning competencies during the study based on the science curriculum. However, the researchers still recommend integrating science comics as educational materials in science classrooms. Designing science comics' visuals and text relevant to the lesson and to suit the students' learning needs is also suggested. Using a variety of related comics is also recommended. Lastly, conducting related research involving a more significant number of participants is encouraged.

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EXPLORING THE DECISION-MAKING FACTORS OF MALAYSIAN GEN Z STUDENTS FROM URBAN AND RURAL AREA IN SELECTING PRIVATE HIGHER EDUCATION INSTITUTIONS: A MIXED-METHOD APPROACH

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Abstract: As of 2024, there are 445 institutions of private higher education currently in operation in Malaysia, including colleges, university colleges, and universities. This figure creating hyper-competition among private higher education institutions (PHEI) in getting numbers of students. Additionally, the current situation of higher education in Malaysia is facing a challenge where a significant number of SPM leavers are showing disinterest in pursuing higher education. This scenario includes SPM leavers in urban and rural area. These SPM leavers are categorized as Gen Z, defined as those born after 1996, is the most diverse generation in modern history, with a significant shift in attitudes towards finances and technology compared to previous generations. The pandemic has influenced Gen Z's interest in pursuing higher education, with a growing apathy towards attending college and a belief that work experience is more valuable than a college education. Thus, creating a challenge for PHEI to attract Gen Z continuing the study. To complement these points, it is essential to conduct a study to explore the decision-making factors among Gen Z in urban and rural area in selecting PHEI. This study will use a mixed-method approach with two stages. First stage, quantitative method will be applied to collect the data from 382 Gen Z students (urban and rural area) in Malaysia through Google Survey to identify the decision-making factors in selecting PHEI. Data will be analyzed by using SPSS and Smart PLS. Structural Equation Modelling will be used to examine the fitness of the proposed model. Second stage, qualitative method will be applied by conducting in-depth interviews or focus group discussions with a smaller subset of participants from the quantitative phase to explore their decision-making process in detail. The interview process will be conducted using Google Meet or WhatsApp video calls. The voice recording will be transcribed verbatim by using NVivo software for further process. Findings from the quantitative and qualitative phases will be compared to identify convergence or discrepancies. The findings of this study will contribute to a comprehensive understanding on the decision-making factors of Malaysian Gen Z students in urban and rural area in selecting PHEI. In response, PHEI must rethink their outreach strategies to connect authentically with Gen Z students and address their unique needs and concerns.

Keywords: Decision-Making Factors, Online Flexible Learning, Social Media and Digital Influence, Financial Consideration

Introduction

The decision-making process of Malaysian Gen Z students in selecting PHEI is a topic that has gained significant attention in recent years. With the increasing popularity of PHEI in Malaysia, understanding the factors that influence Gen Z students' decisions is crucial for these institutions to attract and retain students. According to the Department of Statistics Malaysia (DOSM), 72.1% or 390,000 out of 560,000 SPM leavers preferred to join the workforce after receiving their examination results in 2023. This scenario has no exception to the Gen Z in urban and rural area. This trend has been influenced by pandemic-era grief, the decline in college enrollment, and the rise of alternative career paths such as gig works. Consequently, this trend leads to decreasing numbers of graduates in future which inconsistent with the aim of our country to become a developed country. These SPM leavers are categorized as Gen Z who are practical, career-focused, and expect academics to be highly relevant to their career goals. Hence, PHEI should investigate the decision-making factors influencing Malaysian Gen Z students' choices when selecting PHEI to effectively appeal to this demographic.

Generation Z, also known as Gen Z or Zoomers, refers to individuals born between 1997 and 2012 (The Annie E. Casey Foundation, 2021). This generation is characterized by their native use of technology, with many being born into a world of peak technological innovation and social media. This has been shown to influence their decision-making process in various aspects of their lives, including their choice of higher education institutions (Moody, 2020). In the context of Malaysia, a study found that online purchase experience and purchase history during flash sales are significant factors influencing Gen Z consumers' purchase intention (Teng & Hui, 2023). This suggests that the online experience and digital marketing strategies of higher education institutions may play a crucial role in attracting Gen Z students.

In addition to technology, other factors such as socioeconomic status, educational background, and parental educational attainment have been found to influence Gen Z students' decision-making process in selecting higher education institutions (Mellman, 2020). For instance, the number of online courses taken and the academic levels of students were significant factors influencing Gen Z decision to enroll in online courses (Mellman, 2020). Similarly, parental educational attainment has been found to influence students' educational aspirations and choices of higher education institutions (Mellman, 2020). Additionally, the financial factors that specifically impact students' choices, especially those from lower to average earning households, play a crucial role in determining their decisions regarding higher education. Students from rural area may face challenges in affording private higher education institutions due to limited financial resources. This can significantly influence their career choices and educational pathways, potentially leading them to opt for more affordable options or seek financial aid to pursue their desired fields of study. The financial burden associated with private higher education can be a significant barrier for students from lower-income households, impacting their decision-making process and potentially limiting their access to certain educational opportunities (Amir, Arumugam, & Karuppanan, 2021).

Furthermore, the impact of information on student college choice has received little attention, and the effects of information on college choice should be carefully examined (Moody, 2020). This highlights the need for higher education institutions to provide accurate and comprehensive information to Gen Z students to help them make informed decisions.

In summary, the decision-making process of Malaysian Gen Z students in selecting private higher education institutions is influenced by various factors, including technology, socioeconomic status, educational background, parental educational attainment, and information availability. Understanding these factors is crucial for higher education institutions to develop effective marketing strategies and provide a conducive learning environment for Gen Z students.

Literature Review

The decision to enroll in a higher education institution is extremely important because during these university years one's future career is being built. Therefore, when making a decision regarding the future university, individuals evaluate several alternatives offered by the institutions. In today's competitive higher education market, private institutions need to understand the factors that influence Malaysian Gen Z students when they select their preferred institution. According to the data from UNESCO, Malaysia higher education institution is facing declining students' enrollment since 2016. In 2022, Malaysia's tertiary enrollment rate stood at 40.27%, which is significantly lower compared to advanced economies like Finland (95%), Singapore (93%), United States (88%), Germany (73%), and Japan (66%). The reason behind the declining of enrollment rate could be due to Gen Z needs, wants, and values. Gen Z is living in the era of technology where the gig economy is booming, and they can earn fast money. Having this situation is triggering disinterest among Gen Z to pursue their study. Past studies highlighted several factors that influence decision making process in selecting PHEI (Connie et. al, 2022; Kulcsar, 2020; Toh-Adam, 2021). Among of the factors are financial, academic reputation and program quality, campus environment, social influences and networking, and employability and career prospects. Even though several factors have been confirmed to influence decision making process in selecting PHEI. However, the characteristics, attributes, and perceptions of Gen Z are different compared to previous generation. Therefore, this study is triggered to explore the decision-making factors of Gen Z in selecting PHEI.

Theory of Planned Behaviour (TPB)

The Theory of Planned Behavior (TPB), proposed by Icek Ajzen as depicted in Figure 1, is a widely used framework in social psychology for understanding human behavior, particularly in the context of decision-making. The theory suggests that behavioral intentions are influenced by three primary factors: attitudes, subjective norms, and perceived behavioral control. These factors, in turn, shape an individual's intention to engage in a particular behavior, which ultimately leads to the behavior itself. In the context of selecting private higher education institutions, the TPB can provide valuable insights into the decision-making process of Malaysian Gen Z students.

Studies have shown that attitudes, including perceptions of quality, reputation, and educational offerings, significantly influence individuals' decisions regarding higher education choices. Positive attitudes towards private institutions may stem from perceptions of better facilities, smaller class sizes, or specialized programs (Ajzen, 1991; Sam et al., 2018).

Subjective norms refer to perceived social pressures or expectations regarding a behavior. In the context of higher education selection, these norms may be influenced by family, peers,

teachers, and societal expectations. Research suggests that Malaysian Gen Z students may be influenced by parental expectations, peer opinions, and cultural values emphasizing the importance of education in shaping their decisions (Ajzen, 1991; Nawawi et al., 2020).

Perceived behavioral control reflects individuals' beliefs about their ability to perform a behavior and the presence of factors that may facilitate or hinder their actions. Factors such as financial constraints, accessibility of institutions, and academic performance may impact perceived control over the selection process. Malaysian Gen Z students may weigh factors like tuition fees, scholarship availability, and distance from home when assessing their control over the decision (Ajzen, 1991; Sam et al., 2018).

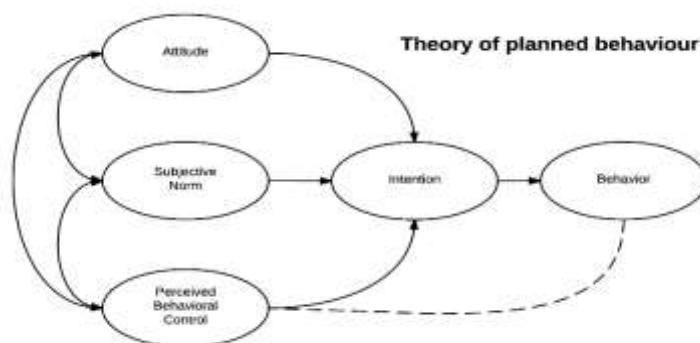


Figure 1: Theory of Planned Behaviour

Source: Icek Ajzen, 1991

Based on the TPB, there are few variables that could influence the decision-making process of Gen Z in urban and rural area in selecting PHEI. The variables are discussed as follow.

Financial Considerations

Financial consideration can reflect the perceived behavioral control in the TPB. Cost and affordability are major concerns for Gen Z students when choosing a university. Many studies have found that the high tuition fees of private universities can be a significant deterrent, unless the offset by generous financial aid and scholarship opportunities (Haron et al., 2017; Toh-Adam et al., 2021; Connie et al., 2022). Gen Z students specifically from rural area often require financial aid to afford higher education, with a significant percentage considering scholarships to fund their studies. However, Gen Z students and their families carefully evaluate the return on investment and long-term financial implications of taking on student loans. Despite the popularity of influencers and fast-paced marketing tactics, Gen Z is actually very fiscally conservative. Many are even starting to save for retirement which is astonishing considering the oldest are only 23 to 25 years old. They also prefer to earn their own money, versus just passively receiving funds from family. Therefore, financial considerations will always be the utmost factor that Gen Z consider before they select PHEI.

H1: There is a significant relationship between financial considerations and decision to select PHEI.

Online and Flexible Learning

By applying TPB, online and flexible learning can be considered as attitudes of Gen Z towards PHEI. The preferences of Gen Z students in selecting higher education institutions are significantly influenced by the availability of online and flexible learning options. Gen Z specifically in urban area being digital natives, exhibit a high level of technological proficiency and a preference for interactive and personalized learning experiences. They value institutions that integrate emerging technologies into their educational offerings, allowing for innovative and engaging learning experiences (Szymkowiak et al., 2021). In a similar vein, a growing body of research suggests that Gen Z students exhibit a strong preference for online learning modalities. They are digital natives who are comfortable with technology and value the convenience and accessibility offered by online education platforms. Studies by Kohnová, Papula and Salajová (2021) has found that Gen Z students prioritize institutions that offer robust online learning environments, allowing them to engage with course materials at their own pace and convenience. Contemporary students are not only accustomed to learning via digital devices but also thrive in a blend of face-to-face and online educational settings. Gen Z students seek educators who can serve as both instructors and guides, adept at fostering engagement, comprehension, and prompt feedback. Furthermore, they appreciate the autonomy to select their preferred mode of learning, whether individually or in groups. Remarkably, some even attest to forging friendships with peers worldwide, facilitated by technology-enabled collaborative learning experiences (Jeffrey, 2018).

H2: There is a significant relationship between online and flexible learning and decision to select PHEI.

Employment Opportunities

By applying TPB, employment opportunities can be considered as attitudes of Gen Z towards PHEI. The primary purpose for Gen Z in selecting a college is to launch their future careers. As such, colleges and universities should carefully evaluate their program offerings and make strategic decisions to add, expand, or eliminate programs based on their ability to attract and prepare students for successful careers. Research has consistently shown that career preparation is the top reason why Gen Z students choose to attend college. A study by Barnes & Noble College (2016b) found that career preparation was the number one factor driving college selection for this generation. Similarly, Ash (2019) discovered that career preparation was one of the top considerations for Gen Z students when choosing a college. The Gen Z cohort is highly career-oriented, with a strong focus on establishing a clear career path. Patel (2017) noted that this generation is deeply concerned about their future career trajectory and seeks to thoroughly explore potential career options before committing to a specific path. This career-focused mindset underscores the importance of colleges and universities providing practical, career-oriented education to meet the needs of Gen Z students.

Along the same line, employability encompasses meeting employer needs, anticipating customer demands, and the ability to secure and manage future job opportunities (Dhaliwal & Misra, 2020). It comprises a blend of skills and personal attributes crucial for securing employment, attracting desirable employers, fostering organizational growth, and achieving success. Moreover, employability significantly influences prospective students' decisions to enroll in academic programs and choose specific universities (Khalid, Mazlan and Mohi, 2023). Educational institutions play a pivotal role in equipping graduates with the requisite skills tailored to evolving societal needs (Ahmad et al., 2017). Despite uncertainties surrounding

post-graduation plans, many students aspire to enroll in programs that offer promising employment prospects, lucrative career paths, and opportunities for professional advancement (Khalid, Mazlan and Mohi, 2023).

H3: There is a significant relationship between employment opportunities and decision to select PHEI.

University Reputation

By applying TPB, university reputation can be considered as attitudes of Gen Z towards PHEI. An institution's reputation is a crucial factor in influencing students' tertiary education choices. A strong institutional reputation fosters trust, leadership, and qualities that are highly valued in strategic decision-making (Garvanova, 2020). The academic excellence of an institution is closely tied to its overall reputation (Khalid et al., 2023). Tertiary institutions must be well-managed, with standardized procedures for offering a range of services, from recruitment and admissions to course registration, tuition, and support throughout the learning process (Khoi et al., 2019). Students are attracted to institutions not only for the programs offered but also for their overall service quality and reputation (Khalid et al., 2023). Furthermore, the prestige and global reputation of the university are also crucial elements in attracting students, as the attained qualification can lend legitimacy and facilitate employment opportunities.

In addition, universities are increasingly motivated to implement effective marketing strategies to attract both local and international students. A key aspect of these strategies is the development and maintenance of a strong brand reputation for the institution. A good brand reputation for higher education institution (HEI) can potentially elevate the university's ranking. Stakeholders, including prospective students and their families, often place significant value on the reputation and ranking of a university (Connie et al., 2022). A strong reputation can be a powerful draw for students seeking a high-quality education. Study by Qazi et al. (2021) has found that a university's reputation is a key factor influencing students' college choice decisions. Students and their parents often believe that local universities with a strong reputation can provide better job prospects and guarantees for graduates, due to the university's standing in the global education market.

H4: There is a significant relationship between university reputation and decision to select PHEI.

Campus Environment and Students Life

By applying TPB, campus environment and student's life can be considered as attitudes of Gen Z towards PHEI. The campus environment and student life play a significant role in influencing Generation Z's decision in choosing an institution. Research suggests that students are attracted to institutions that offer a vibrant social life, with opportunities to achieve social status, participate in athletics, and access a variety of student services and modern facilities (Levesque, 2022). The learning environment is another critical aspect, with Gen Z students preferring spaces that allow for independent work, group study, and interaction with peers and professors (Trevino, 2018). The incorporation of music, well-lit areas for working, and 24-hour library access are also seen as important features. Furthermore, Gen Z students are familiar with online education tools and expect to have access to these resources. Events

organized by higher education institutions, particularly those tailored for international students, play a crucial role. These gatherings facilitate the exchange of information and cultural experiences, enriching students' educational journey. In addition, Buckley and Lee (2018) highlighted extracurricular activities as a significant factor influencing college selection. In a similar vein, Edrak, Nor, and Maamon (2015) found that students who value cultural diversity have enhanced job prospects. Participation in events and club activities fosters cross-cultural communication.

H5: There is a significant relationship between campus environment and student's life and decision to select PHEI.

Social Media and Digital Influence

By applying TPB, social media and digital influence can be considered as subjective norms of Gen Z towards PHEI. Gen Z individuals are digital natives who rely heavily on social media and online platforms for information and social interaction. Social media influencers, online reviews, and virtual communities play a significant role in shaping perceptions of private institutions among Gen Z students. Engaging and visually appealing content, testimonials, and user-generated reviews on social media platforms can influence students' perceptions and decisions regarding private institutions (Dhir et al., 2018; Kim & Kim, 2019). Private institutions employ branding and marketing strategies that leverage social influence and subjective norms to attract Gen Z students. Brand reputation, endorsements from influential figures, testimonials from alumni, and social responsibility initiatives can shape students' perceptions and preferences. Effective marketing campaigns that align with Gen Z values, aspirations, and social identities can enhance subjective norms and influence decision-making (Dhir et al., 2018; Sam et al., 2018).

H6: There is a significant relationship between social media and digital influence in decision to select PHEI.

Gap on Previous Studies

While existing research has provided valuable insights into the decision-making process of Malaysian Gen Z students in selecting PHEI, several gaps and areas for further investigation remain. First, limited exploration of social media and digital influence. Many studies have focused on traditional factors such as reputation, cost, and location when examining decision-making factors. However, there is a lack of research on the role of digital influences, including social media, online reviews, and virtual campus tours, in shaping Gen Z students' choices. Investigating how digital platforms impact information gathering, perception formation, and decision-making processes could provide a more comprehensive understanding of modern student preferences.

Second, limited qualitative study in understanding the decision-making process of Malaysian Gen Z students in selecting PHEI. While quantitative surveys dominate the literature on decision-making factors, there is a paucity of qualitative approach in exploring the underlying motivations, values, and experiences of Malaysian Gen Z students. Qualitative approach such as interviews and focus groups can uncover nuanced insights into students' decision-making processes, allowing researchers to capture rich narratives and contextual factors that may be

overlooked in quantitative surveys alone. Combining quantitative and qualitative approaches can provide a more holistic understanding of decision-making dynamics.

While numerous studies have investigated the factors contributing to the selection of PHEI, there remains a dearth of research focusing on Gen Z specifically in urban and rural area. Triggering by contemporary trend of disinterest among Gen Z in pursuing higher education, this study shed light to address this issue within the context of PHEI in Malaysia.

Research Questions

- How do financial considerations, online and flexible learning, employment opportunities, university reputation, campus environment and students' life, and social media and digital influence contribute to the decision-making process of Gen Z in urban and rural area in selecting PHEI?
- How do these factors differ among Gen Z students in urban and rural area?
- What are the key factors that differentiate PHEI in Malaysia for Gen Z students of urban and rural area?
- How do these factors impact their decision-making in selecting PHEI?

General Research Objectives

This study embarks on the following objectives:

- To propose a model on decision-making factors of Malaysian Gen Z students in selecting PHEI.
- To explore in-depth the decision-making factors of Malaysian Gen Z students from urban and rural area in selecting PHEI.
- To recommend outreach strategies in targeting Gen Z students from urban and rural area to pursue study in PHEI.

Specific Research Objectives

RO1: To examine the relationship between financial considerations and decision-making process of Gen Z in selecting PHEI.

RO2: To examine the relationship between online and flexible learning and decision-making process of Gen Z in selecting PHEI.

RO3: To examine the relationship between employment opportunities and decision-making process of Gen Z in selecting PHEI.

RO4: To examine the relationship between university reputation and decision-making process of Gen Z in selecting PHEI.

RO5: To examine the relationship between campus environment and students life and decision-making process of Gen Z in selecting PHEI.

RO6: To examine the relationship between social media and digital influence and decision-making process of Gen Z in selecting PHEI.

Methodology

This study employed both quantitative and qualitative approaches in order to provide an in-depth understanding of the factors influencing decision making of Gen Z students in selecting PHEI.

Research Design

This study uses a triangulation research methodology by combining quantitative and qualitative approaches. In the first stage, quantitative approach will be carried out by using self-administered questionnaires. The data will be collected from 382 Gen Z students (ages ranging from 17-19) in Malaysia through Google Survey to identify the decision-making factors in selecting PHEI. All the dimensions in the questionnaire are measure using a 5-point Likert Scale from strongly disagree (1) to strongly agree (5). Data will be analyzed by using SPSS and Smart PLS. Structural Equation Modelling will be used to examine the fitness of the proposed model. Second stage, qualitative method will be applied by conducting in-depth interviews or focus group discussions with a smaller subset of participants from the quantitative phase to explore their decision-making process in detail. The interview process will be conducted using Google Meet or WhatsApp video calls. A qualitative study will be conducted as it tends to be more exploratory, as this process can produce satisfactory evidence or definitive results that exceed the expectations of researchers for the continued support of the theory. Qualitative research allowed this study to be detailed, descriptive and subjective as the data depends on the individual's interpretation (Langkos, 2014). The voice recording will be transcribed verbatim by using NVivo software for further process. Data triangulation will be carried out whereby the findings from the quantitative and qualitative phases will be compared to identify convergence or discrepancies.

Proposed Research Framework

Figure 2 shows the proposed research framework for this study. The independent variables are financial consideration, online and flexible learning, employment opportunities, university reputation, campus environment and students' life, and social media and digital influence. These are all the factors that involve in decision-making process. The dependent variable in this study is the action of students in selecting PHEI.

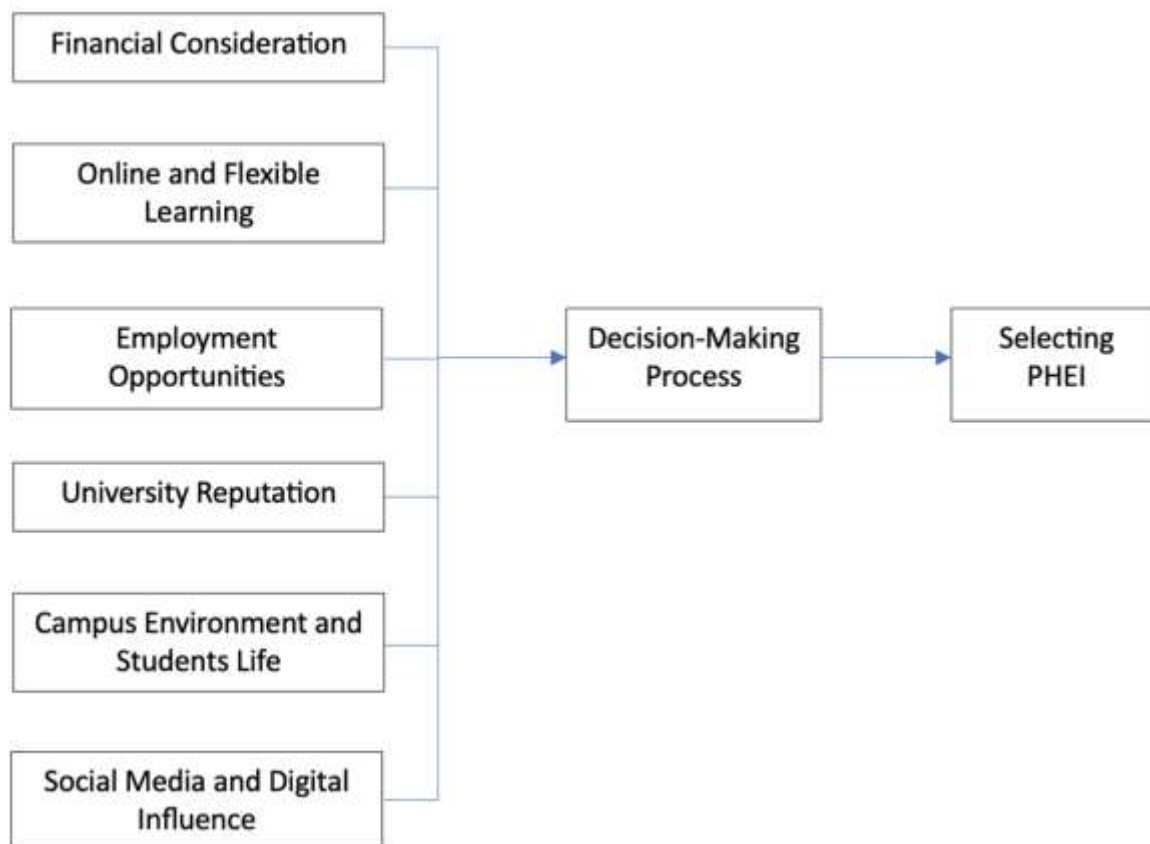


Figure 2: Proposed Research Framework

Source: Author

Population of Study

The population of this study consists of final year high school students from urban and rural area in selected states such as Selangor, Negeri Sembilan, Melaka, and Johor. The selection of this group is justified due to the fact that they will be making their higher institution choice decisions in the upcoming year. The target population selected for this study are students that have completed their high school education with ages ranging from 17-19 years. Table 1 shows the classification of urban and rural area that will be used in this research (DOSM, 2024).

Table 1: Classification of Urban and Rural Area

State	District	
	Urban	Rural
Selangor	Klang	Kuala Selangor
	Petaling	Hulu Selangor
	Shah Alam	Sabak Bernam
Negeri Sembilan	Seremban	Rembau
		Jelebu
		Kuala Pilah
Melaka	Central Melaka	Jasin

Johor	Batu Pahat	Mersing
	Johor Bahru	
	Kluang	
	Kulai	
	Muar	
	Segamat	

Source: Department of Statistics Malaysia, 2024

Sample Size

Since the exact numbers of students with ages ranging from 17 to 19 could not be obtained. Therefore, the numbers of students registered for SPM in 2024 could be the representative to decide on sample size for the study. As of 2024, the estimated candidates registered for SPM are around 29, 044. Based on Table Krejcie and Morgan (1970), estimated 382 students will be selected randomly to answer the questionnaire. Meanwhile, for the qualitative method, about 15 students from urban and rural area will be interviewed. However, the number of participants might increase until data saturation is achieved.

Sampling Technique

For quantitative method, stratified sampling will be used to ensure equal representation of Gen Z students from both urban and rural area. The calculation of sampling size is as follow:

Table 2: Calculation of Sampling Size

Population	29 044	
Required Sample Size	382	
Stratified Sampling (50%)	Urban	Rural
	50% x 382 = 191	50% x 382 = 191

Based on the urban and rural area classification, Table 3 shows number of questionnaires that will be distributed:

Table 3: Questionnaire Distribution

State	District			
	Urban	No of Distribute Questionnaire	Rural	No of Distribute Questionnaire
Selangor	Klang	18	Kuala Selangor	24
	Petaling	18	Hulu Selangor	24
	Shah Alam	18	Sabak Bernam	24
Negeri Sembilan	Seremban	18	Rembau	24
			Jelevu	24
			Kuala Pilah	24
Melaka	Central Melaka	17	Jasin	24

Johor	Batu Pahat	17	Mersing	23
	Johor Bahru	17		
	Kluang	17		
	Kulai	17		
	Muar	17		
	Segamat	17		
Total		191		191

Research Instrument

For quantitative approach, this study will use a self-administered questionnaire that will be distributed to the respondents by using Google form. The questionnaires are adapted from various sources with high reliability. The questionnaires are categorized as the following sections:

Section A: Demographic Background

Section B: Factors that influence decision-making in selecting PHEI.

Section C: Decision in selecting PHEI.

From the questionnaire design, respondents are required to answer each question related to the factors influencing decision-making in selecting PHEI in the form of a five-point Likert that ranged between 1 (strongly disagree) to 5 (strongly agree).

Meanwhile, for the qualitative method, few questionnaires will be prepared and ask to the students during the interview session until saturated data is obtained.

All the questionnaires will be checked by two expert panels for content and face validity. Content validity refers to the extent to which a measurement tool adequately covers the full range of the construct it's supposed to measure. On the other hand, face validity refers to the extent to which a measurement tool appears, on the surface, to measure what it is intended to measure. While not a rigorous form of validity, it can still be important for ensuring that the instrument is perceived as relevant and meaningful by respondents. Feedback from the two expert panels will be considered during the questionnaire revision process.

Pilot Study

Prior to the actual study, pilot study will be conducted to test the feasibility, and to refine the research methods to make necessary adjustments. About 30 Gen Z students from urban and rural area in various secondary schools in selected states such as Selangor, Negeri Sembilan, Melaka, and Johor will be selected to participate in the pilot study.

Plan for Data Analysis

For the quantitative method, data will be analyzed by using SPSS software and SMART PLS. Descriptive statistics, T-Test, and ANOVA will be run by using SPSS software. Meanwhile, Structural Equation Modelling (SEM) will be used to test the fitness of proposed research model by using SMART PLS. For qualitative method, the voice recording will be transcribed verbatim by using NVivo software for further process.

Expected Results

The expected results from this study are addressed as follow: a new model will be developed to understand further on the factors that influence Gen Z decision-making in selecting PHEI. The findings from the qualitative approach will contribute to a comprehensive understanding on the decision-making factors of Malaysian Gen Z students from urban and rural area in selecting PHEI. In response, PHEI must rethink their outreach strategies to connect authentically with Gen Z students from urban and rural area and address their unique needs and concerns.

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ENHANCING THE SURFACE AREA OF GEOPOLYMER THROUGH IMPREGNATION WITH COPPER AND IRON

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Abstract: The article discusses the successful creation of a Fe/Cu/Geopolymer composite and its comparison with a standalone geopolymer, highlighting its promising properties. It underscores the composite's extensive surface area and its capacity to accommodate various active sites, making it an excellent choice for heterogeneous catalytic reactions. The wet impregnation method was used to prepare the geopolymer, while the co-precipitation method was employed to produce the Fe-Cu-Geopolymer. Both methods are thoroughly analyzed. The structure of the produced composite is confirmed using powder X-ray diffraction (XRD), and its structural characteristics, along with its catalytic potential, are further examined through Brunauer-Emmett-Teller (BET) studies, field emission scanning electron microscopy (FESEM), and energy-dispersive X-ray spectroscopy (EDX). The catalytic experiments were conducted at different temperatures to analyze the impact of reaction temperature. The catalyst was also tested at various calcination temperatures to study its effects on behavior. However, the highest activity for the catalyst was at 675°C, which showed a 0.03125% methane conversion and 0.2671 volume% of the H₂ produced. Additionally, the productivity of carbon was calculated to be 375 mg c/mg cat. These investigations reveal that the material exhibits uniform atomic distribution, a large surface area, and significant porosity.

Keywords: Catalyst, Geopolymer, Structure, Characterization

Introduction

Catalytic methane breakdown (CMD) into both carbon and hydrogen without CO_x emissions is a promising process for the hydrogen energy system. The feasibility of this reaction is greatly influenced by the catalyst and operating conditions. It has long been expected that geopolymers might be used in catalytic applications (Sazama, Bortnovsky, Dědeček, Tvarůžková, & Sobalík, 2011). Geopolymers have properties that make them useful as catalysts, such as high SSA, permeability, chemical durability, and mechanical strength (Luukkonen et al., 2019). However, only a small number of studies to date have looked into the idea of employing them as catalyst supports (Falah, MacKenzie, Knibbe, Page, & Hanna, 2016; Sharma, Medpelli, Chen, & Seo, 2015), and even fewer have looked into using them as catalysts (Alzeer & MacKenzie, 2018; Alzeer, MacKenzie, & Keyzers, 2016).

Noble metals are well known for their exceptional catalytic performance in the field of catalysis (Almusattar, Tahir, Madi, & Tahir, 2022; Korobeinyk, Whitby, Mikhalovsky, & Inglezakis, 2019; Pan & Wen, 2018). Because of their unique surface chemistry and electrical characteristics, these metals serve as vital active components in a wide range of industrial and environmental applications (Xia, Campbell, Roldan Cuenya, & Mavrikakis, 2021). For instance, transition metals are used as catalysts to activate reactants, greatly increasing the selectivity and efficiency of chemical reactions while requiring less energy (Polshettiwar & Varma, 2010). Unfortunately, their exorbitant cost frequently limits its practical application in widespread and cost-sensitive industrial processes.

This research investigated the synthesis and characterization of Fe/Cu/geopolymer composites and their structural characteristics and potential applications across various sectors. Additionally, the new composite was tested for the CH₄ decomposition reaction. The choice of geopolymers, driven by their abundance and status as a byproduct, provides a cost-effective and environmentally friendly alternative.

Experimental

Materials

Fe (III) Nitrate Nonahydrate (Fe (NO₃)₃*9H₂O), Cu Nitrate (Cu (NO₃)₂.3H₂O), Sodium Carbonate (Na₂ CO₃), for synthesis of Fe/Cu. Fly Ash, Sodium hydroxide (NaOH) and Sodium Silicate (Na₂SiO₃) for synthesis of Geopolymer both were purchased from Sigma Aldrich ® Ltd. Deionized water was used during the synthesis.

Synthesis of Geopolymer

Samples will be prepared by mixing the activating solution (sodium silicate + sodium hydroxide), fly ash for 5 min under mechanical stirring. The geopolymer will be cast in the form of spheres and will be subjected to the curing conditions in polystyrene molds for characterization and further study. The samples will be aged for 10 hours at room temperature to facilitate polycondensation. After that, they will be placed in an oven set at 60°C for 72 hours to finish the geopolymerization procedure.

Synthesis of Fe/Cu/Geopolymer

Cu (NO₃)₂.3H₂O and Fe (NO₃)₃*9H₂O were produced as 0.2 M and 0.1 M solutions, respectively. Na₂CO₃ in a 1 M solution was employed as the precipitating agent. In a glass reactor, a 1 M solution of Na₂CO₃ and a 0.7 M solution of geopolymer were aggressively agitated. A mixture of known volumes of Fe and Cu nitrate solutions was added dropwise. The temperature was maintained at 70 degrees Celsius, and the pH was maintained at 10 by adding NaOH solution dropwise. The precipitates were filtered after being rinsed with deionized water. Five vacuum filtrations of the mixture were done until no sodium ions were present in the precipitates. The resulting precipitates were then dried for five hours at 80°C in an oven, and they were then further calcined for five hours at 500°C.

Catalyst Testing

Activity runs were carried out in a Protherm tube furnace reactor (standard working tube of C610) at atmospheric pressure. Methane, H₂, and N₂ were introduced at a collective flow rate of 30 ml/min, with the flow regulated by mass flow controllers (Bronkhorst). The catalysts were in situ activated for one hour at 500°C using an H₂ flow for the reduced sample. The catalysts were heated while a flow of CH₄ and N₂ (reaction mixture) was applied to test methane-activated samples. The experiments were conducted in a stepwise manner. Five gas chromatography analyses were carried out at the designated temperature once the target reactor temperature was reached. The conversion of CH₄ was determined by averaging the results.

Characterization

Using a Zeiss Supra 55-VP Field-Emission Scanning Electron Microscope (FESEM), the elemental composition and surface morphology of the Fe/Cu/GP sample were investigated. Using a D8 Advance Bruker X-Ray Diffractometer, the powder X-ray diffraction (XRD) patterns of the hydrotalcites were recorded over a 2θ range of 2° to 80°, with a step increment of 0.02° per second. An ASAP 2020 surface area analyzer was used to conduct N₂ adsorption at -150°C to estimate the BET surface area, pore volume, and pore size.

Results and Discussion

X-ray Diffraction (XRD)

The Bruker X-Ray Diffractometer D8 Advance was used for the examination. The assessment covered two intervals, spanning from 2 degrees to 80 degrees, with an incremental rate of 0.02 degrees per second. The primary composition of fly ash consists mainly of an amorphous nature, with occasional inclusion of small quantities of elongated crystal formations. The X-ray diffraction (XRD) diagram of fly ash can be observed in Figure 1a, depicting the crystalline components existing within the fly ash, specifically identified as quartz and mullite. Mullite, an alumina silicate, displays peaks at 25.82° and 27.20° 2θ positions (corresponding to d spacing's of 3.45 and 3.4 Å, respectively). Quartz demonstrates peaks at 20.73°, 26.52°, 26.66°, 40.66°, and 50.4° 2θ values (with d spacing's of 4.28, 3.36, 3.34, 2.21, and 1.82 Å). The presence of amorphous phases is indicated by a broad "hump" in diffraction that ranges from 14 to 30 degrees (2θ) (Almutairi, Tayeh, Adesina, Isleem, & Zeyad, 2021). The amorphous vitreous component consists of alumina and unstructured silica. The X-ray diffraction (XRD) spectra of fly ash-derived geopolymer reveal the presence of an indistinct peak in the diffraction graph, spanning from around 20° to 40° 2θ values. Figure 1b displays the composition of the Fe/Cu/Geopolymer, which exhibits the body-centered cubic (BCC) structure of α-Fe (ferrite). This structure typically shows light peaks at approximately 44.7°, 65.0°, and 82.3° 2-theta (for Cu Kα radiation). For copper (Cu), the face-centered cubic (FCC) structure has characteristic peaks near 43.3°, 50.4°, and 74.1° 2-theta (for Cu Kα radiation). Fly ash is primarily amorphous, with occasional inclusions of small quantities of elongated crystal formations. The X-ray diffraction (XRD) spectra of fly ash-derived geopolymer reveal the presence of an indistinct peak in the diffraction graph, spanning approximately from 20° to 40° 2θ values. This occurrence might be attributed to the existence of non-crystalline, glassy substances (Rasaki, Bingxue, Guarecuco, Thomas, & Minghui, 2019). The diffractogram of the Fe/Cu/Geopolymer underwent modification by calcination at 500°C. As mentioned in Figure 1c the characteristic hump associated with the amorphous phase in the composite exhibited a minor displacement from the range of 26.5° to 26.81° 2θ positions. In the diffraction profiles of geopolymeric materials, this change indicates the production of an alkaline

aluminosilicate hydrate gel, or N-A-S-H. This gel has been identified as the primary result of the geopolymerization reaction (Alonso & Palomo, 2001; Onisei et al., 2012).

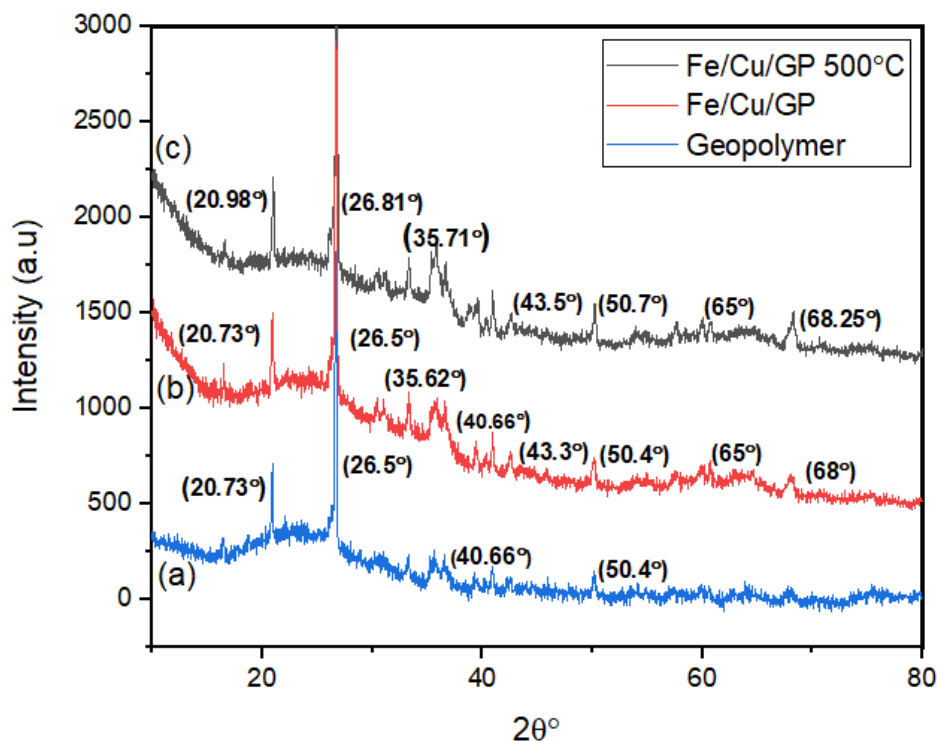


Figure 1: XRD Pattern of Synthesized Geopolymer, Fe/Cu/GP And Fe/Cu/GP at 500°C

Brunauer-Emmett-Teller analysis (BET)

Table 1 summarizes the pore structure and mechanical properties of two sets of samples: one being the geopolymer (GP), and the other the Fe/Cu/GP composite. When comparing the composite including the geopolymer (GP) to the geopolymer alone, the BET surface area increased from 72.7081 m²/g to 160.14 m²/g, the total pore volume reduced from 0.1121 cm³/g to 0.336 cm³/g, and the average pore size fell from 11.103 nm to 9.670 nm. This indicates that the pore structure of the Fe/Cu/GP composite has changed to some extent, potentially resulting in an increased tortuosity of the pore matrix (Provis, Myers, White, Rose, & Van Deventer, 2012; Wang, 2013).

Table 1: Comparison of the material properties of the geopolymer (GP) and Fe/Cu/GP samples

Sample	V _{total} (cm ³ /g)	S _{ABET} (m ² /g)	D _p (nm)
GP	0.1121	72.708	11.10318
Fe/Cu/GP	0.336	160.14	9.670

N₂ Physisorption

The Fe/Cu/GP composite exhibited an increased surface area compared to the geopolymer alone, which had 160.14 m²/g and a pore volume of 0.336 cm³/g. Figure 2 a and b illustrates that the adsorption isotherm slope is gentle when the p/p⁰ value is below 0.45 for the

geopolymer, and at 0.6 for the Fe/Cu/GP composite. It then gradually increases due to the adsorption of a monolayer of N₂ and the filling of micropores with diameters ranging from 0.5 to 2 nm in the geopolymer, and from 0.65 to 2 nm in the Fe/Cu/GP composite. The progressive and constant increase in the adsorption isotherm, predominantly attributable to the adsorption of several layers of N₂ with minor contributions from capillary condensation, is observed in the range of $0.45 < p/p^0 < 0.8$ for the geopolymer and from 0.6 to 0.95 in the Fe/Cu/GP composite. Between 0.8 and $p/p^0 < 1.0$, the adsorption isotherm exhibits a sharp increase, primarily in two samples, because N₂ condenses in macropores larger than 50 nm through capillary action. The N₂ desorption and adsorption curves display a significant hysteresis loop, indicating that both the geopolymer and the Fe/Cu/GP composite possess many mesopores. The pore size distribution curve, as shown in Figures 2 c and d, indicated that the geopolymer had pores approximately 18 nm wide, while the Fe/Cu/GP composite had pores around 19 nm wide. This finding further supports the presence of mesopores and micropores within the pore structure. The stability of sodium silicate and the ideal equilibrium of sodium hydroxide within the geopolymer's extra-framework might account for the absence of these phenomena. Additionally, continuous acid treatment on the framework's aluminum could prevent partial dealumination, maintaining the original pore structure of the geopolymer adsorbent (Guo & Pan, 2018; Li, Zhang, Chen, He, & Meng, 2022).

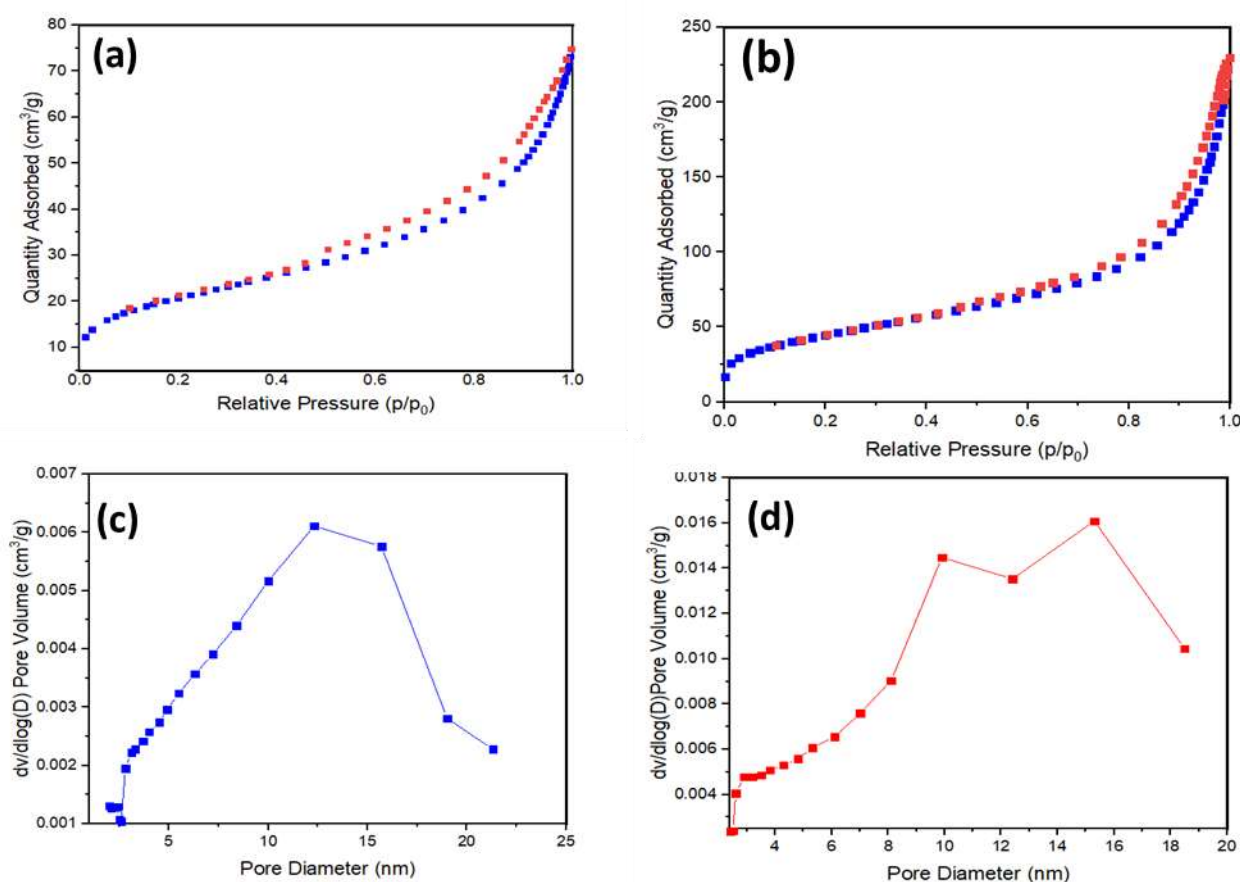


Figure 2: (A) The N₂ Adsorption-Desorption of Geopolymer, (B) The N₂ Adsorption-Desorption of Fe/Cu/GP Composite, (C) Pore Size Distribution of Geopolymer, (D) Pore Size Distribution of Fe/Cu/GP.

FESEM Analysis

Three samples' geographical pictures are shown in Figure 3. The distinctive structure of the initial fly ash is depicted in the FESEM depiction presented in Figure 3 a and b, revealing an arrangement of diverse-sized vitreous spheres. The image further illustrates the inclusion of small solid spherical particles, referred to as microspheres, encapsulated within the larger cenosphere particles ($>50\text{ }\mu\text{m}$), which emerge during combustion and collectively form what is termed "plerosphere". According to FESEM analysis, the microstructural characteristics of the fly ash-derived geopolymers produced at a fly ash/alkaline activator ratio of 2.5 are shown in Figure 3 c and d. The micrograph shown in Figure 3 c illustrates that the microstructure of the fly ash-based geopolymers appears as a porous and heterogeneous mixture, containing unreacted fly ash particles, leftover alkaline residues, and geopolymer gel. The fly ash-based geopolymer's microstructure was visible when viewed at a magnification of 12000x. Figure 3 d shows the microstructure of the fly ash that had completely reacted with the other materials, which were Fe, Cu, and GP, as a composite. Figures 3 e and f show the Fe/Cu/GP composite particles before and after the calcination of the sample at 500°C , clearly displaying that the Fe/Cu particles interacted with the geopolymer. High-temperature calcination can induce phase transformations in catalyst materials, leading to the formation of more active or stable crystalline phases (Mercera, Van Ommen, Doesburg, Burggraaf, & Ross, 1991).

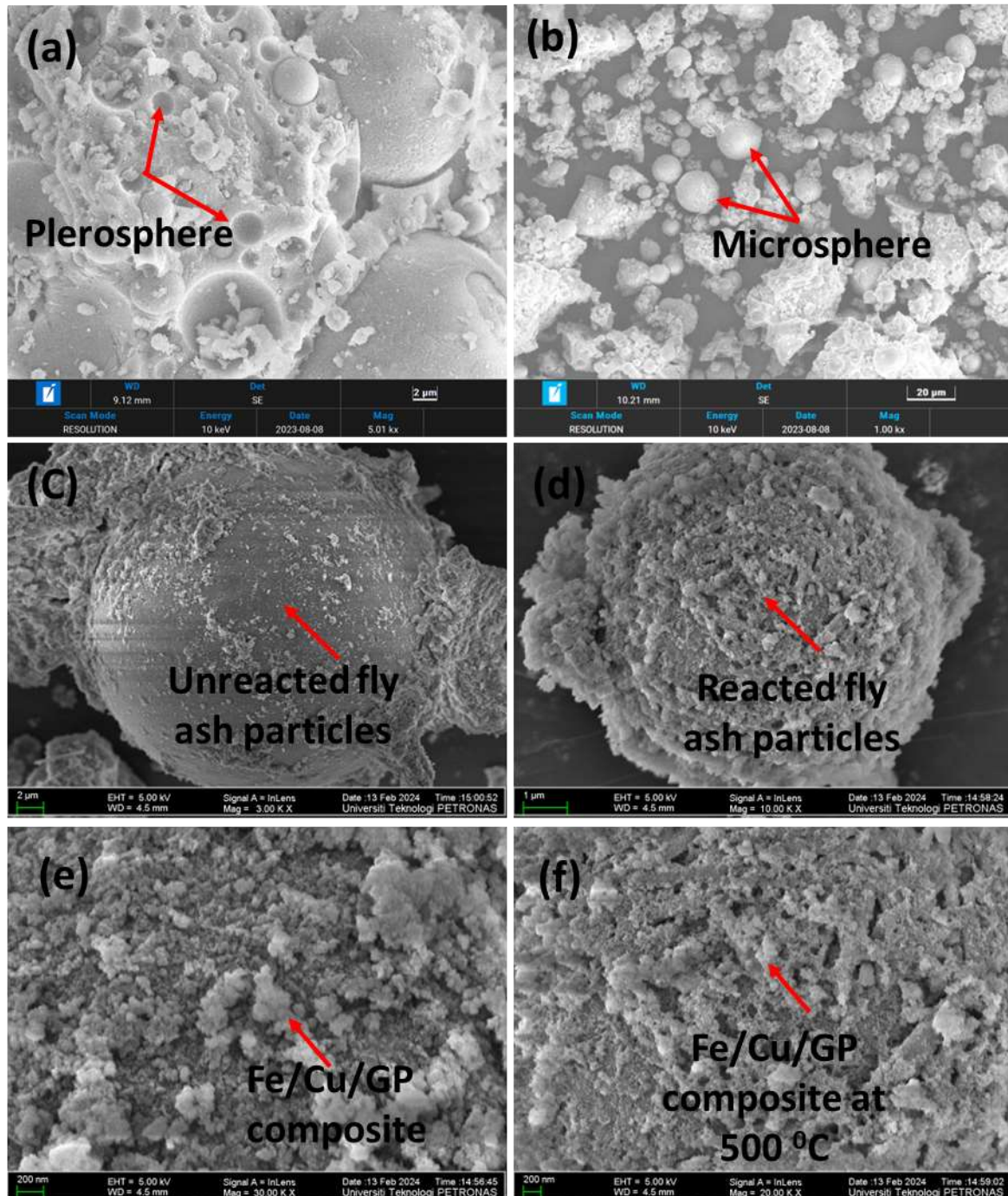


Figure 3 FESEM Micrograph of Geopolymer And Fe/Cu/GP Composite

Elemental Analysis

EDX (Energy-dispersive X-ray) analysis was conducted on the synthesized Fe/Cu/GP composite to ascertain its chemical composition. The findings indicated that the Fe/Cu/GP ratio closely aligns with the predetermined ratios. Table 2 presents the elements along with their percentages. These outcomes validate the efficiency of the co-precipitation method in synthesizing the Fe/Cu/GP composite.

Table 2: The Elements Included in The Fe/Cu/GP Composite.

Elements	Weight%	Atomic%
Al	2.33	3.68
Si	31.51	47.72
Fe	46.73	35.59
Cu	19.44	13.01

Catalysts Performance

An internal diameter of 10 mm and a length of 70 cm tube furnace-reactor were used to evaluate the catalytic performance at atmospheric pressure. The newly synthesized Fe/Cu/GP composite, using 0.1g of the catalyst, was tested for methane decomposition under various conditions and temperatures. The effects of the catalyst are shown in Figure 4. At 675°C and 1 atm, the highest methane conversion was observed after 5 minutes, registering 0.03125%. By 10 minutes, the conversion began to decrease, reaching its lowest point of 0.00123% after 2 hours. This decline in catalyst activity could be attributed to catalyst deactivation (Zardin & Perez-Lopez, 2017). Similarly, the hydrogen production peaked at 0.2671 volume% after 5 minutes as showed in Figure 5 and gradually decreased to 0.1557 volume% over 2 hours. This trend suggests that the catalyst's initial high activity diminishes over time, likely due to the accumulation of carbon deposits or structural changes in the catalyst during the reaction (Cunha, Órfão, & Figueiredo, 2009). Additionally, the amount of carbon produced was calculated after 2 hours of the reaction, showing 375 mg c/mg cat.

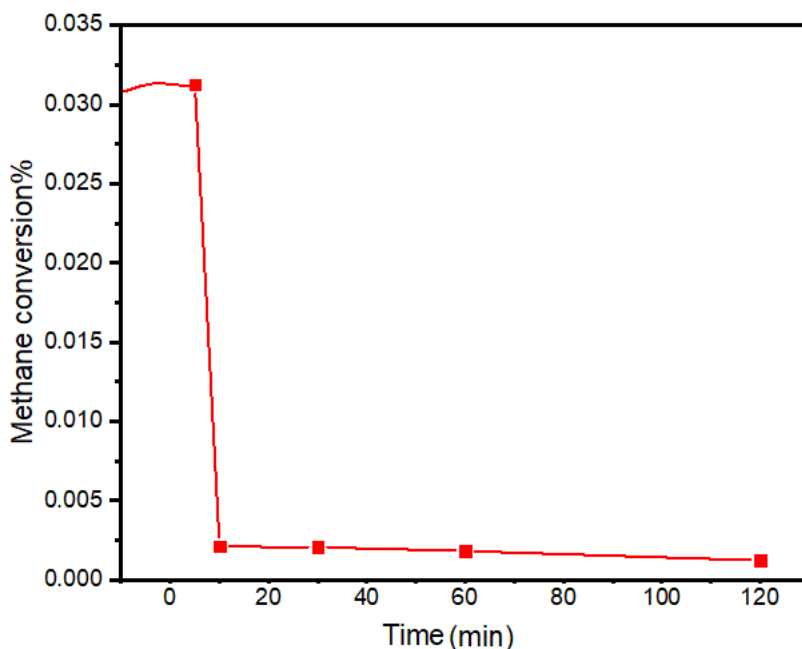


Figure 4 CH₄ Conversion as Function of Reaction Time At 675°C And A Flow Rate Of 30 ml/min [CH₄/N₂].

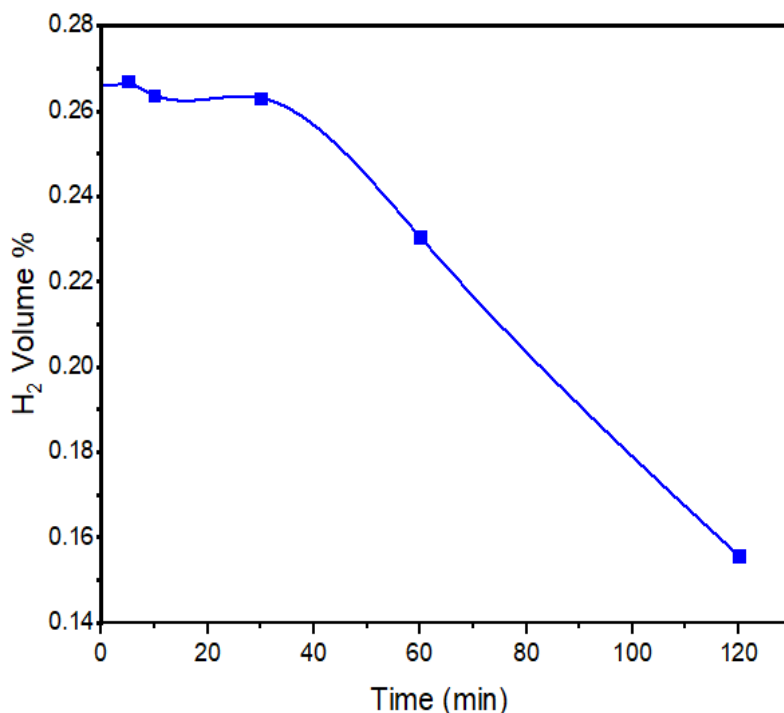


Figure 5 The Amount of Hydrogen Produced At 675⁰C And A Flow Rate Of 30 ML/Min [CH₄/N₂].

Effect of Catalyst Calcination

The recently synthesized Fe/Cu/GP catalyst was subjected to calcination at 600°C. Studying the impact of calcination temperature on catalyst behavior was done under the same reaction conditions: 1 atm, 30 mL/min flow rate, and 0.1 g of catalyst. The reaction showed an improvement in methane conversion at 5 minutes, as mentioned in Figure 6. The results indicated that the maximum methane conversion was 0.1142%, and the conversion started to decrease until it reached 0.0199% after 2 hours. This improvement could be due to the increase in the surface area of the catalyst by increasing the calcination temperature (Shi et al., 2020). Figure 7 demonstrates that the H₂ amount was 0.1346 volume% at 5 minutes and decreased with the increase in reaction time, showing 0.0322 volume% at 2 hours. This reduction in H₂ productivity may be due to catalyst deactivation (Echegoyen, Suelves, Lazaro, Moliner, & Palacios, 2007). Furthermore, the catalyst showed a reduction in carbon production, which was 249 mg C/mg cat compared to the previous sample that was calcined at 500°C.

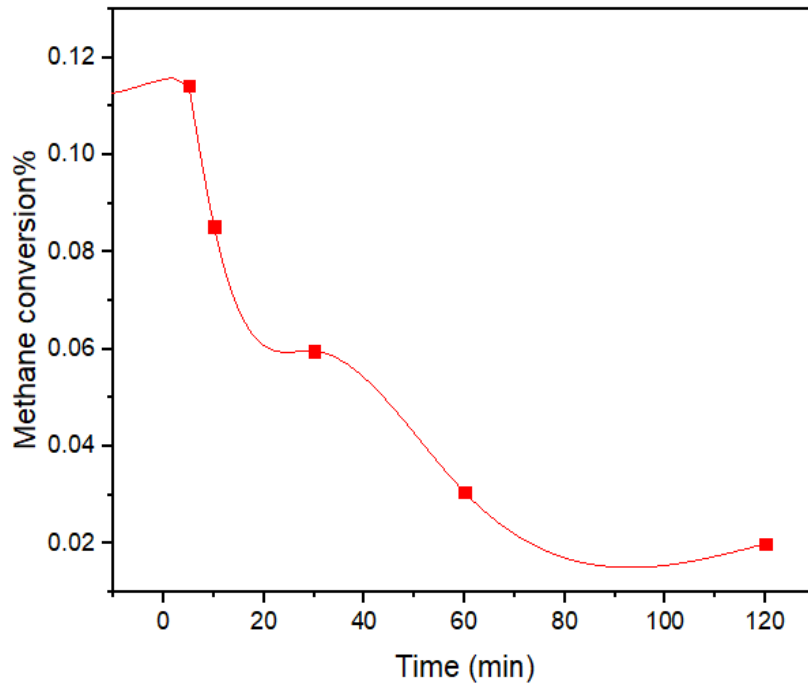


Figure 6 CH₄ Conversion as Function of Reaction Time At 675⁰C, A Flow Rate Of 30 ML/Min [CH₄/N₂] And 600⁰C Calcination Temperature.

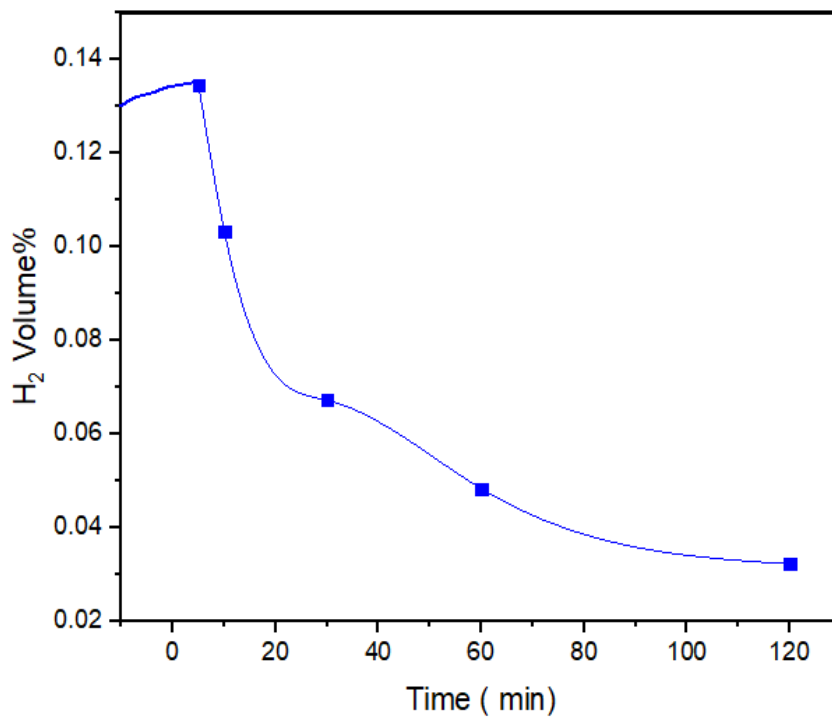


Figure 7 The Amount of Hydrogen Produced At 675⁰C, A Flow Rate Of 30 ML/Min [CH₄/N₂] And 600⁰C Calcination Temperature.

Conclusion

The Fe/Cu/GP catalyst, with a concentration of 0.1, was synthesized using the precipitation technique. Its catalytic abilities were then evaluated through its simultaneous use in the thermocatalytic decomposition of methane, which produced hydrogen free of CO_x and carbon nanofibers. The catalytic experiments were conducted between temperatures of 550 to 800 degrees Celsius to analyze the impact of reaction temperature. The influence of calcination temperature on the Fe/Cu/GP catalyst was examined by calcining it at 500 degrees Celsius, followed by catalytic testing at temperatures ranging from 550 to 800 degrees Celsius. At 675 °C, the maximum methane conversion was recorded at 0.03125%. The conversion started to decline by 10 minutes, and after two hours, it had dropped to its lowest point of 0.00123%. Catalyst deactivation may be the cause of this drop-in catalyst activity. In a similar vein, the production of hydrogen peaked at 0.2671 volume% after 5 minutes and progressively declined to 0.1557 volume% over two hours. This pattern implies that the catalyst's high activity throughout the reaction gradually decreases, most likely because of carbon deposits building up or structural changes in the catalyst. The catalyst became unreactive as the reaction temperature increased.

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THE INTEGRATION OF EX-CONVICT'S EMPLOYMENT OPPORTUNITIES IN MALAYSIA HOSPITALITY INDUSTRY

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Abstract: A custodial sentence has four primary goals: retribution, rehabilitation, deterrence, and incapacitation. This study focuses on the skilled and well-trained ex-convict's recruitment opportunity in the hospitality industry after the prison sentence. The Malaysian prison department has provided various vocational skill training for prisoners during incarceration. This initiative aims to give ex-convicts multiple skills to equip them for a job opportunity and reintegrating into society after their jail sentence. In addition, it will assist in reducing the chances of re-offending and recidivism. However, even after being released, former inmates who have undergone vocational training in prison may still face challenges when seeking employment opportunities. This study will examine the integration of ex-convict's employment opportunities in Malaysian hospitality industry. The study distributed 393 survey questionnaires to potential hospitality sector employers in Malaysia to assess their willingness to hire former prisoners. Skill acquisition, formal discipline and behaviourist view were extracted from valid theoretical background follow by the employer's readiness were used in the study. Regression analysis was conducted to test on the hypotheses, which it revealed behaviourist view directly affected the employer's readiness to hire ex-convict due to the type of criminal record. The finding revealed that skill acquisition has a significant influence on the hire decision when come to operation related vacancies. There were significant correlations between formal discipline and ex-convict's recruitment decision. This research aims to develop measures and training for convicts to aid in their reintegration into society. It also aims to foster a better behavioural mindset for societies to provide second chances and accept ex-convicts into their community.

Keywords: Ex-convicts, Vocational program, Skill Acquisition, Behaviourist View

Introduction

Prison sentences are frequently viewed as the end of one's life, with no prospects for future advancement (Bickle & Peterson, 1991). Even with the short jail sentence, social stigma remains the fear ex-convicts face. 56% - 65% of ex-convicts had repeated the same offense as they had challenges fitting into society and getting employed to earn a living (Nally et al., 2014). According to Uggen (1998), the prison government has formed a prison training division that offers various vocational programs ranging from educational to skills programs to provide inmates with sufficient cognitive, psychomotor, and personality development. The key focus is to train convicts to be prepared to blend into the working environment when they complete

their jail sentences. However, social stigma remains the core issue among employers when considering hiring ex-convicts.

Literature Review

Ex-prisoners who re-offend can lead to severe and long-lasting consequences, often resulting in the victimization of others, including their own families and other disadvantaged communities (Cox, 2019). Research has indicated that providing prisoners with education, training, and employment programs could significantly increase their chances of successfully reintegrating into society and reduce recidivism rates (Gehring, 2000). Sliva and Samimi (2018) pointed out that vocational training could help ex-convicts to find Employment, which is crucial for successful reintegration into society. This assertion is supported by LaBriola (2020), who found that most inmates who return to prison are unemployed. Some employers may hesitate to hire individuals with criminal records, particularly for jobs involving significant customer contact, handling cash or expensive merchandise, or other tasks requiring trustworthy employees (Link & Phelan, 2001).

It is important to note that individuals with criminal records often face reduced income opportunities and earn less than their peers, even if they can secure Employment. This results from limited job options, discrimination, and reduced earning potential due to their criminal history (Smith, Langston & Nisbett, 1992). This study investigates the hospitality industries' willingness to give ex-convicts with skills a second chance to be part of the industry teams. By examining employers' attitudes and behaviours towards hiring ex-offenders, the study seeks to shed light on the effectiveness of current prison training programs and identify the possibility to be employed. The findings of this study could have significant implications for policymakers and researchers seeking to enhance the employment outcomes of individuals with criminal records.

Managers' Perspective on Ex-Convict's Employment

Research has shown that employers are generally hesitant to make definitive statements about their willingness to hire individuals with criminal records (Clark et al., 2020). This hesitancy is compounded by the stigma associated with felony convictions or incarceration, reducing employer willingness to engage this population. Employers may fear poor work performance, low job retention, theft, and conflict with customers or co-workers for which they might be held legally liable "negligent hiring" (Hale, Householder & Greene, 2002). Nonetheless, according to Link and Phelan (2001) investigation of individuals with criminal records who were randomly assigned to judges with differing tendencies to impose imprisonment, managers are generally less willing to hire employees who have been incarcerated.

Employment Among Ex-Convicts

When access to criminal history information is limited, employers may use demographic characteristics such as gender, race, or age to infer the likelihood of past illegal activity (Nee, Singh & Kularajasingam, 2022). Without background checks, employers may use statistical discrimination to avoid hiring ex-offenders. Employers who review criminal history records will include race and gender criteria to determine their employment decision without considering their skills and education (Giguere & Dundes, 2002). However, some employers

that review ex-convicts based on their education level will significantly impact their hiring decision (Kruttschnitt, 1982).

Skill Acquisition

The Skills vocational program is a gradual process that involves the development of psychomotor, technical, and artistic skills to equip learners with specific abilities for employment opportunities (Boateng, 2018). Hubert and Dreyfus 1980, presented five stages in the skill acquisition theory, which detail the learner's progression from novice to advanced beginner, competence, proficiency, and expertise in the particular skills obtained from the vocational program. The focus of formal skill acquisition is often used to evaluate the convicts' learning outcomes (Agnew, 1992). This theory is commonly portrayed as a concept of skill development in conventional programs.

Therefore, the following hypothesis is proposed:

H1: Skill Acquisition significantly influences the readiness of Malaysian Hospitality employers to employ ex-convicts

Formal Discipline

The Theory of Formal Discipline (TFD) is about the nature of thought that suggests studying certain demanding subjects, such as theory, mathematics and language topic, can lead to the development of domain-general thinking skills, such as logical reasoning and critical thinking (Deci & Ryan, 2008). Formal discipline study for convicts includes educational program based on Malaysia education program such as junior and senior high school syllabus (Bickle & Peterson, 1991). It believed that when one achieves education qualification it will received a recognition in the working industry (Cox, 2019).

Therefore, the following hypothesis is proposed:

H2: Formal Discipline significantly influences the readiness of Malaysian Hospitality employers to employ ex-convicts

Behaviorist View

Employers' behaviorist view in hiring ex-convicts often focuses on the trust that individual behaviours can be shaped through attitude, skills, and discipline (Gehring, 200). There is a possibility that recruiters will have a positive view of ex-convicts as potential employees based on a behaviorist view (Cox 2019). The behaviorist view encourages positive perception and believes in good changes in an individual (Pogorzelski et al., 2005). The thought of second chances exists when employers prioritize the mindset to accept ex-convicts' past criminal and believe in the employees' capability to grow and change (Stoll, 2009). The behaviorist view of employers in hiring and accepting ex-convicts will contribute to reducing recidivism (Wiafe, 2021). The significant support on the right guidance and ex-convicts' skills and knowledge will develop a valuable and productive ex-convict employee for the organization.

Therefore, the following hypothesis is proposed:

H3: The moderating role of behaviourist view determination on Skill Acquisition significantly influences the readiness of Malaysian Hospitality employers to employ ex-convicts

H4: The moderating role of behaviourist view determination Formal Discipline significantly influences the readiness of Malaysian Hospitality employers to employ ex-convicts

Methodology

This study used a quantitative research method. The respondents were potential employers from the Malaysian hospitality industry, including managers, supervisors, and HR personnel from hotel and service companies. A convenience sampling technique was adopted, total 393 responses was collected. The questionnaire used in the study was adapted from Wiafe (2021). Questionnaire includes demographic information, the independent variables: skill acquisition and formal discipline. Follow by the moderator variable of the behaviourist view. The collected data was analysed using Statistical Package for Social Science (SPSS) version 24.

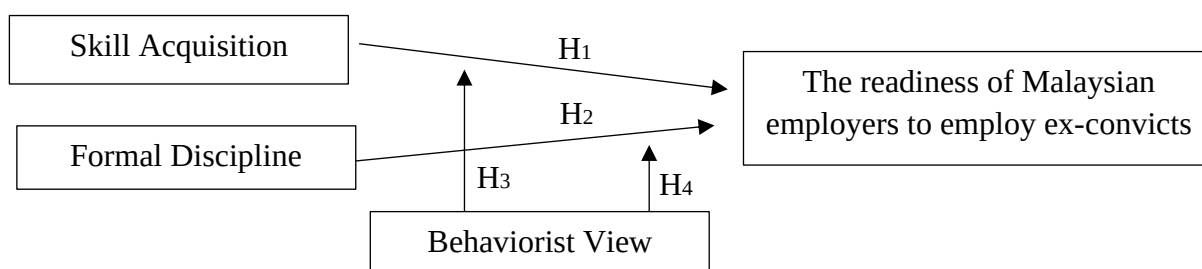


Figure 1: Research Framework

Findings

The Cronbach Alpha values for the study variables were greater than 0.8. Overall, 393 respondents' demographic sample.

Table 1: Respondents' Demographic

		Frequency	Percent
Gender	Male	204	51.9
	Female	189	48.1
Position Level	Supervisor	68	17.3
	Human Resource	52	13.2
	Manager	241	61.3
	Others	32	8.1
Year of experience in the Hospitality Industry	Less than 1 year	8	2.0
	1 to 3 years	204	51.9
	4 to 6 years	143	36.4
	More than 6 years	38	9.7

Ex-Covicts Employment Opportunities

Approximately 84.2% never hired ex-convicts (table 2). This indicates a situation reflecting the stigma and stereotypes of employers on ex-convicts. If this perception persists, ex-convicts' employment opportunities will be limited, even if they are well-trained, skilled, or academically qualified. Only 15.5% had previously employed ex-convicts. While respondents who had used ex-convicts stated that the ex-convicts employed were under a government contract, well-trained, and demonstrated good behaviour. Six respondents' negative comments

are relevant to ex-convicts' bad behaviour. The findings suggest that the government's initiative to engage with the hospitality sector to provide more job opportunities for ex-convicts through social awareness programs will effectively reduce the recidivism rate among former inmates.

Table 2: Employee Comment on Hiring Ex-Convicts

		Frequency Percent	
No of Employee employed	Yes	62	15.5
Ex-convicts	No	331	84.2
62 respondents' comments	Positive comment	56	90.3
in hiring ex-convicts	Negative comment	6	9.7

Table 3 present the additional factors to reflect on the behaviourist view of respondents on ex-prison inmates in the hiring decision. Respondents are asked about the impact of the type of criminal offense on their hiring decision. The findings confirmed that ex-convicts' crimes would significantly influence employee hiring decisions (Nally et al., 2014).

Table 3: Types of Offense Influence Hiring Decision

		Frequency Percent	
Murders	Avoiding offense	377	95.9
	Ignoring offense	16	4.1
Robbery	Avoiding offense	334	85.0
	Ignoring offense	59	15.0
Rape	Avoiding offense	388	98.7
	Ignoring offense	5	1.3
Child Abuse	Avoiding offense	386	98.2
	Ignoring offense	7	1.8
Traffic Violation	Avoiding offense	130	33.1
	Ignoring offense	263	66.9
Drug offense	Avoiding offense	282	71.8
	Ignoring offense	111	28.2

The degree of employer concern about ex-convicts' attributes is another factor determining employer hiring decisions (Harris & keller, 2005). Majority employers feels that fear of victimization is the primary concern influencing their willingness to employ ex-convicts. No training is key to confirm that, ex-convicts' skills and knowledge gains from the prison training will allowed them to have chances to be accepted for job opportunities.

Table 4: Major Concern in Hiring Ex-Convicts

	FrequencyPercentage	
People skill/ Social skill	343	87.3
Customers comfort	336	85.5
Co-workers comfort	347	88.3
No training	282	71.8
Time to adjust	286	72.8
Turnover	308	78.4
Fear of victimization	365	92.9

Skill Acquisition and Formal Discipline Influence on The Readiness of Malaysia Employers to Hire Ex-Convicts.

Results in Table 5 show a positive relationship between these two variables and employers' hiring readiness. The two main hypotheses were tested using multiple regression analysis, and the hypothesized significant relationship between skill acquisition (H1) and Formal discipline (H2) with employer's Readiness is supported with a significant p-value of 0.00 ($p < 0.05$). The results for both variables are consistent with Wiafe's (2021) conclusion that states an ex-convict's skill acquisition and formal discipline will influence the Readiness of Malaysian hospitality employers to employ them. The outcome is similar to Holzer, Raphael, and Stall's (2003) finding, which found that employers' likelihood to employ ex-convicts will depend on the candidates' qualifications, skills, and personality characteristics.

Table 5: Skills Acquisition & Formal Disciplineon Analysis

Variables	Employers Readiness Standard β Sig.		
Employers Readiness	1		
Skill Acquisition	0.867**	0.249	0.000
Formal Discipline	0.893**	0.666	0.000

Note: ** Correlation is significant at the level of 0.01 level (1-tailed)

Behaviourist View Role As A Moderator

The behaviorist view was tested for moderation effect in this study on the relationship between two independent variables (skill acquisition and formal discipline) and the dependent variable (employer readiness). Table 6 result indicated a significant moderating effect of behaviorist view on the relationship between skills acquisition and the Readiness of Malaysian employers to employ ex-prison inmates ($F = 5.02$, $p < .05$). Similar result was also shown for formal discipline and the Readiness of Malaysian employers to engage ex-prison inmates ($F = 6.03$, $p < .05$). The moderating simple slope analysis revealed that the effect of behaviorist view had weakened the relationship for skill acquisition ($B = -.050$, $t = -.29$, $p > .05$) and formal discipline ($B = -.061$, $t = -.40$, $p > 0.05$) as this could be due to the types of offense perceived (table 3) and the concern factor perceived by employers on ex-convicts (table 4).

Table 5: The Moderating Role of Behaviorist View Determination on Skill Acquisition and Formal Discipline

	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	.550	.097		5.703	.000		
Behaviourist Mean Score	.310	.054	.320	5.752	.000	.147	6.789
Formal Mean Score	.585	.056	.572	10.389	.000	.150	6.663
Formal behaviorist	-.061	.015	-.091	-4.039	.000	.898	1.113
(Constant)	.692	.103		6.748	.000		
Behaviourist Mean Score	.487	.058	.501	8.403	.000	.148	6.735
Skill Mean Score	.366	.057	.381	6.383	.000	.148	6.766
Skill behaviorist	-.050	.017	-.071	-2.909	.004	.889	1.125

The conclusion that can be drawn is that skill acquisition and formal discipline will significantly impact employers' willingness to hire ex-prison inmates. However, this

relationship is conditional on the level of behaviourism held by hospitality employers towards inmates. There is a need for the government to educate and raise public awareness about the prisons' efforts in transforming, educating, facilitating, and supporting convicts through their vocational, training, and education programs. The action by the government will alter public perception and allow employers to focus on the ex-convicts' skills and abilities in hiring rather than the offenders' past offenses.

Conclusion

According to the results, most employers in the hospitality industry are open to hiring ex-prison inmates as long as they possess the necessary qualifications and work experience and exhibit good behavior. However, most respondents (80.4%) also stated that the type of offense committed by the inmate would be considered during the hiring process. Furthermore, employers expressed concern regarding the social skills of ex-inmates, their ability to interact with customers and colleagues, and their likelihood of victimizing others (92.9%). Interestingly, the study revealed that only a small percentage (15.5%) of employers had hired ex-convicts. This suggests that changing societal attitudes toward ex-convicts influence hiring decisions. Unfortunately, ex-convicts often face stigmatization, which makes their reintegration into society difficult (LaBriola, 2021).

To address this issue, the study suggests that employers and other sectors can take simple steps to support the hiring of ex-convicts, such as obtaining government support for hiring ex-convicts on a contract basis or offering them jobs that do not require extensive direct interaction with customers or guests, such as the back of the house jobs. The government can also play a crucial role in creating suitable job opportunities for ex-convicts, which can motivate other industries to be more confident in hiring them. Overall, this study highlights the need for societal changes in perceptions towards ex-convicts and the role the government and various sectors can play in facilitating their successful reintegration into society.

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THE EFFECT OF MATURITY OF PROCUREMENT UNIT AGAINST CORRUPTION CASES IN INDONESIAN GOVERNMENT

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Abstract: *The maturity of the procurement unit has evolved substantially over the past decade. As part of procurement governance, the maturity of a procurement unit is a critical determinant in developing an efficient and corruption-free government procurement system. The paper examines the effect of the maturity of procurement units against corruption cases across Indonesian ministries, institutions, and provincial governments. The research uses the procurement governance index and procurement corruption cases data and analyses the variables using binary logistic regression of SPSS. The paper provides empirical results that higher-level maturity of procurement units does not reduce the opportunity for corruption. It gives insights to the Indonesian government for the improvement of procurement units and the existence of procurement corruption during the years 2021-2023.*

Keywords: *Procurement, Maturity Unit, Corruption, Government*

Introduction

Corruption in public procurement is a persistent challenge that undermines the efficiency and integrity of governmental operations. Transparency International (2014) underscores that procurement processes are particularly vulnerable to corruption due to their complexity and the substantial financial interests involved. The organization emphasizes the need for transparent and accountable procurement practices as fundamental to combating corruption. In recent years, there has been a significant shift towards enhancing the maturity of procurement units. The World Bank (2017) reports that many countries have adopted electronic procurement (e-procurement) systems to increase transparency and reduce opportunities for corrupt practices. These systems facilitate open access to procurement information, enabling better oversight and accountability. Furthermore, the Organisation for Economic Co-operation and Development (OECD) (2019) highlights the importance of professionalizing the procurement workforce. The OECD's guidelines advocate for specialized training and certification programs to equip procurement officials with the necessary skills and ethical standards to perform their duties effectively. This professionalization is seen as a crucial step in developing mature procurement units capable of resisting corrupt influences.

The United Nations Office on Drugs and Crime (UNODC) (2020) also points to the significance of international cooperation and shared best practices in strengthening procurement systems. The UNODC's publications emphasize that collaborative efforts among nations can lead to the adoption of more robust anti-corruption measures, thereby enhancing the overall maturity of procurement units. More recently, a study by the European Commission (2022) notes that continuous monitoring and evaluation of procurement processes are vital in detecting and preventing corruption. The Commission suggests the establishment of independent oversight bodies contribute significantly to the maturity of procurement units. The

integration of technology, professionalization of the procurement workforce, and international collaboration have emerged as key strategies in mitigating corruption. As these measures continue to develop, it is essential to maintain a focus on transparency, accountability, and continuous improvement to further enhance the integrity of procurement systems.

Public procurement is an important area of concern for governments as it involves large expenditures of funds. Public procurement is prone to fraud and corruption because it involves large sums of money, information asymmetry, and the bureaucratic nature of decision-making (Jimenez et al., 2022). Corruption in public procurement has financial, environmental, social, innovation and trust impacts on the government (Kang et al., 2023). The situation is a serious and widespread problem in many countries, including Indonesia. According to reports such as United Nations Convention Against Corruption (UNCAC, 2013) and Transparency International, most corruption cases in Indonesia are related to public procurement. The losses due to this corruption amount to billions of dollars every year, and Indonesia ranks high in the level of corruption in Southeast Asia (UNODC, 2020). According to Corruption Eradication Commission (KPK) data, public procurement is one of the most common types of corruption in Indonesia, with bribery being a frequent practice to secure government procurement projects (Sabani, 2019). Indonesia has suffered significant financial losses due to corruption in the procurement process (Paranata, 2022). Procurement spending accounts for a significant portion of the government budget (Sikka, 2015). Reports by the KPK and other organizations show that corruption cases involving procuring goods and services are common and rank high in the types of corruption reported. Bribery is also often involved in securing government procurement projects (KPK, 2021).

Public procurement is an important factor of good governance and plays a role in corruption prevention (Owusu, 2019). Good procurement practices should be based on openness, competition, effective decisions and integrity (Alfada, 2019). Indonesia has committed to implementing the principles of UNCAC and G20. Presidential regulations of 2021 regulate public procurement to create scalable and controllable goods and services. Addressing governance in public procurement is crucial to effectively combat corruption in Indonesia (Lucey et al., 2023). Principles such as transparency, accountability, participation, integrity and accessibility should be applied in public procurement (Adjei-Bamfo, 2019).

However, there are challenges in public procurement reform in Indonesia. Despite significant efforts to improve procurement governance, corruption remains prevalent due to bureaucratic inefficiencies and lack of transparency (Yusuf, 2021). Many studies examining corruption cases especially in Indonesia's public procurement shows different results. Despite increased transparency, curbing corruption remains a significant issue due to a lack of effective oversight and ineffective accountability mechanisms (Susanto, 2021; Setiawan, 2024).

In Indonesia, National Public Procurement Agency (LKPP) is the only institution tasked with implementing policy development and formulation of government procurement of goods and services, especially the Index of Procurement Governance. Good procurement governance index consists of indicators measuring procurement governance at the operational level, both in terms of Human Resources and institutions, as well as in systems procurement. Moreover, procurement work unit (UKPBJ) as a procurement centre of excellence, is a government work unit with strategic characteristics. It is collaborative, performance-oriented, proactive, and capable of making sustainable improvements. One way to ensure continuous improvement is

to apply a maturity level model, a measuring tool for improvements made, and a guide for UKPBJ in subsequent improvement efforts.

The maturity of a procurement unit is an indicator of success in developing an efficient and corruption-free government procurement system for goods and services and one of the agendas in the national action plan for preventing and eradicating corruption in accordance with the Presidential Instruction. Therefore, the maturity of the procurement unit is a critical determinant in safeguarding public resources against corruption. Over the past decade from 2014 to 2024, numerous studies and reports have highlighted the evolution of procurement practices, focusing on the implementation of robust systems, transparency mechanisms, and the professionalization of procurement personnel. The studies aimed to provide a comprehensive overview of the maturity of procurement units, examining the frameworks and strategies that have been developed to mitigate corruption risks.

In Indonesia, the maturity level of procurement unit has been measured since 2021 as part of the procurement governance index, beside the utilization of the procurement system and the qualifications and competence of human resources that carry out the procurement of goods and services. The maturity unit level is expected to improve and reach proactive level. However, there is limited empirical studies examining the direct impact of the maturity of procurement unit against corruption especially in Indonesia. There are needs for in-depth analysis to better understand and address this situation. There is also a need to understand the maturity of procurement units and the existence of procurement corruption across government units and regions within Indonesia. In light of the foregoing, the research question for this study is first, how is the implementation of maturity of procurement in Indonesian government from 2021-2023. Second, how is the existence of procurement corruption from 2021-2023. Third, does maturity level of procurement units affect in reducing corruption. Therefore, the research objective is first to analyse the maturity of procurement unit. Second, is to evaluate the procurement corruption. Third is to examine the effect of maturity of procurement unit in reducing corruption in Indonesian government. This research has several contributions. First, the use of maturity unit to analyse the achievement and effectiveness across ministries, institution and government provincial. Second, the use of corruption data to inform the existence of corruption particularly in procurement cases. Third to provide insight and suggestion to government of what should be maintained and improved in terms of the role of procurement units to reduce corruption.

Literature Review

Procurement practices has been reformed in developing countries. Research of Silva (2023) investigated the role of accountability mechanisms in enhancing procurement integrity. More research is needed on the effectiveness of these mechanisms in the Indonesian context. In related with corruption, Kumar (2021) analysed various procurement reforms in developing countries and their impact on corruption. Research of Zhao (2023) evaluated the effectiveness of recent procurement policy reforms in reducing corruption while Martinez (2021) provided a long-term analysis of procurement practices and their impact on corruption. In this case, there should be specific challenges in combating corruption that are facing in Indonesia context. Besides, the role of public participation and transparency in procurement processes in curbing corruption need to be fully analysed.

There are long-term studies tracking the impact of procurement unit maturity on corruption levels over time. Research of Tan (2020) investigated regional differences in procurement maturity and corruption, providing insights from multiple countries. There are key barriers to achieve procurement maturity and various models to assess procurement maturity and their effectiveness in combating corruption (Yadav, 2023). Therefore, there should be more studies assessing changes in procurement maturity and corruption over time from Indonesia specifically in regional area. Specific barriers in procurement implementation as well as the effectiveness of government policy can further be explored.

Meanwhile, according to (LKPP, 2021) the definition of maturity of procurement unit in Indonesia is an indicator of success in developing an efficient and corruption-free government procurement system for goods and services. The maturity of procurement unit is one of the agendas in the national action plan for preventing and eradicating corruption. The measurement of maturity unit towards a centre of excellence for procurement of goods and services is carried out in stages through 5 (five) levels of unit maturity which are initiation, essence, proactive, strategic and superior levels. The target of each unit is to reach maturity level 3, namely proactive, to be called a unit with a centre of procurement excellence. Proactive is a unit which carries out the procurement of goods and services function with an orientation towards meeting customer needs through collaboration, strengthening the planning function with customers internally and externally.

The maturity level measurement model is defined as a measurement instrument used to implement institutional management that describes unit's capabilities. It consists of 4 domains and 9 variables. First is Process Domain, which includes variables of Procurement Management, Provider Management, Performance Management, and Risk Management. Second is Institutional Domain, which includes variables of Organization and Duties and Function. Third is Human Resources Domain, which has Planning and Development variables. And fourth, Information Systems Domain with variables of Information Systems (LKPP, 2019).

In term of process domain of procurement process, research of Wang (2022) examined how simplifying procurement processes can reduce opportunities for corruption while Evans (2022) focused on how transparency initiatives in procurement processes can reduce corruption. Research of Ahmed (2023) examined how increased public participation and transparency in procurement processes can mitigate corruption. These studies implied that more transparency in procurement process effect in decreasing corruption. Meanwhile, there are challenges faced in reforming public procurement processes in Indonesia. Reforms have been ineffective in reducing corruption due to systemic issues such as lack of accountability and resistance to change (Putri, 2020). Although transparency has increased, its impact on reducing corruption is limited by ineffective implementation and oversight (Wijaya, 2024).

In terms of institution or organization domain, the previous studies of Zhao (2023) evaluated the effectiveness of recent procurement policy reforms in reducing corruption. Research of Garcia (2021) examined the effectiveness of independent oversight bodies in monitoring procurement processes. These studies implied that more effective the policy and the institution will be more significant in reducing procurement corruption. However, existing policies are often inconsistently applied, making them ineffective in reducing corruption (Putri, 2020). Institutional weaknesses in public procurement in Indonesia is also exist. Weak internal control

systems and bureaucratic inefficiencies are the main reasons for the high levels of corruption (Kurniawan, 2023).

Moreover, in terms of human resources domain, the professionalization and capabilities of procurement officials correlate with corruption level. Study of Smith (2021) emphasized the importance of training and professional certification in reducing procurement-related corruption. The positive and continuous training programs impact on reducing procurement corruption (Choi, 2021). Other studies also examine the relationship between human resource competency in procurement and corruption in Indonesia. Despite increased competency through training and certification, corruption persists due to weak enforcement of ethical standards and lack of accountability as well as monitoring system (Santoso, 2021; Rahmawati, 2022). In addition, without comprehensive reforms in HR policies and practices, efforts to combat corruption in procurement remain largely ineffective (Dewi, 2020).

Besides, in terms of information systems domain, Jones (2022) highlighted the role of e-procurement in enhancing transparency and reducing corruption in developing countries. It provided empirical evidence from various case studies, including Indonesia. There was also discussion how technological innovations can enhance procurement transparency and reduce corruption (Gupta, 2022). Many previous studies including Brown (2021) assessed the effectiveness of e-procurement systems in increasing transparency and accountability. The implementation of e-procurement in Indonesia and its impact on corruption are also evaluated. However, while e-procurement helps reduce some forms of corruption, numerous loopholes remain exploitable due to insufficient oversight, accountability (Sari, 2020) and regulatory framework (Nugroho, 2021).

Hypothesis Development

According to what is applied in the Indonesian government, the maturity of the procurement unit is reflected by the procurement process, institution, human resources, and information systems. As discussed by most previous research, better procurement processes, institutions, human resources, and information systems affect decreasing corruption. In other words, a higher level of maturity of procurement units determined by those domains is expected to reduce corruption cases in the Indonesian government.

However, the Indonesian government is focusing on the challenges of improving the maturity unit and combating procurement corruption. Government institutions may face limitations associated with the implementation of e-procurement, less effective procurement processes and institutions and capabilities of human resources that will increase the probability of procurement corruption. Therefore, the impact of the professionalization of procurement staff, the implementation of the procurement system, and the effectiveness of the organization and the procurement process in reducing corruption should be examined. This research hypothesizes that the maturity of the procurement unit affects the decrease in procurement corruption.

Research Methodology

Population and Sample

The population of this research is all ministries, institutions and provincial governments that conduct public procurement in Indonesia. There are 114 or total 432 sample data from year 2021-2023.

Operational Variables

The independent variable of this research is maturity value of procurement unit. The unit Maturity Level Indicator is calculated from the number of variables that have reached the level Proactive level maturity compared to the total number of variables (9 variables) and multiplied by the indicator weight. For example, If unit A has complied 4 variables at the Proactive level out of overall 9 variables, then in that year the Value Unit A's Maturity Level is = $(4 : 9) \times 40 = 17.78$. The table below is the value Calculation for each unit maturity achievements for year 2021-2024.

Table 1: Unit of Maturity Level Criteria and Values

Achievement	Maturity Value
9/9	40,00
8/9	35,56
7/9	31,11
6/9	26,67
5/9	22,22
4/9	17,78
3/9	13,33
2/9	8,89
1/0	4,44
0/0	0,00

Source: LKPP, 2021.

The dependent variable of this research is cases of procurement corruption. The value of corruption in ministries, institution and government provincial is given by 0 if there is no procurement corruption case and 1 if there is corruption case in any level of investigation.

Data Collection and Analysis

This research used secondary data. For maturity value of procurement unit of ministries, institution and government provincial, the data are obtained from the index of procurement governance year 2021-2023 reported by National Public Procurement Agency (LKPP). For corruption cases, the data are obtained from report of investigation, prosecution and inkracht cases of government procurement corruption released by Corruption Eradication Commission (KPK). The data is processed and analysed with SPSS software.

Result and Analysis

Descriptive Analysis

The total sample is 342 for 3 years or 114 sample per year. It consists of 34 ministries, 46 institutions and 34 provincial governments. Government institution provides the largest sample or 40,6%.

Table below is the descriptive statistics showing that maturity unit has average value of 21,33. The standard deviation value for maturity variables that lower than the average value shows that the maturity data is less varied.

Table 2: Descriptive Statistic

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Maturity	342	0,00	40,00	21,3272	17,04485
Corruption	342	0	1	0,14	0,348

Table 3 below is the frequency table of maturity value. Overall, the maturity value of 0,00 is the highest followed by the maturity value of 40,00. It means, although most of the unit has the lowest maturity value, the maturity value of 40,00 and 35,56 has high frequency.

Table 3: Maturity Unit

Maturity Value	Frequency	Percent
40,00	89	26%
35,56	19	5,6%
31,11	8	2,3%
26,67	7	2%
22,22	4	1,2%
17,78	9	2,6%
13,33	7	2%
8,89	10	2,9%
4,44	13	3,8%
0,00	96	28,1%

Table 4 dan 5 below shows further analysis. Compared to 2021 and 2022, year of 2023 has lowest amount of 0,00 maturity value and highest amount of 40,00 maturity value. In other words, the maturity value of 0,00 is highest in 2021 and lowest in 2023 that displayed in Table 4.

Table 4: Maturity Unit by Year

Year	Maturity Unit										Total
	,00	4,44	8,89	13,33	17,78	22,22	26,67	31,11	35,56	40,00	
2021	48	7	6	4	4	3	6	6	12	18	114
2022	33	0	0	0	0	0	0	0	0	27	114
2023	15	6	4	3	5	1	1	2	33	44	114
Total	96	13	10	7	9	4	7	8	45	89	342

Table 5 shows maturity unit by organization. The ministries and institution have highest amount in 0.00 maturity unit while next is 40.00 dan 35.56. Meanwhile, provincial government has highest amount in 40.00 of maturity unit.

Table 5: Maturity Unit by Organization

Organization	Maturity Unit										Total
	.00	4.44	8.89	13.33	17.78	22.22	26.67	31.11	35.56	40.00	
Ministries	29	3	5	3	3	1	2	0	15	21	101
Institution	67	8	4	2	5	2	2	1	17	12	139
Provincial	0	2	1	2	1	1	3	7	13	56	102
Total	96	13	10	7	9	4	7	8	45	89	342

In terms of corruption, cases of procurement corruption from year 2021-2023 shows that 86% has no corruption cases and 14% has procurement corruption cases. Furthermore, compared to the other years, 2022 has lowest number of case while 2023 has highest number of procurement corruption as shown on table 6. Moreover, table 7 shows that government institution has the lowest case of procurement corruption while government provincial has the highest amount of corruption case.

Table 6: Procurement Corruption Case by Year

Year	Corruption		Total
	No	Yes	
2021	97	17	114
2022	101	13	114
2023	96	18	114
Total	294	48	342

Table 7. Procurement Corruption Case by Organization

Organization	Corruption		Total
	No	Yes	
Ministries	89	12	101
Institution	133	6	139
Provincial	72	30	102
Total	294	48	342

Regression Analysis

The research use SPSS software to analyse the data. It examines with regression binary logistic as for dependent data corruption 0 and 1. The result in table 8 below shows that the increase of maturity unit for 1 level will increase the opportunity of the existence of procurement corruption cases for 0,034 times. Besides, the result of r-square is 0,033. It proves that maturity unit of procurement variable only influence procurement corruption by 3,3% while the other 96,7% is determined by other variables.

Table 8. Regression Result

	B	S.E.	Wald	df	Sig.	Exp(B)
MAT	0,034	0,010	10,519	1	0,001	1,035
Constant	-2,655	0,334	63,278	1	0,000	0,070

Discussion

The descriptive analysis shows that the maturity value of the procurement unit is relatively low. The maturity value of 0.00 has the highest frequency during 2021-2023. This means that most ministries, institutions, and provincial governments have yet to achieve any domain of procurement process, organization, human resources, and information system. This situation mainly occur in 2021 and possibly due to incomplete or comprehensive assessments in all ministries, institutions and provincial governments. In 2023, there was much increase when the maturity value of 40.00 reached the highest amount. It means the procurement units have improved their management of procurement, supplier, performance, risk, organization, HR plan and development, and e-procurement. Moreover, ministries and institutions contribute most to the lowest maturity value of 0.00, while provincial governments have the highest maturity value of 40.00. Location in the capital city and central government do not guarantee that ministries and institution procurement units have high maturity values. Meanwhile, provincial governments have proven to have better procurement management, HR qualification, and system implementation. In terms of corruption, most units have low cases of procurement corruption during 2021-2023. However, there is a tendency to increase cases in 2023. It means there are more procurement cases either in the level of investigation, prosecution, or inkraht, especially in the provincial government.

The regression analysis shows that maturity of procurement unit affects the existence of corruption significantly. The hypothesis that the maturity of the procurement unit affects the decrease in procurement corruption is not proven. Although there is increase in maturity level of procurement unit, there is also increase in procurement corruption cases. Specifically, higher level of maturity unit leads to the increase of corruption in the provincial government. Better procurement process and organization, the implementation of information system as well as human resources capacities could not significantly reduce the corruption. The results of this research agree with previous studies, which state that high levels of corruption are caused by several things, namely not being transparent and inefficient (Yusuf, 2021), being unaccountable (Susanto, 2021), ineffective policies (Setiawan, 2024; Putri, 2020; Dewi, 2020) lack of oversight (Wijaya, 2024; Sari, 2020), weak of internal control (Kurniawan, 2023), weak enforcement of ethical standards (Santoso, 2021; Rahmawati, 2022) and insufficient framework (Nugroho, 2021). Moreover, the corruption is remain high because of the continuance presence of informal network and collusion (Wijaya, 2024) as well as the persistence of collusion and system manipulation (Santoso, 2021).

Conclusion

The research answer the objective about the implementation of maturity of procurement unit and the existence of procurement corruption in Indonesian ministries, institution and provincial governments. The results prove that higher level of maturity of procurement unit does not effect to the decrease of corruption. There are other factors beside maturity unit that will decrease the procurement corruption significantly. As the low maturity level in ministries and institutions, the government needs extra effort to monitor their level of management procurement, supplier, performance, risk, job and function of organization, HR plan and development and e-procurement. In 2023, an increase at the highest level of maturity units was seen. This proves that progress has been made, so the government must continue to maintain units that have

achieved good result. Moreover, the government should monitor, detect and prevent procurement corruption especially in provincial governments. In order to that, overall, the government need to strengthen the implementation of procurement governance throughout ministries, institution and provincial governments.

This research has several limitations and suggestions for future studies. First, additional sample collection is limited to the provincial government and extends to regional governments. Indonesia has around 500 districts and cities; additional samples will enrich the research results. Second, future research can obtain more detailed value of procurement unit maturity levels, such as key driver values, variables, and domains, to better map and describe maturity levels across ministries, institutions, and provincial governments. Third, additional analysis, such as interviews, will confirm and obtain further information regarding implementing the procurement unit's maturity to reduce corruption.

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FACTORS INFLUENCING EDUCATORS' JOB SATISFACTION IN VIRTUAL LEARNING ENVIRONMENT AT PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEI's) IN NILAI, NEGERI SEMBILAN, MALAYSIA

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Abstract: *This study aims to investigate the factors influencing educators' job satisfaction in virtual learning environments (VLEs) at private higher education institutions (PHEIs) in Nilai, Negeri Sembilan, Malaysia. The main objectives are to examine the relationships between paradigm shift, teaching load, online technologies, professional development, educational policies, and educators' job satisfaction. The research method employed is quantitative. A self-administered online survey questionnaire will be used to collect data from 200 educators, including full-time, part-time, and adjunct faculty, from four selected PHEIs in Nilai. A simple random sampling technique will be used to select the sample. The quantitative data collected will be analysed using SPSS and Smart PLS software. Structural Equation Modelling (SEM) will be employed to examine the relationships between the variables and test the proposed model and hypotheses. The significance of this study is to provide new insights to support the job satisfaction of educators in VLEs at private higher education institutions. The findings will contribute to examining the effectiveness of current initiatives and policies related to the use of VLEs in higher education. Additionally, the study aims to provide understanding and awareness among educators about the factors influencing their job satisfaction and how to sustain their careers in the virtual learning environment.*

Keywords: *Virtual Learning Environments, Educators' Job Satisfaction, Private Higher Education Institutions*

Introduction

The COVID-19 pandemic has accelerated the shift to online instruction, highlighting the importance of virtual learning environments (VLEs) in higher education (Adedoyin & Soykan, 2020; Dhawan, 2020). Over the past two decades, the emergence of virtual educational institutions has been well-documented in the Malaysian educational system (Hashim, Tan, & Rashid, 2015). Virtual learning has become a prominent educational choice for students not only in Malaysia, but across the world (Basilaia & Kvavadze, 2020; Dhawan, 2020).

The use of modernized virtual worlds has extended the limits of technological development, resulting in widespread use of multi-user virtual environments (MUVEs) (Kaplan-Rakowski & Gruber, 2019). These advancements have influenced the application and use of VLEs in educational settings (Kaplan-Rakowski & Gruber, 2019). While virtual learning has the potential to provide engaging and distance learning comparable to traditional classroom

settings, some segments of the developing world, including Malaysia, are still grappling with the challenges faced by e-learning stakeholders in harnessing the full potential of these technologies (Livingstone et al., 2008).

Stakeholders have widely adopted various structures and approaches to implement e-learning using computers, new technology, and the internet. E-learning has been defined in multiple ways, such as the use of new multimedia technologies and the internet to improve the quality of learning (European Commission, 2001), as well as the use of electronic technology and media to deliver, support, and enhance both learning and teaching (Guri-Rosenblit, 2005).

This study aims to investigate the factors influencing educators' job satisfaction in virtual learning environments at private higher education institutions (PHEIs) in Nilai, Negeri Sembilan, Malaysia.

Literature Review

The literature review covers relevant research on the following topics:

Virtual Learning Environment Overview

The Malaysian educational system has witnessed the emergence of virtual educational institutions over the past two decades (Hashim et al., 2020). Virtual learning has become a prominent educational choice for students globally, including in Malaysia (Basilaia & Kvavadze, 2020; Dhawan, 2021).

Virtual Learning Environments (VLEs) are digital platforms designed to enhance the educational process. These online spaces facilitate communication, resource access, collaboration, and various learning activities for both students and educators (Hung et al., 2021; Norton & Porter, 2021; Dudeney & Hockly, 2021). VLEs offer a comprehensive set of tools, including video presentations, audio recordings, and virtual classes, allowing learners to engage with course materials regardless of their physical location.

In contrast, Learning Management Systems (LMSs) focus more on administrative aspects, such as tracking progress, managing content, and generating reports (Norton & Porter, 2021). The primary goal of a VLE is to create an interactive online environment that simulates the classroom experience, emphasizing teaching and learning. It provides tools for content delivery, communication (such as forums and chats), collaboration, and interactive activities. In academic settings, VLEs are commonly used to enhance learning through digital means (Hung et al., 2021).

While virtual learning has the potential to provide engaging and distance learning comparable to traditional classroom settings, some segments of the developing world, including Malaysia, are still grappling with the challenges faced by e-learning stakeholders in harnessing the full potential of these technologies (Livingstone et al., 2021). VLEs and LMSs contribute to the evolving landscape of digital education, catering to diverse learners and educators worldwide.

Virtual Learning Environment Vs. Traditional Learning

Researchers have identified several key differences between traditional, face-to-face learning and virtual learning environments (VLEs). In terms of resources, traditional learning relies on physical libraries and information centres, which can be more expensive and time-consuming

to access, while VLEs provide learning materials and resources within the system, which are generally less costly (Rashty, 2020). Regarding classroom discussion, traditional learning tends to be more teacher-centric, with the instructor talking more than the students, whereas VLEs foster more student participation (Stonebraker & Hazeltine, 2019).

The transition from traditional learning in classrooms to virtual learning environments (VLEs) has been signalling a paradigm shift in the education landscape. Researchers have highlighted several key differences between these two approaches to education. VLEs offer cost-effectiveness, scalability, accessibility, and consistency, making them an attractive option for many learners (Cooke, 2022). However, traditional learning still excels in facilitating spontaneous interaction and providing hands-on guidance from educators (Cooke, 2022).

The scheduling and location of learning also differ significantly, with VLEs allowing for a more flexible, user-driven schedule and the ability to learn from anywhere (Rashty, 2020). The course content also varies, with traditional learning following a set curriculum, while VLEs draw from a wider range of information sources, such as web databases (Rashty, 2020).

Additionally, student motivation tends to be higher in VLEs, as the content is more engaging and relevant, compared to traditional learning where the subject matter may feel more distant (Rashty, 2020).

Despite the potential challenges, the COVID-19 pandemic has accelerated the adoption of VLEs, with 98% of universities moving their classes online since 2020 (Admissionsly, 2022). In recent years, the teaching load of educators in VLEs has been a topic of concern. Studies have shown that the transition to online teaching has increased the workload for many educators, as they must adapt their teaching methods, create digital content, and provide more individualized support to students (Mohammed et al., 2020). This increased workload can lead to burnout and negatively impact the quality of education provided in VLEs.

As the online learning industry continues to grow rapidly, it is expected to reach \$686.9 billion by 2030 in the US alone, further solidifying the paradigm shift towards virtual learning environments (Global Industry Analysts Inc., 2022). However, it is crucial that the well-being and workload of educators are addressed to ensure the long-term success and sustainability of VLEs.

Virtual Learning Environment and Technology

Higher education institutions often utilize open-source programs to implement virtual learning environments (VLEs), which are flexible online technologies developed specifically for teaching and learning (Stonebraker & Hazeltine, 2021). This allows institutions to reduce the cost of developing their own VLE systems (Stonebraker & Hazeltine, 2021). Many organizations, businesses, and educational institutions are striving to integrate asynchronous educational systems with VLEs, which serve as a bridge between educators and students in different locations (Stonebraker & Hazeltine, 2021).

VLEs incorporate various mediation formats, including voice, video, data, and print, as well as radio, television, web-based programming, streaming audio and video, and recording technologies (Stonebraker & Hazeltine, 2021). Social software, such as Rich Site Summary (RSS), wikis, and blogs, can also be integrated into VLEs, enabling educators to offer courses

in a simple and appealing way, making it worthwhile for students to employ them in the learning process (Georgouli, 2021). The use of VLEs has been shown to reduce the teaching load of educators, as the initial effort required to develop the teaching material is offset by the ease of delivering lessons through the VLE (Georgouli, 2021).

Synchronous VLEs require standards and specifications for Instructional Management Systems (IMS) and Sharable Content Object Reference Model (SCORM) (Pamela et al., 2022). The constant changes and revisions in VLE terminology in e-learning have caused some confusion, with terms such as Course Management System (CMS), Learning Management System (LMS), Learning Support System (LSS), Learning Content Management System (LCMS), Managed Learning Environment (MLE), Learning Platform, and Online Learning Center (OLC) being used interchangeably (Pamela et al., 2022). Examples of these categories include LAMS, Model, Iliac, Sakai, WebTV, Tutor, Blackboard, and Caroline (Georgouli, 2021).

Virtual Learning Environment and Pedagogy

The implementation of virtual learning environments (VLEs) in education requires a clear understanding of how they can meet the educational goals and objectives of the institution (Cheng & Yen, 2022). VLEs should serve as a focal point for students' learning activities, facilitating access to resources and materials, as well as the learning process itself (Cheng & Yen, 2022). The quality of course design and teaching are critical to the effective usage of VLEs, as the failure of VLEs can be attributed to the assumption that a computer can replace the role of an educator, resulting in low engagement and passive learning (Cheng & Yen, 2022). The professional development of educators is crucial for the successful implementation of virtual learning environments (VLEs) in education. Studies have shown that educators who receive training in online pedagogy and technology integration are more likely to create engaging and effective VLE experiences for their students (Baran & Correia, 2021; Mishra et al., 2021). Professional development programs should focus on helping educators develop the necessary skills to design and facilitate learning in VLEs, such as creating interactive content, facilitating online discussions, and providing timely feedback (Baran & Correia, 2021). Additionally, educators should be encouraged to experiment with different pedagogical approaches in VLEs, such as problem-based learning, project-based learning, and game-based learning, to cater to diverse learning styles and preferences (Mishra et al., 2021).

Several pedagogical approaches can be employed in VLEs, such as open resource-based learning, e-learning platforms, and collaborative learning (Kurilovas, 2022). However, the inability of educators to develop the necessary pedagogy and skills, as well as to adopt a positive attitude towards technology, are significant challenges impacting the formation of VLE communities (Harper et al., 2022). The personal experience, pedagogy, and remote learning of educators are interconnected, as a negative perception of technology can adversely affect the pedagogy employed in VLEs (Harper et al., 2022).

The pedagogy required in corporate distance learning education differs from that needed in academic contexts (Harper et al., 2022). Traditional face-to-face learning in education was primarily focused on individuals with the educational mission of producing productive output, while business is concerned with the educational purpose of teaching individuals as a way of achieving corporate profitability (Harper et al., 2022).

According to constructive pedagogy, the pedagogical goals of higher education can be divided into three categories: 1) Acquisition of knowledge and skills, 2) Socialization, and 3) Development of purposeful learning, where the individual becomes a self-organized, reflective, and critical-thinking practitioner (Lombardi & McCahill, 2022). The constructivist philosophy underpins the implementation of immersive, learning-centered educational environments in VLEs (Lombardi & McCahill, 2022).

Virtual Learning Environments in Private Higher Education Institutions (PHEIs)

The adoption of virtual learning environments (VLEs) in higher education has grown significantly in recent years, with many universities embracing this teaching technique to enhance the educational experience for students. However, the implementation of VLEs in higher education may face challenges such as delivering effective instructional content and developing appropriate pedagogy (Nielsen et al., 2021).

In the Malaysian context, the government has implemented various educational policies to support the transition to VLEs in higher education. The Malaysian Education Blueprint 2015-2025 emphasizes the importance of leveraging technology, including VLEs, to enhance teaching and learning (Ministry of Education Malaysia, 2015). Additionally, the Malaysia Education Technology Masterplan 2021-2025 outlines strategies to strengthen the integration of digital technologies across the education system (Ministry of Education Malaysia, 2021). These educational policies have provided a supportive framework for higher education institutions, including private higher education institutions (PHEIs), to adopt and effectively utilize VLEs (Azman et al., 2020).

To create a functional VLE, key areas must be considered, such as institutional mandates, teaching design and requirements, functional needs of course delivery, and technical skills and needs of students and academics (Nielsen et al., 2021). Some academics argue that student-centered teaching methodologies do not always inspire learners to take a high-quality approach to learning, and educators may face pressure to utilize certain techniques in their teaching style and teaching load (Moron-Garcia, 2022).

Studies have suggested that the usage of VLEs in university courses can vary among students, with some spending more time using the VLE than others (Stricker et al., 2021). Some research has indicated that some university students who utilized the VLE did not meet the original purpose of providing a tool to help their study over the semester (Stricker et al., 2021).

The successful incorporation of VLEs in higher education is dependent not only on availability and access, but also on how instructors use the technology. The influence of VLEs on teaching and how educators respond to their introduction are crucial factors in the effective implementation of VLEs in higher education (Heaton-Shrestha et al., 2022).

Virtual Learning Environment and Job Satisfaction of Educators

Educator job satisfaction is a crucial factor in the success and retention of teachers, with significant implications for both students and the teaching profession (Bascia & Rottmann, 2021; Liang & Akiba, 2022). Satisfied educators are less vulnerable to stress and burnout, provide higher-quality instruction, and are less likely to leave the profession (Kyriacou &

Sutcliffe, 2022; Skaalvik & Skaalvik, 2022; Klusmann et al., 2022; Kunter et al., 2022; Blömeke et al., 2022; Klassen & Chiu, 2022).

The growing demand for online education has led to a need for qualified virtual instructors, but many teachers are resistant to the transition to online teaching (Gemin et al., 2022; Kennedy & Archambault, 2022; Mitchell et al., 2022; De Jong, 2022). Understanding the factors that influence an educator's satisfaction and motivation to teach online is crucial for improving instructor satisfaction and delivery (Lloyd et al., 2022).

Previous research has identified several barriers to online teaching satisfaction, including interpersonal, institutional, training and technology, and cost/benefit analysis issues (Lloyd et al., 2022). Intrinsic motivations, such as academic challenge, technology use, and self-motivation, have been found to be the most compelling factors for teaching online (Panda & Mishra, 2022).

A study by Suganya and Sankareshwari (2022) found that the quality of the virtual learning environment (VLE) was a significant factor in educator job satisfaction. The learning environment, rather than the virtual format or traditional teaching methods, provided a higher level of satisfaction among the workforces. The study also found that educator control over the online learning environment was a key determinant of satisfaction and perceived learning (Suganya & Sankareshwari, 2022).

Educator job satisfaction with VLEs is a widely accepted proxy for the utility of these systems, as user perception is more important than technical quality (Bondarouk, 2022; Russell, 2022). Challenges such as user discontent with new systems, incompatibilities with existing practices, and inadequate end-user support can contribute to educator dissatisfaction with VLEs (Bondarouk, 2022).

In conclusion, understanding the factors that influence educator job satisfaction in virtual learning environments is crucial for the success and retention of online instructors. Addressing the unique challenges faced by virtual educators and fostering intrinsic motivations can lead to improved satisfaction and, ultimately, better learning outcomes for students.

Research Questions

This study addresses the following questions:

1. Is there any relationship between paradigm shift and educators' job satisfaction?
2. Is there any relationship between teaching load and educators' job satisfaction?
3. Is there any relationship between the use of online technologies and educators' job satisfaction?
4. Is there any relationship between professional development and job satisfaction of educators?
5. Is there any relationship between supportive educational policies and educators' job satisfaction?

Research Objectives

In this study, the researcher aims:

1. To examine the relationship between paradigm shift and educators' job satisfaction.
2. To investigate the relationship between teaching load and educators' job satisfaction.
3. To analyse the relationship between the use of online technologies and educators' job satisfaction.
4. To examine the relationship between professional development and job satisfaction of educators.
5. To assess the relationship between supportive educational policies and educators' job satisfaction.

Methodology

This study will employ a quantitative research methodology to examine the factors influencing educators' job satisfaction in virtual learning environments (VLE) at private higher education institutions (HEIs) in Nilai, Negeri Sembilan, Malaysia. A self-administered online survey questionnaire will be developed to collect data from educators at the selected private HEIs in Nilai. The target population will be educators including full-time, part-time, and adjunct faculty from the four selected private higher HEIs located in Nilai, Negeri Sembilan, Malaysia namely as Nilai University, Mila University, KPJ Healthcare University College and INTI International University. A simple random sampling technique will be used to select the sample of educators from the target population. The estimated sample size is 200 participants. The quantitative data collected through the survey questionnaire will be analysed using SPSS and Smart PLS software. Structural Equation Modelling (SEM) will be employed to examine the relationships between the variables and test the proposed model and hypotheses.

Proposed Research Framework

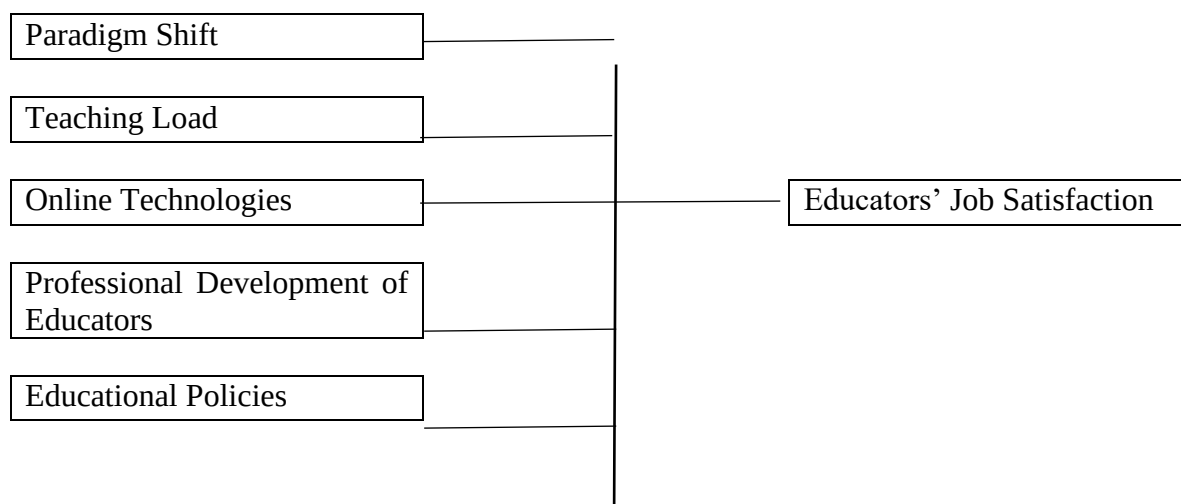


Figure 1: Proposed Research Framework

Source: Authors

Hypotheses

Considering the finding from the literature review above, the researcher proposed hypotheses as follow:

- H1: There is a positive significant relationship between paradigm shift and educator's job satisfaction.
- H2: There is a positive significant relationship between teaching load and educators' job satisfaction.
- H3: There is a positive significant relationship between the online technologies and educators' job satisfaction.
- H4: There is a positive significant relationship between professional development and job satisfaction of educators.
- H5: There is a positive significant relationship between educational policies and educators' job satisfaction.

Questionnaire Design

All the questionnaires will be adapted from several sources as in the table 1 below:

Table 1: Questionnaires Sources

Variables	Number of Items	Sources
Transition from Traditional Classroom to VLE	3	Almaiah et al. (2020)
Paradigm Shifts Required for Teaching in VLE	3	Adedoyin and Soykan
Teaching Load and Job Satisfaction	3	Bolliger and Wasilik (2009)
Online Technologies and Job Satisfaction	3	Hsu (2016)
Professional Development of Educators in VLE-Supported Universities	3	Baran and Correia (2014)
Educational Policies Related to VLE	3	Almaiah and AlKhasawneh (2020)
Supportive Educational Policies and Job Satisfaction	3	Amin et al. (2018)
Job Satisfaction in VLE	3	Bolliger and Wasilik (2009)

Expected Results

The study aims to identify the critical factors that impact educators' job satisfaction in virtual learning environments at private HEIs in Nilai, Negeri Sembilan, Malaysia. These factors include paradigm shifts, teaching load, availability and use of online technologies, professional development opportunities, and educational policies. The study will investigate the nature and strength of the relationships between the identified factors and educators' job satisfaction in VLEs. This will involve determining whether there are significant positive or negative correlations between the variables. Based on the findings, the study will propose a framework that illustrates the relationships between the factors influencing educators' job satisfaction in the context of VLEs at private HEIs in Nilai, Negeri Sembilan, Malaysia. This framework can serve as a foundation for future research and practical applications. The study will provide insights and practical recommendations for private HEIs in Nilai, Negeri Sembilan, Malaysia to enhance educators' job satisfaction and performance in virtual learning environments. This may include the development of supportive policies, effective professional development programs, and to promote educator wellbeing and effectiveness in online learning. By addressing the expected results, the research aims to provide a comprehensive understanding

of the factors that influence educators' job satisfaction in virtual learning environments at private HEIs in Nilai, Negeri Sembilan, Malaysia. This knowledge can inform strategies for creating positive and supportive online learning environments that foster educator satisfaction, engagement, performance and wellbeing.

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UNVEILING THE EXPERIENCES AND OBSTACLES OF LAW UNDERGRADUATES IN LITERATURE EDUCATION

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Abstract: *The advantages that literature offers made many countries, including Malaysia, to incorporate literature and literary texts in the teaching of English. In the context of higher education, it has been observed that literature is not confined solely to English Language and Literature undergraduate students. In fact, students pursuing various other degrees are also studying literature as a component within their degree programs. Though many previous studies delved on students view and the challenges they face when learning literature, most of them centered around high school students and English major undergraduates. Thus, this study aims to investigate law undergraduate students' view on the matter. The study will be a quantitative study using a questionnaire as the instrument. The significance of this study is extensive, as it will provide vital insights into the perspectives and challenges that law undergraduate students encounter while engaging with literature learning. The result of this study could further support the inclusion of literature in non-English university courses, and also establish the challenges that students face when learning English Literature.*

Keywords: *Attitudes, Challenges, Higher Education, Learning Literature, Literature in ESL*

Introduction

Literature has long been seen as a crucial component of teaching and mastering the English language. Carter & Long (1991) distinguished between two uses of literature: (i) literature for study, which involves reading literature within an educational setting in order to earn a credential, such as passing a subject or earning a degree; and (ii) literature as a resource, in which reading literature serves as a means for students to become more self-aware of their surroundings and to expand their language skills. The dichotomy on whether literature brings more advantages or disadvantages has also long been discussed. Baba (2022) stated that the two most common disadvantages of using literature are language difficulty and cultural disconnectedness. It is known that teaching literature revolves around the selection of texts that are contextually and culturally unfamiliar to non-native students. Furthermore, these writings frequently contain extremely difficult vocabulary, and there are doubts regarding the efficacy of teachers' methods of instruction while teaching literature (Affendi & Aziz, 2020).

Despite some criticisms and challenges associated with using literary texts in ESL classrooms, the undeniable advantages of incorporating them should not be overlooked. Suliman et al. (2019) asserts that literature learning is extensively integrated into the teaching and learning process, particularly in the context of English language education. Numerous countries have incorporated English literature into their education systems, placing it within the context of English language teaching. Though there are many previous studies that investigated students' perception of learning literature (Baba, 2022), there are limited studies in the context of higher education students, specifically, studies involving non-English major students' perception of

the incorporation of literature subject in their programme. Hence, this study aims to answer two research questions which are:

- 1) How do the law undergraduate students' view the learning of literature?
- 2) What are the challenges that the law undergraduate students face when learning literature?

Literature Review

Higher Education and Literature

Frantzen (2001) advocates for the integration of literature into foreign language curricula across all levels, highlighting its potential to create “contexts for meaningful classroom dialogues” (p. 109). Gajdusek (1988) defines context as the physical situation or setting where any spoken or written text takes place. Context-rich learning encourages students to engage actively with texts, helping them identify common challenges through experiential involvement. Weist (2004) notes that literature is particularly effective for learners at lower language proficiency levels because it aids in skill acquisition. Incorporating literary texts into beginner-level language courses supports language practice and improves reading comprehension. For these learners, literary texts provide an excellent environment for understanding context, developing critical thinking skills, and enhancing language abilities. At advanced levels, the use of literature aims to motivate learners to engage in reading activities and discussions about the themes and situations presented in literary texts, as well as introduce literary concepts. Extensive use of literature can also improve grammatical skills needed to understand unfamiliar words and enhance conversational proficiency (Gajdusek & Van Dommelen, 1987). Therefore, incorporating literature into ESL instruction benefits students at all proficiency levels, supporting both lower and higher proficiency learners.

However, Dar et al. (2021) claims that in less developed nations, the incorporation of literature into the educational curriculum, especially at the higher education level, is still at an early stage. Literature is often viewed as a field within Arts and Humanities and, as a result, is primarily taught in a manner that does not fully exploit its potential to enhance practical learning. Additionally, a systematic literature review conducted by Affendi & Aziz (2020) reveals that previous research has primarily centered on lower proficiency high school students residing in rural areas. Hence, the present study seeks to address this gap by examining the perceptions of literature learning among higher education students with average and high proficiency levels

Views of Higher Education Students on Literature

There are a few studies that probe higher education students' perception towards literature. One of it was conducted by Hasan & Hasan (2019) at Duhok and Zakho Universities, Iraq. The findings suggest that students hold favourable attitudes towards the incorporation of literature in education, as it significantly contributes to their language development, cultural awareness, and overall personal growth. Additionally, literature proves advantageous for learners in gaining insights into life, promoting personal, intellectual, and emotional growth, and developing a better understanding of their own experiences and the experiences of others (Hasan & Hasan, 2019).

Another study that delves on higher education students was conducted by Dar et al. (2021) on 436 undergraduate students of a university in Pakistan. The results showed that students held positive attitudes towards incorporating literature into their studies, noting its beneficial impact on their language development, cultural awareness, and overall personal growth. Furthermore, the research highlighted that students acknowledged the significance of studying literature. Ultimately, the study found that students prioritized the use of literature as a language learning tool over its role in enhancing cultural competence.

In the Malaysian context, Baba (2022) conducted a descriptive study on 35 undergraduates in a Malaysian university. The study reveals that in general, the participants hold positive views towards literature. The results demonstrate that engaging with literary works assists learners in strengthening their English language skills and broadening their knowledge. They are of the opinion that literature enhances their cultural awareness and plays a significant role in their personal, intellectual, emotional growth, and future professional prospects. Moreover, the respondents perceive literature as enjoyable, motivating, and rewarding, extending its influence beyond the confines of the classroom and providing them with valuable life lessons.

Thus, despite the common perception of literature as challenging, higher education students have positive attitudes towards it and recognize the benefits it can provide. It is crucial to thoroughly examine the difficulties these students face when studying literature to help them fully leverage these advantages.

Obstacles Encountered by Higher Education Students in Literature Studies

Like other subjects, learning literature presents unique challenges. According to Alshammari et al. (2020), the primary difficulty in studying English literature arises from the complexity of literary texts. The study suggests that the challenge lies not within the literature itself but in how it is presented, pointing to ineffective instruction and inadequate curricular designs as contributing factors. Hasan & Hasan (2019) similarly found language difficulty to be the most significant challenge for students. Additional issues include the time-consuming nature of literature, unfamiliar cultural concepts, and some teachers' lack of motivation, experience, and use of technology, which can make the learning experience dull.

In a study by Baba (2022), 40% of participants found the texts challenging, while others struggled with exam questions, shyness, and the volume of material. Some respondents also cited teaching methods and boring topics as reasons for dissatisfaction. On the other hand, Pasaribu et al. (2023) identified two main categories of challenges: lesson-related and learning process-related. Students struggled with complex grammar, understanding individual words, interpreting texts, unfamiliar topics, new vocabulary, and unclear instructions. Learning process issues included dependency on others, emotional disturbances, fast-paced explanations, lack of rewards, and lack of focus.

In summary, the challenges higher education students face in learning literature include linguistic difficulties, teaching and learning processes, extensive material, and cultural differences. While most research focuses on English majors, the current study aims to explore the challenges faced by non-English major students in learning literature to address this gap.

Methodology

This study adopts a quantitative, descriptive design to investigate law undergraduate students' view on the learning of literature and the challenges they face when learning literature. The online questionnaire was sent to all law students who were taking the Literature subject in a particular semester. A total of 104 students responded to the survey. The survey includes both multiple-choice items and open-ended questions. The responses were analysed for percentages and mean. The questionnaire takes the form of a Likert-type scale, and the most appropriate measure of its reliability is Cronbach's Alpha (Olaniyi, 2019).

Findings

Perspectives of Law Undergraduate Students on Literature Learning

When analysing the data obtained to investigate students' view on literature learning, it is found that the highest mean score was for the statement "It is fun" (Mean=4.5). This was followed by "It helps me improve my proficiency in the English language" (Mean=4.48) and "It helps increase cultural awareness between different cultures" (Mean=4.47). Additionally, many students believe that literature helps them grow emotionally (Mean=4.36) and intellectually (Mean=4.32). Literature is also seen as a motivating subject (Mean=4.26) and as beneficial beyond the classroom (Mean=4.12). A lower mean score was recorded for "It is important to me because it contributes to my future professional career" (Mean=3.83). The lowest scores were for "It is difficult because the text (novel) is difficult to comprehend" (Mean=2.68) and "It is boring and a waste of time" (Mean=2.09). Overall, the responses indicate a positive perception of the course, with students finding it both educationally valuable and emotionally rewarding.

Additional insights were gathered from students' responses to an open-ended question, further enhancing the results. Most students reported positive experiences with the course, describing it as "fun," "interesting," "stimulating," and "engaging." Interactive elements such as group discussions and drama presentations were particularly enjoyable and rewarding. One student remarked, "Interesting for we can express our feeling through the final assessment which is the drama presentation," while another noted, "Fun and interesting especially since we get creative doing our own drama script. It also helps us to develop cooperation more between us." Overall, there is a clear appreciation for the learning experience, which allows for creative interpretation and critical thinking, leading to personal growth and emotional engagement.

Obstacles Encountered when Learning Literature

Overall, item 4 received the highest mean score (Mean=3.17), indicating that assessments were perceived as challenging. This was followed by item 3 (Mean=2.89), which suggests that many students felt there were too many assessments for the course. Items 1 and 2 had moderate mean scores (Mean=2.48 and 2.38), indicating that students found understanding and interpreting the text moderately difficult. The lowest score was for uninteresting teaching methods (Mean=2.01), suggesting that students generally enjoyed the teaching methods used in their lessons.

In addition to the structured responses, insights from the open-ended question "Any other challenges you faced during lessons?" provide further context. Students mentioned various

challenges, including time constraints, difficulties in understanding the novel or assignments, and feeling overwhelmed by coursework. The combined analysis of both structured responses and open-ended comments offers a comprehensive view of law undergraduate students' experiences with the literature course. While there is a generally positive sentiment, some challenges and areas for improvement were identified.

Discussions and Conclusion

In addressing students' perspectives on literature learning, the study revealed that law undergraduates generally enjoy studying literature, echoing findings from Alfauzan & Hussain (2017) and Ashrafuzzaman et al. (2021). Similar to Hasan & Hasan (2019) and Dar et al. (2021), students perceive literature as beneficial for language development, cultural awareness, and personal growth. Despite being future law professionals rather than English educators, students recognized literature's relevance to their careers, which was unexpected compared to findings in Baba's (2022) study with prospective educators. Additionally, like higher education students in Hasan & Hasan (2019), law undergraduates appreciated group discussions and presentations in literature classes, finding them conducive to critical thinking and analytical skills development, as noted by Abdullah et al. (2021).

The second part of the study focused on identifying challenges faced by law undergraduates when learning literature. Contrary to previous research highlighting text complexity and language difficulties as primary challenges (Pasaribu et al., 2023; Baba, 2022; Alshammari et al., 2020; Albiladi, 2019; Hasan & Hasan, 2019; Yavuz, 2014), this study found that students did not rank text comprehension as their foremost challenge. Instead, they identified demanding assessments, high workload, and time management as their primary concerns. This shift in perspective may stem from the study's student composition, primarily comprising those with intermediate to advanced language proficiency levels.

Moreover, while earlier studies consistently cited teaching methodology as a significant challenge in literature learning (Pasaribu et al., 2023; Baba, 2022; Alshammari et al., 2020; Hasan & Hasan, 2019), this study found teaching methods received the lowest rating among challenges faced by students. This discrepancy could be attributed to the variety of engaging teaching approaches used by lecturers and the independent learning capabilities of advanced students.

In summary, this study provides valuable insights into law undergraduate students' perceptions and challenges in learning literature. It underscores their preference for drama and novels, their positive views on literature's educational and personal benefits, and their recognition of its relevance to future careers. The study also highlights a shift in perceived challenges, emphasizing assessments and workload management over text comprehension, and challenges previous assumptions about teaching methods in literature education.

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DESIGN AND ANALYSIS OF THE GATING AND RISERING SYSTEM FOR STEEL SAND CASTING

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Abstract: Steel sand casting involves complex processes that significantly impact the quality and integrity of the final product. Among these processes, the design of the gating and risering systems plays a crucial role in ensuring defect-free castings. This research focuses on optimizing the gating and risering system design for steel sand casting with the aim of improving casting quality and minimizing defects. Through a detailed case study, the study seeks to develop a robust gating and risering system specifically tailored for steel casting applications. Computational applications using CATIA software for 3D modelling and Altair Inspire Cast for process simulation and analysis was employed to rigorously evaluate and validate the effectiveness of the proposed design. The study aims to meet performance criteria and enhance casting integrity. The ultimate goal is to propose an optimal gating and risering system configuration that not only addresses the challenges identified in the case study but also serves as a practical guideline for improving the overall efficiency and quality of steel casting processes. Key findings from the study highlight velocity, solid fraction, and porosity as significant parameters during the filling and solidification process, providing benchmarks for improving the casting process. Ultimately, an improved model with a yield improvement of 17.65% and an enhanced casting process was achieved. The findings underscore the importance of an optimized gating and risering system in enhancing the casting process, reducing defects, and producing high-quality steel products through detailed filling and solidification analysis, ultimately improving casting yield.

Keywords: Gating and Risering Systems, Casting Simulations, Casting Yield, Globe Valve

Introduction Steel Sand Casting

Steel is a versatile engineering material, used widely in sectors such as automotive, oil and gas, transportation, aerospace, and heavy machinery. Its history in steel casting dates back to 645 BCE in China, and it remains important today due to its cost-effectiveness and adaptability (L. Pandey, 2015).

Steel casting involves pouring molten steel into a mould to create products such as valves, crane hooks, impellers, and pressure vessels. These castings are valued for their strength and durability. However, producing high-quality castings requires careful management of gating and risering systems, which control the flow and solidification of the molten metal. Defects in these systems, such as porosity, trapped air, and shrinkage, account for 90% of casting

rejections and can lead to lower productivity and higher costs (Nazma et al., 2018; P. Desai et al., 2019; Shankar Kamble et al., 2016). Thus, optimizing these systems is crucial to enhance casting quality, reduce material waste, and improve overall manufacturing efficiency. Despite comprising only 10% of foundry industry sales, steel castings are indispensable for their ability to produce complex and robust components (Blair & Steven, 1995).

Gating and Riser Systems

Gating and risering systems are fundamental in the casting process, providing pathways for molten metal and reservoirs for excess metal. These systems significantly influence mould filling efficiency and defect mitigation. Figure 1 illustrates the components in the sand mould.

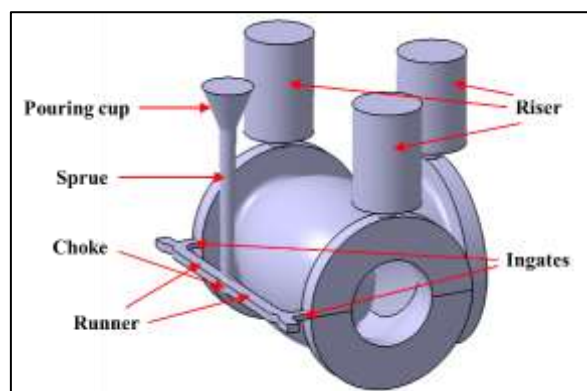


Figure 1: Components in the Sand Mould

In the casting procedure, molten metal is poured into a pouring cup, travels through a sprue, and then through a choke that controls its flow speed. The runner directs the metal to the ingates, guiding it into the mould cavity, where it respects to the desired shape. Risers act as reservoirs to prevent shrinkage defects. Once solidified, the casting is removed from the mould and undergoes finishing processes such as trimming and surface treatments. The effectiveness of the final product heavily depends on the design of the gating and risering systems, which must follow specific rules apart from trial and error. Some of the rules are the pattern allowance, gate branching, and the riser size and placement. These criteria ensure an effective filling and solidification pattern to produce high-quality product. Once developed, a design verification is needed to ensure the system is suitable for the case study.

Casting Simulation Tools

Casting simulation tools are vital for evaluating the efficiency of gating and risering systems, predicting flow behaviour, and detecting potential casting defects before production. These tools are particularly important in developing new products, often requiring multiple trial-and-error cycles in the foundry. Simulation tools can significantly reduce the product development process at a time when demand is increasing for new product variations. A well-known computer-aided engineering (CAE) software for casting simulations such as Click2Cast, AutoCAST, MAGMASOFT, and Inspire Cast are some of the powerful tools in analysing the casting process. These tools are user-friendly, reliable, and provide predictable results. For example, a study using Altair Inspire Cast identified defect levels with over 80% probability

as a benchmark to analyse the results and recognized any possible improvement on the casting (Yekane & Amar S, 2021).

Although the gating and risering systems have been simulated to overcome the casting defects, the design needs to be modified, ideally, to reduce material usage. The modification of the channel systems is broad and flexible; every adjustment made to the components of the gating and risering systems can affect the casting process significantly. Thus, a modification with the aim of eliminating casting defects is the main goal in optimizing the gating and risering systems.

Casting Yield

Casting yield is a way to determine the optimization level of the gating and risering systems in producing a product (P. Desai et al., 2019). It is calculated using the weights of the casting, gating, and risering systems. The formula for casting yield is:

$$yield (\%) = \frac{W_{casting}}{W_{casting} + W_{Gating} + W_{Riser}} \times 100 \quad (1)$$

Where $W_{Casting}$ is the weight of the casting, W_{Gating} is the weight of the gating system, and W_{Riser} is the weight of the risering system. High-quality castings with excessively designed gating and risering systems may reduce casting yield. Improving casting yield is crucial to reduce trials, material waste, and enhance customer satisfaction. Optimal casting yield can be achieved by reducing the volume of gating and risering systems while minimizing defects. A yield value is typically within 60% to 80% (P. Desai et al., 2019; Shankar Kamble et al., 2016). An optimized casting yield is achieved when the casting process is improved concurrently. For instance, a case study on car brake drums showed that refining the gating system design, such as adjusting choke areas, sprue shape, ingates, and runners, increased yield from 66.57% to 81.68% (P. Desai et al., 2019). Additionally, employing design of experiments techniques yielded a further 2.72% improvement (Yekane & Amar S, 2021). Even small enhancements in casting yield can significantly reduce defects, ensuring superior casting quality and efficient material utilization.

This study aims to propose optimized gating and risering systems for body globe valve used in steam transportation by simulating the casting process and improve casting yield.

Methodology

The study began with the selection of a suitable case study for the casting product. This was followed by designing the casting model, along with the gating and risering systems, based on theoretical calculations. The initial design was then imported into simulation software for a thorough process evaluation. Identifying issues in filling and solidification prompted a redesign of the gating and risering systems to create an improved design. Subsequently, the improved design underwent further simulation to evaluate and validate the results. A comprehensive comparison between the initial and improved designs highlights the enhancements in casting performance and yield, with each phase detailed in the subsequent sections. This methodology

integrates selection, design, simulation, analysis, and iterative refinement to optimize the casting process for the chosen case study.

Selection of Case Study

A body globe valve was chosen as the case study for this project due to its extensive use in regulating fluids in industrial pipelines, particularly in Malaysia's oil and gas (O&G) sector. This choice aligns with the government's Twelfth Malaysia Plan (RMK-12), which emphasizes increasing domestic contributions to the energy sector's sustainability (Malaysian Investment Development Authority (MIDA), 2022). Despite this push, Malaysia imports more valves than it exports, with MYR 288 million in exports compared to MYR 404 million in imports (Observatory of Economic Complexity (OEC), 2024). Additionally, the Malaysia Industrial Valves Market saw a -10.48% compound annual growth rate (CAGR) in 2021, highlighting limited local production (6Wresearch, 2023). Focusing on the body globe valve can provide valuable insights into improving gating and risering system design for local foundries, potentially boosting productivity and reducing reliance on imports.

The body globe valve, illustrated in **Figure 2**, is made of carbon steel, which is suitable for high-pressure and high-temperature operations (Blair & Steven, 1995). It weighs 46.58 kg and measures 356.0 x 276.0 x 297.5 mm. **Table 1** details the material properties of carbon steel, emphasizing its cost-effectiveness and robustness across various industries.



Figure 2: Body Globe Valve

Table 1: Chemical Composition of ASTM A216 WCB Carbon Steel, %

C	Mn	P	S	Si	Cu	Ni	Cr	Mo	V
0.35	1.0	0.035	0.035	0.6	0.3	0.5	0.5	0.3	0.03

Choosing the right material is crucial for producing high-quality castings, as properties like strength, hardness, and corrosion resistance vary. A216-WCB, a common cast carbon steel, is often used for valve bodies, fittings, and flanges due to its strength and toughness. Its carbon content balances strength and ductility, making it suitable for high-pressure and high-temperature applications (Qin, Lv, Li, & Li, 2021). Understanding material characteristics is essential for selecting the appropriate material and organizing the casting process. It helps in designing the size of gating and risering systems and estimating pouring times based on material parameters.

Design Modelling of Globe Valve Model and Casting Model

The globe valve model's geometry was created using CATIA software, with dimensions reflecting the final product after casting and finishing, as shown in Figure 3. In sand casting, it is crucial to consider “pattern allowance” before conducting the casting simulation (P. L. Jain, 2003). Pattern allowance includes machining, draft, and contraction allowances, ensuring the component model's sizes meet the required specifications.

The casting model of the globe valve, shown in Figure 4, incorporates a machining allowance, eliminating holes, thickening flange surfaces by 3 mm, and simplifying small sharp edges. This ensures the casting will undergo necessary machining processes to meet design requirements. A draft allowance of 0.5 degrees was applied to the flanges on both halves to facilitate easy removal from the mould.

The contraction allowance accounts for shrinkage during solidification, making the casting slightly larger than the final product. For carbon steel, the contraction rate is 20 mm per meter, so the model was scaled up by 1.02% along each axis using CATIA’s ratio feature. This careful consideration of allowances ensures the casting model meets final product specifications after all necessary machining and solidification processes.



Figure 3: Globe Valve Model

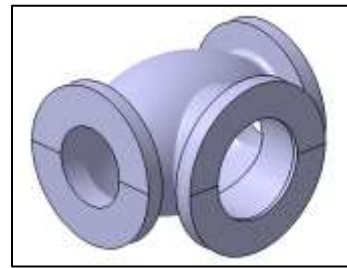


Figure 4: Casting Model

Initial Design of Casting Model Establishment of The Gating System

The gating system is essential for ensuring the proper flow of molten metal into a casting cavity, necessitating calculations to determine the sizes of the sprue, runner, ingates, and riser. These parameters must be designed considering the metal being cast, the geometry, and the casting properties to achieve high-quality results. This study employed an empirical method, compiling formulas from previous studies and reliable sources to design the gating system. The process began with identifying the casting weight (W), pouring time (t), and choke area (A). A gating ratio of 2:1.75:1.5 was used to determine the dimensions of the sprue and runner, while the riser size was calculated using Caine's method.

Formula involves:

Pouring time, t
$$t = K(1.41 + \frac{B}{14.59})\sqrt{W} \quad (2)$$

Choke area, A_c
$$A_c = \frac{W}{d_{tc}\sqrt{2gH}} \quad (3)$$

Gating ratio ($A_s:A_r:A_g$)
$$2:1:75:1:5$$

Effective sprue height, H
$$H = h - \frac{P}{2a} \quad (4)$$

Sprue diameter, D (top and bottom)
$$\frac{\pi D^2}{4} = A_c \quad (5)$$

Cup height
$$2.5(D) \quad (6)$$

Runner and Ingates dimension
$$A_{r/g} = \frac{4A_c}{2} \quad (7)$$

Riser
$$X = \frac{(\frac{V}{SA})_{casting}}{(\frac{V}{SA})_{riser}} \quad (8)$$

$$X = \frac{L}{Y-B} + C \quad (9)$$

Terms

- W – Weight of casting
- K – Material composition factor
- B – Average thickness of casting product
- d – Material density
- c – Coefficient of friction
- g – Gravity
- h – Sprue height
- P – Cavity height from the parting line
- a – Total cavity height
- V/SA – Volume/surface area
- Y – Volume of riser/volume of casting
- L, B, C – Constant

Once all the values have been obtained, the gating system's theoretical design can be simplified as illustrated in Table 2. The gating system's ideal dimensions are represented by these values. Nonetheless, in order to examine the design and identify any flaws, a simulation tool is required. In comparison to the globe valve model in Figure 3, the size and casting weight are raised by considering all the pattern's allowances. The updated measurements are 369.0 x 281.5 x 306.5 mm with a weight of 53.89 kg.

Table 2: Calculation Results of Gating and Riser System Components

No.	Gating System Components	Values
1	Casting model dimensions, ($W \times L \times H$)	369.0 x 281.5 x 306.5 mm
2	Casting weight, W_C	53.89 kg
3	Pouring time, t	14 sec
4	Choke area, A	254.05 mm ²
5	Sprue height, H	300 mm
6	Tapered sprue diameter, D	18 mm (bottom) 25 mm (top)
7	Cup height	62.5 mm
8	Runner ($W \times H$)	(20 x 13) mm
9	Ingates ($W \times H$)	(16 x 8) mm
10	Riser diameter	100 mm
11	Riser height	150 mm

Design Assembly and Simulation Setup

The design assembly which is called the initial model can be seen in Figure 1. The design and placement of components followed the rules and guidelines of the gating system (P. L. Jain, 2003). Based on the calculations in Table 2, the molten metal's pouring time into the pouring cup was set at 14 seconds. The sprue height is 300 mm, slightly higher for a similar mould size, with a choke area of 254.05 mm² located below the sprue. The gating ratio is 2:1.75:1.5, resulting in a total runner cross-sectional area of 1063.3 mm², divided into two runners with dimensions of 20×13 mm. The ingates have a total area divided into four channels, each with a cross-sectional area of 127.03 mm², and dimensions of 16×8 mm. A top open riser is used for the initial design, which the risers were exposed to open atmospheric pressure.

The process continued with the evaluation stage by setting up the simulation using the Altair Inspire Cast software. The software provides essential tool to perform the casting simulation. In performing the simulation, five steps need to be completed and simplified in Table 3.

Table 3: Five Steps in Altair Inspire Cast

No.	Steps	Description	Remarks
1	Cast part	Material Pouring temperature	Carbon steel (A216-WCB) 1550 °C
2	Gate	Filling entrance Designated filling system	Top of the sprue Runner and ingates
3	Components	Core/mould Riser	Mould/core material: Furan sand Mould size: 551 × 554 × 518 mm
4	Basic Setup	Calculated filling time	14 seconds
5	Run	Mesh size & Run	8.5 mm

Figure 5 illustrates the simulation setup. The model was assigned the “cast part” of carbon steel (A216-WCB) with a pouring temperature of 1550 °C. The "filling entrance" was set at the top of the sprue, and the runner and riser systems were allocated to the "designated filling system". The mould used Furan sand and had dimensions of 551×554×518 mm. The pouring time was set to 14 seconds, and the mesh size was 8.5 mm. This setup ensures accurate simulation and analysis of the casting process for the globe valve model.

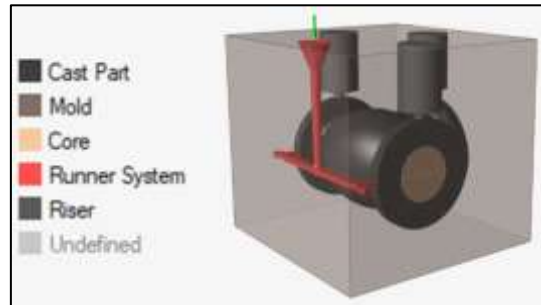


Figure 5: Simulation Setup

Improved Design of the Casting Model

The improved design for the globe valve casting was developed based on the initial simulation results. The initial design faced issues such as high velocity, isolated molten metal, and porosity, which compromised the casting's structural integrity and performance. Modifications to the gating and rising systems were made, and repeated simulations helped refine the casting process and improve yield. Figure 6 shows the differences between the initial and improved designs.

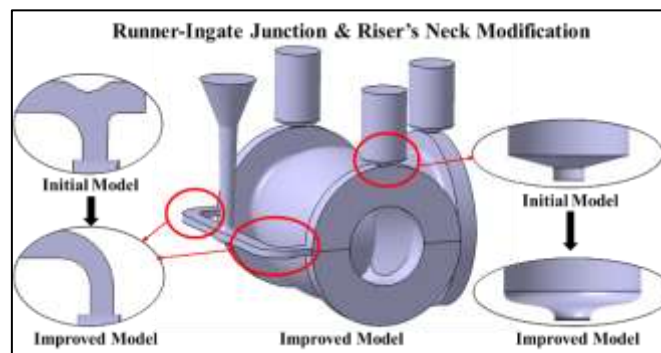


Figure 6: Differences Between the Initial and Improved Designs

Based on Figure 6, the gating system has been redesigned for improved casting flow. The runner-to-ingate branching now provides a direct path to the casting. The riser neck has been altered from a chamfered to a curved transition, enhancing flow and preventing bottlenecks during solidification. The riser's volume has been reduced by optimizing the Caine's curve to cut material usage. The pressurised system has been modified to give more area to the runner, and the sprue height is shorter due to the reduced riser height for an open riser. These changes are detailed in Table 4.

Table 4: Design Comparison between Initial and Improved designs

Components	Initial	Improved
Gating ratio	2:1.75:1.5	1:2:1.5
Sprue height	300	250
Riser height (mm)	150	110
Riser diameter (mm)	100	73
Riser volume (mm ³)	3.57 x 10 ⁶	1.41 x 10 ⁶

Result & Discussion

Simulation offers detailed insights into mould cavity filling from sprue to riser. Comparing the improved and initial gating systems involves analyzing velocity during filling, solid fraction during solidification, and porosity. Yield values for both models are also assessed. These comparisons validate the optimal gating and rising system for the case study, ensuring comprehensive improvement over the initial design.

Velocity during Filling Stage

During the filling stage, the velocity of the molten metal is crucial for ensuring smooth fluid flow. High velocity can cause issues such as flow turbulence, mould erosion and incomplete mould filling (Sama, Macdonald, Voigt, & Manogharan, 2019). The gating system, consisting of junctions, significantly influences the velocity profile during the filling stage. The results show the velocity profile at the gating system with several plots highlighting velocity. The colour map in the legend represents the velocity range within the casting, with 80% and above indicating the critical velocity threshold (Yekane & Amar S, 2021).

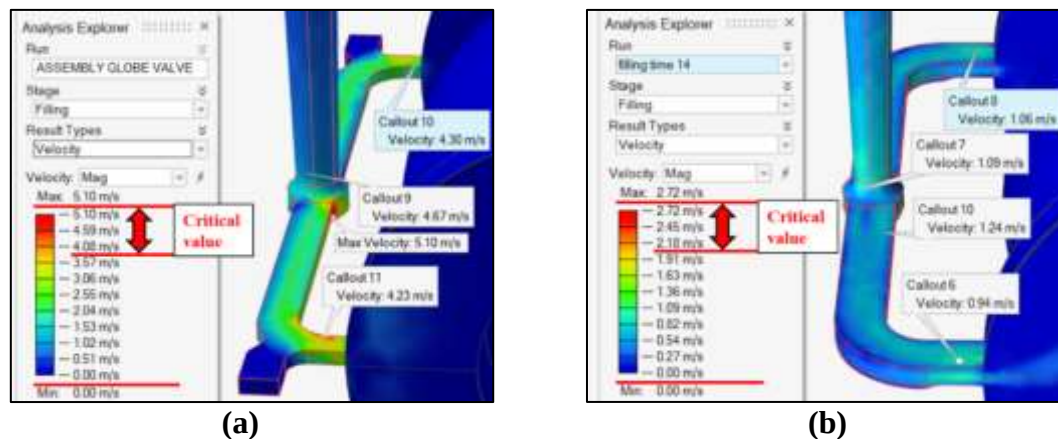


Figure 7: Velocity Analysis for (a) Initial Model and (b) Improved Model

As shown in Figure 7(a), certain areas of the gating system, specifically the runners and ingates, experience high velocity, with the bottom of the sprue reaching a maximum velocity of 5.1 m/s. Three callouts in the red region indicate that all values exceed the critical velocity value of 4.08 m/s. This suggests that the gating system is poorly designed, particularly the branching from the runner to the ingate, and that the gating ratio is unsuitable for this case study.

In the Improved model shown in Figure 7(b), the transition between the runner and ingate is smoother, and the gating ratio has been adjusted from 2:1.75:1.5 to 1:2:1.5. This modification increases the total ingate area relative to the sprue area, reducing the velocity and providing uniform metal flow in the gating system. The callout plot locations remain the same, and all values are now below the critical threshold. Additionally, no red regions are present, indicating that the velocity is sufficiently reduced to prevent turbulence, providing uniform metal flow in the gating system and minimizing erosion.

Solid Fraction during Solidification Stage

Solid fraction refers to the proportion of solidified material within the casting, which helps identify the areas that solidify last. These areas are at risk of developing porosity, especially at the flanges, if the risering system is improperly designed (Manjabacas & Miguel, 2023). Figure 8 shows the progression of solidification of the solid fraction. Directional solidification is the goal, with the riser being the last to solidify. In the figure, coloured regions indicate liquid material, while transparent regions indicate solidified material.

The first two images for both the initial and improved models are taken at the same time point which is at the start and at 98 seconds, to show the progress. The third image for each design was taken when the liquid in the casting isolated from the riser. The middle flange is the earliest area to solidify because it is the last area to receive molten metal, causing the temperature to drop further and the molten metal to solidify first. The last image shows the isolation for the left and right flanges, helping to identify the isolated metal in the casting. The red circle in the image shows the isolated metal within the casting.

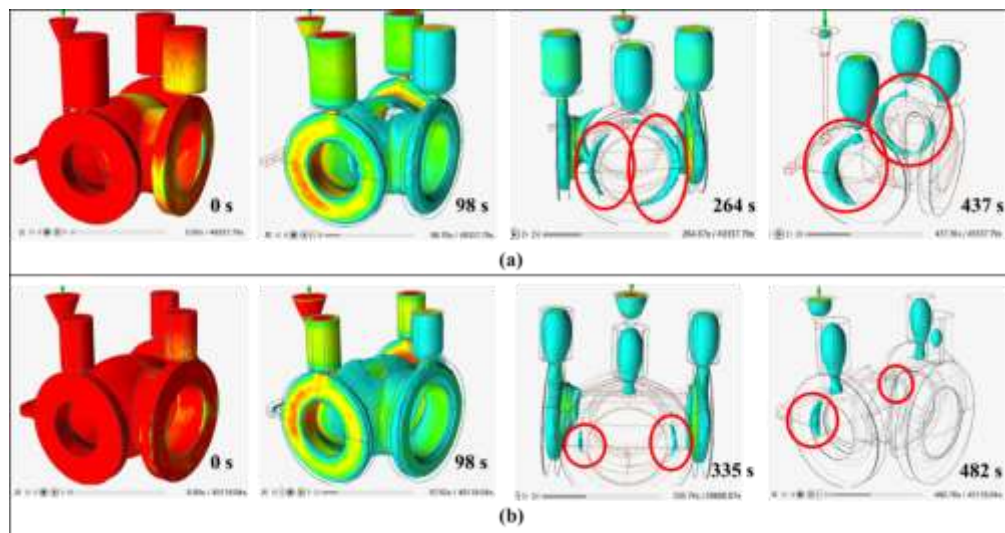


Figure 8: Solid Fraction for the (a) Initial Model and (b) Improved Model

The result shows that the initial model failed to achieve directional solidification. The model experienced a bottleneck at the riser neck, preventing the riser from feeding the casting. Consequently, all three flanges in the initial model remained mostly in a liquid state and became isolated. As the metal cools and shrinks, if the casting cannot receive additional molten metal from the riser, porosity can develop, leading to defects in the casting (Yekane & Amar S, 2021). In comparison, while the improved design in Figure 8(b) also encounters a bottleneck, the volume of isolated metal in the casting is significantly reduced, lowering the risk of porosity. The time taken for the liquid in the casting to be isolated from the riser also increased from 264 to 335 seconds for the middle flange, 437 to 482 seconds for the left and right flanges. This allowed the molten metal to solidify in directional order. This improvement is due to the smooth curve established between the riser and the neck, ensuring proper directional solidification. This finding is evidenced by the porosity analysis.

Porosity Analysis

Porosity is a small void or gas presence within the casting. The occurrence is due to the improper solidification pattern, as leaving the high volumes of isolated metals within the casting can produce carbon monoxide gases (Blair & Steven, 1995). In the simulation results, the percentage shown on the legend indicates the probability of a defect occurring. The higher the percentage, the higher the chances of porosity occurring in that coloured region (Altair Inspire Cast, 2023). Figure 9 shows the porosity of the initial design and the improved design. The porosity indicator for both simulations was set at 90% for comparison.

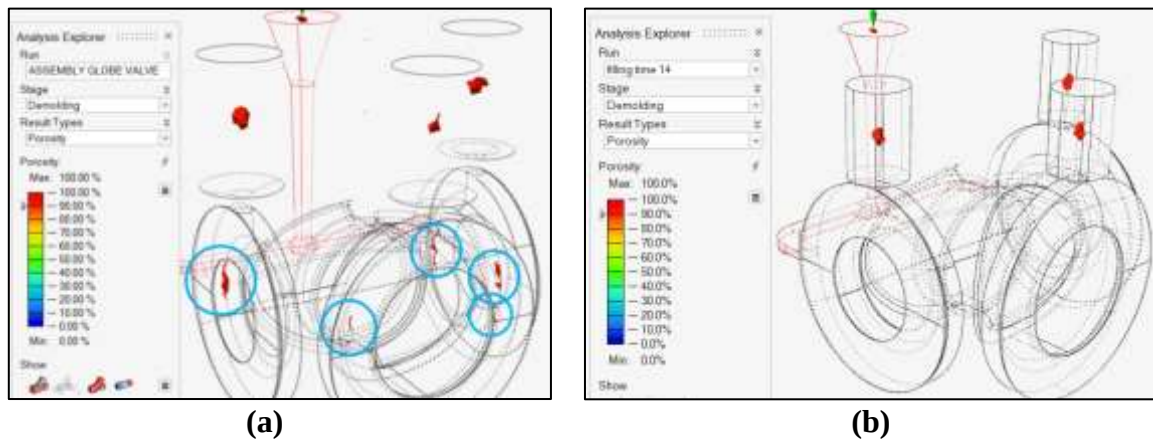


Figure 9: Porosity Analysis for the (a) Initial Model and (b) Improved Model

Based on the initial model in Figure 9(a), it is shown that porosity issues were notable at the flanges and within the riser of the body globe valve casting. These voids are not just minor defects; they have the potential to severely compromise the mechanical properties and structural integrity of the casting (Landage, 2020). By modifying the gating and risering systems, the velocity during the filling stage has been reduced for minimizing turbulence and preventing air entrapment. Additionally, the riser's design should be altered to promote directional solidification, ensuring that the metal solidifies in a controlled manner that minimizes the formation of voids. The effectiveness of these modifications is demonstrated in the improved design shown in Figure 9(b), where the occurrence of porosity has been successfully mitigated. This not only enhances the quality and reliability of the casting but also ensures that the final product meets the standards required for its application.

Casting Yield Comparison

Despite the effectiveness of the gating and risering systems in producing high-quality castings, it is crucial to design them optimally to reduce material usage and increase productivity. Based on equation (1), reducing the volume of the gating or risering system can increase casting yield. Table 5 shows the yield values for the initial and improved models.

Table 5: Casting Yield Comparison between the Initial and Improved Model

Components	Initial	Improved
Casting model	53.89 kg	
Gating system	4.67 kg	3.83 kg

Riser	30.50 kg	11.29 kg
Casting yield	60.43%	78.08%

Based on these values, the casting yield for the improved model has increased by 17.65% compared to the initial model. The gating system weight has decreased by 0.84 kg due to the reduction in sprue height, while the riser weight has decreased drastically by 19.21 kg, which is approximately 62% of the original size. This significant weight reduction is valid as the improved design does not exhibit porosity or other defects, as shown in the simulation results. Therefore, the improved model effectively reduces material usage while eliminating casting defects.

Conclusion

In summary, this study successfully simulated and enhanced the casting process using a globe valve as a case study and selecting a suitable casting material. By designing the gating and risering systems based on detailed calculations and guidelines, the study ensured effective and defect-free operation. Two gating system designs were proposed: an initial empirical model and a improved model refined through simulation. The casting simulation tool identified potential defects and optimized the process, resulting in several modifications and reducing defects. Consequently, the casting yield improved from 60.43% to 78.08%, a 17.65% increase. This improvement reduces material waste, boosts productivity, and lowers costs, benefiting the manufacturing industry and enhancing customer satisfaction.

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ACADEMIC MOTIVATION AMONG SECONDARY SCHOOL STUDENTS: GENDER DIFFERENCE AND ASSOCIATION WITH YEARS OF STUDY

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Abstract: Objectives: This study examined gender difference in academic motivation among secondary school students. The association of academic motivation with years of study was also investigated. **Methods:** A questionnaire consisted of sociodemographic characteristics and measuring instruments was designed for data collection. Through convenience sampling, 4827 students (aged between 12-18 years, 53.6% males) of Secondary 1 to Secondary 6 (Grade 7 to Grade 12) from 15 secondary schools participated in this study. Informed consent of students and their parents was solicited before questionnaires were administered. **Results:** Secondary school students were high in both intrinsic and extrinsic motivation and low in amotivation. Their scores on autonomous and controlled motivation were also significantly high. Female students tended to be higher in intrinsic motivation ($p = .053$) and were significantly ($p < .05$) higher in autonomous motivation. Male students were significantly higher in amotivation ($p < .01$). Nonetheless, effect size of the gender differences is either small or very small. No gender difference was found in extrinsic or controlled motivation. Lower autonomous motivation, intrinsic and extrinsic motivation, and higher amotivation were associated with senior years of study, suggesting a decline of academic motivation with years of study. **Conclusion:** There are gender differences in academic motivation, albeit with small effect size. Lower academic motivation was associated with higher years of study. Educators should provide a school environment that foster positive interpersonal relationships and opportunities for autonomous learning so that students' intrinsic and autonomous motivation would be promoted.

Keywords: Academic Motivation, Decline of Motivation, Gender Difference, Secondary School Students

Introduction

Academic motivation (AcM) refers to the processes that influence the initiation, direction, intensity, and persistence of behaviors related to knowledge acquisition and achievement in learning environments (Nguyen & Nguyen, 2019). Deci and Ryan (1991) proposed two types of academic motivation, intrinsic motivation (IM) and extrinsic motivation (EM). IM refers to the pursuit of an activity because of the pleasure and satisfaction derived from the activity itself. EM refers to the desire to engage in an activity as a means of achieving external goals.

Researchers focus mainly on IM. Students with higher IM are reported to have better adjustment to college life (Beyers & Goossens, 2002), are more competent in school and more

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positive about their academic competency (Gottfried et al., 2005). They are more capable in coping with academic stress and are more likely to experience positive affect (Bonneville-Rousy et al., 2017; Bye et al., 2007). On the other hand, lower levels of IM are associated with procrastination (Cavusoglu & Karatas, 2015), dropping out from school (Rump et al., 2017), perceived higher stress levels (Baker, 2004), and tend to show depressive symptoms (Elmelid et al., 2015).

Based on the self-determination theory of Deci and Ryan (1991), Vallerand et al. (1992) developed a measure of AcM named *Academic Motivation Scale (AMS)*. It measures intrinsic motivation, extrinsic motivation, and amotivation (lacking in learning motivation). The three types of motivation can be arranged along a continuum of self-determination, with intrinsic motivation at the end of most self-determined, amotivation at the end of no self-determination, and extrinsic motivation in between the two ends of the continuum.

Autonomous and Controlled Motivation

With the emphasis of internalization and regulation, self-determinant theory distinguishes between autonomous motivation (A-M) and controlled motivation (C-M). A-M is defined as engaging in goals arises from the individual themselves and their behaviors show greater self-determination. C-M is affected by extrinsic reasons (e.g., seeking social approval or avoiding guilt feelings). A-M includes IM and EMID whereas C-M integrate EMIN with EMER (Deci & Ryan, 2008; Poteliūnienė et al., 2021).

Individuals with A-M have a full sense of willingness, volition and choice, whereas those regulated by C-M tend to experience pressure and feel an external force to achieve the outcomes. Previous research indicated that students with A-M reported better mental and general health than students with C-M (Velki, 2011). Wu et al. (2021) observed that A-M and C-M were negatively related to psychological distress which was positively associated with AM. A recent study found that mental well-being was positively related to A-M ($r = .44, p < .01$), had no significant relationship with C-M ($r = .01$) but negatively associated with AM ($r = -.31, p < .01$) (Kotera et al., 2022).

Studies of Gender Differences

Barkoukis et al. (2008) found that females were higher in intrinsic motivation to know, and lower in amotivation, compared with males. Tsorbatzoudis et al. (2001) conducted a study in Greek and reported that males had higher values in introjection, amotivation and intrinsic motivation toward accomplishment. Vallerand et al. (1992), on the other hand, showed that Canadian females had higher values in all types of intrinsic motivation, introjection, and identification. Therefore, in both Greek and Canadian samples females have a more self-determined profile than males, which collaborated findings reported by Barkoukis et al. (2008).

In a study of undergraduates' performance on mathematics, Adamma et al. (2018) found that female students were intrinsically more motivated than males. In contrast, males were more extrinsically motivated than females. Similarly, Chaudhry & Shabbir (2019) found that male adolescents were lower in IM than female adolescents. On the other hand, male adolescents were higher in EM and AM. The finding was consistent with a recent study of Cabras et al. (2023) who also reported that female students were significantly higher in IM and EMID than

their male counterparts, whereas male students were relatively higher in EMER and AM. These findings showed that along the continuum of self-determination of academic motivation, female students were at the one end of more self-determination and male students were at the other end of less self-determination as reported by Alivernini et al. (2008) and Ratelle et al., (2007).

More recently, Cabras et al. (2023) conducted a study on first-year university students and reported that female students had significantly higher levels of extrinsic motivation (identified regulation) and intrinsic motivation than male students, whereas male students had significantly higher levels of amotivation. Although findings of the above studies are not perfectly consistent, the studies generally showed that females were more self-determined in motivation than males.

Correlates of Gender Differences

Matthews et al. (2009) contended that females tend to build stronger relationships with teachers, thus fulfilling the psychological needs of connectedness and belongingness, which contributed to the development of IM. As pointed out by Deci and Ryan (2000) IM is more likely to flourish in environment that fosters a sense of security and relatedness. Ryan and Deci (2000b) contended that feelings of competence are not a sufficient condition for IM. Feelings of competency should be accompanied by a sense of autonomy or a tendency to attribute outcomes to internal cause, which is essential for the development of IM. Consistent with this argument, findings reported by researchers (e.g., Deci & Ryan, 1985; Vallerand et al., 1997) indicated females are generally more oriented toward autonomy and showed an internal locus of control.

Adamma et al. (2018) argued that academic performance of female students based mainly on internal satisfaction and self-exploration. On the other hand, males are expected to be the main breadwinner of the family, which accounts for males being more extrinsically motivated than females. This is the main reason that males are extrinsically motivated as compare to females. Nonetheless, as we shall see later, mixed results were reported regarding gender difference of extrinsic motivation.

Decline of Academic Motivation

Ryan and Deci (2000) found that females tended to have higher levels of motivation. However, the levels of motivation declined as students progressed from freshman to senior year. Brouse et al. (2010) also observed that among 856 college students, females reported higher levels intrinsic and extrinsic motivation but the motivations declined with years in college.

Hakan and Münire (2014) conducted a cross-sectional study on 750 undergraduates from different departments of a university. It was observed that undergraduates' grades were associated with academic motivation. Furthermore, compared with Year 1 students, Year 4 students were lower in both intrinsic and extrinsic motivation, but higher in amotivation. These findings were confirmed by a 3-year longitudinal study conducted by by Otis et al. (2005). The longitudinal study involving 8th grade to 10th grade Canadian students showed that both IM and EM decreased and AM increased over the 3-year period, suggesting that students became less motivated as they aged. Another longitudinal study was conducted by Gnambs and Hanfstingl

(2016) who recruited adolescents from secondary schools across rural and urban localities in Austria. A significant decline in intrinsic motivation during adolescence was also observed.

Brouse et al. (2010) contended that the decline of academic motivation supported the arguments made by Ryan and Deci (2000a) who argued that IM decrease because students are not experiencing enough autonomous (self-determined) learning. In other words, Brouse et al. believed that the decline was due to inadequate satisfaction of three basic psychological needs (autonomy, competence, and connectedness) as proposed by the self-determination theory. The observation of Gnambs and Hanfstingl (2016) also provided evidence supporting the proposition that fulfilment of basic psychological needs for autonomy, competence, and connectedness is a precondition of academic motivation, without which academic motivation, particularly IM, is likely to decline.

However, it was argued that the continuum of academic motivation based on self-determination theory may not be salient for Asian students who value collectivism. Academic performance in a collectivist society has a salient social and moral dimension, whereas in an individualist culture, it is based more on personal choice (Li, 2012). Although Asian students are intrinsically motivated, their academic endeavors also entail a social component. They may feel the need to show significant others (parents and teachers) that they are achieving the goals as expected of them. Achievement motivation among Asian students is more socially oriented (Yu & Yang, 1994).

In a 2-year longitudinal survey, Nishimura and Sakurai (2017) found that students' autonomous motivation decreased and controlled motivation increased during junior high school. Though students' motivation shifted from autonomous to controlled, they did not become less motivated. Nishimura and Sakurai contended that Japan is a meritocratic society. Students attach great importance to school performance. Japanese high school students strive for good results of public examination to gain entrance to a prestigious tertiary institution. They are motivated for social success. Besides, Japan is a country of collectivist culture. Students are motivated to meet the expectation of significant others. As a result, they did not decrease in overall academic motivation during the two-year period.

Objectives of The Study

This study investigated gender difference in academic motivation (including intrinsic motivation, extrinsic motivation and amotivation) among secondary school students in Hong Kong. It also examined the association of academic motivation with years of study in school

Methods

Questionnaire Design

A questionnaire consists of three sections was designed for data collection. Section I introduced the purpose and objectives of the study with an invitation for students to participate. Section II were items on sociodemographic characteristics. Section III contains items of AMS and other measures for additional research purposes.

The Academic Motivation Scale (AMS)

The AMS consists of seven subscales arranged along a continuum from most self-determined to least not self-determined (Ryan & Deci, 2020a). The first three subscales measure self-determined intrinsic motivation, which include intrinsic motivation to know (IMTK: for the pleasure of getting a new learning), followed by intrinsic motivation to accomplish (IMTA: to interact with the environment to feel competent), and to experience stimulating sensation (IMES: to engage in a task to experience stimulation). The second three subscales measure less self-determined extrinsic motivation, including motivation of identified regulation (EMID: to attribute personal importance to the behavior, a self-determined of EM), introjected regulation (EMIN: to avoid guilt and anxiety or to enhanced the ego for being rewarded), and external regulation (EMER: to satisfy an external demand or to obtain an external reward). The last subscale measures lacking in self-determined motivation (AM: lack of motivation, either intrinsic or extrinsic).

Each of the above subscales consist four items, describing a reason for going to school, with 12 items measuring intrinsic motivation (e.g., “Because college allows me to experience a personal satisfaction in my quest for excellence in my studies”), 12 items measuring extrinsic motivation (e.g., “Because eventually it will enable me to enter the job market in a field that I like”), and four items measuring amotivation (e.g., “I can't see why I go to college and frankly, I couldn't care less”). Respondents rate the extent to which the item corresponds to their reason for attending college on a 7-point scale (1 = does not correspond at all, 4 = corresponds moderately, 7 = corresponds exactly). Higher scores represent higher levels of motivation on the respective scale.

Data based on a local study showed that reliability (Cronbach's α) of intrinsic motivation, extrinsic motivation, and amotivation were .95, .90, and .81 respectively. Significant correlations of the three subscales with *Rosenberg's Global Self-esteem Scale* and *Psychological Distress Scale* of Kessler et al. (2002) were in the expected direction, which supports the construct validity of AMS (Ng & Boey, 2021).

Data Collection Procedure

Convenience sampling was adopted to recruit secondary school students to participate in this study. With the consent of the school principals to distribute questionnaire to the students, details of questionnaire administration were arranged with the teachers of the school. Informed consent of parents and students were solicited before the administration of questionnaires. Participation was voluntary and anonymous. Students completed the questionnaire in the classroom. Teachers maintained the order of the classroom from a distance and allow students to answer the questionnaire freely and comfortably.

Results and Discussions

Participants of the Study

A total of 4827 students (aged between 12-18 years, 53.6% males) from Year 1 to Year 6 (Grade 7 to Grade 12) from 15 secondary schools participated in this study (see Table1).

Table 1. Sociodemographic Characteristics of Respondents

		Frequency	Percentage
Gender:	Female	2240	46.4
	Male	2587	53.6
Year of study:	Junior	2940	60.9
	Senior	1887	39.1
Age:	≤ 13	1810	37.5
	14-15	1805	37.4
	≥ 16	1212	25.1
Religion affiliation:	None	3544	73.4
	Protestants	890	18.4
	Catholics	155	3.2
	Buddhists	203	4.2
	others	35	0.7

General Profile of Academic Motivation

To provide a general profile of students' academic motivation, scores that are respectively < 50%, 50-59%, 60-69%, and ≥ 70% of the possible maximal score of each scale are classified into four categories, i.e., very low, low, high, and very high (see Table 2).

Table 2. A Profile of Academic Motivation of Secondary School Students

	Very Low	Low	High	Very High	M (SD)	Mid point	t-value
	%	%	%	%			
Intrinsic motivation	22.1	20.3	22.9	34.7	52.39 (15.39)	48	18.98***
Extrinsic motivation	13.7	16.9	23.8	45.6	56.56 (14.09)	48	40.42***
Amotivation	65.8	17.5	9.0	7.8	11.60 (5.18)	16	56.47***
Autonomous motivation	10.9	16.5	21.7	50.9	69.54 (20.04)	64	18.38***
Controlled motivation	22.6	21.4	21.8	34.2	39.41 (9.81)	32	50.30***

***p < .001

One-sample t-tests comparing means and conceptual mid-point revealed that students scored significantly high in both intrinsic and extrinsic, but low in amotivation. They also score significantly high in autonomous and controlled motivation.

High scores on academic motivation reflect students' striving for good academic performance in school. Academic motivation among Hong Kong students, similar to those in Japan (Nishimura & Sakurai, 2017), were related to both social and cultural background. On the one hand, it is affected by the elitist educational system highly valued by teachers, parents, and students (Sharma and Chow, 2008). Hong Kong students is under the pressure of getting good grades in order to pursue undergraduate studies in a prestigious university. On the other hand, students' learning motivation is closely related to meeting the expectation of significant others (teachers and parents), which characterized the collectivist culture of Hong Kong.

Gender Difference in Academic Motivation

Consistent with past research, female students tended to score higher in intrinsic motivation and showed significantly higher in autonomous motivation than male students. On the other hand, male students were stronger in amotivation (see Table 3).

Table 3. Gender Difference in Academic Motivation

	Male students (N = 2307)	Female students (N = 2108)	t-value	Cohen's d
	M (SD)	M (SD)		
Intrinsic motivation	52.83 (15.72)	51.93 (14.98)	1.94 ⁺	.06
Extrinsic motivation	56.66 (14.31)	56.48 (13.83)	.42	.01
Amotivation	12.06 (5.31)	11.08 (4.98)	6.36***	.19
Autonomous motivation	70.13 (20.49)	68.92 (19.47)	2.01*	.06
Controlled motivation	39.36 (9.97)	39.49 (9.62)	-.45	.01

⁺p=.053, * p< .05, ***p < .001

Though our findings failed to show higher extrinsic motivation of male students, their higher amotivation was confirmed. Higher amotivation of male students is consistent with findings reported in the literature. For example, Vallerand et al. (1992) observed females were lower in amotivation. Caleon et al. (2015) also found that male secondary students in Singapore score higher than female students in amotivation. Kuśnierz et al. (2020) reported that male students in Ukraine and Poland were higher in amotivation than female students. Higher levels of amotivation of male students were also reported by researchers in Greek, Türkiye, and Chile (Barkoukis et al., 2015; Can, 2015; Orsini et al., 2015).

Notwithstanding of male students showing higher amotivation, one should not take it that they have no motivation to learn. Data of this study showed that males' mean score on amotivation (11.03) is well below the conceptual midpoint (16.00). On the other hand, their mean scores on both intrinsic and extrinsic motivation are above the conceptual midpoint of 48.00, showing that male students are generally intrinsically and extrinsically motivated to learn, even though their levels of amotivation are relatively lower than that of the females.

Year of Study and Academic Motivation

Table 4 below shows that academic motivation was associated differently with years of study. Except for controlled motivation, all other aspects of academic motivation were lower among senior students than among junior students.

Findings on amotivation also indicated that senior students show lower learning motivation. The lower academic motivation associated with higher years of study is consistent with the finding reported by Brouse et al. (2010) who found that both intrinsic and extrinsic motivation were lower with higher years of study in the college. Gnambs and Hanfstingl (2016) reported that adolescents typically showed significant decline in academic intrinsic motivation throughout their school years.

Table 4. Academic Motivation and Year of Study

	Junior (N = 2718)	Senior (N = 1711)	t-value	Cohen's d
	M (SD)	M (SD)		
Intrinsic motivation	53.02 (15.76)	51.39 (14.76)	3.47**	.11
Extrinsic motivation	56.97 (14.45)	55.92 (13.47)	2.46*	.08
Amotivation	11.47 (5.29)	11.81 (5.00)	-2.15*	.07
Autonomous motivation	70.51 (20.48)	68.00 (19.24)	4.12***	.13
Controlled motivation	39.48 (10.02)	39.31 (9.45)	.56	.02

* $p < .05$, ** $p < .01$, *** $p < .001$

Ryan and Deci (2000) attribute the decline of academic motivation to students' lack of opportunity to experience autonomous (self-determined) learning in higher years of study. Gnambs and Hanfstingl (2016) speculated that failure of the school environment to satisfy the three psychological basic needs (autonomy, competence, and relatedness) caused the decline in academic motivation. Brouse et al. (2010) pointed out that students who are less self-determined are more likely to discontinue their study in school. Thus, it is crucial to provide an educational opportunity to meet the three basic psychological needs.

Conclusion

The findings indicate gender difference in academic motivation, with a tendency for female students to show higher intrinsic motivation. On the other hand, male students show significantly higher in amotivation. Both intrinsic and extrinsic motivation are associated with years of study, with lower autonomous motivation among students in their senior years of study. It is suggested that educators provide a school environment for students to feel connected with classmates and teachers and to design learning activities so that students feel autonomous and competent in their studies. Such a learning environment should facilitate the promotion of students' intrinsic motivation to learn and to grow.

Limitations of The Study

Data of this study were gathered through convenience sampling which may limit its generalization of findings to the population. Cautions should be taken when interpreting finding of this study. The cross-sectional design of this study limits the drawing of causal inference. A longitudinal study would be more appropriately to address the decline of academic motivation. The influence of social desirability may at play as academic motivation was assessed by self-report inventory.

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ASSESSING THE PERCEIVED EFFECTIVENESS OF LEARNING THE FUNCTIONS OF DIGITAL MARKETING APPS FROM BUSINESS OPERATORS' SOCIAL MEDIA PLATFORMS AMONG BUSINESS HIGHER INSTITUTIONS STUDENTS' SATISFACTION IN MALAYSIA AND THAILAND

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Abstract: The development of the technology is significant given the implication for consumer behavior in learning the functions of digital marketing apps through business operators' social media platforms. This has the online purchase via a mobile app that the e-commerce company has developed to serve better and deliver a better service to the consumers; especially when the internet has connected people through their smartphones. The insignificant growth in online purchases via mobile apps which does not go along with the growth of internet mobile users in Malaysia and Thailand will deliver this study to evaluate and validate the implication of perceived effectiveness, learning environment usefulness, extent of usage, accessibility usefulness towards satisfaction in learning business operators' apps in the country. The variables, developed through the theoretical review, were then empirically assessed using SPSS. The data was collected from questionnaires distributed to 115 randomly distributed to business students from public and private institutions of higher learning who had experience in making online purchases via mobile apps in Malaysia and Thailand. The methodology of this study is the quantitative approach by considering the connection between the independent and dependent variables. This research found the key factor significantly affects satisfaction in learning the functions of digital marketing apps through business operators' social media platforms in Malaysia and Thailand. The novelty of this research would enhance the effectiveness of digital marketing functions in the apps through e-commerce or business operators' social media platforms in the future.

Keywords: Ease of Use, Learning Environment Usefulness, Extent of Usage, Accessibility Usefulness of Digital Marketing Apps, Satisfaction

Introduction

Numerous recent digital application apps such as instant messaging and mobile applications, are first developed within an individual context and then widely used in both individual and organizational contexts. User satisfaction has been considered as the measure of information system effectiveness and success of business operators. User satisfaction is difficult to define but is considered an evaluation construct. The development of the technology is significant given the implication for consumer behavior in learning the functions of digital marketing apps through business operators' social media platforms. This has the online purchase via a mobile app that the e-commerce company has developed to serve better and deliver a better service to the consumers; especially when the internet has connected people through their smartphones DeLone and McLean's (2003). Previous studies have discussed the concept of customer satisfaction in the electronic form by analyzing the proposed concept, identifying the constructs, and proposing models for the cases. The absence of analysis in digital marketing app services in business operators' sectors would lead to compatibility with this smart environment, which causes incorrect analysis and a weak understanding of end-users.

This article aims to propose a measurement model for customer satisfaction with business operators' services apps, to review the theoretical base models of perceived effectiveness on customer satisfaction that guide researchers for a clear view of the main elements associated with the concept. A review of the previous studies on online customer satisfaction ease of use, TAM models has been conducted to enhance the current research by elaborating on customer satisfaction constructs in the online service environment. Since the targeted area is business operators' services, the present study considers the uniqueness of the mobile services apps that guide to measure of the criteria to evaluate customer satisfaction with business operators' apps. The outcome of this research encourages business operators to understand user satisfaction in using the apps and conduct regular updates of such services to meet users' needs. Therefore, the main research question is, to identify the key factors that can assess the perceived effectiveness of learning the functions of digital marketing apps from business operators' social media platforms among business higher institutions students' satisfaction in Malaysia and Thailand.

Literature Review

User Satisfaction with the Learning Business Operations Applications

The degree to which customers believe a good or service meets or surpasses their expectations is known as user satisfaction. From the standpoint of behavioral studies, user satisfaction is an affective reaction that several variables, including perceived usability, functionality, accessibility, and overall experience, can impact. It is an essential indicator of how successfully a product meets customer wants and accomplishes its stated goals. For several reasons, user satisfaction is crucial when learning business operation apps. Initially, users who are happy with the app are more inclined to use it again, which promotes continuous engagement and better learning results. Second, as Davis's Technology Acceptance Model (TAM) (1989) makes clear, user pleasure is strongly related to the app's perceived usefulness and simplicity of use, essential factors in determining technology acceptance and sustained use. Perceived utility and

simplicity of use significantly impact how users feel about technology, affecting how satisfied and likely they are to utilize it, according to TAM.

User happiness is also emphasized by DeLone and McLean's (2003) research in their Information Systems Success Model as a crucial success factor for information systems. They contend that user happiness determines and results from the use of the system, generating a positive feedback loop that raises the system's efficacy as a whole. Furthermore, research conducted in 2003 by Venkatesh et al. underpins the Unified Theory of Acceptance and Use of Technology (UTAUT), which suggests that performance expectancy, effort expectancy, social influence, and facilitating factors impact user satisfaction. Together, these elements influence how users view and feel about learning apps, influencing their satisfaction.

Ease of Use

User satisfaction is strongly impacted by ease of use (EU), especially regarding programmes for learning business operations. Six elements comprise EU, which is described as the user's trust that using technology would minimise effort: controllability, adaptability, clarity and understandability, ease of learning, ease of becoming skilled, and overall ease of use (Davis, 1989). The user feels more empowered because they can easily navigate the application thanks to their trust in using technology. EU and user happiness have a crucial relationship since consumers frequently weigh an innovation's usability against its potential to enhance performance. Users are more likely to find an application satisfactory if they believe it to be controllable, versatile, and straightforward to understand (Azzahra & Kusumawati, 2023). Clarity and the simplicity with which consumers can acquire skills also contribute to their pleasure (Indarsin & Ali, 2017).

H1: Ease of use positively affects user satisfaction in learning business operation Apps.

Learning Environment

The physical locations, social circumstances, and cultural settings in which people learn are all part of the learning environment, and they significantly impact how satisfied users are with learning business operations apps. This more comprehensive idea encompasses the physical features of the classroom as well as the interpersonal and cultural factors that exist there. The way people interact, the prevalent attitudes, and the organisational techniques teachers use in the classroom all significantly impact how effective learning is. Numerous scholarly investigations have demonstrated that a nurturing and orderly learning atmosphere can augment user pleasure and engagement when learning how to use business operation programmes. For example, a good learning environment encouraging interaction and clear communication can increase consumers' perceived ease of use and happiness with technology (Ryan & Poole, 2019). Thus, establishing the best learning environment is essential for increasing satisfaction in learning business operation applications.

H2: Learning environment positively affects user satisfaction in learning business operation Apps.

Extent of Use

The frequency, duration, and intensity users interact with business operating apps are the extent of use. It encompasses the breadth of functionality people use, consistent app use over time, and frequent contact with it. Engaging with the app's features frequently, consistently, and thoroughly indicates a great extent of use. Studies reveal that the degree of usage greatly influences how satisfied users are with technology-based learning resources. Research suggests a positive correlation between system utilisation, user happiness, and the revised Information Systems Success Model. This indicates that consistent and efficient use of an application might lead to higher levels of user satisfaction (DeLone & McLean, 2003). This is further supported by Venkatesh et al. (2012), who show in their Unified Theory of Acceptance and Use of Technology that continued use results in improved comfort and proficiency, which raises pleasure. When these results are applied to the context of business operation applications, it becomes clear that users who use these apps more frequently and intensely are more likely to be satisfied since frequent use increases user familiarity lowers learning obstacles, and boosts overall user experience.

H3: Extent of use positively affects user satisfaction in learning business operation Apps.

Accessibility Usefulness

The term "accessibility" in consumer behavioural research describes how simple it is for customers to obtain and use a good or service. More user happiness and experience can only be achieved through accessibility, especially in digital applications. It considers elements like navigability, user-friendliness, and the accessibility of assistive technology for people with impairments. By lowering effort and boosting the effectiveness of technology use, perceived accessibility has a considerable impact on user satisfaction, according to research by Parasuraman et al. (2005) on the Technology Readiness Index. Moreover, Gefen and Straub (2000) emphasize that user happiness and trust are greatly enhanced by accessibility and usability. When learning business operation apps, user happiness may be significantly increased by ensuring that these applications are easily accessible through clear instructions, intuitive design, and support for various user needs. Research supporting the Technology Acceptance Model (TAM), like Davis's (1989) studies, shows that perceived ease of access is a powerful indicator of user satisfaction and sustained technology use. Thus, making business operation applications more accessible guarantees that users can use them successfully and efficiently, which raises user satisfaction levels.

H4: Accessibility usefulness positively affects user satisfaction in learning business operation Apps.

Methodology

This is quantitative cross-sectional research to examine the relationship between ease of use, learning environment, accessibility of business operators, the extent of App usage and satisfaction in learning the Apps function. Convenience sampling method was applied to collect data. Data were collected among the business students from public and private institutions of higher learning in Malaysia and Thailand through online questionnaires using Google Form platform. A total of 115 responds was collected. The items to measure the variable in the questionnaire were adapted from previous studies using the measurement scales of a five-point

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scale. Analysis techniques of descriptive analysis, reliability test, correlation and regression analysis using SPSS software.

Result Analysis

The demographic data reveals that most respondents are female (73.90%) and primarily aged between 18-24 years (90.40%). Most participants are pursuing a Bachelor's degree (76.50%), with a significant portion studying Business Administration (40.90%) or Marketing (28.70%). The vast majority are enrolled in public institutions (88.70%) in Malaysia (93.00%). Preferred learning styles include hands-on learning (80.90%), theoretical learning (37.40%), and visual learning (51.30%). These demographics indicate a young, predominantly female student body strongly favouring practical, visual, and theoretical learning approaches.

Table 1: Reliability Analysis

Variables	No of Items	Cronbach Alpha	Strength of Association
Ease of Use	5	0.877	Good
Learning Environment	5	0.907	Good
Accessibility of Business Operators	5	0.836	Good
The Extent of App Usage	5	0.886	Good
Satisfaction in Learning the Apps Function	5	0.816	Good

The reliability analysis of the variables indicates strong internal consistency across all measured items. Specifically, Ease of Use (5 items, Cronbach's Alpha = 0.877), Learning Environment (5 items, Cronbach's Alpha = 0.907), Accessibility of Business Operators (5 items, Cronbach's Alpha = 0.836), Extent of App Usage (5 items, Cronbach's Alpha = 0.886), and Satisfaction in Learning the Apps Function (5 items, Cronbach's Alpha = 0.816) all demonstrate good reliability. These high Cronbach's Alpha values suggest that the survey items consistently measure their respective constructs, providing confidence in the reliability of the data collected.

Table 2: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	25.355	4	6.339	52.202	<.001b
Residual	13.357	110	0.121		
Total	38.712	114			

a Dependent Variable: Satisfaction

b Predictors: (Constant), Eo, Ao, LEt, EU

The ANOVA analysis indicates that the regression model significantly predicts satisfaction ($F(4, 110) = 52.202, p < 0.001$), with the predictors (Ease of Use, Accessibility of Business Operators, Learning Environment, and Extent of Apps Use) explaining a substantial portion of the variance in satisfaction (Regression Sum of Squares = 25.355, Residual Sum of Squares = 13.357, Total Sum of Squares = 38.712). The high F-value and low p-value suggest that the

combined effect of these predictors on satisfaction is statistically significant, demonstrating that these factors collectively contribute to students' satisfaction in learning the functions of digital marketing apps.

Table 3: Correlations

	EU	LE	Ao	Eo	Si
Ease of Use	1				
Learning Environment	.621** p<.001				
Accessibility of Business Operators	.603** p<.001	.503** p<.001			
The Extent of App Usage	.653** p<.001	.658** p<.001	.586** p<.001		
Satisfaction in Learning the Apps Function	.626** p<.001	.707** p<.001	.621** p<.001	.723** p<.001	1

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

The correlation analysis shows significant positive relationships between all the studied variables. Ease of Use (EU) has a strong correlation with Learning Environment (LE) ($r = .621$, $p < .001$), Accessibility of Business Operators (Ao) ($r = .603$, $p < .001$), and Extent of App Usage (Eo) ($r = .653$, $p < .001$). Similarly, LE is positively correlated with Ao ($r = .503$, $p < .001$) and Eo ($r = .658$, $p < .001$). Ao is also positively correlated with Eo ($r = .586$, $p < .001$).

Importantly, Satisfaction in Learning the Apps Function (Si) is significantly correlated with PE ($r = .626$, $p < .001$), LE ($r = .707$, $p < .001$), Ao ($r = .621$, $p < .001$), and Eo ($r = .723$, $p < .001$). These significant correlations at the 0.01 level indicate that higher perceived effectiveness, a better learning environment, greater accessibility, and increased extent of app usage are all associated with higher satisfaction in learning the functions of digital marketing apps.

The study reveals significant correlations among key variables in the context of learning digital marketing app functions. Ease of Use (EU) emerges as pivotal, showing strong positive associations with Learning Environment (LE) ($r = .621$), Accessibility of Business Operators (Ao) ($r = .603$), and Extent of App Usage (Eo) ($r = .653$). This indicates that users who perceive these apps as effective also rate their learning environment positively, find business support more accessible, and use the apps more extensively.

Furthermore, a positive correlation exists between Learning Environment (LE) and both Accessibility of Business Operators ($r = .503$) and Extent of App Usage ($r = .658$), highlighting how a conducive learning environment fosters easier access to support and increased app utilization.

Accessibility of Business Operators (Ao) correlates positively with the Extent of App Usage ($r = .586$), suggesting that improved accessibility to support correlates with higher app usage.

Most notably, Satisfaction in Learning the Apps Function (Si) is strongly correlated with all measured factors: PE ($r = .626$), LE ($r = .707$), Ao ($r = .621$), and Eo ($r = .723$). These findings underscore that enhancing perceived effectiveness, optimizing the learning environment, facilitating easier access to support, and promoting greater app usage collectively contribute to higher satisfaction in learning digital marketing app functions.

In summary, these insights highlight actionable strategies for improving user experience and educational outcomes in digital marketing education and practice, emphasizing the interconnectedness of user perception, learning environment quality, support accessibility, app usage extent, and overall satisfaction.

Conclusion

This study delves into the critical factors influencing satisfaction in learning the functions of digital marketing apps through business operators' social media platforms among higher institution students in Malaysia and Thailand. Our findings reveal significant correlations and insights:

The correlations highlight that higher perceived effectiveness of digital marketing apps is strongly linked to a positive learning environment, enhanced accessibility of business operators, and increased extent of app usage. These factors collectively contribute to greater satisfaction among students learning through these platforms.

Moreover, our reliability analysis demonstrates strong internal consistency across all measured variables, indicating robustness in our findings. The ANOVA results further validate our regression model, underscoring the substantial predictive power of perceived effectiveness, learning environment quality, accessibility, and app usage extent on students' satisfaction.

Suggestions for Practice

Based on our findings, several practical implications can be drawn to enhance the effectiveness of digital marketing app functionalities through business operators' social media platforms:

1. **Enhancing Ease of Use:** Organizations and educators should focus on improving the perceived effectiveness of digital marketing apps by ensuring they meet user expectations in terms of functionality, usability, and relevance to educational needs.
2. **Optimizing Learning Environments:** Institutions can create supportive learning environments that foster interactive and engaging student experiences using digital marketing apps. This includes providing resources, guidance, and platforms that facilitate effective learning.
3. **Improving Accessibility of Support:** Business operators should strive to enhance accessibility to support services through their social media platforms, ensuring timely and helpful assistance to students using digital marketing apps.
4. **Encouraging App Usage:** In promoting greater app usage among students can be achieved through targeted educational campaigns, demonstrating the benefits and practical applications of these tools in real-world business contexts.

5. **Continuous Evaluation and Enhancement:** Regular evaluation on user satisfaction and feedback can inform iterative improvements in digital marketing app functionalities and educational strategies.

The novelty of this research to the educational stakeholders can optimize the learning experiences among students using digital marketing apps via business operators' social media platforms, thereby fostering higher satisfaction and better education outcomes in digital marketing education and enhancing the Economy of Malaysia and Thailand.

This study contributes valuable insights into the evolving landscape of digital learning tools in business education, perceived effectiveness paving the way for future research and practical applications in enhancing digital marketing competencies among students.

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CHARACTERIZATION OF GEOPOLYMER INCORPORATED WITH NICKEL AND COPPER AS CATALYSTS

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Abstract: This study introduces a novel synthesis catalyst composed of Ni/Cu/Geopolymer. The new catalyst has been characterized using various techniques including X-ray Diffraction (XRD), Brunauer-Emmett-Teller (BET) analysis, Field Emission Scanning Electron Microscopy (FESEM), and Energy-Dispersive X-ray Spectroscopy (EDX). The catalyst exhibits a highly ordered mesoporous structure with an optimal pore size conducive to enhanced catalytic activity. BET measurements reveal a significantly high surface area, suggesting potential for improved adsorption and catalytic efficiency. FESEM and EDX analyses confirm the uniform dispersion of Ni and Cu within the geopolymers, contributing to the robustness and chemical stability of the catalyst. Overall, our findings suggest that the Ni/Cu/Geopolymer catalyst holds great promise for applications requiring high surface area and precise molecular filtration, thereby setting a new benchmark in the field of catalysis synthesis.

Keywords: Structure, Catalyst, Geopolymer, Synthesis

Introduction

Geopolymers, which are a type of inorganic polymer material, are also referred to as alkali-activated materials (AAMs) (Ahmad, Chen, Haque, & Oderji, 2020). The primary raw materials for the synthesis of geopolymers are natural resources and waste products, which are combined in an activation process with either acid or alkali (Abdel-Ghani, Elsayed, & AbdelMoied, 2018). Because of their better performance qualities and lower carbon dioxide emissions than Ordinary Portland Cement (OPC), geopolymer materials have been more popular since the early 1980s (Innocentini et al., 2019). A geopolymer catalyst with exceptional properties, such as high strength, resistance to artificial aging, durability at high temperatures, and advantageous processing capabilities, has been successfully produced by researchers and is appropriate for a variety of uses (Y. J. Zhang, Han, He, & Chen, 2020) (J. Zhang, Ge, Xiong, & Li, 2022) (Chen, Zhang, He, Li, & Liu, 2020). Also, research on metals (such Ni and Cu), their oxides, and different combinations of these elements has historically been the main focus (Xie et al., 2022) (Almusattar, Tahir, Madi, & Tahir, 2022). Studies have indicated that morphology, doping, size, and flaws in the particles can improve their absorption capacity (L. Wang et al., 2021). However, to explore the structural characteristics and potential applications of Ni/Cu/Geopolymer composites and geopolymers across various sectors, this research

concentrates on their synthesis and characterization. The choice of geopolymer is motivated by their abundance and status as a byproduct, providing a cost-effective and environmentally friendly alternative.

Experimental

Materials

Nickel (II) Nitrate Hexahydrate ($\text{Ni}(\text{NO}_3)_2 \cdot 6\text{H}_2\text{O}$), Cu Nitrate Trihydrate ($\text{Cu}(\text{NO}_3)_2 \cdot 3\text{H}_2\text{O}$), Sodium Hydroxide (NaOH), for synthesis of Ni/Cu. Fly Ash, Sodium hydroxide (NaOH) and Sodium Silicate (Na_2SiO_3) for synthesis of Geopolymer both were purchased from Sigma Aldrich ® Ltd. Deionized water was used during the synthesis.

Synthesis of Geopolymer

Samples were prepared by blending the activating solution (sodium silicate and sodium hydroxide) with fly ash for 5 minutes under mechanical stirring. The geopolymer was then shaped into spheres and placed in polystyrene molds for curing, characterization, and further analysis. The samples underwent aging for 10 hours at room temperature to promote polycondensation. Subsequently, they were placed in an oven maintained at 60°C for 72 hours to complete the geopolymerization process.

Synthesis of Ni/Cu/Geopolymer

$\text{Ni}(\text{NO}_3)_2 \cdot 6\text{H}_2\text{O}$, and $\text{Cu}(\text{NO}_3)_2 \cdot 3\text{H}_2\text{O}$ were produced as 0.1 M and 0.1 M solutions, respectively. NaOH in a 1 M solution was employed as the precipitating agent. In a glass reactor, a 1 M solution of NaOH and a 0.8 M solution of geopolymer were aggressively agitated. A mixture of known volumes of Ni and Cu nitrate solutions was added dropwise. The temperature was maintained at 70 degrees Celsius, and the pH was maintained at 10. The precipitates were filtered after being rinsed with deionized water. Five vacuum filtrations of the mixture were done until no sodium ions were present in the precipitates. The resulting precipitates were then dried for five hours at 110°C in an oven, and they were then further calcined for five hours at 500 and 600°C.

Characterization

X-ray diffraction (XRD) patterns of the hydrotalcites were recorded using a D8 Advance Bruker X-Ray Diffractometer over a 2θ range of 2° to 80°, with a step increment of 0.02° per second. The BET surface area, pore volume, and pore size were estimated through N_2 adsorption at -150°C using an ASAP 2020 surface area analyzer. The elemental composition and surface morphology of the Ni/Cu/GP sample were investigated using a Zeiss Supra 55-VP Field-Emission Scanning Electron Microscope (FESEM).

Results and Discussion

X-ray Diffraction (XRD)

The X-ray diffraction (XRD) pattern shown in the Figure 1 represents the crystalline structure of Geopolymer, Ni/Cu/Geopolymer, and Ni/Cu/Geopolymer calcined at 500°C and 600°C. Peaks at approximately 16.47°, 20.73°, 26.59°, 40.66°, 50.49°, 60.59°, and 68.34° depict the

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base crystalline structure of the geopolymer, primarily showing the silicon and aluminum oxide framework typical in geopolymers. Additionally, the peaks at 20.73°, 26.70°, 36.19°, 41.06°, 50.49°, and 60.59° indicate the addition of nickel (Ni) and copper (Cu), which might slightly shift or intensify certain peaks due to the incorporation of these metal ions into the geopolymer matrix. This incorporation can change the spacing between crystal planes, as reflected in slightly altered 2θ values (H. Y. Wang & Lua, 2015). Furthermore, Ni/Cu/Geopolymer calcined at 500°C shows peaks at 26.70°, 36.89°, 50.24°, 54.90°, 60.70°, and 67.90°. This may be due to further crystallization of metal oxides and possibly the formation of new phases such as nickel oxide or copper oxide, which would explain the new peaks at 54.90° and shifts in existing peaks (Shen & Lua, 2015). Increasing the calcination temperature to 600°C can lead to more pronounced crystallization and possible phase transformations, reflected in the appearance of new peaks at 33.30° and 40.90° and the subtle shifts in other peaks. Higher temperatures often enhance the crystalline nature of the material, making peaks sharper and more defined. In each of these materials, the shifts and changes in the diffraction angles highlight the structural modifications due to the addition of metal ions and the effects of thermal treatments. These changes are crucial for tailoring material properties for specific applications, such as improving mechanical strength, chemical stability, or thermal resistance (Lua & Wang, 2014).

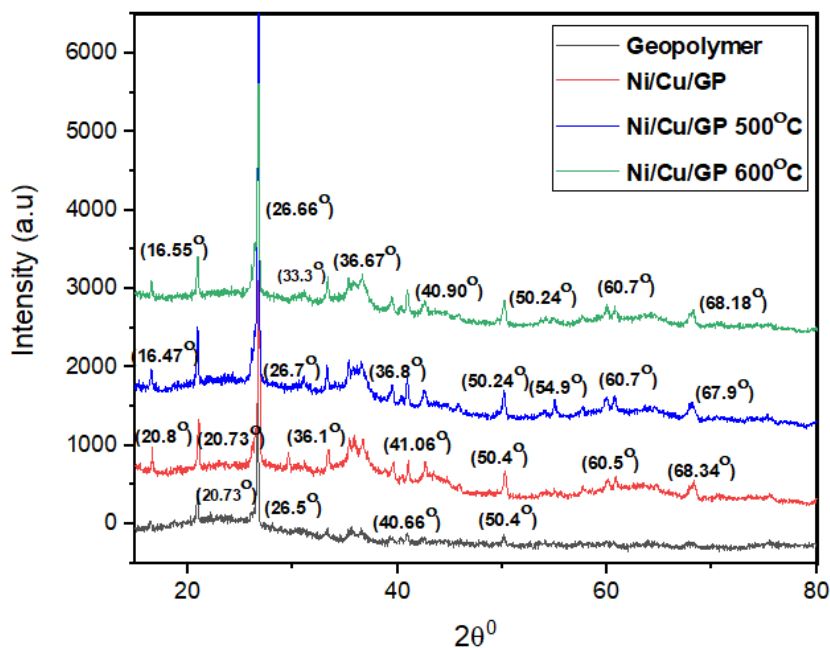


Figure 1: XRD pattern of synthesized Geopolymer (GP), Ni/Cu/GP, Ni/Cu/GP calcined at 500°C, and Ni/Cu/GP at calcined 600°C.

Brunauer-Emmett-Teller analysis (BET)

Table 1 presents a comparison of the pore structure and mechanical properties between two sample sets: the geopolymer (GP) and the Ni/Cu/GP composite. For the composite that includes the geopolymer (GP), the BET surface area increased from 72.7081 m²/g to 150.744 m²/g, the total pore volume rose from 0.1121 cm³/g to 0.457 cm³/g, and the average pore size expanded from 11.103 nm to 14.08 nm. These changes suggest that the pore structure of the Ni/Cu/GP

composite has been altered, potentially leading to greater tortuosity within the pore matrix. (Provis, Myers, White, Rose, & Van Deventer, 2012; Y. Wang, 2013).

Table 1: Properties of Geopolymer and Ni/Cu/Geopolymer

Sample	$V_{\text{total}} (\text{cm}^3/\text{g})$	$SA_{\text{BET}} (\text{m}^2/\text{g})$	$D_p (\text{nm})$
GP	0.1121	72.708	11.10318
Ni/Cu/GP	0.457	150.744	14.08

N₂ Physisorption

Figure 2 a and b show that the slope of the adsorption isotherm is gradual when the p/p_0 value is less than 0.45 for the geopolymer, and at 0.7 for the Ni/Cu/GP composite. Subsequently, it increases steadily because of the adsorption of a single layer of N_2 and the filling of micropores with diameters between 0.5 to 2 nm in the geopolymer, and between 0.8 to 2 nm in the Ni/Cu/GP composite. The adsorption isotherm shows a steady and ongoing rise, primarily due to the adsorption of multiple layers of N_2 with some additional effects from capillary condensation, occurring in the range of $0.45 < p/p_0 < 0.8$ for the geopolymer and from 0.4 to 0.9 in the Ni/Cu/GP composite. From 0.8 to $p/p_0 < 1.0$, the adsorption isotherm demonstrates a marked rise, particularly in two samples, as N_2 undergoes condensation in macropores exceeding 50 nm due to capillary action. The N_2 adsorption and desorption curves show a pronounced hysteresis loop, suggesting that both the geopolymer and the Ni/Cu/GP composite contain numerous mesopores. The pore size distribution curve, depicted in Figures 2 c and d, reveals that the geopolymer contains pores about 18 nm in width, whereas the Ni/Cu/GP composite features pores approximately 19 nm wide. This result further confirms the existence of mesopores and micropores within the pore structure. The stability of sodium silicate and the perfect balance of sodium hydroxide within the extra-framework of the geopolymer could explain the lack of these phenomena. Moreover, ongoing acid treatment on the framework's aluminum might inhibit partial dealumination, preserving the original pore structure of the geopolymer adsorbent (Osterrieth et al., 2022).

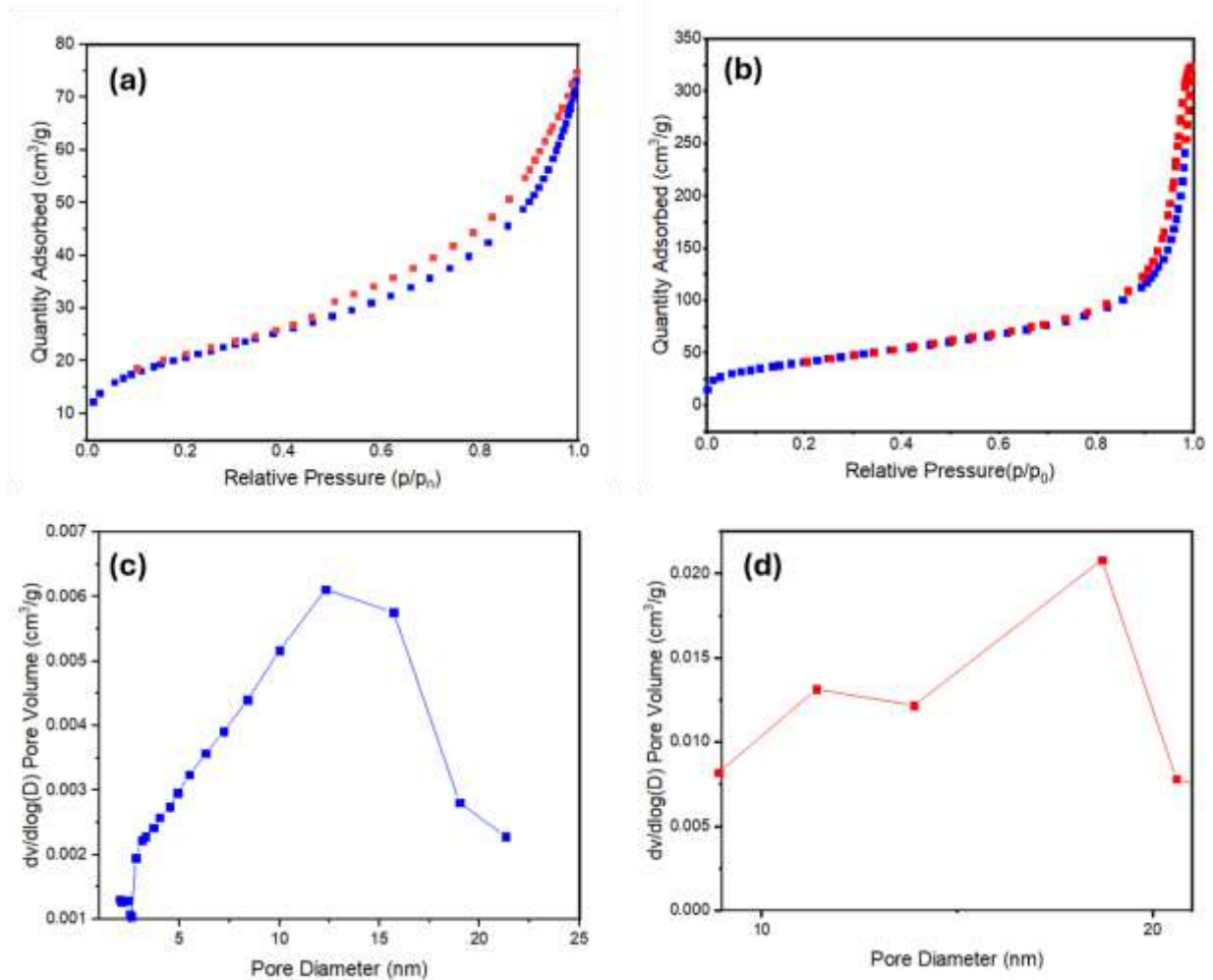


Figure 2: (a) The N₂ adsorption-desorption of geopolymer, (b) The N₂ adsorption-desorption of Ni/Cu/GP composite, (c) Pore size distribution of geopolymer, (d) Pore size distribution of Ni/Cu/GP.

FESEM Analysis

The geographical images of three samples are depicted in Figure 3. Figure 3a illustrates the unique structure of the initial fly ash, showing an arrangement of diverse-sized vitreous spheres. These images further reveal the presence of small solid spherical particles, known as microspheres, encapsulated within the larger cenosphere particles (greater than 50 μm). These particles emerge during combustion and collectively form what is termed a "plerosphere". Our observations about the formation of "plerospheres" and the encapsulation of microspheres within larger cenosphere particles are consistent with findings from (Y. J. Zhang et al., 2020) who noted similar phenomena in their FESEM analysis of fly ash particles under similar conditions. Additionally, Figure 3b specifically showcases the intricate structure of the geopolymer at a high magnification of 3000x. This image reveals detailed textural features and provides critical insights into the microstructural characteristics of the geopolymer. Observing these details is essential for understanding the material's porosity, the distribution of its constituents, and its overall microstructural integrity. Such information is pivotal when assessing the performance characteristics of geopolymers, especially in terms of their

mechanical properties and durability under different environmental conditions. According to FESEM analysis, the microstructural characteristics of the Ni/Cu/GP, calcined at 500°C, are shown in Figures 3c and d. The micrograph in Figure 3c illustrates that the microstructure of the fly ash-based geopolymers appears as a porous and heterogeneous mixture, including the Ni and Cu metals. Figure 3d displays the microstructure of the fly ash that had completely reacted with the other materials Ni, Cu, and GP—as a composite. Figures 3e and f show the Ni/Cu/GP composite particles calcined at 600°C, clearly demonstrating that the Ni/Cu particles have interacted with the geopolymer. High-temperature calcination can induce phase transformations in catalyst materials, leading to the formation of more active or stable crystalline phases.

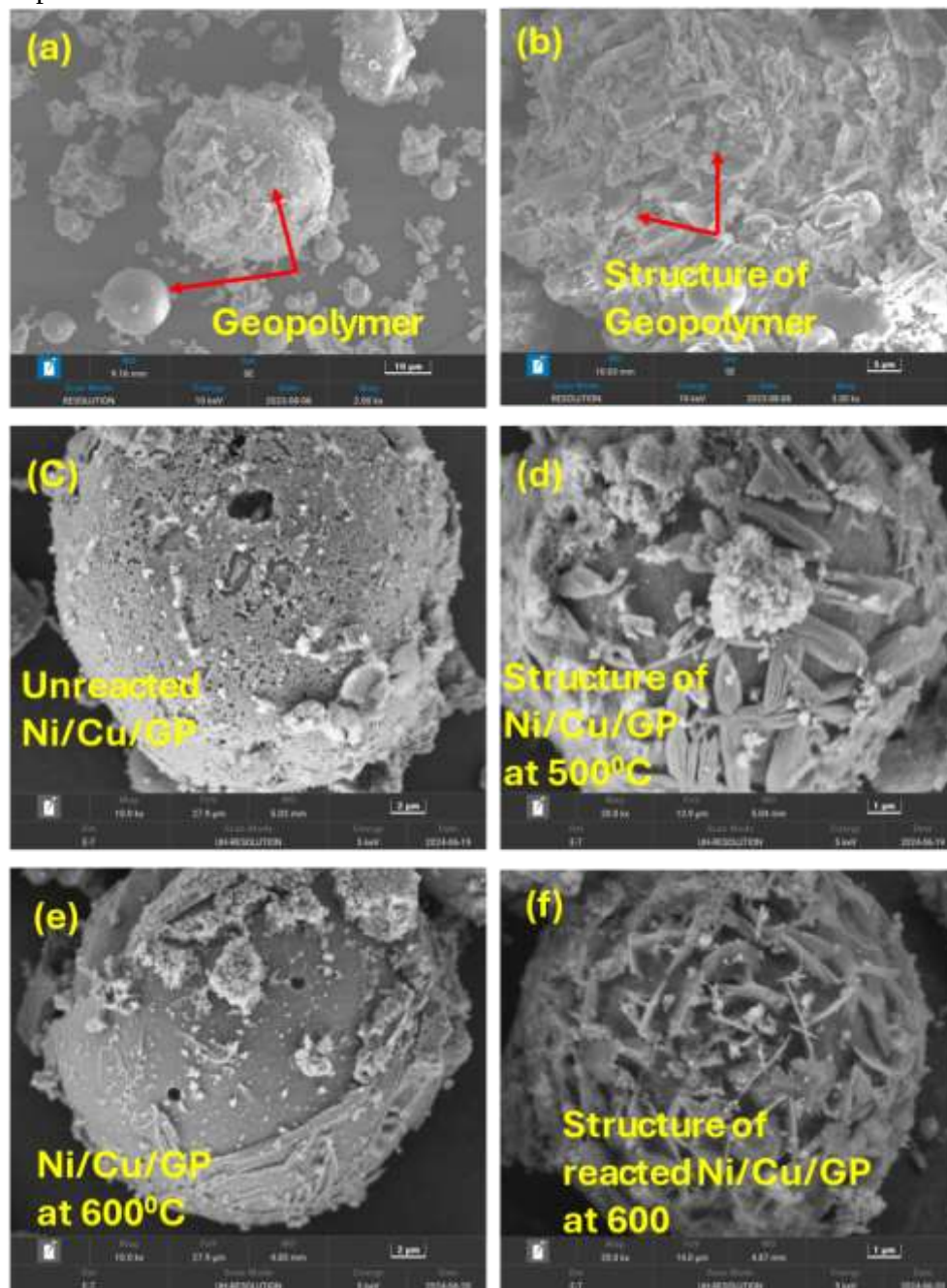


Figure 3 FESEM Micrograph of Geopolymer and Ni/Cu/GP Composite

Elemental Analysis

Using Figure 3 d as a reference, EDX (Energy-dispersive X-ray) analysis was performed on the created Ni/Cu/GP composite to determine its chemical composition. The results showed that the Ni/Cu/GP proportions are consistent with the established ratios. Figure 4 displays the elements and their respective percentages. These results confirm the effectiveness of the co-precipitation technique in producing the Ni/Cu/GP composite.

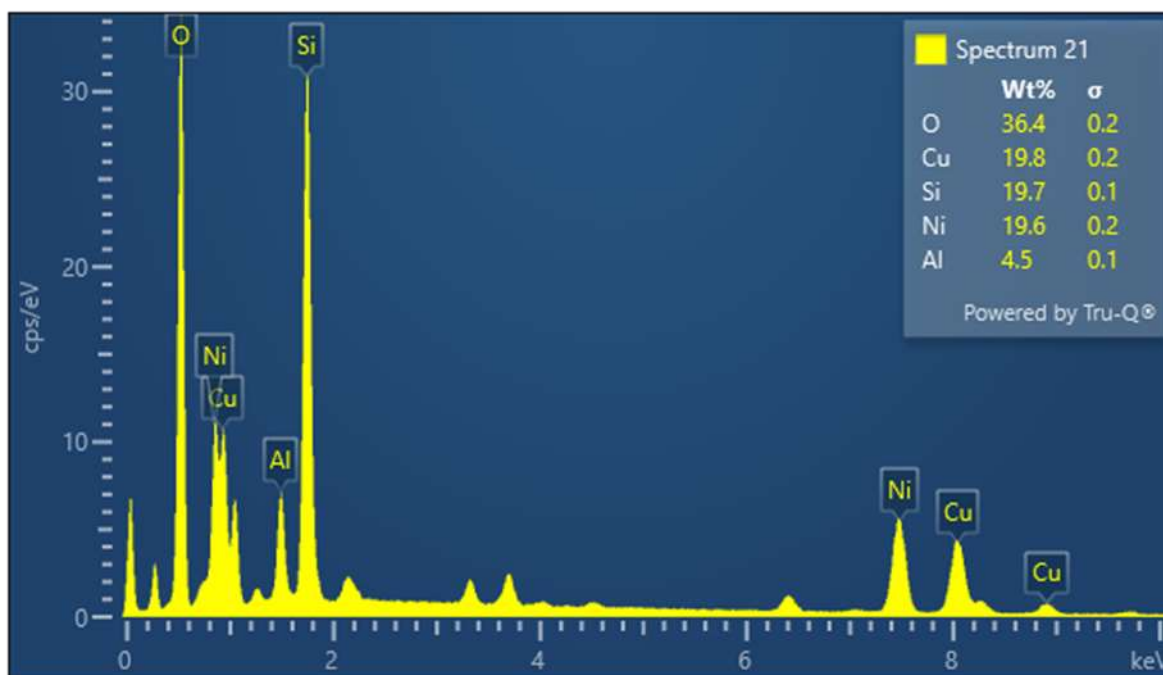


Figure 4: The elements included in the Ni/Cu/GP composite.

Conclusion

The development of the Ni/Cu/Geopolymer catalyst represents a significant advancement in catalysis technology. Our comprehensive characterization, including XRD, BET, FESEM, and EDX analyses, underscores its remarkable structural properties, such as a highly ordered mesoporous design and a substantial surface area, which are pivotal for catalytic processes. The uniform dispersion of Ni and Cu within the geopolymer matrix not only enhances the chemical stability but also the catalytic efficiency of the catalyst. The catalyst's attributes make it highly suitable for applications demanding efficient adsorption and precision in molecular filtration. Future studies could focus on exploring the practical applications of this catalyst in industrial processes, particularly in reactions that benefit from high surface area and stability. Additionally, examining the long-term durability and cost-effectiveness of this catalyst in operational environments will be crucial for its commercial viability. This research sets a new standard in the synthesis of catalysts and opens new possibilities for improving reaction efficiencies in various chemical processes.

Acknowledgment

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THE CONCEPTS OF CERTIFIED RECOVERY COACH (CRC)

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Abstract: Recovery coach is one of the critical components in sustaining long term addiction recovery. Therefore, recovery coaching is one of the integral parts to support sustainable recovery in substance use addiction recovery survivor after drug treatment and rehabilitation phases completed. According to the Developmental Model of Recovery (DMR) by Gorski early recovery stage is critical as recovering persons easily to relapse towards previous addictive lifestyle. Besides self-help groups such as Narcotic Anonymous (NA) and Alcoholic Anonymous (AA), recovery coaching (RC) is also vital in guiding recovering individuals. Family roles have also never been neglected at this point. Therefore, this conceptual paper discusses the initiative of the Asian Center for Research and Drug Abuse (ACREDA), Faculty of Leadership and Management, Universiti Sains Islam Malaysia (USIM) with Malaysian Substance Abuse Council (MASAC) to develop a certified program in advocating recovering individuals through Certified Recovery Program (CRC) to recognized and certified these recovering individuals advocate their work. The Certified Recovery Coach (CRC) is a program in the form of transfer of knowledge program (KTP) to individuals who are actively involved in rehabilitation, treatment, and advocacy activities in relation to substance use disorder (SUD) treatment. The participants need to attend two series of workshops to provide them with fundamental knowledge in drug and substance abuse, treatment, and rehabilitation aspects, as well as specific principles and roles as a recovery coach to build their careers in the context of their recovery and lifelong learning. The participants need to complete a total of 220 hours of learning which include 40 hours of interactive lectures and 180 supervised practical work. Theoretical, practical implication, and future directions are also discussed.

Keywords: Recovery coach, Drug treatment and rehabilitation, Certification

Introduction – Coaches in Addiction Recovery

The addiction recovery process is a complex and multifaceted journey that requires a comprehensive approach to address the physical, emotional, and social aspects of substance use disorders. One key component of this approach is the involvement of certified recovery coaches, who play a crucial role in supporting individuals throughout their recovery journey. (Jason et al., 2021)

Certified recovery coaches are individuals who have personal experience with addiction recovery and have undergone specialized training to assist others in their own recovery process. They serve as guides, mentors, and advocates, helping individuals navigate the challenges and

obstacles they may face during their recovery. The unique perspective and lived experiences of certified recovery coaches can provide valuable insights and strategies that complement the clinical interventions provided by traditional healthcare professionals. (Sharry & Grady, 2020)

The importance of the certified recovery coach's role is particularly evident in the early stages of recovery, where individuals may struggle with maintaining sobriety, managing triggers, and developing coping mechanisms. By providing emotional support, practical guidance, and a non-judgmental presence, certified recovery coaches can help individuals in recovery build resilience, develop self-awareness, and strengthen their recovery capital. (Jason et al., 2021)(Doukas, 2015). Recovery from addiction is a developmental process that progresses through various stages, from a singular focus on abstinence in the early stages to an eventual focus on individual growth and personal development in the later stages (O'Sullivan et al., 2017).

Certified recovery coaches are individuals who have personal experience with addiction and recovery, and have received specialized training to provide guidance, support, and advocacy to those seeking to overcome substance use disorders (Torgerson, 2017). These coaches offer a unique perspective and understanding of the challenges faced by those in recovery, and can serve as a valuable resource for navigating the often-daunting process of maintaining sobriety (Sias & Lambie, 2008).

Certified recovery coaches are individuals who have successfully navigated their own recovery path and have received specialized training to assist others in achieving and maintaining sobriety. These coaches provide a unique perspective and understanding of the challenges faced by individuals in recovery, and they can offer personalized guidance and support tailored to the individual's needs. (Sias & Lambie, 2008). One of the primary responsibilities of certified recovery coaches is to help individuals develop strategies for managing daily life struggles. This can include identifying and addressing underlying issues, such as attention-deficit/hyperactivity disorder, that may have contributed to or exacerbated the individual's substance use disorder.

Aftercare Program in Substance Abuse Treatment and Rehabilitation in Malaysia

More than 7000 recovering addicts received residential drug treatment and rehabilitation annually (AADK, 2023). In addition, more than 50,000 recovering addicts continue their follow up through aftercare program in community nationwide annually (AADK, 2023). This indicates a greater attention to aftercare program in sustaining recovery among recovering addicts.

In recent years, Malaysia has experienced a concerning trend of increasing admissions to rehabilitation centers and higher relapse rates among reformed substance abusers. This section aims to examine the role of aftercare programs in substance abuse treatment and rehabilitation in Malaysia and explore potential strategies to enhance their effectiveness.

Malaysia has implemented various programs to address the issue of substance abuse, including the transition from a compulsory rehabilitation model to a more open-concept approach that encourages voluntary treatment (Shanmugam, 2019). However, the effectiveness of these programs in reducing relapse rates and promoting long-term recovery remains a challenge.

Aftercare programs, which provide support and resources to individuals after completing primary treatment, are widely recognized as a crucial component of effective substance abuse treatment. (Shanmugam, 2019) A holistic treatment approach that combines cognitive-behavioral, medical, social, and spiritual elements has been found to be favored by substance abuse clients in Malaysia. Clients have also expressed the need for better tailoring of treatment to individual needs and increased post-treatment group support. (Chie et al., 2016)

The successful implementation of aftercare programs in Malaysia would require a multifaceted approach that addresses the unique cultural and socioeconomic factors that contribute to substance abuse and relapse. (Chie et al., 2015) This may include improving access to community-based support services, fostering stronger connections between treatment providers and community resources, and enhancing the integration of spiritual and cultural elements into the treatment and aftercare process.

By strengthening the role of aftercare programs in substance abuse treatment and rehabilitation in Malaysia, policymakers and healthcare providers can work towards reducing relapse rates, improving long-term recovery outcomes, and ultimately, addressing this critical public health challenge more issues among service providers.

Research on the experiences and perspectives of rehabilitation clients in Malaysia reveals that a combination of factors, including motivation to change, client satisfaction, and staff perception, can influence the success of substance abuse treatment programs. (Chie et al., 2016). Additionally, the open-concept approach adopted by the Malaysian government aims to provide drug users with the opportunity to seek treatment voluntarily, without facing legal consequences, to encourage those with the motivation to change to seek help. (Chie et al., 2015)

To enhance the effectiveness of aftercare programs in Malaysia, it is essential to address the specific needs and challenges faced by individuals in recovery. This may involve tailoring treatment and aftercare services to individual needs, integrating community-based resources, and ensuring a seamless transition from primary treatment to long-term support.

In conclusion, the development of robust and comprehensive aftercare programs in Malaysia is crucial for improving the long-term outcomes of substance abuse treatment and rehabilitation. By adopting a holistic, person-centered approach that addresses the unique cultural and socioeconomic factors contributing to substance abuse, policymakers and healthcare providers can work towards reducing relapse rates and promoting sustainable recovery among individuals in Malaysia. (Shanmugam, 2019)

Developing Effective Aftercare Program with Integrating the Role of Certified Recovery Coach

Creating an effective aftercare program for drug treatment and rehabilitation involves several key components to ensure sustained recovery and support for individuals transitioning from treatment to everyday life. The following is a comprehensive guide on how to develop such a program, integrating the role of Recovery Coaches.

Components of an Effective Aftercare Program

1. **Individualized Aftercare Planning: Assessment and Goal Setting:** Begin with a thorough assessment of each individual's needs, strengths, and goals. Develop a personalized aftercare plan that includes specific, achievable objectives. *Example:* Create a tailored plan for a client that includes continued therapy sessions, vocational training, and participation in support groups.
2. **Ongoing Support and Counseling: Regular Check-ins:** Schedule regular meetings with a counselor or therapist to monitor progress and address any emerging issues. *Example:* Weekly sessions with a therapist to discuss challenges and strategies for maintaining sobriety.
3. **Recovery Coaching: Role of RCs:** Integrate RCs into the aftercare program to provide mentorship, support, and guidance based on their lived experiences. *Example:* Pair each client with a RC who can offer support, help navigate resources, and serve as a role model for sustained recovery.
4. **Support Groups and Community Engagement: 12-Step Programs and Other Support Groups:** Encourage participation in support groups like AA, NA, or other community-based programs to foster a sense of belonging and accountability. *Example:* Facilitate connections to local support groups and ensure clients have the information and encouragement to attend regularly.
5. **Life Skills Training: Educational and Vocational Support:** Provide training and resources to help individuals develop skills necessary for employment and daily living. *Example:* Offer workshops on resume writing, job interview skills, budgeting, and time management.
6. **Relapse Prevention Strategies: Coping Mechanisms:** Teach clients how to recognize triggers and develop healthy coping mechanisms to prevent relapse. *Example:* Conduct relapse prevention workshops that include role-playing scenarios and developing personalized coping strategies.
7. **Access to Healthcare and Mental Health Services: Comprehensive Care:** Ensure access to medical care, mental health services, and medication-assisted treatment (MAT) if needed. *Example:* Partner with local healthcare providers to offer integrated care for clients, including routine health check-ups and mental health counseling.
8. **Family Involvement and Support: Family Counseling:** Include family members in the aftercare plan through counseling and education to support the individual's recovery journey. *Example:* Organize family therapy sessions to address family dynamics and educate family members on how to support their loved one's recovery.
9. **Housing and Stability: Safe Living Environments:** Assist clients in finding stable, drug-free housing if they do not have a safe place to return to post-treatment. *Example:* Collaborate with local housing programs to provide transitional living arrangements for clients in need.
10. **Monitoring and Evaluation: Regular Reviews:** Continuously monitor and evaluate the effectiveness of the aftercare program and make necessary adjustments based on client feedback and outcomes. *Example:* Use surveys and regular progress reports to assess client satisfaction and program effectiveness, adjusting as needed.

Implementing the Program

1. **Build a Multidisciplinary Team:** Include counselors, therapists, healthcare providers, RCs, and social workers to provide comprehensive support.
2. **Develop Partnerships:** Collaborate with local organizations, healthcare providers, housing authorities, and community groups to provide a broad range of services.
3. **Training and Development:** Ensure all staff and RCs receive ongoing training in areas such as trauma-informed care, motivational interviewing, and cultural competence.
4. **Client Engagement and Retention:** Foster a welcoming and supportive environment that encourages clients to stay engaged with the aftercare program.
5. **Secure Funding:** Seek funding through grants, government programs, and community donations to sustain the aftercare services.

Certified Recovery Coach (CRC) and Its Concepts

Recovery coach (RC) is considerably new to Malaysia. Even though the National Anti – Drug Agency (NADA) has appointed Peer Support among recovering clients from each district nationwide, the number is somewhat limited to support large number of recovering clients in general. The approach of a recovering coach or peer mentoring who struggles in recovery provides a sustainable motivation and internal strength for recovering addicts in the face of life's challenges. In this section, we discuss the initiative of the Asian Center for Research and Drug Abuse (ACREDA), Faculty of Leadership and Management, Universiti Sains Islam Malaysia (USIM) with collaboration Malaysian Substance Abuse Council (MASAC) to develop a certified program in advocating recovering individuals through Certified Recovery Program (CRC) to recognized and certified these recovering individuals advocate their work. The Certified Recovery Coach (CRC) is a pioneer program in the form of transfer of knowledge program (KTP) to individuals who are actively involved in rehabilitation, treatment, and advocacy activities in relation to substance use disorder (SUD) treatment in Malaysia.

This paper aims to explain the concept emphasized in the CRC program. Generally, the main objective of the CRC program is to expose participants with the right knowledge, skills, and attitudes related to drug treatment and rehabilitation according to the local cultural context of the Malaysian community. As a strong advocacy, participants are exposed to knowledge in the basics of addiction treatment and rehabilitation to build their career pathways as practitioners in treatment and rehabilitation programmes through their private drug rehabilitation centres. The certification program consists of 40 hours of teaching and learning method. Each CRC training is divided into two series of workshops. On the first series of 4 days and 3 nights, participants undergo 28 hours of interactive teaching and learning sessions.

CRC Part One

The participants undergo 28 hours of interactive teaching and learning The topics delivered by the trainers who has a doctoral degree in related field of counseling, and substance abuse experience. Serie 1 workshop concludes with first series exam questions. The exam questions were verified by the trainers.

The topics of CRC module during series 1 includes; Principles in Recovery, Recovery Capital and Recovery Pathway, Fundamental to Recovery Coach and Case Management, Reports and Documentation, Basics of Counseling Skills, Professional Ethics in the Recovery Coach, Motivational Interviewing and Effective Communication.

Upon completion through 28 hours in part one, participants were given the first series test based on topics and content provided through online test at the end of series one. Later, participants will be provided a practical briefing to meet 180 hours direct contact hours during the next 4 weeks of in-house training.

CRC Supervision

There is no professional standard for recovering coach to be supervised. Therefore, to increase the efficacy of the program, supervision element is adapted from clinical supervision of addiction counselors' standard. Participants are supervised by a trainer of 4 rounds of supervision. Supervisory sessions are mostly conducted through online sessions.

CRC Part Two

Participants complete the training by attending the second series of workshop consist of 12 hours teaching and learning and the second test series. The topics of the workshop series 2 includes Crisis Management and Dual Diagnosis Issues, Family and Significant People, Paradigm in Recovery and Supervision in the Recovery Coach. As the participants successfully complete all the program requirements, the participants are eligible to be awarded with the Certified Recovery Coach (CRC) by Universiti Sains Islam Malaysia.

Discussion and Conclusion

In recent years, there has been a growing recognition of the need for a more comprehensive and person-centered approach to addiction recovery, moving beyond the traditional model of mandated treatment towards a more voluntary and recovery-focused approach (Chie et al., 2016).

One key aspect of this shift is the emergence of recovery coaches, professionals who work with individuals struggling with addiction to support their journey towards long-term recovery. In the Malaysian context, the development of a recovery-oriented approach to addiction treatment is crucial, as it needs to be able to meet the specific psychosociospiritual needs of the local population (Shanmugam, 2019).

Research has shown that a holistic treatment approach, combining cognitive-behavioral, medical, social, and spiritual components, is favored by patients in Malaysia (Chie et al., 2016). This suggests that the role of recovery coaches, who can provide personalized support and facilitate access to a range of services, may be particularly valuable in the Malaysian context.

The concept of coaching for recovery has been explored in the broader mental healthcare field, where it is seen as a strategy to empower clients in their recovery journey (Sharry & Grady, 2020). This approach could be equally applicable to the addiction recovery field, as it aligns

with the principles of a recovery-oriented philosophy, which emphasizes individual empowerment, self-determination, and the development of a meaningful life beyond addiction.

As Malaysia continues to develop its addiction treatment and recovery services, it will be important to consider the potential role of recovery coaches in supporting individuals on their path to long-term recovery (Marican, 2017). This could involve training and integrating recovery coaches into existing treatment programs, as well as exploring innovative approaches to service delivery that prioritize the unique needs and strengths of the Malaysian population.

By doing so, Malaysia can continue to make strides in addressing the complex challenge of addiction and supporting individuals and communities on the road to recovery. (Mustapha et al., 2020)

The CRC program is an enrichment program that can increase the level of self-confidence and positive perception by recovering addicts. The process of continuous learning by individuals is not limited to the treatment and rehabilitation aspects alone, moreover, it also gives them a advocacy and humbleness about their struggle in community. They should not be sidelined, but they have good assets and values in the government's efforts to help combat drug abuse and illicit substances addiction among youths and younger generations.

The existing CRC program is a pilot program conducted together with the attention of sponsors such as Yayasan Bank Rakyat and Majlis Agama Islam Wilayah Kuala Lumpur. Yayasan Bank Rakyat with their courtesy was a main sponsored for CRC2.0. Later Majlis Agama Islam Wilayah Kuala Lumpur also provide their support by sponsoring CRC3.0. Both events were conducted in the year 2023.

The CRC program is seen as having the potential to be commercialized through the micro-credential approach that USIM is trying to highlight. With this micro-credential offering, the cost of implementing this program can be optimized and more individuals and interested members of the public can take advantage of this certification. This certification program also plays an important role in improving the level of professionalism of the service delivery of the recovery coach in general.

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COUNSELLORS' UNDERSTANDING OF THE WORKING ALLIANCE IN COUNSELLING

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Abstract: *This study was conducted to determine counsellors' understanding of working alliances in counselling sessions. This study is a qualitative study involving semi-structured interviews with nine counsellors. The analysis was conducted utilizing the Grounded Theory procedures and methodology with the use of Atlas.ti software (v8). The findings of the study show that there are seven themes that explain the counsellors' understanding of the working alliance in the counselling session. The main theme that has been identified is the relationship between the counsellor and the client; and the sharing of the client's goals with the counsellor. The study's findings indicate that counsellors' comprehension of the working alliance in the session is critical to the session's success. The results of this study will also be beneficial to the nation's counsellor training program.*

Keywords: *Counseling, Counselors, Working Alliance*

Introduction

The concept of a working alliance, also known as therapeutic alliance, is a fundamental aspect that underpins the relationship between counsellors and their client in counseling. It encompasses the collaborative and bond-based partnership established between the two parties, which is essential for effective therapy or counseling. This concept is rooted in psychotherapy theories and is considered a predictor of positive outcomes in therapy or counseling.

In counseling sessions, the therapeutic relationship can be described using various terms, such as counseling alliance, therapeutic alliance, ego alliance, helping alliance, and working alliance (Bedi, Davis & Arvay, 2005). Bordin (1979) asserts the "working alliance" as a collaborative bond in counseling sessions, prioritizing the roles of the counselor and the client in ensuring the successful achievement of counseling goals. Generally, components contributing to the working alliance involve bonds, tasks, and goals (Bordin, 1979; 1994; Anderson & Levitt, 2015).

In the Malaysian context, there has been limited exploration of the working alliance in counseling sessions. Studies conducted in Malaysia have primarily focused on the relationship between the working alliance and factors influencing it in counseling practicum supervision sessions. Researchers such as Hilmi (2006), Wan Marzuki (2007), Nor Mazlina, Wan Marzuki, Rohani, & Sidek (2016), and Zall Kepli (2014) have contributed to this area of study.

Additionally, there is a gap in research regarding counselors' perceptions of understanding the working alliance in counseling sessions. Furthermore, counselors have been less involved in studies aimed at providing insights into the establishment of the working alliance during counseling sessions based on their own experiences (Andrade, Lahera & Fernandez, 2017).

The working alliance described in this study is based on Bordin's (1979) model, which emphasizes the collaborative and harmonious relationship between the counselor and the client regarding goals, tasks, and the overall therapeutic relationship during counseling sessions. The main objective of this study is to explore counsellors' understanding of the working alliance during the counselling sessions.

Methodology

This qualitative study employs the "Grounded Theory" (GT) approach, as outlined by Strauss and Corbin (1994, 1998), as well as by Othman (2007) and Creswell (2008). The participants in this study consist of nine counselors who have experience conducting counseling sessions for at least 10 years or more. Each counselor has also conducted at least three counseling sessions with the same client. Every research participant is a Registered Counsellor with the Board of Counsellors Malaysia (LKM) and ranges in age from 38 to 50.

Semi-structured interviews were used in this study (Baker & Edwards, 2012; Guetterman, 2015). The questions posed encompassed opening questions, introductions, transitions, key inquiries, and closing questions. These questions were designed to elicit information relevant to the study and the counselors' experiences in conducting counseling sessions.

The data analysis in this study follows the procedures and methodology of Grounded Theory as outlined by Strauss and Corbin (1998). It involves analyzing the data using a coding system. Verbatim transcriptions of the conducted interviews are provided, which entail word-for-word transcriptions of the recordings. These transcriptions are then analyzed using Atlas.ti software (v8).

Results

Based on the findings from the analysis of the study conducted, the counsellors' understanding of the bond of cooperation aligns with Bordin's (1979) framework. The themes derived from interviews with nine counsellors to elucidate their understanding of the bond of cooperation are as follows: The relationship between counsellor and client; Sharing the client's goals with the counsellor; Counsellor assistance to clients; Togetherness of counsellor and client; Occurrence across all levels; Counsellor and client readiness; and The significance of cooperative bonds.

The Relationship Between Counsellor and Client

Participants' understanding regarding the working alliance is demonstrated through the relationship formed between the counselor and the client. This relationship is described by participants as one that is good, friendly, and mutually supportive, promoting well-being for both parties.

Sharing the Client's Goals with The Counsellor

The participants also emphasize the sharing of client goals with the counselor as a significant theme in understanding the working alliance. It is highlighted that each counseling session should involve a discussion of goals, whether initiated by the client or the counselor themselves.

Counsellor Assistance to Clients

Participants' understanding of the working alliance is also seen in terms of the assistance provided by the counselor to the client. Among the aspects of counselor assistance are the counselor's role as a facilitator to aid the client and as a motivator for the counseling sessions conducted.

Togetherness of Counsellor and Client

The working alliance is also understood as a sense of togetherness between the counselor and the client during counseling sessions. This togetherness is seen in terms of the common ground existing between the counselor and the client. A deep understanding by the counselor of the client's issues and mutual assistance will ensure the success of the counseling sessions conducted.

Occurrence Across All Levels

Based on the data analysis, the study participants also stated that the working alliance occurs at all stages of the counseling sessions, starting from the first session until the last session.

Counsellor and Client Readiness

The working alliance is also understood by the study participants as the willingness of both the counselor and the client to conduct counseling sessions through cooperation between them. This means that the client needs to be willing to share the problems or issues they are facing with the counselor during the counseling session. Meanwhile, the counselor also needs to be prepared to assist the client during the counseling session.

The Significance of Cooperative Bonds

The working alliance is a crucial aspect in the success of conducted counseling sessions. Its importance can be observed through the therapeutic elements that exist when there is a working alliance. Moreover, participants in the study stated that without the working alliance, it is difficult to achieve effective counseling sessions.

Discussion

The participants' understanding regarding the working alliance in counseling sessions aligns with the views presented by Bordin (1979) and other researchers such as Elizabeth Zetzel (1956), Greenson (1967), Gelso (2002, 2011), and Horvath (2011). Participants in the study stated that the working alliance refers to the relationship established between the counselor and the client throughout the counseling session. The aspect of sharing client goals with the counselor to achieve successful counseling sessions is emphasized by counselors in understanding the meaning of the working alliance in counseling sessions.

The working alliance is also understood as a sense of togetherness between the counselor and the client throughout the counseling session. The client needs to be willing to share problems or issues they are facing with the counselor during the counseling session. At the same time, the counselor needs to be prepared to assist the client during the counseling session.

The importance of the working alliance is stated as crucial to the success of the conducted counseling sessions because through this alliance, it helps facilitate communication between the counselor and the client. It also helps establish therapeutic elements, which are among the key factors in the success of counseling sessions (Horvath & Symonds, 1991; Huber, 2014; Krieg and Tracey, 2016; Zilcha, 2017; Balkin, 2018).

The research findings also indicate that the working alliance has been understood as a collaborative session that occurs at all stages during counseling sessions. This understanding is consistent with the definition proposed by Bordin (1979). It can be observed in aspects of relationship building during counseling sessions as well as in terms of goal-sharing initiated by the client. However, the task dimension, as interpreted by Bordin (1979), received less emphasis from the study participants in explaining their understanding of the working alliance. Additionally, counsellors must be able to choose and discuss tasks that they have mutually established with their clients. (Bordin 1979; 1994; Anderson & Levitt 2015; Murphy, 2018).

Conclusions

The research findings have shown that although counselors in this country are generally not explicitly exposed to the term "working alliance," in practice, they have indirectly demonstrated an understanding of it. However, clear understanding needs to be enhanced among counselors in this country to enable them to better grasp the working alliance in the context presented by Bordin (1979), which involves three dimensions: relationship, goals, and tasks. These three dimensions are interdependent and collectively contribute to the strength of the working alliance. Emphasizing these three aspects has also been proven to enhance the effectiveness of counseling sessions.

Therefore, it is a primary necessity for those involved in providing training to counselors in this country to prioritize training that provides exposure and deep understanding to counselors regarding the working alliance in counseling sessions.

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NEEDS ANALYSIS OF PRIMARY SCHOOL ENGLISH TEACHERS TOWARD E-LEARNING INTEGRATION

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Abstract: *The fast pace of technological development allows the embedding of e-learning tools within education, thus paving a new and innovative way for the betterment of the teaching and learning processes. More importantly, in the aspect of vocabulary instruction, e-learning tools hold great potential for enhancing student engagement and learning outcomes. This study focuses on the needs analysis phase of a design and development research (DDR) project of e-learning for vocabulary instruction targeting English teachers teaching in Malaysian primary schools. The specific needs and challenges that teachers are facing in implementing the curriculum aligned with the CEFR are identified in this phase. The survey of 30 primary school English teachers depicted a scenario in which the experiences, resource use, and perceived gaps in current instructional practices became clear. This affirms that the demand for multimedia-enhanced and differentiated tools for structured vocabulary instruction by teachers is high, as is the demand for software components to engage students. Teachers recognized their professional development, resources and training needs to implement e-learning solutions most effectively. These will inform the design and development of a Flipbook-based Explicit Vocabulary Instruction (Fb-EVI) module in the subsequent steps of the DDR project, in meeting the needs identified so far. In conclusion, it allows teachers to be a part of the picture from the beginning and builds foundational knowledge that will later support the design and development of effective and contextually relevant e-learning tools.*

Keywords: *Need Analysis, Vocabulary Teaching & Learning, E-Learning*

Introduction

The incorporation of e-learning into educational practices has fundamentally transformed conventional teaching approaches, especially in the realm of language acquisition. The introduction of e-learning technologies, which provide interactive and multimedia-rich experiences, has had a considerable impact on the acquisition of vocabulary, which is a fundamental aspect of language proficiency. These technologies offer the potential to actively involve students and improve their ability to remember and apply new language (Wiranata et al., 2024; Weng & Chiu, 2023). Nevertheless, achieving effective integration of e-learning into vocabulary instruction requires a thorough understanding of the specific needs and challenges faced by educators (Francom, 2020; Bai & Lo, 2018; Hao, Wang, & Ardasheva, 2021; Davies & West, 2014). The adoption of the Common European Framework of Reference for Languages (CEFR) aligned curriculum in Malaysia has brought to light certain difficulties faced by primary school English teachers. Teachers frequently encounter difficulties in finding appropriate instructional materials and tools to provide explicit vocabulary instruction, despite the planned nature of the curriculum. This project seeks to overcome these problems by conducting a thorough needs analysis using McKillip's Needs Analysis Model. The findings

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from this analysis will guide the design and development of a customised e-learning tool that focuses on vocabulary education. Research suggests that developing personalised e-learning resources for vocabulary instruction greatly improves learning results and engagement by targeting individual educational requirements (Hao, Wang, & Ardasheva, 2021; Okumus Dagdeler, 2023).

Literature Review

Needs Analysis of primary School English Teachers Toward E-Learning Integration using Mc Killip's Model.

Acquiring a wide range of vocabulary is crucial for achieving fluency in a language. It has a significant impact on reading comprehension, writing ability, and overall communication skills (Nation, 2013). Conventional methods of teaching vocabulary frequently fail to engage students and provide relevant context, leading to shallow understanding and difficulties in retaining the learnt material (Schmitt, 2008). E-learning technologies offer a viable alternative by integrating multimedia and interactive features that improve the effectiveness of vocabulary learning (Eizadpanah et al., 2014). Nevertheless, teachers encounter a multitude of obstacles in online settings, such as limited internet access, communication difficulties, and inefficiencies (Karjo et al., 2021).

Multiple research have emphasised the efficacy of e-learning technologies in improving vocabulary acquisition. Lin (2010) found that incorporating interactive multimedia components into the instructional process led to notable enhancements in students' vocabulary memory. However, the evidence suggests that teachers frequently lack sufficient training and support to properly use e-learning (Radif & Mohammed, 2019). The incorporation of technology in education has fundamentally transformed conventional teaching approaches, rendering learning more readily available, captivating, and tailored to individual needs. E-learning tools, particularly those that include multimedia and interactivity, have demonstrated potential in overcoming the constraints of traditional vocabulary education. Nevertheless, achieving successful implementation necessitates sufficient resources and extensive training for teachers. Research conducted by Alqahtani et al. (2022) and Alqurashi (2016) has investigated the correlation between well-designed e-learning environments and increased user satisfaction and engagement. These studies provide more evidence to support the notion that successful e-learning systems can have a favourable influence on teachers' motivation.

Mayer (2017) emphasised the significance of multimedia components in improving learning results, proposing that the Cognitive Theory of Multimedia Learning can guide the creation of successful e-learning modules. Radif and Mohammed (2019) emphasised the need of providing training and support mechanisms to assist teachers in adapting to and efficiently use e-learning technology.

Overview of E-Learning in Education

E-learning, which refers to the use of electronic technologies for accessing educational curriculum beyond the confines of a conventional classroom, has experienced substantial expansion in recent decades (Clark & Mayer, 2023). Originally created to offer adaptable educational opportunities, e-learning now includes a range of interactive and multimedia tools specifically designed to improve the learning process. E-learning offers several benefits, such as improved accessibility, customised learning routes, and the capacity to effectively involve

students with varying learning preferences (Means et al., 2014). Nevertheless, obstacles such as the disparity in access to technology and differing degrees of proficiency in using digital tools among students pose substantial impediments to its extensive use. It is essential to tackle these problems in order to fully utilise the advantages of e-learning and guarantee fair and equal access to high-quality education for every student (Graham & Macartney, 2012).

Needs Analysis in Education

Needs analysis is a systematic approach employed to detect and rectify gaps in educational programs (Brown, 2016). This method entails the gathering and examination of data to comprehend the precise needs of teachers and students. Different methodologies for needs analysis, such as surveys, interviews, and observational techniques, aid in identifying the exact requirements and difficulties encountered by educational stakeholders. Meeting these demands is crucial for improving educational results and guaranteeing the continued relevance and effectiveness of educational programs (Brown, 2016).

McKillip's model provides a systematic method for conducting a requirements analysis. It emphasises the identification of differences between the existing and intended levels of performance (McKillip, 1987). This model's steps include defining the problem, identifying priorities, and developing solutions, making it a valuable tool for educational research.

Conducting a needs analysis is essential for creating successful educational interventions and curricula. This process ensures that programs are specifically designed to address the actual needs of their target audiences (Brown, 2016). McKillip's approach has been employed to evaluate the needs of teachers in many educational settings, aiding in the formulation of focused professional development initiatives and instructional materials. Ultimately, the utilisation of McKillip's model for requirements analysis is crucial in educational research since it enables identifying and addressing gaps in educational programs. This guarantees that interventions are precisely customised to the needs of both teachers and students, thereby improving educational results.

Integration of E-Learning in Vocabulary Teaching

In recent years, the incorporation of technology in vocabulary instruction has gained significant prominence due to improvements in educational technology and the demand for innovative teaching approaches. Studies suggest that incorporating technology-enhanced learning aids might greatly enhance pupils' ability to acquire and retain vocabulary. The tools mentioned encompass a range of options, ranging from basic digital flashcards to advanced adaptive learning platforms. These platforms have the capability to tailor training to meet the specific needs of each individual student (Hao, Wang, & Ardasheva, 2021). Nevertheless, despite the possible advantages, there are significant obstacles in efficiently deploying these technologies. The integration of technology in vocabulary instruction is hindered by issues such as inadequate access to digital materials, insufficient professional development for teachers, and restricted technological infrastructure in schools (Kennedy, 2016; Lawless & Pellegrino, 2007).

Furthermore, certain research have revealed deficiencies in the existing approaches used to use technology in language instruction. Jaramillo-Baquerizo et al. (2019) observed that despite the

abundance of digital technologies, their efficacy is frequently compromised due to inadequate training for instructors. Lawless and Pellegrino (2007) emphasised that the absence of thorough professional development hinders teachers from properly using technology into their teaching methods. These studies emphasise the importance of continuous support and training to exploit the advantages of technology in vocabulary education.

However, the incorporation of technology in education, namely in the teaching of vocabulary, has great potential for improving learning results. Through the utilisation of digital resources, educators have the ability to construct learning environments that are more captivating and dynamic, thereby accommodating the varied demands of students. Technology has the capability to deliver instant feedback, monitor student advancement, and provide customised learning experiences that are challenging to attain using conventional teaching approaches. Hence, in order to achieve these advantages, it is imperative to tackle the current obstacles hindering the implementation of technology in schools.

Hao, Wang, and Ardasheva (2021) conducted a meta-analysis that showed the beneficial effect of technology-assisted vocabulary learning on English as a Foreign Language (EFL) learners. A study revealed that pupils who utilised technology-enhanced learning aids shown notable enhancements in their ability to acquire and retain vocabulary, surpassing those who relied on conventional approaches. In addition, Kennedy (2016) highlighted the significance of professional development in providing instructors with the essential abilities to incorporate technology into their teaching. Moreover, the research conducted by Jaramillo-Baquerizo et al. (2019) provides evidence that certain professional development programs can greatly improve instructors' proficiency in using digital resources for successful vocabulary instruction. To summarise, the incorporation of technology in vocabulary instruction provides significant advantages for student education. Nevertheless, in order to completely achieve these advantages, it is imperative to tackle the obstacles associated with the availability of resources, teacher training, and technological infrastructure. Effective implementation requires comprehensive professional development programs and equitable access to digital tools. Hence, it is imperative for future studies to prioritise the creation and assessment of these programs in order to narrow the disparity between anticipated and realised results in vocabulary instruction enhanced by technology.

Methodology

The pilot study included 30 primary school English teachers from different schools in Padang Terap district, Kedah, Malaysia. These teachers were chosen based on their familiarity with the CEFR-aligned curriculum and their readiness to incorporate new instructional resources into their teaching methods. Data on teachers' experiences, resources, and perceived gaps in existing instructional approaches were collected using a quantitative approach. The data was collected using surveys, which were subsequently analysed using descriptive statistics to uncover prevalent trends and patterns (Ahmad & Hashim, 2023). The data was collected through closed ended questionnaire. The researcher entered data into SPSS version 20 (statistical for social science) to find out the ratio and percentage of each item that represents needs and challenges. Researcher used MS excel as it is easy to be utilized; the MS excel data was applied in SPSS by coding and using likert scale point. This approach offered a thorough examination of the difficulties and needs that teachers encounter when implementing the CEFR-aligned curriculum with efficiency.

Results

This study presented results through frequency and percentage by tables and graphic description.

Current Practices of English primary school teachers in Padang Terap district

Table 1: Current Practices of English Primary School Teachers in Padang Terap District

Frequency of Integrating Multimedia Resources	Number of Teachers	Percentage
Never	1	3%
Rarely	11	37%
Sometimes	9	30%
Often	5	17%
Always	4	13%

This table presents the distribution of responses concerning the frequency of integrating multimedia resources in vocabulary education among primary school teachers in Padang Terap district, Kedah. The survey results unveiled the subsequent distribution of responses concerning the frequency of integrating multimedia resources in vocabulary education among primary school English instructors in Malaysia: Never: 1 teacher (3%), Rarely: 11 teachers (37%), Sometimes: 9 teachers (30%), Often: 5 teachers (17%) and Always: 4 teachers (13%)

The data reveals that a large percentage of teachers (67%) utilise multimedia resources in their vocabulary education, at least ‘sometimes’, but a significant part (37%) do so ‘rarely’. This indicates that various teachers have different degrees of incorporating multimedia resources into their teaching methods.

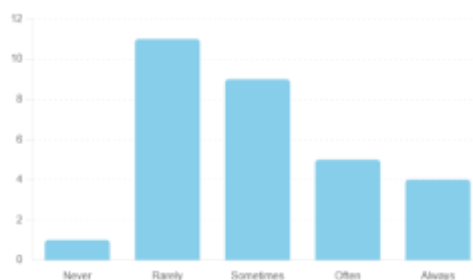


Figure 1: Current Practices of English Primary School Teachers in Padang Terap District

Access to Sufficient Multimedia Resources for Vocabulary Instruction

Table 2: Access to Sufficient Multimedia Resources for Vocabulary Instruction

Availability of Adequate Multimedia Tools	Number of Teachers	Percentage
Yes	24	80%
No	6	20%

This table presents the distribution of responses concerning the availability of adequate multimedia tools for vocabulary education among primary school English teachers in Padang Terap district, Kedah. The survey results indicated the subsequent distribution of responses concerning the availability of adequate multimedia tools for vocabulary education among primary school English teachers in Malaysia. There are 24 teachers, which accounts for 80% of the total while there are six teachers, which accounts for 20% of the total represent contradicting idea.

According to the statistics, a substantial majority of teachers (80%) stated that they had adequate access to multimedia resources for teaching vocabulary, whereas 20% of teachers reported a shortage of adequate resources.



Figure 2: Access to Sufficient Multimedia Resources for Vocabulary Instruction

Quality of Available Multimedia Resources

Table 3: Quality of Available Multimedia Resources

Quality of Multimedia Tools	Number of Teachers	Percentage
Poor	6	20%
Fair	7	23%
Good	13	43%
Very Good	4	13%
Excellent	0	0%

The table presents the distribution of responses concerning the quality of accessible multimedia tools for vocabulary instruction among primary school English teachers in Padang Terap district, Kedah.

However, when the quality of available multimedia tools around them is surveyed, teachers responses represent the lack in the surroundings. The survey results indicated the

following distribution of responses concerning the quality of accessible multimedia tools for vocabulary instruction among primary school English teachers in Malaysia: The distribution of teachers' performance ratings is as follows: 20% were rated as poor (6 teachers), 23% were rated as fair (7 teachers), 43% were rated as good (13 teachers), 13% were rated as very good (4 teachers), and 0% were rated as excellent (0 teachers). The research reveals that a majority of teachers, comprising 43%, rated the quality of multimedia materials as "Good". However, a substantial proportion of teachers, accounting for 23% and 20% respectively, classified them as "Fair" or "Poor". Merely a small percentage of teachers, specifically 13%, assessed the resources as "Very Good," and none of them evaluated them as "Excellent."

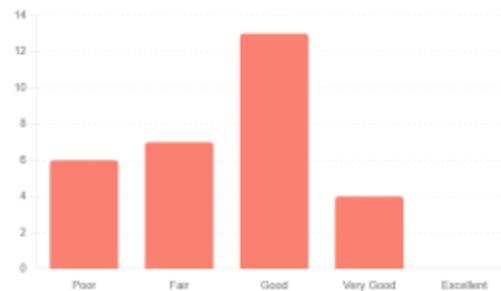


Figure 3: Quality of Available Multimedia Resources

Main Challenges in Implementing CEFR-Aligned Vocabulary Instruction

Table 4: Main Challenges in Implementing CEFR-Aligned Vocabulary Instruction

Main Difficulties Encountered	Number of Teachers	Percentage
Inadequate Resources	26	87%
Insufficient Training	22	73%
Internet Connectivity Issues	25	83%
Student Engagement	21	70%
Other challenges	5	17%

This table presents the distribution of responses concerning the main difficulties encountered by English teachers in Malaysian Primary Schools when conducting vocabulary instruction consistent with the Common European Framework of Reference (CEFR). The survey results highlighted the subsequent distribution of responses concerning the main difficulties encountered by English teachers in Malaysian primary schools when conducting vocabulary instruction consistent with the Common European Framework of Reference (CEFR). 26 out of 30 teachers (87%) had inadequate resources as their challenge, 22 out of 30 teachers (73%) for insufficient training, 25 out of 30 teachers experienced internet connectivity issues, accounting for 83% of the total. 21 out of 30 teachers (70%) considered student engagement as their challenge while there are 5 teachers, which accounts for 17% of the total stands in other challenge.

The analysis suggests that the primary obstacles are lack of resources (87%) and problems with internet connectivity (83%). Subsequently, there is a deficiency in training, with a majority of

73%, and a lack of student participation, with 70%. Only 17% of teachers reported additional challenges.

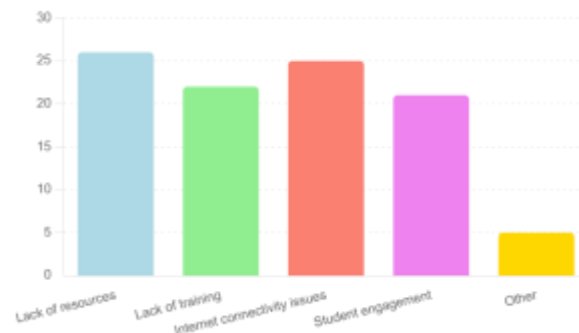


Figure 4: Main Challenges in Implementing CEFR-Aligned Vocabulary Instruction

Importance of Structured, Multimedia-enhanced Instructional Resources for Vocabulary Instruction

Table 5: Importance of Structured, Multimedia-enhanced Instructional Resources for Vocabulary Instruction

Significance of Multimedia-Enhanced Instructional Materials	Number of Teachers	Percentage
Very Important	24	80%
Moderately Important	3	10%
Important	3	10%
Slightly Important	0	0%
Not Important	3	0%

The table presents the distribution of responses concerning the significance of organized, multimedia-enhanced instructional tools for vocabulary training among primary school English teachers in Padang Terap district, Kedah. The survey results showed the following distribution of answers concerning the significance of organised, multimedia-enhanced instructional tools for vocabulary training among primary school English teachers in Malaysia: Irrelevant: 0 educators (0%), Negligible Importance: 0 teachers (0%), Moderately Significant: 3 teachers (10%), Significant: 3 educators (10%) and Significantly important: 24 teachers (80%).

According to the data, a significant majority of teachers (80%) consider structured, multimedia-enhanced teaching resources to be highly valuable for vocabulary instruction. Furthermore, an additional 10% of individuals perceive them as significant, while another 10% regard them as moderately significant. None of the teachers evaluated these resources as "Not Important" or "Slightly Important."

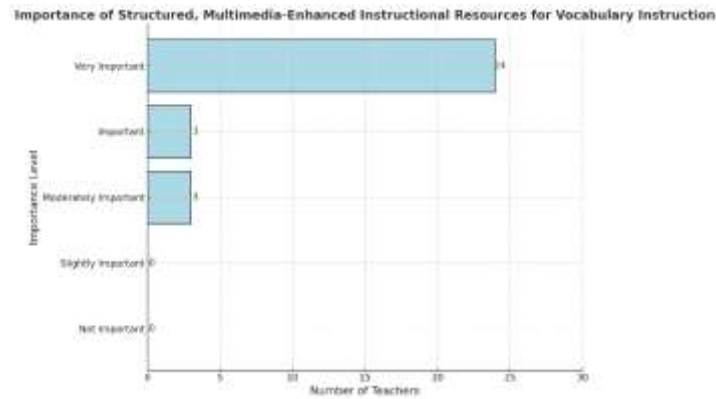


Figure 5: Importance of Structured, Multimedia-enhanced Instructional Resources for Vocabulary Instruction

Need for More Professional Development in Using E-Learning Tools

Table 6: Need for More Professional Development in Using E-Learning Tools

Necessity for Additional Professional Development	Number of Teachers	Percentage
Strongly Disagree	1	3%
Disagree	2	7%
Neutral	4	13%
Agree	8	27%
Strongly Agree	15	50%

This table presents the distribution of responses concerning the necessity for additional professional development in utilizing e-learning resources among primary school English Teachers in Padang Terap district, Kedah, Malaysia. The survey results unveiled the subsequent distribution of answers concerning the necessity for additional professional development in utilising e-learning resources among primary school English teachers in Malaysia: Strongly Disagree: 1 educator (3%), Dissent: 2 educators (7%), Neutral: Four teachers, which accounts for 13% of the total, Consensus: 8 educators (27%) and Strongly Agree: 15 teachers, representing 50% of the total.

The survey demonstrates that a significant number of teachers (77%) are in agreement or highly in agreement on the necessity for additional professional development in utilising e-learning resources. Only a tiny percentage of teachers (13%) have a neutral opinion, whereas a negligible number of instructors (10%) disagree or strongly disagree.

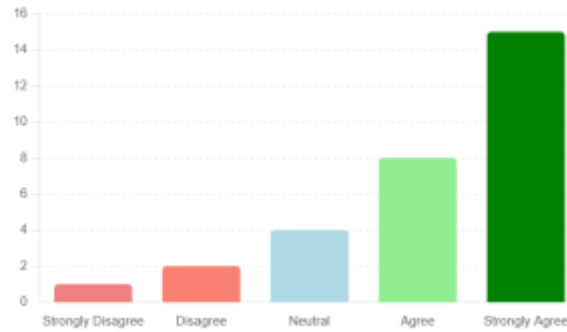


Figure 6: Need for More Professional Development in Using E-Learning Tools

Discussions

The survey findings provide an in-depth analysis of the current state of vocabulary instruction among primary school English teachers in Malaysia, specifically examining the use of multimedia tools and the need for professional development. Approximately 80% of teachers consider structured, multimedia-enhanced instructional resources to be extremely important for effective vocabulary instruction. This aligns with the extensive body of research that highlights the benefits of utilising multimedia to promote student engagement and improve learning outcomes (Mayer, 2014). Studies have shown that including multimedia resources, such as movies, interactive activities, and digital flashcards, into vocabulary acquisition can improve interest and efficacy. This is accomplished by catering to different learning styles and providing a variety of engaging material (Eizadpanah et al., 2014).

The survey also revealed many significant difficulties encountered by teachers when adopting vocabulary instruction associated with the Common European Framework of Reference (CEFR): connectivity concerns with the Internet (83%), insufficient resources (87%), inadequate training (73%), and limited student participation (70%). These problems align with prior research, which emphasises the existence of a digital divide and the need for sufficient infrastructure to facilitate e-learning (Karjo et al., 2021). The insufficiency of resources and training highlights the necessity for comprehensive professional development programs to provide teachers with the skills and resources necessary for effective vocabulary instruction (Radif & Mohammed, 2019). Nevertheless, these findings contradict several research indicating that teachers typically exhibit confidence in their use of online resources, even encountering technical difficulties (Karjo et al., 2021). This discrepancy may underscore the variability in teachers' encounters and the context-specific nature of these difficulties.

Most importantly, the survey findings reveal that an overwhelming majority of teachers (77%) are in agreement or highly in agreement on the necessity for additional professional development in utilising e-learning resources. This discovery is consistent with research that highlights the need of continuous professional development in assisting teachers in efficiently incorporating new technology into their teaching methods (Ahmad & Hashim, 2023). Research has shown that professional development programs that prioritise active learning, a focus on content, coherence, sustained duration, and collective participation have been successful in enhancing teachers' skills and knowledge. As a result, these programs lead to improved teaching practices and better outcomes for students (Desimone, 2009). Nevertheless, certain

research indicates that current professional development initiatives may already be satisfactory, with the problem primarily lying in the accessibility and implementation of these programs rather than their availability (Radif & Mohammed, 2019).

Apart from that, the results also emphasise the need for significant investment in infrastructure to tackle internet connectivity problems, guaranteeing dependable high-speed access in schools, which is essential for the successful deployment of multimedia-enhanced instruction. In addition, schools and educational authorities must offer sufficient multimedia resources that are in line with the CEFR curriculum. These resources should include digital tools, software, and material that specifically assist in teaching vocabulary. Creating and executing a thorough vocabulary education and learning tool, such as a module that combines vocabulary instruction with e-learning, can greatly enhance the current curriculum or textbook. In order to provide further assistance to teachers, it is crucial to implement customised professional development programs or module that include practical training, ongoing assistance, and chances to exchange successful strategies. These projects will jointly empower teachers to efficiently incorporate multimedia resources into their teaching, thereby strengthening vocabulary learning and advancing language competency among primary school pupils.

Conclusion

The needs analysis phase emphasises the crucial requirement for primary school English teachers in Malaysia to possess efficient resources for efficiently teaching vocabulary. The findings highlight the significance of meticulously structured, multimedia-enriched instructional resources and extensive training to facilitate the execution of the CEFR-aligned curriculum (Ahmad & Hashim, 2023; Radif & Mohammed, 2019). To create personalised e-learning tools that improve vocabulary learning and memory, it is essential to address these requirements. This will ultimately enhance the language skills of primary school students. In order to address the stated obstacles, such as problems with internet connectivity, scarcity of resources, and the necessity for professional growth, a cooperative strategy involving educational authorities, policymakers, and schools is imperative. Through allocating adequate resources and conducting comprehensive professional development programs, the educational system may bolster teacher support, boost infrastructure, and ultimately elevate language proficiency among primary school kids.

This research has the potential to facilitate the acquisition of English vocabulary for both teachers and students. Additionally, it can contribute to the transformation of education by fostering collaboration between learning module creators and interactive technology. Furthermore, the Ministry of Education Malaysia might utilise the Fb B-EVI Module as a reference to enhance the educational resources offered to teacher training institutes.

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CRITERIA FOR AR FILTER AUTHORIZING TOOLS IN DEVELOPING AR EXPERIENCE IN ESL TEACHING

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Abstract: *Augmented reality has been utilized in educational settings in various institutions and across different educational disciplines including language teaching. However, the selection of AR filter authoring tools for ESL education demands precise technological considerations, typically tough for non-developers. Augmented Reality (AR) technology provides new possibilities for strengthening English as a Second Language (ESL) teaching methods, especially in improving speaking fluency teaching. Choosing the appropriate AR filter development tool for creating AR filters specifically for ESL teachers necessitates a thorough evaluation of several criteria. This study discusses expert opinions on assessing criteria for AR authoring tool selection in the context of teaching speaking fluency to ESL teachers. Key criteria such as being user-friendly for non-developers, free and easily accessible, providing technical support and training, and allowing for customization and flexibility are discovered and addressed through interviews and surveys with educators and instructional designers. The results aid in making well-informed decisions when choosing AR filter authoring tools for the development of AR when teaching ESL speaking fluency.*

Keywords: *Augmented Reality Filter, Authoring Tools, ESL Speaking Fluency teaching, Evaluation Criteria, Expert Perspectives*

Introduction and Literature Review

Augmented reality is an emerging technology that has gained popularity through interactive and engaging interaction between users, digital objects, and reality. Its adoption in educational settings has become increasingly profound in the last fifteen years. This includes its employment in language education, particularly in English language education. As the area of the English language switches from writing to communication, this emerging technology needs to be utilized in English language teaching (ELT) specifically in teaching speaking (Hsu & Liu, 2021).

The Malaysian Ministry of Education also highlights the adoption of emerging technology in teachers teaching to cope with the digitalization of the world and with the volatile, uncertain, complex, and ambiguous (VUCA) world (Economic Planning Unit, 2021). In language teaching, teachers have tried to adopt the available AR technology (Bistaman et al., 2018; Jamrus & Razali, 2021; Mohd Hafizuddin & Abu Bakar, 2019). Nevertheless, the adoption of augmented reality in language teaching requires language teachers to align the available teaching content with the readily available AR technology. Hence, it is quite limited for teachers to integrate AR which is aligned to their teaching although they are expected to develop their own augmented reality experience to assist their teaching (Ez-zaouia et al., 2022).

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To develop an augmented reality experience that aligns with curriculum, syllabus, and teaching content, teachers need to use the correct authoring tool in the development process as it can fasten the production of teaching materials. Studies have highlighted the significance of user-friendly authoring tools in making AR content development accessible to a wider audience (Dengel et al., 2022).

Since AR technology has the potential to transform ESL teaching methods by offering immersive and interactive learning experiences, AR filters which is a form of AR technology can also provide a unique method for improving ESL teaching and learning among students. Although studies have investigated AR development in teaching (Kourouthanassis et al., 2015; Lin & Tsai, 2021; Nijhawan et al., n.d.), currently, there are still very limited studies that delve into the use of AR filter authoring tools in designing AR materials, particularly in English education.

Previous literature found the availability of studies on AR authoring tools which were conducted by various researchers (Dengel et al., 2022; Ez-zaouia et al., 2022). For instance, in Ez-zaouia et al. (2022) study, they mentioned that choosing the right AR authoring tool that meets the specific needs of ESL teachers is essential for successful integration. They first analyzed and reviewed 21 authoring tools from both academia and business and formulated a comprehensive design space with four dimensions which were (1) authoring workflow, (2) AR modality, (3) AR use, and (4) content and user management. Another study by Dengel et al. (2022) conducted a literature review encompassing 835 documents and identified 80 relevant articles, of which 43 peer-reviewed articles were included. Their research revealed a total of 69 distinct AR authoring toolkits. The categorization of these toolkits was determined by their accessibility, the requisite level of programming expertise, and their degree of interactivity. The results demonstrate a diverse research environment characterized by a significant absence of empirical assessment. The result from their study disclosed that out of the 26 toolkits that are available for public use, only five were identified as suitable for teachers who want to create interactive augmented reality (AR) experiences in the classroom without needing advanced programming skills. Nonetheless, in both studies, AR filter authoring tool is not mentioned although this technology may offer a novel approach to enhancing speaking teaching among ESL teachers and learners. Hence, the selection of an appropriate AR filter authoring tool tailored to ESL teachers' requirements is crucial for successful implementation. This paper aims to explore the criteria for selecting AR filter authoring tools in the context of ESL teachers' speaking fluency teaching, drawing insights from expert perspectives.

Aim

This paper aims to explore the criteria for choosing AR authoring tools for teaching speaking to ESL teachers, based on expert viewpoints.

Method

3.1 Interview and survey

The methodology includes a qualitative survey disseminated to experts and interviews conducted with experts in instructional technologies and English language teaching experts who have experience with AR. Participants were requested to provide their insights and viewpoints on assessing criteria for AR authoring tools designed for teaching ESL speaking

fluency. The data gathered from interviews and comments provided in the surveys are thematically examined to pinpoint recurring themes and essential criteria for selecting AR authoring tools.

3.2 The Participants

The experts' participants involved in this study were five instructional technologies experts from Brazil, Oman, Australia, the United States of America, and Malaysia, and two English language teaching experts from Malaysia. Therefore, a total of seven experts participated in this study. Expert selection criteria include experts with PhD in respective fields, who have at least five or more years in their field, and experts who have experience with AR.

Table 1: The Expert's Demographic Details

Experts	Countries	Qualification
Expert 1	Brazil	PhD In Education and Education Technologies
Expert 2	Australia	PhD In Instructional Technologies
Expert 3	Malaysia	PhD In Education Technologies
Expert 4	Malaysia	PhD in Teaching English as Second Language (TESL)
Expert 5	Malaysia	PhD In Education (Specialized in English Language Teaching)
Expert 6	America	PhD In Instructional Technologies
Expert 7	Oman	PhD In Instructional Technologies

Result

This paper aims to explore and assess the criteria for choosing AR authoring tools for teaching speaking fluency. The result of the study revealed four main themes.

Criteria for Selecting AR Filter Authoring Tools for Developing AR Experience for Speaking Fluency Teaching

The results from the Fuzzy Delphi experts' survey and interview uncover various crucial criteria for assessing and selecting AR filter authoring tools in teaching ESL speaking fluency. There were four criteria agreed by experts which included being user-friendly for non-developers, free and easily accessible, providing technical support and training, and allowing for customization and flexibility.

User-friendly for non-developer.

The first criterion is the ease of use of the authoring tools. It means that it requires very limited technical support in terms of limited complexity in programming, coding, or 3D modeling so that AR experience can be created through the tutorial and guides provided in the authoring tools. Additionally, this criterion is important as the authoring tool should not require complex coding skills. Expert 6 mentioned that "This is essential as many users do not have the time or skills to do [AR filter]" and expert 1 stated that it is important as not all teachers and students are techno-savvy, and these diversified users can take advantage of the authoring tools.

Free and Accessible.

It is also significant for AR authoring tools to be free and easily accessible for users. Expert 3 mentioned that it is vital for the AR filter authoring tools to be free and easily accessible to encourage the process of developing and using AR applications. Furthermore, Expert 1 highlighted this element as extremely important as she mentioned that she believed the authoring tools should be as accessible as possible and strive to find the free or at the very least, the one that is affordable for educators. This is because she cited those teachers will use and reuse the authoring tool to edit or redo it for other topics. Therefore, a free and accessible authoring tool will provide support for the improvement and enhancement of the AR material design by teachers.

Provide Technical Support and Training.

AR filter authoring tools that provide training and technical support such as ways to use the authoring tool in the form of step-by-step tutorials or guides in the form of video or demonstration are highly important for non-developer users like teachers to utilize it. Experts mentioned that the interaction in authoring tools will help users to efficiently accomplish any task they are willing to design.

Allow for Customization and Flexibility

Furthermore, as mentioned by experts, it is useful for the tools if it can be used on tablet or mobile devices. In addition, the end-product developed from the authoring tool should allow for posting to multiple devices and allow teachers to add various resource types such as text, images, videos, 3D models, audio, videos, modals & external links. Additionally, Expert 7 mentioned that “This element is paramount for widespread adoption” and Expert 6 mentioned that this criterion is important for customization to instructors’ lessons although he added that it was not completely necessary.

Discussion

This study explores the criteria for AR authoring tools for non-developers as proposed by experts. Aligned with a study by [5], [6], among the criteria agreed by experts were user-friendly, easy-access, and interactive content which enables non-expert users without programming skills to use it. Furthermore, it also aims to allow non-developer users to utilize this technology in producing AR filters for teaching English since AR technology holds promise in revolutionizing ESL teaching methodologies by providing immersive and interactive learning experiences. The figure below shows the summary of expert responses on the criteria for the AR development tool.



Figure 1: The Criteria of AR Authoring Tools

Source: (Summary from experts' responses)

Firstly, **user-friendly for non-developers** is a paramount criterion. Experts indicated that AR filters authoring tools must feature a user-friendly interface that supports a visual programming paradigm. This approach allows users to create AR content through drag-and-drop functionalities and pre-built templates, minimizing the need for coding skills (Billinghurst et al., 2015). The emphasis on a seamless user experience is crucial, as it enables educators who are non-developers to leverage AR without undergoing extensive training which is also aligned to what mentioned in study by Ez-zaouia et al. (2022). Thus, usability and intuitive design are essential to lowering the barrier to entry and fostering widespread adoption of AR technology among non-developers.

Secondly, experts highlight the importance of **free and accessible** AR filters authoring tools. Educators teaching in institutions who are techno-savvy usually love to explore and try their best to develop learning and teaching materials, hence, if they need to repeatedly try and develop AR materials, the authoring tool must provide infinite chances to develop the AR material and access without educators need to pay for it. This is also aligned with what has been cited by Dengel et al. (2022) who mentioned that it is important for free and accessible AR authoring toolkit even though they also found a lack of authoring for educators used.

Thirdly, **provide technical support and training**. Effective AR filters authoring tools should have specified documentation, tutorials, and user forums to help people who aren't developers create content (Dünser et al., 2012). Having access to a helpful community can shorten the learning curve by letting users share best practices and troubleshoot problems. Regular updates and customer support also ensure users can rely on the tool for ongoing and changing AR projects. This criterion highlights the need for an ecosystem that provides the tools and encourages users to work together and help each other.

Lastly, **allowing for customization and flexibility** is also a crucial criterion for selecting an AR filter authoring tool. The study experts mentioned that it is important to advocate for tools that can seamlessly integrate with other software and hardware, ensuring compatibility and ease of use across different platforms (Lee, 2012). Scalability allows users to start with basic projects and gradually expand to more complex AR experiences as their proficiency grows. This flexibility is particularly important for non-developers who may begin with simple features but eventually require more advanced features. By addressing scalability and integration, AR authoring tools can cater to a diverse range of needs and skill levels, making AR technology more accessible and versatile.

In conclusion, the criteria proposed by experts for AR filter authoring tools for non-developers focus on the four criteria mentioned above. These criteria are necessary to make AR technology more accessible so that more people can create and use AR filter content successfully, particularly in ESL teaching. Future research and development in this area should keep putting these factors at the top of its list to make sure that AR authoring tools are easy to use so that AR can be further incorporated not only in ESL but other educational areas.

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DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN CHINESE ENGLISH LANGUAGE LEARNERS: A CASE STUDY

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Abstract: *The post-pandemic emphasis on global and intercultural education has introduced new challenges for English language teaching in China. Following the guidelines of China Education Modernization 2035, China Medium- and Long-term National Education Reform Modernization (2010-2020), and the College English Curriculum Requirements of China (CECR, 2020), the College Foreign Language Teaching Steering Committee of China has prioritized the integration of intercultural communicative competence (ICC) into the curriculum. This initiative aims to enhance learners' understanding of diverse communities and improve their intercultural interaction skills, ultimately preparing them to be global citizens. Despite extensive theoretical discussions, empirical evidence on the practical integration of ICC into English Language Teaching (ELT) courses is limited. This study aims to bridge this gap by examining the language learning experiences of Chinese students and the perceptions of English teachers regarding ICC development at a newly established international institute in China. The research will focus on the implementation of an ICC-focused teaching module in a compulsory integrated English course over one semester. Data will be collected through intercultural competence tests, questionnaires, interviews, and reflective journals from students and teachers.*

Keywords: CECR, ICC, ELT

Introduction

Intercultural Communicative Competence (ICC) is the capability to interact effectively and appropriately with people from different cultural backgrounds. It encompasses linguistic skills as well as the knowledge, skills, attitudes, and awareness needed to understand and convey meaning across cultures (Deardorff, 2006). ICC allows individuals to recognize cultural differences, interpret behaviours within their cultural contexts, and adjust their communication strategies to foster mutual understanding and respect. It focuses on cultivating empathy, openness, curiosity, and flexibility in intercultural exchanges, aiming to bridge cultural gaps and encourage meaningful dialogue in diverse environments.

In a globalized world where interactions across cultural boundaries are routine, ICC is increasingly seen as crucial. It involves the ability to communicate effectively and appropriately with people from different cultural backgrounds, extending beyond mere language proficiency to include cultural knowledge, skills, attitudes, and awareness (Byram, 2021). The growing interconnectedness of societies, with businesses, educational institutions, and governments operating on an international scale, drives the need for ICC. Without it,

cultural differences can lead to misunderstandings, miscommunications, and conflicts, impeding cooperation and progress. Cultivating ICC enables individuals to navigate diverse cultural contexts with sensitivity and competence, promoting mutual respect, collaboration, and effective communication across borders.

The current state of ICC in China shows both progress and challenges. Progress is evident through increased emphasis on intercultural education modules, growing international exchanges, and corporate recognition of ICC skills in the workplace. However, challenges remain, such as limited exposure to diverse cultures, language barriers, and the need to address stereotypes (Li & Song, 2019). Government initiatives, technology, and efforts to balance globalization with cultural preservation are shaping the evolving ICC landscape in China, reflecting a dynamic interplay between advancements and ongoing hurdles (Mai, 2018). The government and educational institutions have recognized the importance of ICC and have started integrating it into language education (Gu, 2017). Nonetheless, there is an urgent need to address the deficiencies in ICC development among students, stemming from limitations in current English as a Foreign Language (EFL) teaching methods and a lack of focus on intercultural knowledge, awareness, attitudes, and communicative skills (Zhang & Zhou, 2019). Therefore, implementing ICC teaching modules in English language classes in China is crucial. While initial steps have been taken, the pressing need to improve ICC development among students underscores the importance of integrating comprehensive intercultural communication skills into the EFL curriculum (Sun, 2016). Overcoming challenges like limited exposure to diverse cultures and language barriers requires a deliberate focus on cultural awareness, fostering a more inclusive and globally proficient student body. Incorporating targeted ICC modules in English language classes will be instrumental in preparing Chinese students for effective communication in today's interconnected and diverse world (Zembylas, 2023).

Literature Review

ICC has gained significant importance in the globalized world, especially within the context of English language teaching. As China emerges as a major global player, it has become crucial for Chinese college students to develop ICC. This literature review will explore the key issues related to fostering ICC in college English programs for Chinese students.

Definition of ICC

ICC refers to the ability to communicate effectively and appropriately with people from different cultures, while understanding and respecting their cultural backgrounds. In English language teaching, ICC is crucial for successful communication in a globalized world. As English serves as a lingua franca across cultures, students without ICC skills may encounter communication challenges in international settings. The Common European Framework of Reference for Languages (Council of Europe, 2020) identifies ICC as a fundamental aspect of language proficiency, highlighting the importance of learners acquiring knowledge of other cultures, fostering attitudes of openness and curiosity, and developing the ability to communicate effectively in intercultural contexts. This framework is widely used in language education, and numerous studies have examined its effectiveness in enhancing ICC among English learners.

Importance of ICC in English Language Teaching

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Over the past decade, the new policy of internationalization in higher education has become closely tied to English Language Teaching (ELT) classes, fostering increasingly bilingual and bicultural environments in international institutions. The bilingual and bicultural nature of ELT programs (Baker, 2016; Jenkins, 2014) suggests that students in these institutions must consider both linguistic and cultural aspects in their communications, whether in class or other situations. Knight (2008) describes internationalization as the process of integrating an international, intercultural, or global dimension into the goals, functions, or delivery of higher education at both institutional and national levels. There is a pressing need for international institutions to develop curricula and syllabi that support the internationalization of higher education programs, as highlighted in educational theory and teaching practices and applied linguistics (Ladegaard, 2022). In the post-pandemic era, COVID-19 has heightened the emphasis on incorporating intercultural competence into course curricula and enhancing students' experiences through English language classes, because many Chinese students now opt to study at international institutions in their home country rather than going abroad, aiming to improve their ICC and ultimately become interculturally competent global citizens in an increasingly competitive global job market (Dervin & Tian, 2023).

ICC aims to equip students for the challenges of a globalized world by encouraging them to think beyond international boundaries, recognize the global scope of social connections, appreciate diversity, and engage responsibly in both local and global communities (Byram, 2008, 2018). ICC can be aligned with Bloom's taxonomy of learning outcomes in three aspects: cognitive, psychomotor, and affective. The cognitive aspect involves knowledge, where intercultural learning experiences in class enable students to collaborate with peers, understand, and convey messages effectively in both their native and target languages. The psychomotor aspect involves competence, requiring students to develop creative skills, such as thinking innovatively and expressing themselves in new ways. The affective aspect pertains to attitudes and actions, where students should develop questioning skills, including analytical reasoning and the ability to ask critical questions of themselves and the world (Kulich et al., 2021).

Situating ICC Teaching in China

China has a vast number of English language learners, who can enhance their linguistic and communicative competence by studying at international institutes within the country or going abroad. According to Qiao (2017), the number of English learners in China has exceeded 400 million. English is taught from preschool through secondary school and is a required course in colleges and universities. Chun and Evans (2016) emphasize the need to integrate ICC and English language teaching on a global scale into the national curriculum and syllabus for higher education. Studies by Fang et al. (2016, 2018) indicate that while Chinese university students have a positive view of ICC, their understanding is often superficial. However, practical methods to integrate ICC into English language classes are scarce, and there is little empirical research on designing ICC-based teaching modules or assessing their impact on the ICC development of Chinese learners.

Additionally, *College English Curriculum Requirements (CECR)* lack clear objectives for teaching ICC, and teachers face several challenges in integrating culture and ICC into their lessons. These challenges include teachers' perceptions, inadequate instructional knowledge, skills, and awareness, difficulties in assessing students' ICC levels, and a general need for

effective teaching modules to address these issues (Ou & Gu, 2020). Despite attempts to overcome these obstacles, there are still few effective ICC teaching modules in English language instruction (Dervin, 2022). Therefore, conducting critical research on the implementation of ICC teaching modules could provide valuable insights into effective strategies for fostering ICC in EFL teaching.

Methodology

Research Questions and Research Objectives

This research aims to evaluate and report on the impact of an ICC teaching module on the development of Chinese students' ICC, as well as to assess both students' and teachers' perceptions of ICC development. The study will be guided by the following research questions:

1. How does integrating an ICC teaching module into an English language class affect students' development in terms of ICC skills, knowledge, awareness, and attitudes?
2. How do students view the effect of implementing an ICC teaching module in their English language class on their ICC development?
3. How does the teacher view the impact of the ICC teaching module implementation on students' ICC development?

The research objectives of this study are as follows:

1. To assess the impact of incorporating an ICC teaching module into an English language class on students' development of ICC in terms of awareness, skills, knowledge, and attitudes.
2. To explore how students perceive the implementation of the ICC teaching module in their English language class and its effect on their ICC development.
3. To investigate how the teacher views the implementation of the ICC teaching module in an English language class and its impact on students' ICC development.

These objectives aim to address the gap in practical classroom application regarding the integration of ICC skills into English language instruction.

Research Design

The current study employs a mixed methods approach to address the research questions. This approach combines both quantitative and qualitative methodologies, which are utilized in data collection, analysis, and interpretation of results (Creswell, 2014). By using at least one quantitative and one qualitative instrument, this approach allows researchers to gather comprehensive data and mitigate the limitations of relying solely on either method. In addition to providing diverse data sources, the mixed methods approach enhances the reliability of quantitative findings by offering a deeper understanding through qualitative insights. Choy (2014) supports this approach, noting that combining quantitative and qualitative methods yields more robust results compared to using either method in isolation.

Quantitative data will be collected through questionnaires, while qualitative data will be gathered from semi-structured interviews and focus groups. Participants will be selected using convenience sampling, comprising Chinese EFL students and users of English at a newly

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established international institute. The study will involve 300 participants, including 10 English language teachers who teach both General English and Academic English. Additionally, 5 focus group participants will be included. This setup ensures coverage of diverse academic experiences among teachers and students while remaining manageable for both quantitative and qualitative analysis. To provide a longitudinal and developmental view of intercultural communicative competence, data will be collected from students and teachers before, during, and after their teaching and learning experiences.

Findings and Discussion

ICC Teaching Modules

To address the research questions, this study implements an experimental investigation of ICC teaching modules. The intervention utilizes the textbook *An Integrated Course (Third Edition)* published by Shanghai Foreign Language Education Press. Teaching activities will be designed around the theme of each unit, reflecting the principles of intercultural language and foreign language teaching methods with the goal of enhancing intercultural communication competence. The teaching process is structured into four segments:

1. ICC Knowledge: Students will read content related to the unit's theme, with the teacher explaining cultural knowledge and students contributing their own cultural materials.
2. ICC Skills: The focus will be on cultural and communicative case studies related to the theme, where students will analyse and summarize the ICC skills required, such as applying social norms, values, and thinking styles in real-life situations.
3. ICC Attitudes: Students will participate in real cross-cultural communication tasks to experience authentic communication activities and develop appropriate and effective attitudes toward various tasks and activities.
4. ICC Awareness: Groups will discuss each unit's theme, report on their learning experiences, and engage in cultural critique and reflection to enhance their ICC awareness in both their native and target languages.

The four teaching segments are intricately linked, progressing sequentially and seamlessly to create a comprehensive and systematic approach to developing intercultural communication competence. The teaching process emphasizes student participation and interaction, with teachers delivering rich intercultural content aligned with each unit's theme. For instance, using the second volume of the textbook as a reference, intercultural content from eight units is organized into eight core intercultural packages, covering topics such as educational concepts, views on happiness, intergenerational communication, innovative thinking, coping with adversity, cross-gender communication, language learning perspectives, and environmental awareness. Additionally, expanded ICC content is structured into eight supplementary cultural packages, addressing lifestyle customs, history, politics and economics, social norms, thinking styles, religious beliefs, values, and non-verbal communication. Teachers will choose reading materials, cultural case studies, and design practice activities and critical reflections based on these ICC packages.

Results of the ICC Questionnaires and Interviews

To meet the objectives of this study, an intercultural competence questionnaire is administered to collect data before and after the implementation of the ICC-based English module. A

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preliminary questionnaire is given to participants to gather information about their background, intercultural experiences and awareness, perceptions of EFL teaching and learning, and intercultural communicative competence. This questionnaire is adapted based on themes identified by previous research (Fang & Baker, 2018). It includes items designed to assess students' perceptions prior to the introduction of the ICC-based module provided by English language teachers involved in this study. In addition to using triangulation, the researcher believes that ensuring anonymity will lead to more honest responses compared to face-to-face data collection methods.

The questionnaire for this study is organized into five sections. Section 1 collects demographic information such as gender, age, English learning experience, education level, and training. Respondents will answer these questions with specific details or select yes or no options. This section aims to gather comprehensive background information on students' English learning experiences. Section 2 includes questions about intercultural experiences. The current study has adapted the questionnaire by consolidating similar questions and eliminating redundant ones, as well as adding new questions relevant to authentic classroom practices in international institutes in China. Section 3 features five-point Likert scale items that focus on intercultural awareness and global citizenship. The data from this section will help address the research questions of the study. This tool was chosen for its alignment with the study's objectives and its accuracy, with a Cronbach Alpha coefficient above 0.70 for the adapted constructs. Section 4 investigates English language use and learning through 10 questions. The final section examines the implementation of ICC in English programs, with results that will also contribute to answering the research questions.

The results of the ICC questionnaire shown in Table 1 indicate that the questionnaire is reliable for data gathering purposes. The Cronbach alpha value for questionnaire is $\alpha=0.80$ which suggests that the statements in the questionnaire are internally consistent, and the questionnaire is reliable. Furthermore, a reliability test will also be run on the data obtained from perception as well. The Cronbach alpha value for perception is $\alpha=0.76$ which indicates that the questionnaire is reliable and internally consistent to gather data regarding students' perception on ICC.

Table 1: Cronbach Alpha Value of the Questionnaire

Sections	Items	Cronbach Alpha Value
Background information	14	0.81
Intercultural experience	12	0.70
Intercultural awareness	10	0.79
English language use and learning	11	0.76
English language use and learning	15	0.71

Examples of Items of Intercultural Awareness

- A1. To effectively communicate with individuals in another language, it's essential to comprehend their culture.
- A2. Understanding culture is integral to learning another language.
- A3. Understanding one's own culture is crucial when learning another language.
- A4. Acquiring a new language entail acquiring new behaviours, beliefs, and values.

A5. Culture and language are linked.

A6. Specific languages, cultures, and countries are inherently connected (e.g., the English language, English culture, and England).

A7. Languages can be associated with various cultures (e.g., the English language can be employed to represent the cultures and nations in which it is utilized, such as China).

A8. Different groups and individuals may define and comprehend cultures in varying ways.

A9. Individuals belong to various ethnic groups, including their national cultural group.

A10. It is essential to avoid evaluating individuals from other cultures based on the norms of my own culture.

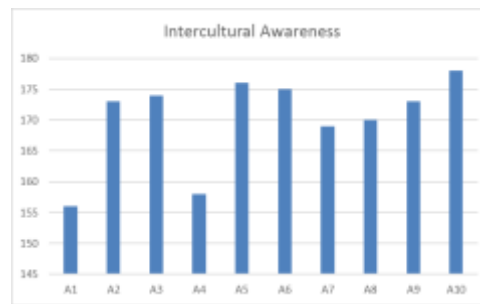


Figure 1: Students' Perception on Intercultural Awareness before the Intervention

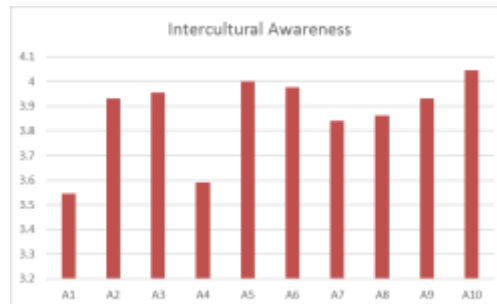


Figure 2: Students' Perception on Intercultural Awareness after the Intervention

The questionnaire responses present a varied view of respondents' understanding of the terms, with only a small percentage being familiar with them before the intervention. However, when asked about the factors important for ICC, there is broad agreement, with an average response of about 3.6. Most participants concur that experiencing intercultural interactions, whether in their home country or abroad, is essential for becoming interculturally competent. Regarding the respondents' English learning experiences, it is not surprising that the majority viewed English primarily as a tool for passing exams, due to the long-standing emphasis on exam-oriented teaching methods. However, factors related to careers, culture, travel, and intercultural communication are considered important by a significant portion of participants after the intervention. The data from the interviews and focus groups reveals that while the respondents believed their previous English learning experience aids in studying ELT courses at university, more and more students recognize the importance of developing ICC, understanding the connection between ELT and ICC, and becoming interculturally competent citizens in the globalized world.

Conclusion

The concept of ICC has gained prominence in international higher education, but most research focuses on international students studying abroad. Few studies examine Chinese English language learners' taking ELT courses at international institutes within China, a post-pandemic trend that has grown as more students opt to stay in their home country while seeking higher education. Language teachers urgently need to equip these students with ICC, enabling them to interact effectively in diverse intercultural settings, since students do not inherently acquire ICC through ELT courses. A structured ICC teaching module is needed to create opportunities for students to engage, to develop their ICC without studying abroad. Teachers could integrate ICC teaching modules into the curriculum framework and provide concrete classroom experiences to foster students' ICC. Equipping with the linguistic and ICC skills, EFL learners could participate both competently and professionally in future global contexts.

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POST-PANDEMIC TOURISTS' VISIT INTENTIONS TO PULAU KETAM, MALAYSIA: A CONCEPTUAL PAPER

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Abstract: Pulau Ketam (Crab Island), located in Selangor, Malaysia, is well-known for its unique features of a floating village and marine life species. Nevertheless, the unanticipated changes in the tourism landscapes resulting from the Covid-19 pandemic have imposed certain challenges and problems on the island. Additionally, tourists' visit intentions and destination choice patterns were also shifted noticeably. For this study, a quantitative research method will be utilized to explore the visit intention of tourists towards Pulau Ketam post-pandemic outbreak with the application of Theory of Planned Behaviour (TPB). By administering a structured self-completion survey among the tourists, the study wishes to validate the TPB constructs: attitudes, subjective norms and perceived behavioural control, and at the same time acknowledge the post-pandemic visit intentions of the tourists to Pulau Ketam. Data collected will be analyzed with Structural Equation Model-Partial Least Square (SEM-PLS). The findings are expected to provide theoretical as well as practical insights for tourism stakeholders, specifically destination managers, tourism marketers and policy makers to enable them to design effective marketing strategies that will meet the tourists' expectations and visit intentions. It is hoped that the findings of this study will help in positioning Pulau Ketam as a more desirable destination for ecotourism in the context of the new norm of traveling.

Keywords: Pulau Ketam, Tourists' Visit Intentions, Theory of Planned Behavior, Post-Pandemic

Introduction

The COVID-19 pandemic generated an impactful adverse effect on the economy of the world with the hospitality and tourism industries being the most severely affected sector (Fotiadis et al., 2021; Kumar & Ekka, 2023; Sharma et al., 2021). Referring to the data from the United Nations World Tourism Organization (UNWTO) that the crisis has caused an estimated drop of approximately 1.1 billion international tourist arrivals and placed the employment of 100-120 million individuals at risk (Hall & Seyfi, 2021; UNWTO, 2020). The tourism industry has encountered unprecedented and complicated problems brought by the COVID-19 pandemic (Gossling, Scott & Hall, 2020). Due to travel restrictions, lockdowns and public health concerns, consumer behaviour of the tourists have changed significantly (Kumar & Ekka, 2023; Mercado & Apritado, 2021). This can be justified with several famous destinations have seen sharp drops in the number of visitors post COVID-19. Since the world gradually recovers from the COVID-19, the need to fully understand the complex variables influencing tourist' intention to visit particular places has grown obviously. Assessing and resolving the variables will be critical in formulating strategic plans to boost travel and guarantee the adaptability of locations in the aftermath of the pandemic (Zhao et al., 2022).

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Pulau Ketam (Crab Island), located in Selangor, Malaysia, is well-known for its unique features of floating village, marine life species and unique cultural attractions. As the world emerges from the pandemic's grip, understanding the factors influencing tourists' intentions to visit Pulau Ketam is paramount for its tourism recovery and future sustainability. The business entities and residents of the Pulau Ketam have been suffering from the drastic drop in the tourism industry due to the travel restrictions and safety concerns of COVID-19. The restricted operations and closure of tourism-related businesses brought income reduction and job losses for many locals. This impact could be seen on the entities ranging from tour operators, hotels to restaurants to tour operators (Reksa et al., 2021). There has been a general economic slowdown in the areas, contributed by the fall in visitor spending on the Pulau Ketam (Henseler et al., 2022; Orîndaru et al., 2021). Hence, investigating the visit intention of tourists to Pulau Ketam post-pandemic will provide meaningful and valuable insights for creating focused recovery plans and assistance initiatives.

This study will employ The Theory of Planned Behaviour (TPB) to better understand the factors affecting the tourists' intentions to visit Pulau Ketam in the post-COVID-19 era. The tourists' intentions to visit Pulau Ketam are shaped by a complex interaction of circumstances that can be assessed with the conceptual framework offered by the Theory of Planned Behaviour (TPB). There are a total of three major constructs (attitude, subjective norms and perceived behavioural control) have an impact on a person's intention to engage in a behaviour such as going to a tourist attraction (Pahrudin et al., 2021; Panwanitdumrong & Chen, 2021). By adopting TPB, this study aims to provide useful insights for stakeholders to understand the complexity of tourism recovery and intends to develop a more sustainable tourism business on Pulau Ketam.

Problem Statement

The COVID-19 pandemic posed a major influence on the global tourism industry including Pulau Ketam located in Malaysia. As the world recovering from the crisis, it is crucial to explore the potential determinants influencing tourist' plans to visit Pulau Ketam during the post-pandemic period (Ahmad et al., 2020; Simarangkir et al., 2021). There are significant problems and challenges for the Pulau Ketam tourism business brought by the pandemic. Nevertheless, the existing academic literature is lacking of thorough insights into the specific pandemic's impacts on Pulau Ketam tourism and the factors influencing tourists' visit intention (Fotiadis et al., 2021; Reksa et al., 2021). The outcomes of the research are crucial for the reviving efforts of the island's tourism sector by addressing these knowledge gaps. The drop in the tourist arrival numbers of Pulau Ketam brought significant economic impacts to the locals. The closure and restriction of tourism-related businesses has caused widespread of job losses and leaving residents without a stable income source (Sundram & Gani, 2022).

The COVID-19 pandemic also invited significant impacts on the local economy and causing a decline in the tourism-related entities (Vu et al., 2022). Subsequently, local community encountered issues such as jobs loss, businesses closure and the community's overall financial situation has deteriorated. Hence, post-pandemic tourists may prioritize safety, hygiene and sustainable tourism. The health issue has raised tourists' awareness of their own safety and well-being concern. However, the slow recovery of tourism demand is questionable, as is the

return of travellers to their typical routines is in doubt by viewing its slow recovery of the tourism demand (Florencio et al., 2021).

Pulau Ketam would focus on attracting domestic tourists, whose travel patterns and preferences have changed post pandemic. The risk perceptions, preferences for domestic or regional travel and the increasing demand for outdoor activities may all have a substantial impact on future tourism of Pulau Ketam (Lee & Leung, 2021; Reksa et al., 2021). Moreover, Pulau Ketam may have stiffer competition from other rivals that have responded more rapidly to the shifting tourism landscape. The epidemic has fuelled the market for digital solutions in the tourism industry, prompting islands to improve their online presence, provide streamlined booking experiences and use technology for guest management (Elshaer & Marzouk, 2022; Reksa et al., 2021). Pulau Ketam is required to improve its digital capabilities to remain competitive and meet the changing preferences of post-pandemic tourists.

This study is adopting the Theory of Planned Behavior (TPB) to examining the important factors which influence the tourists' visit intention to Pulau Ketam post-pandemic. The TPB provides a robust conceptual framework for investigating how tourists' attitudes toward visiting the destination, subjective norms or social influences they perceive and perceived behavioural control over the visit that influence their decision to visit Pulau Ketam after COVID-19 (Abbasi et al., 2021; Pahrudin et al., 2021). The destination's safety assessments, attractiveness and the tourists' travel needs and expectations will be indicated in the study. Additionally, the study will look into the subjective norms that influence the visitors' visit intentions, such as the effects from family, friends and other reference groups, as well as perceived social pressure to visit the place (Pahrudin et al., 2021; Sundram & Gani, 2022). The tourists' perceived behavioural control is another construct in the study by examining their opinions about the ease or difficulty of visiting Pulau Ketam and any perceived barriers or facilitating variables that may influence their capacity to make the journey.

Literature Review

The COVID-19 pandemic has had a profound impact on the global tourism industry, with destinations worldwide facing significant challenges in the aftermath of the crisis. Pulau Ketam, a small island which is a popular tourist destination in Malaysia, has not been spared from the devastating effects of the pandemic.

Tourists' Visit Intentions and the Theory of Planned Behaviour

To fill this gap, the present study aims to gain a deeper understanding of the key factors shaping tourists' intentions to visit Pulau Ketam in the aftermath of the COVID-19 pandemic, employing the Theory of Planned Behaviour (TPB) as a guiding framework. The Theory of Planned Behaviour (TPB) is a well-established psychological theory that has been widely applied in tourism research to predict and explain individual travel behaviours and intentions. According to the Theory of Planned Behaviour, an individual's intention to engage in a specific behaviour is determined by three key constructs.

Attitudes

The tourists' attitudes on visiting an island destination encompass their overall personal evaluation. This is determined by the tourists' perceptions, feelings and beliefs of the island destination. The mapping of these destination characteristics with the individual's personal preferences, values and travel motivations will affect their overall attitude towards visiting the island (Ong et al., 2023; Pahrudin et al., 2021).

Subjective Norms

Next, the intention to visit an island is also influenced by the subjective norms, which consider the social influences and interpersonal factors of the tourists. The perceived expectations, opinions and behaviours of important reference groups (e.g. family, friends and peers) regarding visiting the island. The individual's motivation to follow these perceived social norms will also significant in determining their intention to visit (Joo et al., 2020; Pahrudin et al., 2021).

Perceived Behavioural Control

The perceived behavioural control is the individual's perceived ease or difficulty in visiting the island. Factors that may affecting tourists' visit intention need to be considered for the stakeholders of the island destination. For instance time availability, travel costs, visa requirements, transportation accessibility or safety risks related with the island destination. If tourists have confidence in managing the potential barriers, this will influence their perceived level of control over the visit (Abbasi et al., 2021; Bošnjak et al., 2020).

Attitudes and Tourist's Visit Intentions

The study of the relationship between tourists' attitudes and their visit intentions to island tourism destinations is a significant area in the tourism industry. Tourists' attitudes of a destination are consisting of their perceptions, beliefs and feelings (Girish et al., 2020; Silva et al., 2022). Based on a recent study by Park and Kim (2024), the positive attitudes towards an island's unique attributes, such as natural beauty, cultural richness and recreational opportunities, increase the likelihood of a visit. These attitudes are transformed by various factors which collectively enhance the destination's appeal, such as tourists' previous experiences, marketing efforts and word-of-mouth recommendations (Ong et al., 2023).

Besides that, the perceived value of the destination viewed as an important element influencing the tourists' attitudes and visit intentions. Tourists' intentions to visit is likely to be higher if tourists perceive an island offers good value for money with high-quality services and memorable experiences (Ray et al., 2023). This is mapping with the study of Jaafar and Maideen (2012) indicated that islands perceived as offering diverse attractions and activities tend to attract more tourists. This is because such perceptions foster positive attitudes, which are directly linked to stronger visit intentions. Moreover, tourists' attitudes are affected by the environmental factors and this including sustainability practices and the island's reputation for preserving its natural resources (Patwary et al., 2023).

The emotional connection that tourists developed with an island influence their visit intentions. The connection could stem from tourists' personal experiences, cultural engagement and the island's uniqueness. The long lasting memories and the sense of loyalty could be cultivated by

the emotional connection (Elshaer & Marzouk, 2022; Ong et al., 2023). The study of Wei, Zhou and Li (2024) mentioned that tourists who feel an emotional attachment to a destination are more likely to have a strong intention to revisit and recommend it to others. Subsequently, island with the positive emotional experiences through authentic cultural interactions, storytelling and personalised services is crucial in the island tourism context. The relationship between the tourists' attitudes and their visit intentions is complex and multifaceted (Moscardo, 2018; Parra-López & Martínez-González, 2018). Hence, it is important to address the need for an island to strategically manage and enhance the determinants which affecting the attitude construct.

Hypothesis 1: Attitudes have a significant effect on tourists' visit intentions for Pulau Ketam.

Subjective Norms effects on Tourists' Visit Intentions

Subjective norms are referred as perceived societal impact that individuals feel while deciding whether to engage in or avoid from a particular action (Leonidou et al., 2022). This effect is decided by the expectations and perspectives of important individuals in their social circle, including family members, friends and classmates. Chen and Liu (2024) observed that subjective standards are crucial on the tourists' visit intention, especially when the standards are mapping with the tourists' personal principles and preferences. Again, this indicated that the substantial influence of social influence and peer recommendations in changing the visit intention.

The impact of subjective norms on tourists' intentions to visit has been amplified by the widespread use of social media and online platforms. The channels were offered for tourists to share their feedback, experiences and recommendations that can affect the perceptions and intents of others as well (He et al., 2021; Sari & Trinanda, 2020). Subjective norms can alter tourists' behaviour in two distinct manners referred to previous studies. The positive social media posts and evaluations of an island destination can influence an individuals' perception of visiting the island as a socially desirable choice (Wang et al. 2024). Additionally, tourist who has higher probability to visit a destination would refer to the social validation. The confident level of tourists increases if they are given positive feedback and endorsement from others. On the other hand, the negative ratings can deter others from visiting (Moon & Han, 2018).

Subjective norms are determined by the cultural inequalities pertaining to the tourists' visit intention. While making travel decisions, tourists from collectivist societies who characterised by their emphasis on collective consensus may exhibit a greater susceptibility to subjective norms. Kim and Park (2024) reported that in collectivist society, the visit intentions of individuals are mainly affected by the opinions of their family and friends. Conversely, the individuals from individualistic society may emphasis on their personal preferences and experiences over obeying to societal norms (Patwary et al., 2023). Therefore, tourists' cultural values and social dynamics need to be considered while designing the marketing strategies by the island tourism practitioners.

Hypothesis 2: Subjective norms have a significant effect on tourists' visit intentions for Pulau Ketam.

The Interconnection between Perceived Behavioural Control and Tourists' Visit Intentions

As another construct of the Theory of Planned Behaviour, perceived behavioural control referred as an individual's view of their capability to carry out a particular behaviour. This include the presence of resources, opportunity and necessary skills for travelling, as well as projected barriers that could impede the behaviour (Abbasi et al., 2021). The study of Li and Zhang (2024) reported that tourists who have a strong sense of self-assurance in their capacity to plan a trip are more likely to visit a particular area. The relationship between PBC and the intention to visit tourist destinations is frequently influenced by external factors as well.

Tourists tend to visit a destination if they believe it to have efficient transportation connections, sufficient amenities and a streamlined travel experience. Based on the finding of Wang et al. (2024), islands that have well-established infrastructure and convenient accessibility tend to attract a larger number of visitors. This is because such islands improve tourists' perception of their ability to manage their behaviour (Zhang et al., 2020). These findings revealed that locations which have the ability to impact visitors' intentions to visit by enhancing characteristics that contribute to perceived behavioural control (e.g. offering extensive information, simplifying travel arrangements, and maintaining a secure and hospitable environment for tourists.)

Nevertheless, the level of perceived behavioural control is also strongly associated with tourists' previous experiences and information about the destination. Tourists with prior experience visiting an island or who have acquired ample information about it are more likely to possess a greater level of perceived behavioural control. They are more confident to manage the practical aspects and potential challenges of the journey (Abbasi et al., 2021) Furthermore, Chen and Liu (2024) also discovered that previous travel experiences and information search have a beneficial impact on visitors' perceived behavioural control. This highlights the importance of island destinations to provide transparent and easily accessible information to the tourists. This is crucial to increase tourists' assurance in their capacity to visit a destination. By referring to the essential elements that contribute to the perception of control, island destinations can effectively influence tourists' intention to visit (Lasarte, 2020; Moon & Han, 2018).

Hypothesis 3: Perceived behavioural control has a significant effect on tourists' visit intentions in Pulau Ketam.

Research Objectives (RO) and Research Questions (RQ)

For this study, three research objectives together with the research questions were developed to enhance the understanding of tourists' visit intentions by employing Theory of Planned Behaviour (TPB). The research questions and research objectives are as follows:

RO1: To examine the relationship between tourists' attitudes towards Pulau Ketam and their intentions to visit.

RQ1: How do tourists' attitudes towards Pulau Ketam influence their intentions to visit?

RO2: To investigate the influence of subjective norms on tourists' intentions to visit Pulau Ketam.

RQ2: What is the role of subjective norms in visiting Pulau Ketam?

RO3: To assess the impact of perceived behavioural control on tourists' intention to visit Pulau Ketam.

RQ3: Does perceived behavioural control affect tourists' visit intentions for Pulau Ketam?

Methodology

This research will employ a quantitative research design. This study will employ a structured self-administered survey questionnaire that was developed using online survey platform, Google Form, which is a common tool in quantitative research. The questionnaires play a crucial role in facilitating the collection of quantifiable data that can be readily analyzed. The questionnaire design allows the researchers to efficiently reach a large sample size while maintaining the respondents' anonymity and confidentiality (Mohajan, 2020; Regmi et al., 2017).

Questionnaire Development

The questionnaire is divided into three sections. Section A pertains to the demographic information of the respondent, ranging from gender, age, educational level, occupation and monthly income. Section B relates to items of tourists visit intentions for the island, while Section C focuses on the items of the three key constructs of the TPB. The constructs will be measured using a 7-point Likert scale (Scale 1: Strongly Disagree, Scale 7: Strongly Agree). The items of the three main constructs of TPB are adapted from the previous studies. The items of "Attitudes" are adapted from (Li et al., 2020; Wang and Ritchie, 2012) while "Subjective norms" adapting variables from (Chen and Tung, 2014; Li et al., 2020). On the other hand, the items of "Perceive behavioural control" adapted from (Chen and Tung, 2014; Li et al., 2020; Wang and Ritchie, 2012). The variables of "Tourist Visit Intentions" are extracted from (Chen and Tung, 2014; Li et al., 2020; Pahrudin et al., 2020; Pahrudin et al., 2021). The questionnaire will undergo a pilot test with a total of 35 individuals, and the content will be refined to ensure optimal comprehension prior to the main data collection. Both online and paper-based data collection methods will be considered for this study.

Data Collection

The targeted respondents of the study are the local tourists who intend to visit Pulau Ketam, Malaysia, after COVID-19. A mixed between online survey employing Google Forms and paper-based questionnaire will be used to collect the data from the potential respondents. The respondent is required to click the link received via email or social media to fill out the self-administered questionnaire for the online approach. For the face-to-face respondents, they will receive a set of questionnaires about the study. Both the online and offline respondents will be guided by the instructions indicated in the questionnaire. A total of 384 questionnaires are targeted for this study. The proposed sample size is appropriate according to Roscoe (1975), where the minimum sample size of 30 to 500 is approved for most of the studies, as cited in the study of Sekaran and Bougie (2016).

Data Analysis

This study will employ the descriptive analysis along with Partial Least Squares Structural Equation Modeling (PLS-SEM) as this is an important and valuable statistical approach in quantitative research. Firstly, this approach manages to handle complex models with several latent observed variables and their intricate interactions. Furthermore, the PLS-SEM is suitable for testing the non-normal data as it does not assume multivariate normality (Elshaer & Marzouk, 2022; Sarstedt, Hair, et al., 2022). The ready interpretable results of PLS-SEM focus on the importance of relationships between variables are available as well. Therefore, theoretical frameworks such as the Theory of Planned Behaviour can be empirically analysed effectively. This is justified by the PLS-SEM, which investigates the relationship between latent components like attitudes, subjective norms, perceived behavioural control and tourist visit intentions. The approach places not only emphasis on the findings but also provides predictions that lead to practical inferences (Sarstedt, Hair, et al., 2022).

Significance and Expected Findings of the Study

The aim of this study is to investigating the essential factors influencing tourists' visit intentions to Pulau Ketam following the COVID-19 pandemic. The purpose is to gain a better understanding of how attitudes, subjective norms and perceived behaviour control are affecting tourists' decisions to visit Pulau Ketam.

The findings are expected to benefit Malaysian tourist policymakers, destination management organizations and marketing authorities. The respective stakeholders can design and development effective alternatives for promoting Pulau Ketam as a tourist attraction. The findings also enable the stakeholders to customise their marketing and management strategies pertaining to the most relevant elements in tourists' visit intentions of Pulau Ketam post-pandemic. Using social media and influencers can help building favourable social norms and increase visit intent by using peer influence and social proof. Addressing potential issues such as visas and transportation can improve perceived behaviour control of the tourists who intend to visit Pulau Ketam. By applying the Theory of Planned Behaviour, the island tourism stakeholders can obtain meaningful and valuable insights into tourist decision-making processes. This will be allowing them to prepare strategic marketing and development plans to attract tourist and support long-term tourism growth on Pulau Ketam.

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A COMPARATIVE STUDY ON THE FINANCIAL PERFORMANCE BETWEEN TAKAFUL AND CONVENTIONAL INSURANCE FIRMS IN MALAYSIA

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Abstract: *This study assesses the financial performance of conventional and takaful insurance businesses in Malaysia from 2016 to 2021, spanning a period of six years. The study utilizes financial ratio analysis to examine important metrics such as solvency, liquidity, profitability, efficiency, and underwriting performance across the two insurance systems. The data from five conventional insurance companies and five takaful operators is examined using descriptive statistics, Mann-Whitney tests, and panel data regression to identify significant variations and associations that affect financial results. The results highlight the different financial approaches and regulatory factors that affect the relative success of conventional and takaful insurance in Malaysia. The findings show that from the Mann-Whitney test, there are significant differences among the takaful and conventional sector in terms of solvency, underwriting performance and operating efficiency. While from the panel data regression results, for takaful operators, solvency and liquidity ratios show significant relationship towards profitability; while for conventional insurance, only operating efficiency turns out to be significant.*

Keywords: *Financial Performance, Conventional Insurance, Takaful, Malaysia, Financial Ratios, Comparative Analysis*

1.0 Introduction

The insurance industry plays a critical role in the global financial services sector, essential for managing and mitigating the risks faced by individuals and businesses daily. Insurance functions as a contractual agreement between an insurer and a policyholder, wherein the insurer receives periodic premiums in exchange for financial protection against specific risks or losses (Insurance Information Institute, 2010). The primary objective of insurance is to provide a safety net, allowing individuals and organizations to plan for the future with confidence, knowing that unforeseen events will have a mitigated financial impact.

The insurance sector is broadly categorized into life and non-life products, known in the United States as life/annuities and property/casualty (Insurance Information Institute, 2020). It offers various products to meet diverse needs, including life and health insurance, commercial insurance, liability, property insurance, and specialized coverage such as pet or event insurance. By spreading risks among numerous policyholders, insurers can provide coverage

at affordable rates, ensuring financial security against illnesses, accidents, natural disasters, liability claims, and other unexpected events.

Insurance companies utilize statistical and mathematical methods to determine reserves, calculate premiums, and assess risks, with actuaries playing a crucial role in these processes. Regulation is another important aspect of the insurance industry, with regulatory agencies in most countries setting guidelines that cover claims processing, capital requirements, and ethical conduct to protect policyholders and maintain the financial integrity of insurance enterprises. Actuaries support the financial stability of insurance companies and ensure appropriate pricing of insurance products. Emerging risks, such as climate change and natural disasters, necessitate continuous adaptation of regulatory procedures. For instance, initiatives aimed at achieving net-zero greenhouse emissions have significant implications for insurance and reinsurance underwriting portfolios (Faber Consulting AG, 2022).

Prudent financial management is vital for insurance firms, which typically invest collected premiums in various financial instruments to generate returns. This financial prudence enables them to fund claim settlements and cover operational costs. Globally, insurance significantly impacts economic stability, societal resilience, and individual and business well-being. It is a critical tool for nations recovering from natural disasters and catastrophic events, demonstrating its global reach and influence.

In Malaysia, the insurance sector is a key component of the financial services industry, contributing significantly to economic stability. Governed by the Central Bank of Malaysia (Bank Negara Malaysia, BNM), the industry has seen substantial growth, particularly in the life insurance market, with a penetration rate of 54% in 2022. However, the takaful sector, adhering to Islamic financial principles, achieved a penetration rate of only 19% in 2021, below BNM's target of 75% (PwC, 2023). Malaysia operates with both Islamic and conventional financial systems, catering to the diverse financial preferences of its population. The Islamic system adheres strictly to Shariah principles, avoiding *riba* (interest), *gharar* (uncertainty), and *maysir* (gambling), while the conventional system is based on interest-based processes (Eldaia et al., 2020). Regulatory oversight ensures compliance with established standards, maintaining the integrity of financial products and services.

The Malaysian insurance market includes a range of products such as whole life, term life, endowment, and investment-linked policies. Prominent insurers include Prudential Malaysia, Great Eastern Life Assurance, Allianz Malaysia, and Zurich Malaysia. Despite growth, Malaysia's insurance penetration rate remains low compared to wealthier nations, prompting efforts to address this through financial literacy programs and microinsurance products tailored to low-income individuals and communities (Sang et al., 2020).

Digital platforms and mobile applications have enhanced accessibility to insurance services, making it easier for a broader audience to purchase policies. Public-private partnerships and innovative promotion strategies, such as incentive-driven programs, aim to increase insurance coverage. However, challenges remain, including competition, evolving regulations, and raising public awareness about the benefits of insurance.

Takaful, or Islamic insurance, originates from the ancient Arab practice of Al-Aqilah, which dates back to before 570 CE, and emphasizes mutual aid and cooperation in line with Shariah

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principles (Hachemi et al., 2014). Takaful operations involve participants contributing to a mutual fund managed by the takaful operator to cover risks, following models like Mudarabah (profit-sharing) and Wakalah (agency). Unlike conventional insurance, takaful prohibits elements such as *riba* (usury), *gharar* (uncertainty), and *maysir* (gambling), ensuring ethical risk-sharing and financial security (Eldaia et al., 2020).

Conventional insurance, on the other hand, involves the transfer of risk from policyholders to insurers in exchange for premiums, providing coverage for specified risks. Key principles include risk transfer, risk reduction, and loss sharing, supported by good faith and insurable interest (Md. Saad et al., 2006). This system redistributes the costs of losses through premium payments, offering compensation for covered losses and facilitating systematic risk management.

The performance of the takaful sector, though smaller than the conventional insurance sector, has shown steady growth, driven by increasing demand for Islamic finance products (Hazim, 2023). Both sectors face challenges such as competition and regulatory changes but continue to play a vital role in financial stability and economic growth. The penetration rate of both conventional and insurance companies is lower than the ones set by Bank Negara Malaysia (BNM). The penetration rates for conventional life insurance (54%) and family takaful (19%) in Malaysia fall short of the 75% benchmark set by Bank Negara Malaysia (PwC, 2023). Despite the less-than-targeted penetration rates, the performance of both sectors remained stable based on the number of new businesses (Qi, 2024). The performance in terms of profitability, however, has decreased in 2023, much due to the higher underwriting losses experienced in recent years. Some factors contributing to the profitability of the insurance sector could be company-specific components and macroeconomic aspects of the financial market, including inflation, Gross Domestic Product (GDP), and volatile market conditions. Understanding the performance of both sectors is crucial, given Malaysia's significant Muslim population and its aim to be a global hub for Islamic finance. It is crucial to provide an understanding of the performance of the insurance and takaful sector, as this outlook is important for every stakeholder involved (Alithya, 2022).

Limited literature focuses on comparative analysis of insurance and takaful performance, highlighting the need for further research. Various studies have looked into empirical analysis to analyse the factors that actually contribute to the performance of insurance and takaful companies, where performance is measured by the profitability of companies, either utilizing the use of return on assets (ROA) or return on equity (ROE). There seems to be limited literature that focuses on comparing the data by the company since data on the insurance and takaful sector requires collecting data through the annual reports of each company. A study by Sahudin et al. (2022) focused on the performance of takaful operators utilizing panel data regression and found that factors such as the size of the firm, GDP, and liquidity have a significant relationship with the financial performance of the companies. The study by Sahudin et al. (2022) did not include conventional insurers as part of the study and excluded certain variables such as solvency, underwriting performance, and operating efficiency.

Another research by Abdul Aziz (2019) also applied panel data regression but included variables such as Gross Domestic Product (GDP), Base Lending Rate (BLR), and Treasury Bills Rate (TBR) for the macroeconomic factors and underwriting risk, expense ratio and size of the company as the firm-specific factors. Other studies, such as those by Hamdan (2018),

used variables such as underwriting performance, solvency, liquidity, and operating efficiency as factors that could contribute to the profitability of insurance and takaful companies.

In light of all of the discussion above, this study aims to contribute to current knowledge by conducting a thorough examination of the financial performance metrics comparing Malaysian takaful and traditional insurance companies. This analysis encompasses components such as solvency, liquidity, profitability, underwriting efficacy, and operational efficiency. This is similar to the study by Hamdan (2018) but different in terms of the methodology applied to achieving its objectives. In undertaking this endeavor, the research aspires to provide invaluable insights to a diverse spectrum of stakeholders, encompassing regulatory bodies, investors, industry practitioners, and other stakeholders with vested interests. Ultimately, this research contributes substantively to a more profound comprehension of the evolution and progress of the insurance sector within Malaysia.

Hence, the research questions and objectives of this paper is as follows:

Research Questions

1. How do the solvency ratios, liquidity ratios, profitability ratios, efficiency ratios, and underwriting performance metrics of takaful insurance companies compare to those of conventional insurance companies in the Malaysian insurance industry?
2. What is the nature and strength of the relationship between the independent variables (solvency ratio, liquidity ratio, efficiency ratio, and underwriting performance) and the dependent variable (profitability ratio) in both takaful and conventional insurance companies operating in Malaysia?

Research Objectives

1. To compare the solvency ratio, liquidity ratio, profitability ratio, efficiency ratio, and underwriting performance of takaful and conventional insurance.
2. To examine the relationship between independent variables (solvency ratio, liquidity ratio, efficiency ratio, and underwriting performance) and dependent variables (financial performance) in takaful and Conventional Insurance.

2.0 Literature Review

Mohd Fauzi et al. (2016) and Ismail (2013) provide valuable insights into the financial performance of insurance companies in Malaysia, including both takaful and conventional sectors. Ismail's study, despite being limited to the years 2004-2007, significantly contributes to understanding the financial landscape by focusing on factors like profit/interest rates, returns on equity, and investment yield. It highlights the critical elements influencing investment success in both sectors. For takaful companies, important factors include takaful dependency, solvency margin, and firm size. Conventional insurers, however, are impacted by interest rate levels, equity returns, firm size, premium growth, reliance on reinsurance, and liquidity.

The review also addresses the slower development of the takaful sector compared to traditional insurance. Challenges such as regulatory hurdles, customer perception, and operational

difficulties are emphasized. These insights help understand the dynamics affecting the financial performance of takaful and conventional insurers in Malaysia.

Kamil and Mat Nor (2014) examine consumer preferences, revealing that qualitative factors such as client opinions and religious concerns significantly influence the choice of takaful over conventional insurance. This understanding is crucial for evaluating the financial outcomes of both insurance types in Malaysia, providing context for the preferences of Malaysian consumers.

Antonio et al. (2013) compares the cost-effectiveness of takaful and traditional insurance providers, showing that takaful companies are generally more cost-efficient. This study indicates that takaful businesses have lower management costs and fees while achieving similar investment revenue and gross premiums compared to conventional insurers. These findings suggest potential intrinsic cost advantages for the takaful sector, which could influence their financial performance.

Ruhana et al. (2023) analyses governance practices in the takaful sector in Malaysia and Brunei, highlighting differences in regulatory approaches. Bank Negara Malaysia (BNM) enforces strict regulations ensuring compliance with Shariah principles and financial stability, while the Autoriti Monetari Brunei Darussalam (AMBD) adopts a more flexible approach to foster innovation. Understanding these governance differences is essential for evaluating the financial performance and operational efficiency of takaful companies in different contexts. These studies collectively offer a comprehensive understanding of the factors affecting the financial performance of takaful and conventional insurance companies in Malaysia. They provide insights into investment strategies, consumer preferences, cost-efficiency, and governance practices, contributing to a nuanced analysis of the insurance sector's dynamics.

3.0 Data and Methodology

This study aims to compare the financial performance of Malaysian takaful and conventional insurance companies using financial ratios. The objective is to identify key differences between the two sectors regarding operational efficiency, underwriting performance, solvency, liquidity, and profitability.

The research employs a quantitative approach, utilizing secondary data from financial statements to compare the financial performance of takaful and conventional insurance firms. The rationale for this design includes the availability of comprehensive financial data and the necessity for rigorous quantitative analysis. Microsoft Excel will be used for descriptive statistical, SPSS software will be used for Mann-Whitney Test computations, while E-views will handle Panel Data Regression.

The study will focus on ten insurance companies—five takaful and five conventional—selected based on their financial data and income levels for 2021. Data on these companies will be sourced from annual reports accessed through official company websites and online repositories, with a focus on the life or family sector. Table 3.1 lists the selected companies:

Table 3.1: List of Takaful and Conventional Insurance Companies in Malaysia

TAKAFUL	CONVENTIONAL INSURANCE
Etiqua Family Takaful Berhad	AIA Bhd
Great Eastern Takaful Berhad	Great Eastern Life Assurance Berhad
Prudential BSN Takaful Berhad	Hong Leong Assurance Berhad
Sun Life Malaysia Takaful Berhad	Prudential Assurance Malaysia Berhad
Takaful Ikhlas Family Berhad	Tokio Marine Life Insurance Malaysia Bhd

Source: Fitchconnects. URL: [Fitch Solutions](#)

The study's scope encompasses financial performance data from 2016 to 2021, focusing on operational efficiency, liquidity, profitability, underwriting performance, and solvency. This involves analyzing data from various insurance companies in Malaysia to provide a comprehensive comparison of their financial performance.

Key financial ratios used in the study include, Solvency ratio, Liquidity ratio, profitability ratio, underwriting performance and operating efficiency where they are calculated by using their formula as following:

$$\text{Solvency Ratio} = \frac{\text{Net Asset}}{\text{Net Earned Premium Cash}}$$

$$\text{Cash Ratio} = \frac{\text{Cash}}{\text{Current Liabilities}}$$

$$\text{Net Profit Margin} = \frac{\text{Net profit}}{\text{Sales}} \times 100$$

$$\text{Underwriting Performance} = \text{Incured Loss} + \frac{\text{Expenses}}{\text{Earned Premium}}$$

$$\text{Total Asset Turnover} = \frac{\text{Sales}}{\text{Total Assets}}$$

The study will evaluate several hypotheses concerning the differences in solvency, liquidity, underwriting performance, and operating efficiency between takaful and conventional insurance companies. To test these hypotheses, various statistical methods will be employed. The Mann-Whitney U Test, a non-parametric method, will be used to compare the financial performance of the two groups without assuming a normal distribution of data where this test is designed to assess differences in the medians between takaful and conventional insurance companies. While the Hausman Test will be conducted to determine whether the Fixed Effect or Random Effect model is more appropriate for the data analysis. This test helps in choosing the most suitable model for accurate results. On the other hand, the Chow Test will be employed to evaluate whether there are significant differences in regression coefficients between the two groups, providing insight into potential variations in financial performance. Additionally, the Lagrange Multiplier (LM) Test will be used to test hypotheses regarding differences in financial performance by utilizing constrained optimization methods.

Panel Regression will be used to analyse longitudinal data, examining the impact of financial ratios on performance over time. This approach involves using the Fixed Effect Model (FEM),

Common Effect Model (CEM), and Random Effect Model (REM) to identify the model that best fits the data.

In summary, these methodologies will offer a comprehensive framework for comparing financial performance metrics between the takaful and conventional insurance sectors in Malaysia.

4.0 Results and Discussion

This section provides a summary of the data analysis from financial statements of takaful and conventional insurance companies in Malaysia. It focuses on evaluating financial performance through solvency, liquidity, profitability, efficiency, and underwriting metrics. The study employs the Mann-Whitney test and panel data regression analysis to explore relationships between financial measures and profitability, incorporating both cross-sectional and temporal data. Data from five takaful operators and five conventional insurers, chosen based on income rankings from FitchConnect, is used.

The methodology includes quantitative analysis with Microsoft Excel, E-Views, and SPSS software. The Hausman test, Chow test, and Lagrange Multiplier (LM) Test are utilized to determine the best model for the data. This section presents results from the panel regression analysis and a comparative review of financial ratios, concluding with an examination of the data's implications for Malaysia's insurance market, offering valuable insights for regulators, investors, and industry professionals.

Table 4.1 Overall Average for Conventional Insurers Vs Takaful Operators in The Life/Family Sector

Ratios	Conventional Insurers	Takaful Operators
Average Solvency Ratio	0.82	0.41
Average Liquidity Ratio	0.05	0.48
Average Profitability ratio	7.87	8
Average Underwriting performance	1.36	1
Average Operating efficiency	0.36	0.74

Table 4.1 presents the examination of mean financial ratios for traditional insurers and takaful operators in the Malaysian insurance industry, which uncovers noticeable patterns. Traditional insurance companies exhibit greater solvency ratios and superior underwriting performance, which can be attributed to their established market position, vast networks, and adherence to conventional risk assessment techniques. In contrast, takaful operators demonstrate higher levels of liquidity, profitability, and operating efficiency because of their strong adherence to Islamic finance principles, which prioritize ethical financial practices and equitable risk-sharing. The collaborative aspect of takaful, combined with a commitment to investments that adhere to Sharia principles, leads to increased liquidity and profitability. In addition, takaful operators utilize cutting-edge technologies to enhance operational efficiency. The differences highlighted to emphasize the intricate dynamics within each sector, showcasing the varied terrain of the Malaysian insurance market.

4.1 Mann-Whitney Test

The Mann-Whitney test is a statistical test that is employed to ascertain the presence of a substantial disparity between two distinct and unrelated groups without making any assumptions about the underlying distribution of the data. The report categorizes conventional insurance businesses as Group "1" and takaful companies as Group "2". The test evaluates the disparity in the allocation of financial ratios among these two groups. Results from the Mann-Whitney Test are provided in Table 4.2.

Table 4.2: Mann Whitney Test Results

	Profitability Ratio	Solvency Ratio	Liquidity Ratio	Underwriting Performance	Operating Efficiency
Mann-Whitney U	332	253.5	397.5	234	75
Wilcoxon-W	797	718.5	862.5	699	540
Z	-1.745	-2.906	-0.777	-3.195	-5.549
Asymp. Sig. (2-tailed)	0.081	0.004	0.437	0.001	0.001

The analysis of profitability ratios revealed that conventional insurance companies showed a trend towards higher profitability compared to takaful companies, but the difference was not statistically significant at the 5% level. Although conventional insurers seemed to be more profitable, this trend did not reach a level of statistical significance.

In contrast, the solvency ratio analysis found a significant difference between conventional and takaful insurers. Conventional insurers had a higher solvency ratio, indicating greater financial strength and a better capacity to meet long-term obligations. This result was statistically significant at the 1% level, highlighting a clear disparity between the two types of insurers. The liquidity ratio analysis did not show a statistically significant difference between takaful and conventional insurance businesses. Both types of insurers appear to manage liquidity similarly, as indicated by the lack of significant variation in their liquidity ratios. In terms of underwriting performance, conventional insurers demonstrated superior risk assessment capabilities compared to takaful companies. This difference was statistically significant, suggesting that conventional insurers are more adept at evaluating and managing risk.

Finally, the analysis of operating efficiency revealed that takaful companies were significantly more efficient than conventional insurers. This increased efficiency can be attributed to the collaborative nature and cost structures of takaful operations, which are designed in alignment with Sharia principles. While the financial performance metrics provide valuable insights into the differences between conventional and takaful insurers, the subsequent statistical tests further validate these findings by determining the appropriate models for analyzing these variations.

The Hausman test results show that for both conventional and takaful insurance companies, the p-values (0.1737 and 0.8203, respectively) suggest that the random effects model is

appropriate. This indicates that unobserved effects are likely random and not correlated with the explanatory variables, making this model suitable for both types of insurers.

The Chow test reveals a p-value of 0.0938 for conventional insurers, indicating possible structural differences in relationships between variables but not statistically significant at the 5% level. For takaful firms, a p-value of 0.7142 suggests no significant structural changes, indicating consistent performance measures across different contexts.

The Lagrange Multiplier (LM) test shows p-values of 0.1100 for conventional and 0.1404 for takaful companies, both above the 0.05 threshold. This suggests that the Common Effects model is more suitable for both groups, as it does not show significant advantages for the Random Effects model. Table 4.3 summarizes the best model for each of the tests.

Table 4.3 Best Model Check

Test	The P-value for Conventional companies	P-Value for Takaful companies	Best Model
Hausman-Test	0.1737	0.8203	Random Effects
Chow-Test	0.0938	0.7142	Common Effects
Lagrange-Test	0.1100	0.1404	Common Effects

4.2 Panel Regression

Table 4.4 Panel Regression for The Conventional Firms

Variable	Coefficient	Prob
C	21.22	0.0001
Solvency Ratio	-0.302	0.8171
Liquidity Ratio	-43.79	0.1072
Underwriting Performance	0.30	0.4736
Operating Efficiency	-59.58	0.0204
R-Squared = 0.373		

The panel data regression analysis of traditional insurance firms as shown in Table 4.4 indicates that the model explains 37.3% of the variability in profitability. The constant term is statistically significant, with a coefficient of 21.22 and a p-value of 0.0001, indicating a substantial baseline profitability.

Among the independent variables, only operating efficiency shows a significant impact on profitability, with a coefficient of -59.58 and a p-value of 0.0204. This negative coefficient suggests that increased operational efficiency, potentially due to higher expenses or inefficiencies, is associated with reduced profitability. In contrast, the solvency ratio, liquidity ratio, and underwriting performance do not significantly affect profitability in this model, with p-values exceeding the 0.05 threshold.

However, the analysis implies that operational efficiency is a key determinant of profitability, highlighting the need for minimal operational costs to enhance financial performance. The lack of significant impact from the other variables suggests that further research should explore

additional factors such as market conditions, regulatory changes, technological advancements, and customer satisfaction to gain a fuller understanding of profitability determinants in traditional insurance companies.

Table 4.5 Panel Regression for Takaful Firms

Variables	Coefficient	P-value
c	-1.97	0.6858
Solvency ratio	5.45	0.0360
Liquidity ratio	-45.95	0.0051
Underwriting performance	11.04	0.0502
Operating efficiency	1.35	0.5771
R-Squared 0.445		

The multiple regression analysis of takaful businesses in Table 4.5 reveals that the model explains 44.5% of the variability in profitability. The constant term is not statistically significant, with a coefficient of -1.97 and a p-value of 0.6858, indicating no significant baseline deviation from zero.

The solvency ratio emerges as a significant predictor of profitability, with a coefficient of 5.45 and a p-value of 0.0360, suggesting that higher solvency ratios, reflecting better financial stability, are associated with increased profitability. Conversely, the liquidity ratio has a coefficient of -45.95 and a p-value of 0.0051, indicating that greater liquidity, possibly due to unutilized assets or inefficient asset management, is linked to lower profitability.

Underwriting performance is also a significant predictor with a coefficient of 11.04 and a p-value of 0.0502, indicating that improved risk assessment and pricing contribute marginally to profitability. However, operating efficiency, with a coefficient of 1.35 and a p-value of 0.5771, does not show a significant impact on profitability, suggesting that other factors might be influencing this relationship.

Overall, the analysis highlights the importance of the solvency ratio and liquidity ratio in predicting profitability, with solvency having a positive effect and liquidity having a negative effect. The findings suggest a need for further investigation into additional factors such as market conditions, regulatory changes, and technological advancements to gain a comprehensive understanding of profitability in takaful companies.

5.0 Conclusion and Recommendation

This study aimed to assess the financial performance of conventional and takaful insurance companies in Malaysia by analysing key financial ratios—solvency, liquidity, profitability, efficiency, and underwriting performance—over a 6-year period. It involved ten entities, including five traditional insurers and five takaful operators.

5.1 Findings Summary

The analysis revealed significant differences between the two types of insurers. Traditional insurance companies exhibited moderate profitability and stable financial metrics, while takaful operators showed robust growth and superior capital adequacy, though they

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experienced occasional profitability declines. Notably, the solvency ratio significantly influenced profitability in takaful companies, emphasizing the importance of financial stability. Liquidity ratios also had a positive correlation with takaful profitability, while efficiency ratios inversely affected profitability in traditional insurers, indicating that higher operational costs negatively impact their financial performance.

5.2 Contributions

This study enhances understanding by comparing the financial performance of both insurance systems using detailed metrics and revealing how various financial practices and regulatory frameworks influence performance. It offers insights for policymakers and industry players to improve financial stability and competitiveness in the Malaysian insurance market.

5.3 Limitations

The study's scope was limited to ten companies and a 6-year period, which may not fully represent the broader insurance industry or recent trends. The reliance on secondary data and financial ratios also means that other qualitative factors, such as management practices and market conditions, were not considered.

5.4 Future Research Directions

Future research should expand beyond individual financial metrics to include broader economic, regulatory, and regional comparisons. Comparative studies involving other countries, particularly in the MENA region, could provide deeper insights. Advanced statistical methods and standardized data collection protocols could enhance the accuracy and comparability of findings. Additionally, exploring the evolving market dynamics and further investigating factors influencing performance will contribute to a more comprehensive understanding of both conventional and takaful insurance sectors.

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RAPUNZEL (1812) TO TANGLED (2010): AN ANALYSIS OF DISNEY'S ADAPTATION ON BROTHERS GRIMM'S FOLKLORE

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Abstract: *This research analyses an adaptation works from Brothers Grimm's folklore, Rapunzel (1812) to the film Tangled (2010). The study argues that Disney's rendition is not authentic and lacks strict adherence. The objectives of this research to examine the similarities and differences in Rapunzel's personality between the Brothers Grimm's story and the one made by the Disney, as well as the similarities and disparities in the plots of both versions. The method employed for this paper is qualitative technique to create a juxtaposition and address the objectives of the essay. This study will enhance its findings by including descriptive terminology from prior research. Based on a qualitative analysis, this research conducted the comparison from Rapunzel (1812) to Tangled (2010) using loose adaptation style while the character development greatly enhances with women empowerment in the adapted version. Therefore, this essay could serve as a guiding concept for anyone seeking to adapt folklore.*

Keywords: *Rapunzel (1812) to Tangled (2010), Disney's adaptation, Brothers Grimm folklore, Hutcheon's theory of adaptation, loose adaptation*

Introduction

Every famous literary and reading material has utilized a childhood story as an adaptation for decades. Disney, the world's largest amusement firm, took this chance to create a variety of spectacular folktale adaptations for all ages. Most Walt Disney folklore comes from the German siblings, Jacob and Wilhelm Grimm or best known as the Brothers Grimm, who have written numerous captivating European folktales. Brothers Grimm were German librarians who mastered philology, the study of old language and their children's books and tales, which were frequently deemed terrifying and absurd by normal people, became popular worldwide. Wonderopolis (n.d.) Evans (2014) notes that the Brothers Grimm's books contain gloomy tales of sex and ferocity, including homicide, incest, cannibalism, disfigurement, and infanticide. According to Driscoll (2012), while some adaptations of the stories have failed, others have taken off as films such as *Cinderella* (1812) and *Snow White* (1812) and *Rapunzel* (1812).

According to Quinn (2018), the Brothers Grimm fairy tale version of Rapunzel becomes ghastlier under the writing of these two brothers. The character lives alone in the tower and she was raped and became pregnant with twins after she was seduced by a prince. *Rapunzel* (1812) is reported as the darkest version of all ever written by Brothers Grimm. However, the adapted version by Walt Disney Company, *Tangled* (2010), is changed into an American tuneful fantasy directed by Nathan Greno and Byron Howard. They maintain the character who is still trapped in a high and derelict tower, but this Rapunzel has a very high level of curiosity. Basically, the film is how Rapunzel overcomes her high spirit of inquiry by going on an

adventure together with her new friend, Flynn Rider. From this, we can also perceive that there is also a feminist element in the character of Rapunzel that has been modified by Disney to be adapted into an adaptation.

Disney transforms most famous ancient and generally horrible fairytales folklore collected by the Brothers Grimm but modified them to fit its family-friendly and child-focused approach so that the adaptations always look good in each their film. According to Digital Literary Analysis (2014), Disney carefully alters the fairytales into a watchable version that suits for children and families. Disney portrays Rapunzel as autonomous and beyond the Brothers Grimm folklore to remove the horrific component, without making her weak. However, Ahmed (2019) adds that Disney has lost its enchantment in adapting since uniqueness must go with the stories. To make it a "Disney Princess Series," they make Rapunzel a princess when in folklore she is not. He contends that this is erroneous as it appears to undermine a preexisting narrative by the Brothers Grimm. But Crowther (2021) reports that Disney considers their audience, especially children, enjoys in the altered version because the modification is built and told to be easily understood. Additional, the story is exhibited and able to grab audience interest and how their audiences accept *Tangled* (2010), which they prefer on average.

The main gaps for this research paper are Rapunzel's character changes and the storylines contrast between *Rapunzel* (1812) and *Tangled* (2010). According to Ranker (n.d.), most Disney animated movies' feelings and sentiments affect whether they are rated beyond good, with the quintessential mix of grief and humour being the "secret recipe". Disney doesn't need to stick to folkloric narratives to fascinate audiences, hence, what matters is that the story touches their hearts and offers morals and advice. Thus, this research paper is aims to analyse the Rapunzel's character modifications and storyline variations between *Rapunzel* (1812) and *Tangled* (2010) using the theory of adaptation by Hutcheon (2006).

Other than that, this study was managed to accomplish the following objectives which are to identify the character similarities and changes between *Rapunzel* (1812) and *Tangled* (2010). This research paper also aims to analyze the parallels and contrasts in the stories of *Rapunzel* (1812) and *Tangled* (2010) using the theory of adaptation by Hutcheon (2006).

Linda Hutcheon suggested a theory of adaptation where this theory suggest to examines the constant evolution of creative adaptation and argues that adapting is the core of storytelling creativity. Hutcheon (2006) defines adaptation as a ceremonial entity or legacy that transposes a project that may necessitate a change of technique in her book *A Theory of Adaptation* (2006). She adds that this notion is a creation process that requires reproduction and reinterpretation. Hutcheon again advances the adaptation theory by examining the width, range, and creative possibilities of opera, movies, pop music, and video games. Hutcheon also discusses the criteria and theory of adaptations, which can be best investigated using journalistic questions such what, why, who, where, when, and how based on Aristotle, Derrida, Foucault, and others.

The prime scope of this research is mainly focusing on the Brothers Grimm's folklore, *Rapunzel* (1812) and *Tangled* (2010) by Walt Disney. The **objectives** of this research will emphasize Rapunzel's character in both *Rapunzel* (1812) novel from Brothers Grimm and *Tangled* (2010) movie from the Disney, and the storylines contrast between the novel and film version. The research would be conducted using the theory of adaptation and on that account,

by using this theory, the researchers can savvy the similarities and contrast in Rapunzel's character between *Rapunzel* (1812) and *Tangled* (2010).

Literature Review

The book *Theory of Adaptation* second edition is published in 2006 by Canadian researcher named Linda Hutcheon, who specializes in literary opera, theory, and criticism. This theory navigates the ongoing development of creative adaptation and disputes the idea that the application of adaptation lies closest to the core of creative narrative talent. Lieblein (2023) identifies Hutcheon's theory as a liturgical operation or patrimony which is the conveyance of a project that could demand for a switch of mechanism. This theory could also be interpreted as a course of action of creation where it necessitates reinterpretation. Hutcheon (2006) also confesses that she lengthens *A Theory of Adaptation* 2nd Ed. (2006) by way of a scope of media, from opera and film, to pop music and video games, inspecting the width, range and artistic chances within each.

In the most essential respects, the reason why this theory has been chosen in this research is because the way Rapunzel is introduced by Disney the way they desire to emanate through the adaptation of the film *Tangled* (2010) is in line with the guidelines that have been written in this book. From this theory, Lieblein (2023) simplifies the main components of adaptation concepts: loose and close adaptations.

i. Loose Adaptation

Sanders (2015) defines loose adaptation as a form of creative work that is derived from another source but deviates greatly in terms of plot, characters, setting, or themes. This form of adaptation frequently preserves the fundamental concept or essential components of the original source material but exercises significant artistic freedom to envision or reinterpret the narrative. Variations can manifest in numerous forms of media, including literature, cinema, television, and theatre.

ii. Close Adaptation

Close adaptations strive to stay true to the original work, often replicating the plot, characters and key events with precision. Sanders (2015) also adds in his explanation, close adaptation aims to recreate the original story as accurately as possible in a new medium, maintaining the essence and details that define the source material.

The real reasons these two adapted versions were selected are as follows: first, *Tangled* (2010) is the study's title, and a comparison was drawn between the outcome of Brothers Grimm's adapted version of *Rapunzel* (2010), which Disney Company chose, and the book written by the same name. The second reason is that the story of *Aladdin* (1992) was chosen because the outcome of this literary work, which was authored by Antoine Galland in 1704, is almost identical to the one that was adapted and was chosen by the Disney Company. In this analysis, we shall compare these two films, which exhibit elements of both faithful and liberal adaptation.

Movie directors and filmmakers have effectively utilized animation as a cheerful and engaging medium of expression in their latest films, bringing it closer to achieving popularity. This has been accomplished by presenting animation in compelling ways that appeal to people from all

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walks of life worldwide. Bolton (2017) gives her idea in an article titled *How Disney Understood Its Target Market and Became Successful* on this point that Disney focuses not only for children with its cartoons and films, but also adults who were still got that children aura in their heart and could value his movies and absorb from their stories as Walt Disney once said, “You’re dead if you aim only for kids. Adults are only kids grown up, anyway”. By making many changes in the adapted versions, the filmmakers could attract a bigger audience as it is now more family oriented. As children get bigger day by day, they usually start to no longer have interest in Disney movies, watching them as childish content and of course, Disney Company is aware of this trend. Because of that, Disney has decided to enlarge their advertising and production strategies to make it become captivating to older audiences. According to Aldredge (2017), this has also carried on with becoming a piloting vigor behind Disney, which is to entertain children and adults much the same with family-friendly amusement that both will find pleasure in.

In the same way, Bolton (2017) adds the directors and filmmakers could also gain lots of profits by changing their target audience from only children to a broader audience, just like the Disney Company. As one of the most triumphant companies in the whole world, Disney must be attractive to large kinds of audiences to keep on with the company’s profit earnings. Luckily that Disney knows and is conscious of its target audience and markets inside out. The Disney Company makes use of this extensive understanding of its target audience and market to provide many types of entertainment to adults and kids. Due to the wisdom of the company itself, Disney’s eloquence to attract the older audiences, in a particular way by aiming for diverse themes and many more, shows beyond doubt as it appears to be very victorious in the company’s marketing tactic. Sim (2020) in an article *15 Highest-grossing Disney Animated Movies Ever | ScreenRant* gives an explanation about among the Disney animated film adaptations that broke the stage by garnering a very high number of profits after its worldwide release. To show examples, *Frozen II* (2019), sporting a gigantic \$1.450 billion dollars globally, the continuation to the thus far furiously well-known original manifests that Disney still acknowledges how to appeal to its audience. Here, it could be concluded that the research papers that has been used in the points complement my research as it contributes by stating how adaptation film changes could benefit the audience and also the filmmaker which in this context is Disney company in terms of the target audience as well as the value of the profit earns.

Methodology

Under the Modes of Engagement aspect found in the framework of *A Theory of Adaptation* by Linda Hutcheon (2006), several components have been proposed and applied that have a significant relevance closely related to the analysis of a film's adaptation of its literary work. To all intents and purposes, telling mode, showing mode and also participatory mode will be used as components and used as a reaction in the analysis of Disney’s adaptation, *Tangled* (2010) on Brothers Grimm’s folklore, *Rapunzel* (1812).

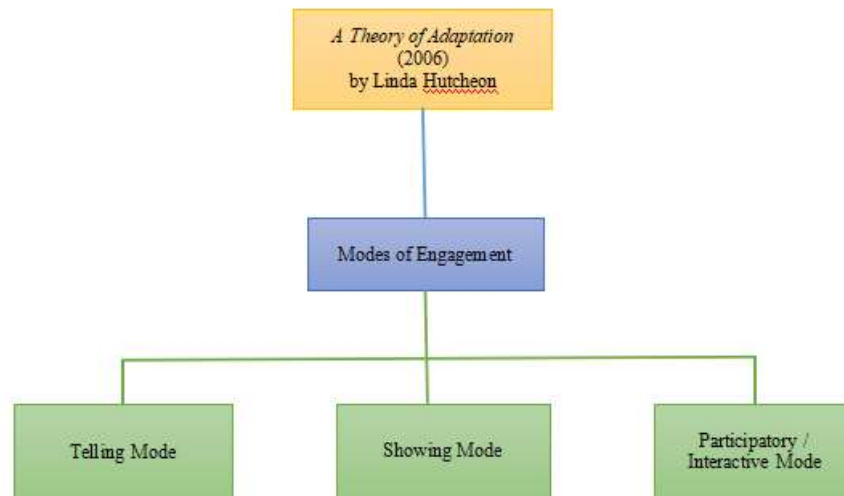


Figure 1. Framework above shows the theoretical of *A Theory of Adaptation* by Linda Hutcheon (2006)

Telling mode is the way of handing out a story that comprises a printed world such as a novel, where the audience will experience this mode by reading. Afterward, the readers will encounter the stories with their eyes and imaginative mind. In the literary texts in the telling mode, our arrangement starts in the world of imagination, which is at one and the same time overseeing by the chosen, administering words of the texts and unshackled; that is, not restricted by the upper limits of the aural or visual. This telling mode basically submerges people through the creative power and mind's eye in a fictional realm and world.

Showing mode comprises aural and visual story components, like anything related with pictures or sound. To explain for example, film or movies, musicals, operas, and songs are the things that can be used under this mode. The spectators will be captivated by this mode in a straight sensory technique by literally perceiving or listening to the story. This mode also gives people a lecture that language is not the only technique to manifest meaning or to connect any story. This showing mode basically submerges people through the discernment of the aural and the optical; the hindmost in a course of action connected to that Renaissance point of view painting and Baroque *trompe l'oeil*.

Participatory or interactive mode necessitates the physical taking part of the spectators or the listeners in the story being handed over. Board games, video games, pleasure ground or theme park and many more; they all may set forth stories, but the spectators or the listeners need captivating by physically operating in space and time to be presented with the story. This participatory or interactive mode basically submerges us physically and in a sense that discovers bodily location and situation. However, if all are, in several sensory faculty of the word, "immersive", the final of them is normally named "interactive". Neither the action of noticing at and elucidating words or notes nor that of recognizing and elucidating a straight portrayal of a story in a screen or stage is in any method way passive; both are innovative, emotionally and cognitively active.

From the three modes of engagement in the loose adaptation that was chosen, this research will only apply two modes which are telling mode and showing mode. This is because the last mode

which is participatory or interactive mode does not suitable for this kind of adaptation that was made in *Tangled* (2010) from *Rapunzel* (1812).

Data Analysis

The Brothers Grimm's tale, *Rapunzel* (1812), is a folklore known for its gruesome elements and ability to instill fear, particularly in children. In contrast, *Tangled* (2010) is an adapted version of *Rapunzel* (1812) that presents a starkly different storyline. It offers a lively and uplifting narrative, especially appealing to children. Upon careful examination, it becomes evident that both folklores and their adaptations possess highly varied storylines, akin to the stark contrast between heaven and earth.

The adaptations in question can be categorized as loose adaptations, particularly regarding Rapunzel, the main character, and the stories that are featured in each of the works in question. The altered version of the story, which is based on books and folklore, has also been met with opposition from some individuals, who argue that it should not be adapted. According to Alexa (2024), the adaptation is not to their liking because it does not align with their own personal understanding of the novel. On the other hand, these individuals can be unaware of the fact that, despite their disapproval of the adaptation, there may still be some positive features to it. This analysis will focus on the similarities and character development of Rapunzel in both the original story of *Rapunzel* (1812) and the modern adaptation *Tangled* (2010). It will also examine the similarities and changes in the storylines of both versions.

Although *Tangled* (2010) as a loose adaptation, there is no denying that there are still similar elements in both stories albeit very few. The reason for this decision was the producer's intention to maintain the symbolic representation of Rapunzel's identity. By providing a peek of the story, the viewer would immediately recognize it as being about Rapunzel.

Table 1. Similarities of Rapunzel's Character between *Rapunzel* (1812) and *Tangled* (2010)

<i>Rapunzel</i> (1812)	<i>Tangled</i> (2010)
Has a lengthy hair	Also has lengthy hair
Wearing a dress produced during the Regency Era	Also wearing a dress produced during the Regency Era

Source: author

The primary focus at the initial phases is the thorough analysis of the similarities in Rapunzel's character between the stories *Rapunzel* (1812) and *Tangled* (2010). One of the most significant symbols in Rapunzel's story, which is renowned all over the world, is her long and spectacular hair, which is a characteristic that defines her personality. This is demonstrated in the story of *Rapunzel*, which was written by the Brothers Grimm in the year 1812 and was rendered in black and white. Additionally, the story is accompanied by a second chapter that was added in pencil:

“Rapunzel had splendid long hair, as fine as spun gold. When she heard the sorceress's voice, she untied her braids, wound them around a window hook, let her hair fall twenty yards to the ground, and the sorceress climbed up it.”

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(Grimm and Grimm, 1812, p. 2)

While in the modified version of the short narrative that is *Tangled* (2010), which was created by the Disney Company, it is possible to observe that Rapunzel threw her long, shiny brown hair out of the tower. This was done so that Mother Gothel could climb up to the tower using her hair to meet Rapunzel herself.

A further commonality that can be observed in the character of Rapunzel in both the folklore and the translated version is the clothing that Rapunzel herself wears. In the year 1812, when the Brothers Grimm wrote the short story of *Rapunzel*, ladies who were living during the period known as the Regency Era, which began in 1811 and ended a year later in 1812, wore attire that was typical of the Regency era and was regularly referred to as the Empire silhouette. The dresses were usually light, long, and fit loosely, they were usually in white and often sheer from the ankle to just below the bodice which strongly emphasized thin hem and tied around the body, the neckline on the short and wide dress and the sleeves on the shirt tight and long up to the wrist. There is a phenomenon that is comparable to this one that can be seen in Disney's depiction of the character Rapunzel in the film adaptation of *Tangled* (2010). The clothing that Rapunzel wears is quite similar to the garments that were discussed earlier. There is a striking similarity between the patterns on Rapunzel's clothing and the dress that was worn in the year when the short story was published. Disney, on the other hand, made the deliberate choice to boost the appeal of Rapunzel's garment by picking a bright lilac shade from the beginning. This action was taken with the intention of attracting a larger audience, particularly young people, to watch the rendition of Rapunzel.

Consequently, the investigation reaches the conclusion that the adaptation of Rapunzel that was produced by Disney maintains certain notable characteristics of the original character. It is said in the theory of adaptation (2006) that for a novel to be adapted into a play or film, it must first be condensed and reduced in size, which ultimately leads to a reduction in the level of complexity presented in the novel.

Character changes are spotted on Rapunzel has in both the short story *Rapunzel* (1812) and *Tangled* (2010). Loose adaptations that Disney has made to the work of the Brothers Grimm, there are many changes that Disney has made to Rapunzel's character throughout the production of the adapted version of Rapunzel's story.

Table 2. Differences on Rapunzel's Character between *Rapunzel* (1812) and *Tangled* (2010)

Rapunzel (1812)	Tangled (2010)
Coward	Brave
Obedient	Determined to do anything
Weak / Silly	Independent / Strong woman
Introvert	Extrovert
Has no magical hair	Has magical hair

Source: author

One noticeable transformation in Rapunzel's demeanor in the short narrative is her newfound timidity. This is due to the fact that throughout her life, she never met and interacted with

anyone except the sorcerer and this matter is written in the storybook which reads, “At first Rapunzel was terribly frightened when a man such as she had never seen before came in to her” (Grimm and Grimm, 1812, p. 2) while the situation is very different from Rapunzel in the adapted version where her character is fantastically brave. The new version depicts Rapunzel as having a confident demeanor when she first came into contact with Flynn Rider. In order to fulfil her strong desire to go out of the tower, she bravely asked Flynn a number of questions and asked him to act as her "tour guide." However, from a logical point of view, it is infrequent for individuals, and notably women, to behave in such a manner towards others with whom they are not familiar. But in the revised version, this does not apply to Rapunzel, which is a strong demonstration of the daring personality she possesses.

Another aspect that sets Rapunzel apart from other characters is the fact that she is obedient throughout the short story written by the Brothers Grimm. According to the narrative, Rapunzel is in a predicament in which she has consented to marry the prince, yet she is still unable to escape the tower without the approval of the magician. The sorcerer's instructions are followed without any scepticism on her part, and she does so with complete obedience. On the other hand, according to the original tradition, Rapunzel would have come up with a variety of methods to leave the tower rather than creating excuses if she had a genuine desire to accompany the prince at the palace. The portrayal of Rapunzel by Disney is characterised by the character's unwavering determination and her willingness to take on any challenge. Rapunzel disobeyed Mother Gothel's order to remain confined within the confines of the tower that Mother Gothel had built, and she did not travel beyond the confines of the area. In an effort to satiate her deep-seated curiosity about the world beyond the tower, Rapunzel surreptitiously disappeared from the tower with Flynn in order to go out and discover the world beyond.

Furthermore, in both the original folklore and the revised tale by Brothers Grimm, Rapunzel's character is portrayed as feeble-minded and foolish, among other alterations. In spite of the fact that she was unaware of the consequences of her acts, Rapunzel willingly agreed with the prince's wishes and became pregnant as a result of his cursed activities. The disclosure made by the sorcerer was the only way for her to learn that she was an expecting mother. This can be seen in the folklore *Rapunzel* (1812) where it is written:

“At first Rapunzel was terribly frightened when a man such as she had never seen before came in to her. However, the prince began talking to her in a very friendly manner, telling her that his heart had been so touched by her singing that he could have no peace until he had seen her in person. Then Rapunzel lost her fear, and when he asked her if she would take him as her husband, she thought, "He would rather have me than would old Frau Gothel." She said yes and placed her hand into his.”

(Grimm and Grimm, 1812, p. 2)

The attitude of Rapunzel in the altered version, on the other hand, is quite different, since she symbolises characteristics of freedom and strength. The purpose of this statement is to draw attention to the different positions that Flynn and Rapunzel play in the narrative. Historically, men have been regarded as more powerful and have been expected to take care of women. The views of Flynn and Rapunzel, on the other hand, constitute a challenge to this societal norm in this narrative. Not only does Rapunzel come to Flynn's aid when he is in danger, but she also exhibits her independence and her capacity to navigate the world outside of her home.

Additionally, a notable aspect of the character development observed in both the Brothers Grimm's version and the Disney adaptation of Rapunzel is the portrayal of her introverted demeanour in the folklore. The cause of this is Rapunzel's restricted social interactions, which are limited to just the sorceress. As a result, she experiences apprehension and a lack of social skills, making it difficult for her to effectively communicate with unknown people. Rapunzel's initial encounter with the prince caused her to feel anxiety, since it was a new experience for her to engage with someone other than the sorcerer, Frau Gothel, whom she had only known throughout her entire life. She required some time to adjust to this unfamiliar situation. Nevertheless, in the modified rendition, Rapunzel's persona is depicted as exceedingly outgoing. Although Rapunzel had only ever interacted with Mother Gothel throughout her stay in the towering tower, she soon develops the skill of socialising and engaging in conversations after leaving the tower and meeting many other people. Furthermore, Rapunzel was also there, participating in a dance with the villagers whom she had lately met, right after they had braided Rapunzel's long hair. It is truly impressive that Rapunzel, who has never had any contact with other people, has such exceptional skills in social interaction, dancing, and singing in the modified version.

The notable character transformation observed in both the tales of *Rapunzel* (1812) and *Tangled* (2010) is the key role that Rapunzel's hair plays in her identity. Within the context of this Brothers Grimm story, Rapunzel is depicted as having long hair, which serves the function of enabling Frau Gothel and the prince to ascend the tall tower. As is frequently seen in folklore, its function is basically utilitarian and not very exceptional. Its sole purpose is to act as a means of elevating individuals.

“He rode home, but the song had so touched his heart that he returned to the forest every day and listened to it. One time, as he was thus standing behind a tree, he saw the sorceress approach, and heard her say: Rapunzel, Rapunzel, Let down your hair. Then Rapunzel let down her strands of hair, and the sorceress climbed up them to her.”

(Grimm and Grimm, 1812, p. 2)

On the other hand, in the altered version that Disney has developed, in addition to having extremely long hair, Rapunzel also possesses magical abilities on her hair, which can be utilised to treat anyone on the planet. In *Tangled* (2010), it is stated that the magic on Rapunzel's hair is derived from the magic of golden flowers. It was the magic of this golden flower that had healed Rapunzel's mother, Queen Arianna when she was ill while pregnant. The cells from the flower are then passed to Rapunzel, causing her hair to look shiny and can cure the sick, just as the flower has done. In the beginning, Mother Gothel also used the flower to make her look young. After the queen uses the flower, Mother Gothel wants to take it back and continues to break into the palace. In spite of this, she cut a portion of Rapunzel's hair after she noticed that it was glowing golden. However, the hair that she had cut suddenly became brown and lost its strength. After coming to the realization that Rapunzel was the source of the magical power, she proceeded to capture Rapunzel for her own personal advancement. Other than that, in *Tangled* (2010), Rapunzel has used her hair as a light to get out of a dark cave filled with water with Flynn and has healed Flynn's injured hand using her hair while singing the song “Healing Incantation”.

In the folklore, it is stated by the author that when Rapunzel had heard her name called by the sorceress or Frau Gothel, she would untie her hair braid, hang her hair around the hook on the

window and let her hair fall twenty yards to the ground to allow the sorceress rode Rapunzel's long hair to reach the highest window of the tower.

Table 3. Similarities of the Storylines between *Rapunzel* (1812) and *Tangled* (2010)

<i>Rapunzel</i> (1812)	<i>Tangled</i> (2010)
Rapunzel has very long hair	Rapunzel has very long hair
Rapunzel is used by Frau Gothel for her respective interest	Rapunzel is used by Mother Gothel for her respective interest

Source: author

This description is sufficient to demonstrate that Rapunzel's hair is of an exceptionally great length. In the adapted version, the story remains faithful to the original folklore. However, there are notable scenes where Rapunzel uses her hair to pull Mother Gothel and Flynn Rider onto the tower where she resides. She also employs her hair to secure Flynn to a chair and disguise him as Mother Gothel, allowing him to freely ascend the tower. As Rapunzel and Flynn set out on their voyage, she makes use of her hair to facilitate her rapid movement between various locales. This occurs after she has left the tower. We are also able to see that despite the fact that Disney has chosen to develop an adaption of this Rapunzel narrative, they have continued to uphold the tradition of Rapunzel having extremely long hair.

Similarly, another connection in the plots of the two works is the utilisation of Rapunzel by the witch, also known as Frau Gothel, in the Brothers Grimm folklore. Rapunzel is abducted by Frau Gothel and raised as her own kid, much to the dismay of Rapunzel's parents. Frau Gothel is the primary carer for Rapunzel. Essentially, the witch exploits Rapunzel solely for the purpose of ascending and descending the tall tower, as this is the only benefit that can be derived from Rapunzel's hair. In the adapted version, Mother Gothel abducts Rapunzel primarily for her own advantage. In addition to using Rapunzel's long hair to move up and down the tall tower where Rapunzel resides, Mother Gothel also exploits the magical properties of Rapunzel's hair to maintain her youth and prevent wrinkles. This is possible because Rapunzel's hair possesses magical abilities derived from the cells of a golden flower that Mother Gothel had previously used, enabling her to appear young even before Rapunzel's birth. There is no distinction between the plot of the folklore and the adapted version of Rapunzel. In both versions, Rapunzel is exploited by Frau Gothel in the folklore and Mother Gothel in the adapted version, for their personal gain. One advantage, however, that neither of them possesses is that Rapunzel possesses.

In light of this, it is clear that Disney has made an effort to maintain certain similarities in the versions of the Brothers Grimm folklore that it has produced. This is because like the stories that have been handed down from centuries, Rapunzel has very long hair and is taken care of by a sorceress which is to keep it emblematic to the storyline of this Rapunzel story.

The storyline changes in both the short story *Rapunzel* (1812) and also the adapted version of *Tangled* (2010). As already mentioned, Disney has changed quite a lot of the storyline in the version of the adaptation they have done from the original work written by the Brothers Grimm. However, it is not a mistake and there is nothing wrong with Disney for the loose adaptations they produced because there are still many who like the story, including adults like me.

Table 4. Differences of the Storylines between *Rapunzel* (1812) and *Tangled* (2010)

<i>Rapunzel</i> (1812)	<i>Tangled</i> (2010)
Daughter of ordinary people	Daughter of a king & queen
Given by parents to the sorceress	Kidnapped by Mother Gothel
Rapunzel had been raped by a prince	Rapunzel has traveled along with Flynn Rider to kill her long-hidden sense of curiosity.
Rapunzel does not have anyone in the tower	Rapunzel has friend in the tower

Source: author

It is recorded in the folklore that Rapunzel was a daughter of regular people of the time, "Once upon a time there was a man and a woman who had long, but to no avail, wished for a child" (Grimm and Grimm, 1812, p. 1) and also another sentence reads, "When the woman gave birth, the sorceress appeared, named the little girl Rapunzel, and took her away" (Grimm and Grimm, 1812, p. 2). From this text, we can conclude that Rapunzel's parents in the story of *Rapunzel* (1812) were two ordinary people since nothing is described there if they were rich or powerful people. So, it is best believed that Rapunzel in *Rapunzel* (1812) came from a mediocre family background. Meanwhile in the adapted version, Rapunzel is a king's daughter and a princess, the daughter of a king with a queen. In *Tangled* (2010), Rapunzel is the only child of the King of Corona, King Frederic and the Queen of corona, Queen Arianna.

Given that Rapunzel comes from a royal family, it is not surprising that she comes from a wealthy and illustrious family. This is something that one would anticipate from someone who has a noble pedigree. The purpose of this action on the part of Disney is to include the character of Rapunzel into the Disney Princess franchise, so bringing her into line with other regal princess characters that have been created by Disney. The strategic decision that Disney took to change the storyline of Rapunzel as a princess is quite astute and has a profound impact on everyone who watches it.

As a child, Rapunzel was handed up to the sorceress by both of her parents, according to the mythology that was written by the Brothers Grimm. This is because Rapunzel's father had picked the Rapunzel belonging to the sorceress without telling her since Rapunzel's mother given that his wife really wants to eat the beautiful Rapunzel that she looks belongs to the sorceress. Due to the extreme desire to eat the Rapunzel but not knowing how to get it, she became seriously ill thinking about the Rapunzel. So, out of fear and pity to see his wife's condition, the husband went to steal Rapunzel from the sorceress' garden many times until one day the sorceress caught his act and in return, the sorceress wanted the child conceived by the man's wife. To prove this point, in the short story it is mentioned:

"The sorceress's anger abated somewhat, and she said, "If things are as you say, I will allow you to take as much rapunzel as you want. But under one condition: You must give me the child that your wife will bring to the world. It will do well, and I will take care of it like a mother. "In his fear the man agreed to everything"."

(Grimm and Grimm, 1812, p. 1)

According to the revised version of the story, Mother Gothel kidnapped Rapunzel when she was a young child and led her away from the nursery in the castle. After observing the rays and

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twinkle emanating from Rapunzel's very own milli enchanted hair, Mother Gothel abducted her. In the end, she made the decision to take Rapunzel with her after recognizing that the magic would be lost if Rapunzel's hair was cut. Initially, she had intended to cut Rapunzel's hair in order to remove her. After Rapunzel was kidnapped from the castle, King Frederic and Queen Arianna mourned for years remembering the loss of their only child and daughter they loved. The evident disillusionment displayed by the two royal couples indicates that Rapunzel's disappearance was not a result of their own choice.

Despite its gloomy and horrific nature, the storyline in the folklore is defined by its grimness. Rapunzel is subjected to sexual assault by the prince during the most dramatic point in the story, which she is unaware of at the time. As she became aware that the clothing she had been wearing were no longer suitable for her due to the fact that her stomach was growing, she felt a sense of uneasiness. She gave birth to twins after suffering for nine months. In the text of the folklore by Brothers Grimm, it is said that "Thus he wandered about miserably for some years, finally happening into the wilderness where Rapunzel lived miserably with the twins that she had given birth to" (Grimm and Grimm, 1812, p. 3). Due to the unsuitability of the original plotline for children, Disney made significant alterations to the plot in this modified version. One such change involved Rapunzel, who was portrayed as emerging from the tall tower she had been residing in all by herself. Rapunzel, driven by her insatiable curiosity, embarked on a journey with Flynn Rider in an attempt to quell her deeply ingrained sense of curiosity. Although Mother Gothel has cautioned Rapunzel from leaving the tower, she is determined to venture outside its confines in order to fulfil her desire to see the outside world.

Furthermore, a notable alteration in the narrative of *Rapunzel* (1812) and *Tangled* (2010) is that in the original legend, Rapunzel is shown as being solitary in the tower without any acquaintances or companions. The account does not explicitly mention if she had a buddy prior to the prince's visit. Nevertheless, in her rendition of the adaption, Rapunzel forms a friendship with an animal rather than a human. This animal becomes a loyal companion and close friend to Rapunzel during her time in the deserted tower prior to Flynn's arrival. Pascal, a chameleon, is the animal that accompanies Rapunzel in the tower during her days in the movie *Tangled* (2010). Pascal is capable of displaying facial expressions, including anger, sadness, and happiness, although lacking the ability to communicate verbally like a person. Pascal assumes the role of Rapunzel's closest companion and self-appointed protector, displaying a lively and distinctive personality.

As a result, even though Disney has made quite lots of changes in the storylines, it is not always a bad thing. Even Linda Hutcheon said in *A Theory of Adaptation* (2006) that according to Modes of Engagement, in the telling mode in chronicle literature, for instance our engagement starts in the kingdom of invention, which is at the same time directed by the selected, managing words of the text and released that is, not limited of the aural or visual. However, with the progress of showing mode, as in the adapted versions, we are seized in implacable, forward-driving stories. And we have already progressed from inventiveness to the empire of straight perception with its blend of both particular and wide center. But there are no answers yet for now does these similarities and changes got to do with the theory.

Data Interpretation

The character of Rapunzel undergoes a transformation from being characterized as cowardly in the original folklore to being shown as brave in the updated version. The alteration in Rapunzel's character has implicitly conveyed the notion that it is imperative for us to possess the fortitude to confront and undertake novel experiences; otherwise, we risk being trapped within our own insular worlds, devoid of any stimulating personal growth. Gordon (2021) posited in an article that venturing beyond one's comfort zone and cultivating bravery can lead individuals to become more versatile and expand the range of experiences they encounter throughout their lives.

Rapunzel is depicted as being submissive in the folklore; nevertheless, in the modernised version, she demonstrates a strong drive to get what she wants for herself. A figure who epitomises the virtues of persistence and determination in the face of adversity is Rapunzel, who appears in the Disney adaptation of the story. As a poignant reminder that no impediment should stand in the way of us reaching our dreams, Rapunzel's unyielding pursuit of her ambitions serves as a powerful story. In the same way that Rapunzel triumphed over the enormous challenge posed by Mother Gothel, who imprisoned her in a tower, she shows us the significance of overcoming the constraints of our own restrictions to discover and defeat the world that lies beyond.

In the folklore, Rapunzel is portrayed as a feeble and foolish individual, which is another aspect of her character that undergoes transformation. In the altered version, Rapunzel is shown as a self-reliant and resilient woman. Therefore, the clear observation that can be discerned here is that the modifications implemented by Disney in the adapted version demonstrate that despite women not possessing the same physical might as males, they are as capable of being independent and do not rely on assistance from men. The implicit message that Disney aims to convey indirectly is that women should possess strength and independence, rather than relying solely on men to fulfil their needs and desires. This is because in the post-20th century era, women have exhibited a growing level of strength and resilience in dealing with various challenges.

In the original story, Rapunzel is portrayed as an introverted person, but in the updated version, it is evident that she has extrovert traits. Disney wishes to highlight in its work the attitude that we should occasionally have when meeting new people—namely, that we should be nice in order to avoid coming out as conceited. The reason for this is that, according to Elkins (2015), introverts are perceived by others as eccentric and snobbish. Disney obviously doesn't want to draw attention to Rapunzel's dull personality because she is the primary character, and they also want to demonstrate that there are always advantages to being an extrovert.

Regarding Disney's adaptations of folklore, one notable plot involves Rapunzel, who is joined in the tower by her companion, Pascal, a chameleon. This research reveals that the modified iteration of Disney aimed to highlight the notion that despite feeling perpetually isolated regardless of location, one should recognize the presence of benevolent entities, be they non-human beings or animals, who consistently safeguard them. It is possible that the protection is imperceptible to the unaided vision. This can also serve as evidence that you will not experience solitude in all your endeavors.

Hence, it is imperative that we broaden our perspectives and appreciate the merits of this modified rendition of folklore. Despite the discontentment expressed by some towards the altered storyline, the underlying message that Disney intends to convey remains relevant and beneficial to all societies. *A Theory of Adaptation* (2006) posits that on sometimes, the novelist themselves concedes the virtues of the alterations made to their work. The evidence is Zadie Smith's (2003) reaction to the alterations made to her extensive novel, *White Teeth* (2000), for its television adaptation. She expressed that the edited version of the film was necessary to make the overweight and unclean child character more socially acceptable. Intentional differences were made between the original version and the altered version in at least one respect. Furthermore, she asserted that after a brief examination, she noticed that this specific portion of her story could have been greatly enhanced. In addition, she anticipated that when a masculine individual carried out a particular activity on the display, it would create an intense emotional reaction in the viewers that would be beyond their logical comprehension, making it impossible for them to ignore it.

Conclusion

This essay provides an analysis of Disney's version of the Brothers Grimm's folklore, focusing notably on the transition from *Rapunzel* (1812) to *Tangled* (2010). The researcher conducted an analysis of the parallels and changes in Rapunzel's character between the original *Rapunzel* story from 1812 and the Disney film *Tangled* from 2010. This analysis was based on *A Theory of Adaptation* from 2006, which demonstrated the extent to which Disney altered the character of Rapunzel in their modified version compared to the original folklore. Additionally, the researcher examined the parallels and differences in the stories of *Rapunzel* (1812) and *Tangled* (2010) by employing *A Theory of Adaptation* (2006). Disney significantly altered the plot, preserving just the key aspects, when creating the revised version for public consumption.

In addition, the researcher has endeavoured to uncover the rationale behind creating the film *Tangled* (2010) based on the folklore of *Rapunzel* (1812), which the researcher describes as a loosely adapted version. What could be seen from a women's point of view, Disney tries to emphasize a lot of women empowerments in this adapted version where Rapunzel's attitude is very much different from what the Brothers Grimm had written in *Rapunzel* (1812). Since *Tangled* (2010) is more popular among children, the researcher thinks that Disney wants to inculcate the values of brave women in their views from the very beginning and women should not be weak and treated as in Brothers Grimm folklore. Furthermore, the times that we live in are more difficult, and they require women to not be easily trampled upon and to have the courage to stand up for what they believe to be right. From another perspective as well, the researcher thinks that the adaptation that has been made by Disney is 'not pure' and very loose based on the problem statement that has been identified and the objectives and the findings that was taken out previously by the researcher.

Overall, the researcher studied only the character of Rapunzel in both the *Rapunzel* (1812) folklore and its adapted version which is *Tangled* (2010) and perhaps other researchers could expand the study by studying other characters in this story other than the storylines such as the concept, theme or values that can be recommended in this story. Since this study uses only two modes from Modes of Engagement in *A Theory of Adaptation* (2006) namely telling mode and showing mode, perhaps the next researcher can study this story based on participatory or interactive mode which is also found in this Modes of Engagement.

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INFLUENCE OF DESTINATION ATTRIBUTES ON TOURISTS' BEHAVIORAL INTENTIONS TOWARDS A'FAMOSA SAFARI WONDERLAND

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Abstract: *Studying the tourists' satisfaction with destination attributes is vital for successful destination marketing as it plays an important role in increasing the country's economic growth. Besides, it is important to discover new attributes of destination image to strengthen the image construct, and it also plays a significant role in tourist satisfaction and loyalty. Therefore, the objective of this study is to measure the relationship between the factors influencing destination attributes on tourists' behavioral intentions at A'Famosa Safari Wonderland. A convenient sampling technique was used to select the sample. A total of 392 questionnaires were distributed to tourists at A'Famosa Safari Wonderland and were returned. This study undertakes a descriptive research design using a quantitative approach as the methodology for the research. The data analysis utilized SPSS version 29.0, using linear regression to test the hypotheses. The result from the findings suggests that tourists who have higher perceptions of the destination attributes of A'Famosa Safari Wonderland are more likely to have a positive experience and increasing behavioral intentions to revisit. Therefore, A'Famosa Safari Wonderland destination marketers need to pay attention to providing customers with unique experiences to ensure their relationship with the customer through repeat visitation.*

Keywords: *A'Famosa Safari Wonderland, Behavioral Intentions, Destination Attributes, Tourism.*

Introduction

Destination image plays a crucial role in shaping tourists' perceptions and behaviors, significantly influencing their travel decisions and overall satisfaction with the destination (Chu et al., 2022). Destinations need to develop and manage their images effectively to boost tourist satisfaction, which in turn influences their future behavior and travel intentions (Jiang, Ritchie, & Benckendorff, 2019). Evaluating destination attributes is crucial for understanding tourist satisfaction, which in turn informs destination competitiveness and provides essential insights for effective tourism planning and management (Kusumaningrum & Wachyuni, 2020). Strategically planned and well-publicized destination attributes play a crucial role in tourists' overall evaluation of the destination, influencing their intentions to revisit and recommend it to others (Jalilvand, Samiei, Dini, & Manzari, 2012; Styliadis, 2020). As a result, destination image significantly influences tourists' choices, their satisfaction with the destination, and their post-visit behaviors, including the likelihood of revisiting and recommending the destination to others (Zhang, Wu, & Buhalis, 2018).

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Understanding and predicting tourists' intentions to revisit specific destinations is crucial for effective destination management and marketing strategies (Li, Cai, & Lehto, 2020). The attributes of a destination influence tourists' behavior. Tourist behavior encompasses the process of destination selection, the act of visiting, and how they engage with the destination (Kusumaningrum & Wachyuni, 2020). Thus, to enhance the appeal of their destinations and optimize resource use, tourism stakeholders must effectively develop and communicate a compelling destination image through strategic marketing efforts (García, 2023). Therefore, this study aims to measure the relationship between the factors influencing destination attributes on tourists' behavioral intentions at A'Famosa Safari Wonderland.

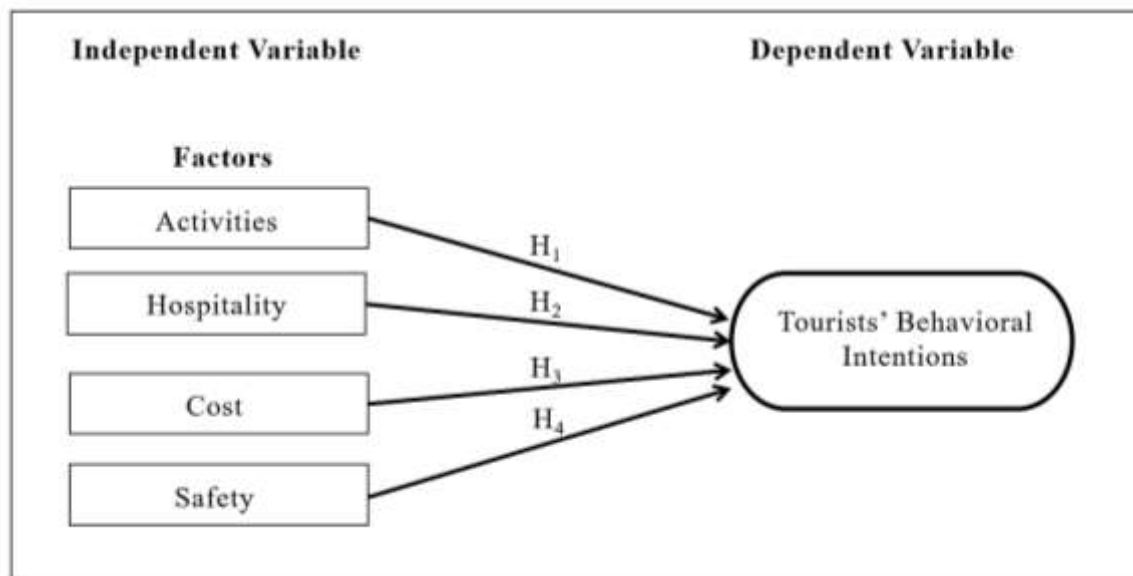


Figure 1: The Research Framework

Source: Adapted from Mahdzar & Gani (2018)

The proposed theoretical framework for the influence of destination attributes on tourists' behavioral intentions towards A'Famosa Safari Wonderland adapted four (4) components of factors that act as independent variables for the study. The four (4) constructs of activities, hospitality, cost, and safety were adapted from the previous study by Mahdzar & Gani, (2018) that analyzed the effects of destination attributes on tourists' behavioral intentions to Kuala Selangor.

Methodology

The study employed a quantitative research approach to identify factors influencing destination attributes and their impact on tourists' behavioral intentions towards A'Famosa Safari Wonderland. The independent variables in this research include activities, hospitality, cost, and safety, while the dependent variable is tourists' behavioral intentions. The study setting for this research is a non-contrived setting and the time horizon for this study is a one-shot to answer the research question, which leads to a cross-sectional study. The cross-sectional design was adopted in the current study because the data were collected only once. Thus, the purpose of the study is correlational because it involves several variables, to understand how the variables are related to one another.

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In this study, the unit of analysis is the individual, with respondents completing the questionnaire on their own. The population for this research consists of tourists who visited A'Famosa Safari Wonderland in 2023. The sample includes visitors who are 18 years old and older and have experienced A'Famosa Safari Wonderland.

According to Marketing Department A'Famosa Safari Wonderland, there are a total of 28,730 visitors in 2023 and based on Krejcie and Morgan (1970), 379 samples were required when there is a population of 30,000. Therefore, this study proposes to designate all visitors who have visited A'Famosa Safari Wonderland as the target population.

For data analysis, the collected data were examined by SPSS to determine the means and percentages for each of the questionnaires' items. Cronbach Alpha was used to check the reliability of the survey. Other than that, descriptive analysis was used for demographic and key variables. In addition, linear regression analysis was used for hypothesis testing to explain relationships between components of factors towards the tourists' behavioral intentions in terms of activities, hospitality, cost, and safety.

Results and Discussion

The Cronbach's Alpha reliability analysis on all variables in this study including activities, hospitality, cost, safety, and tourists' behavioral intentions among visitors who have visited A'Famosa Safari Wonderland, resulted from 0.871 to 0.918. This finding indicates that the internal consistency obtained from all these instruments is very good and excellent. Table 1 shows a summary of the values of Cronbach's Alpha for each variable used in this study.

Table 1: Result of Reliability Analysis

No.	Variables	Cronbach's Alpha Strength of Association	
1.	Activities	0.918	Excellent
2.	Hospitality	0.894	Very Good
3.	Cost	0.871	Very Good
4.	Safety	0.905	Excellent
5.	Tourists' Behavioral Intentions	0.901	Excellent

N=392

Based on Cronbach's Alpha result in Table 1, the Cronbach's Alpha value for Section B of the questionnaire regarding the dimension of factors influencing destination attributes on tourists' behavioral intentions in terms of activities indicates an excellent Cronbach's Alpha value of 0.918, while the dimension of factors influencing destination attributes on tourists' behavioral intentions in terms of hospitality in Section C shows Cronbach's Alpha value is 0.894. Section D involves factors influencing destination attributes on tourists' behavioral intentions in terms of cost recorded Cronbach's Alpha value of 0.871. Then, section E involves factors influencing destination attributes on tourists' behavioral intentions in terms of safety recorded Cronbach's Alpha value of 0.905, while Section F related to the tourists' behavioral intentions recorded Cronbach's Alpha value of 0.901 which depicts excellent reliability of the instruments. As a result of the reliability test conducted, all dimensions in each variable exceeded Cronbach's Alpha minimum value of 0.7, so all instruments were reliable for further analysis.

As this was a correlational study, linear regression analysis was performed. Linear regression analysis can be used to analyse the relationship between an independent variable and a dependent variable.

Table 2: Model Summary for Factors of Activities, Hospitality, Cost, and Safety
Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate
Activities	.642 ^a	.376	.392	.53518
Hospitality	.743 ^a	.584	.591	.46312
Cost	.794 ^a	.573	.597	.43424
Safety	.620 ^a	.385	.396	.56714

a. Predictors: (Constant), Activities, Hospitality, Cost, Safety

Linear regression analysis was used to test if the tangible significantly predicted satisfaction. Based on Table 2, the R Square value for activities is 0.376. The results of the regression for the activities indicated the predictors explained 37.6% of the variance. Besides, the R square value for hospitality is 0.584. The value indicated that the services can explain 58.4% of the dependent variable, which is tourists' behavioral intentions. Additionally, the R Square of the cost is 0.573, which indicates that the products can explain 57.3% of the dependent variable. Then, the R Square value for safety is 0.385, the results of the regression for the safety indicated the predictors explained 38.5% of the variance.

Table 3: ANOVA for Activities, Hospitality, Cost, and Safety with Tourists' Behavioral Intentions
ANOVA^a

		df	F	Sig.
Activities	Regression	1	283.733	<.001 ^b
	Residual	391		
	Total	392		
Hospitality	Regression	1	164.247	<.001 ^b
	Residual	391		
	Total	392		
Cost	Regression	1	192.075	<.001 ^b
	Residual	391		
	Total	392		
Safety	Regression	1	274.944	<.001 ^b
	Residual	391		
	Total	392		

a. Dependent Variable: Tourists' Behavioral Intentions

b. Predictors: (Constant), Activities, Hospitality, Cost, Safety

Based on table 3 ANOVA table, the F value of 293.733 is significant at $p < .001$ ($p < 0.05$). Therefore, it shows that the independent variables activities can reliably predict the dependent

variable tourists' behavioral intentions, $F(392) = 293.733$, $p < 0.05$. Thus, it can be deduced that the regression model is a good fit for the data.

In addition, the F value for hospitality is 164.247, which is significant at $p < .001$ ($p < 0.05$). Consequently, it shows that the independent variable's hospitality can reliably predict the dependent variable, $F(392) = 164.247$, $p < 0.05$. Hence regression model is acceptable.

The table above also shows the ANOVA table for cost with the dependent variable. Based on the result, the F value of 192.075 is significant at $p < .001$ ($p < 0.05$). Besides, the independent variable cost can reliably predict the dependent variable, $F(392) = 192.075$, $p < 0.05$. Therefore, the regression model is showing a significant relationship.

Then, the F value for safety is 274.944, which is significant at $p < .001$ ($p < 0.05$). Consequently, it shows that the independent variable's safety can reliably predict the dependent variable, $F(392) = 274.944$, $p < 0.05$. Hence regression model is acceptable.

Table 4: Coefficients for Activities, Hospitality, Cost, and Safety with Tourists' Behavioral Intentions

		Coefficients ^a			
		(β)	t	Sig.	Result
H1	Activities	1.173	16.731	<.001	Accepted
H2	Hospitality	.942	12.714	<.001	Accepted
H3	Cost	1.069	13.827	<.001	Accepted
H4	Safety	.976	12.639	<.001	Accepted

a. Dependent Variable: Tourists' Behavioral Intentions

According to Table 4, the coefficient for activities is 1.173, which is statistically significant. Furthermore, if the p -value is lower than 0.05 ($p < 0.05$) it is considered that there is a significant relationship between independent value (activities) and dependent value (tourists' behavioral intentions). Moreover, the t -value is greater than 2, which is 16.731. Hence from the table above, the researcher can conclude that the activities positively and significantly influence the tourists' behavioral intentions. Therefore, the hypothesis can be accepted.

The coefficient for hospitality is 0.942, which is statistically significant. Furthermore, the p -value is <.001, which is lower than 0.05 ($p < 0.05$). Therefore, considered that there is a significant relationship between the independent variable and dependent variable. In addition, the t -value is greater than 2, which is 12.714. Hence from the table above, the researcher can conclude that services positively and significantly influence tourists' behavioral intentions. Therefore, the hypothesis was accepted.

The cost standardized coefficient beta value is statistically significant, with 1.069. Furthermore, the p -value is <.001, which is lower than 0.05 ($p < 0.05$). Consequently, it is considered that there is a significant relationship between the independent variable with the dependent variable. Additionally, the t -value is greater than 2, which is 13.827. Therefore, it

can be concluded that cost positively and significantly influences the tourists' behavioral intentions. The hypothesis is accepted.

Then, the safety standardized coefficient beta value is statistically significant, with 0.976. Furthermore, the p-value is $<.001$, which is lower than 0.05 ($p < 0.05$). Consequently, it is considered that there is a significant relationship between the independent variable with the dependent variable. Additionally, the t-value is greater than 2, which is 12.639. Therefore, it can be concluded that safety positively and significantly influences the tourists' behavioral intentions. The hypothesis is accepted.

Consequently, the hypotheses of the study are accepted:

H1: There is a positive relationship between the activities factor influencing destination attributes on tourists' behavioral intentions at A'Famosa Safari Wonderland.

H2: There is a positive relationship between the hospitality factor influencing destination attributes on tourists' behavioral intentions at A'Famosa Safari Wonderland.

H3: There is a positive relationship between the cost factor influencing destination attributes on tourists' behavioral intentions at A'Famosa Safari Wonderland.

H4: There is a positive relationship between the safety factor influencing destination attributes on tourists' behavioral intentions at A'Famosa Safari Wonderland.

This indicates that the study of the relationship between activities and tourists' behavioral intentions has been carried out for years. In addition, engaging in various activities at a destination not only enhances tourists' overall experiences and satisfaction but also increases their likelihood of revisiting and recommending the destination to others (Kim, Ritchie, & McCormick, 2012; Prayag, Hosany, Muskat, & Del Chiappa, 2017).

Besides, the result of the study indicates that hospitality may affect tourists' behavioral intentions. This finding is supported by the study conducted by Ali, Amin, & Cobanoglu (2016); and Rasoolimanesh et al., (2019), that high-quality hospitality services at a destination significantly improve tourists' perceptions, which enhances their overall satisfaction and strengthen their intention to revisit.

Other than that, Gallarza, Gil, & Calderón García, (2019); and Yang, Liu, & Li, (2019) found that cost has a significant positive relationship with the tourists' behavioral intentions. Perceived value, including cost factors, is a critical determinant of tourists' satisfaction and their future behavioral intentions, such as revisiting and recommending the destination.

Then, tourists' perceptions of safety are critical in their destination choices, with higher safety perceptions being strongly associated with greater tourist satisfaction, an increased likelihood of revisiting, and more positive word-of-mouth recommendations (Hassan & Soliman, 2021; Prayag, 2020).

Conclusion

In conclusion, factors influencing destination attributes have been proven by this study to have a positive impact on establishing the tourists' behavioral intention. There is a positive

correlation between these four (4) factors towards tourists' behavioral intentions at A'Famosa Safari Wonderland. Thus, some recommendations can be made for future study. Future researchers are advised to use moderator effects such as gender, age, income level, education level, and many more. Nevertheless, future researchers may conduct the same study with includes physiography and superstructure as the variables. If this recommendation can be taken into consideration by future researchers, it is believed to help in improving the quality of the destination and at the same time, boosting the country's economy through the tourists' behavioral intention.

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UNVEILING MUSLIM WOMEN'S TOURISTIC PERSPECTIVES IN COASTAL AREA: A PILOT STUDY THROUGH THE LENS OF THE TOURIST GAZE THEORY

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Abstract: *This pilot study employs John Urry's theory of gaze to explore the perceptions, behaviors, and preferences of Muslim women tourists regarding the coastal destination of Port Dickson (PD), Malaysia. Through detailed interviews with a Muslim woman and a tourism industry professional, the study examines key factors influencing Muslim women travelers, including cleanliness, privacy, safety, quality of nature, and the importance of Islamic-friendly activities and amenities. The findings reveal a need for PD to become more accommodating by offering facilities that ensure privacy, gender-segregated spaces, enhanced safety measures, and respect for Muslim culture. Additionally, the study highlights the economic and social impacts of travel, the role of travel agents, and the potential future of Muslim tourism. Overall, the study underscores the significance of addressing the specific needs of Muslim women to enhance their travel experiences and suggests potential improvements for PD to better serve this market segment, all viewed through the lens of Urry's tourist gaze theory.*

Keywords: Muslim Women Tourists, Tourist Gaze Theory, Coastal Destination.

Introduction

The concept of the tourist gaze, introduced by John Urry in the early 1990s, has become a pivotal analytical tool in understanding how tourism shapes and is shaped by perceptions and behaviors. Urry's framework primarily reflects Western perspectives, often overlooking the diversity of tourist experiences shaped by cultural, religious, and gendered identities (Asbollah, 2013). Tourism, encompassing activities such as shopping, visiting sacred sites, and engaging in recreational activities, is a multifaceted phenomenon influenced by social, cultural and economic factors (UNWTO, 2021). In Malaysia, where Muslims form the largest religious group (Department of Statistics Malaysia, 2020), understanding the tourist gaze through the lens of Muslim women provides critical insights into how cultural and gender identities influence tourism experiences. Thus, this study aims to challenge this Western-centric view by examining the tourist gaze from the perspective of Muslim women, a group whose travel behaviors and perceptions have been under-researched.

The primary objective of this research is to explore the tourist gaze as interpreted by Muslim women, particularly in coastal destinations. By focusing on this group, the study seeks to contribute to a more nuanced understanding of the tourist gaze that incorporates non-Western,

gendered perspectives. The specific objectives include to contribute to the theoretical understanding of the tourist gaze by expanding its scope to include the perspectives of Muslim women. To analyze the travel behaviors, perceptions, and expectations of Muslim women in coastal destinations as well as to provide insights into how cultural and gender identities shape tourism experiences and preferences. The research questions guiding this study are how Muslim women perceive coastal tourist destinations; what expectations do Muslim women have when visiting coastal tourist destinations; and what experiences do Muslim women have when visiting coastal tourist destinations. By examining the interactions between tourists and their environments from a non-Western perspective, this research contributes to a broader understanding of how tourism practices can be diversified to accommodate varying cultural and gender identities.

John Urry's theory of the tourist gaze posits that tourism involves a way of seeing that is socially organized and systematized. According to Urry, the tourist gaze is constructed through various non-tourist practices such as films, literature, and media, which create and reinforce expectations and interpretations of tourist destinations (Urry & Larsen, 2011). This gaze is directed at features of landscapes and townscapes that are distinct from everyday experiences, often involving a heightened sensitivity to visual elements and the anticipation of novel experiences. However, in the context of this study, Urry's framework is utilized to explore how Muslim women, influenced by their cultural and religious backgrounds, construct and experience their tourist gaze in coastal destinations. This involves examining the specific visual and experiential elements that attract these women to certain sites and how their expectations and perceptions differ from those of Western tourists. The study employs a qualitative approach, utilizing case study of selected coastal destination to provide a comprehensive understanding of the tourist gaze from this unique perspective (Ali & Stephenson, 2019). In short, this research not only broadens the theoretical scope of Urry's tourist gaze but also addresses critical gaps in tourism literature related to gender, culture, and non-Western perspectives. By focusing on the experiences of Muslim women, it offers valuable insights into the complexities of tourism behavior and the diverse ways in which tourists engage with and interpret their environments.

Literature Review

Tourist Gaze Theory

The concept of the tourist gaze, initially introduced by John Urry, continues to be relevant in understanding how cultural and religious contexts shape tourist experiences. Urry and Larsen (2011) describe the tourist gaze as socially constructed, influenced by media, marketing, and cultural narratives that frame destinations and experiences as desirable. Recent research has expanded this concept to consider how cultural and religious contexts influence the tourist gaze. In this vein, Jafari and Scott (2014) explore how religious beliefs and practices shape the experiences and behaviors of Muslim tourists, noting that the tourist gaze for these individuals is deeply intertwined with religious values and norms. Similarly, Yazdi et al. (2018) examines how cultural and religious factors influence the tourist gaze in the context of Iranian pilgrimage tourism, emphasizing that religious motivations and cultural expectations significantly shape the tourist experience. These studies underscore the importance of considering cultural and religious contexts in tourism research, as they play a crucial role in shaping how tourists perceive, interact with, and experience destinations.

Urry's theory suggests that the way tourists perceive and engage with destinations is influenced by their cultural and social backgrounds (Urry, 1990). Thus, the concept of the tourist gaze can be applied to understand how Muslim women view and experience tourist destinations. For Muslim women, this gaze is often mediated by their need to adhere to Islamic principles, which influences their destination choices and activities. Study by Rahman et al. (2017) have indicated that Muslim women prefer destinations where they feel safe, and their cultural practices are understood and respected. This highlights the importance of culturally sensitive tourism planning and development to cater to the needs of Muslim women travelers. For instance, destinations that offer gender-segregated facilities, respect for modest dress codes, and availability of halal food are more likely to attract Muslim women tourists (Stephenson and Ali, 2020). These considerations extend beyond mere physical amenities to encompass the overall environment's cultural sensitivity and inclusivity.

Muslim Women, Cultural and Religious

The tourism industry has seen significant growth globally, and Muslim women represent an important segment within this expanding market (Battour & Ismail, 2016). As global tourism increases, the diversity among tourists grows, including the presence of Muslim women who travel for various reasons, from leisure to religious pilgrimages. However, the specific needs and preferences of Muslim women in tourism have not been extensively studied (Ali & Stephenson, 2019), especially in the context of coastal tourism destinations. This gap highlights the need to understand how Muslim women perceive and interact with these environments, taking into account their cultural and religious backgrounds.

Muslim women often travel to destinations that accommodate their religious practices, such as halal food availability, prayer facilities, and modest attire requirements (Mohsin, Ramli, & Alkhulayfi, 2016; Battour & Ismail, 2016). The rise of halal tourism underscores the growing recognition of these needs. Studies show that Muslim women seek destinations where they can feel comfortable and respected, ensuring that their cultural and religious values are not

compromised (Duman, 2011). Therefore, understanding the dynamics of Muslim women tourism is crucial for developing destinations that cater to this group's unique requirements.

Cultural and religious considerations are pivotal in shaping the travel experiences of Muslim women. Research on coastal tourism has predominantly also focused on Western perspectives, often overlooking the unique experiences of non-Western tourists, including Muslim women. Coastal areas are popular tourist destinations due to their natural beauty and recreational opportunities. However, the experiences of Muslim women in these settings are distinct due to their cultural and religious requirements. Previous studies have explored various aspects of coastal tourism, such as the environmental impact of tourism activities, tourist satisfaction, and destination management. However, there is limited research on how cultural and religious factors influence the experiences of Muslim women in coastal destinations. Some studies have examined the general preferences and behaviors of Muslim tourists, but these often lack a specific focus on gender and cultural nuances.

Research indicates that Muslim women tourists may face challenges in coastal destinations that do not cater to their needs, such as the lack of private or gender-segregated swimming areas and limited availability of halal food options (Yazdi et al., 2018; Ali & Stephenson, 2020). These challenges as suggested by Sarani et al. (2021) could affected their overall satisfaction and willingness to visit such destinations. Therefore, there is a need for more targeted research that addresses these gaps and provides insights into how coastal destinations can be made more inclusive and appealing to Muslim women.

Gaps in the Literature

While there is a growing body of research on Muslim tourism, significant gaps remain in understanding the specific needs and experiences of Muslim women in coastal destinations. Most existing studies have focused on broad aspects of Muslim tourism or the general preferences of Muslim travelers without delving deeply into gender-specific considerations (Battour & Ismail, 2016). One major gap is the lack of empirical studies examining the tourist gaze of Muslim women in coastal areas. Understanding how Muslim women perceive and interact with these environments requires a nuanced approach that considers their cultural and religious contexts. Additionally, there is limited research on how coastal tourism destinations can be designed and managed to cater specifically to the needs of Muslim women.

Another gap is the insufficient exploration of the differences in travel experiences among Muslim women from various cultural backgrounds (Han et al., 2021). While some studies have touched upon the experiences of Muslim women from specific regions, there is a need for comparative research that highlights the diversity within this group and how different cultural backgrounds influence their travel behaviors and preferences. In conclusion, addressing these gaps in the literature is crucial for developing a comprehensive understanding of Muslim women tourism. Future research should focus on the unique needs and preferences of Muslim women in coastal destinations, employing theoretical frameworks such as Urry's tourist gaze to provide deeper insights. This will not only contribute to the academic field but also inform tourism practitioners and policymakers in creating more inclusive and culturally sensitive tourism environments.

Methodology

This study employs a qualitative research design to explore the perceptions and behaviors of Muslim women tourists. A case study approach was selected, which is suitable for gaining in-depth understanding of specific contexts and phenomena. This method facilitates detailed examination of the tourist gaze theory in the context of coastal destinations frequented by Muslim women. A total of 4 semi-structured interviews were conducted for this pilot study, which took about 45 minutes to one hour each on average. Interview transcripts were analyzed using thematic analysis, facilitated by the ATLAS Ti software. This process involved coding the data to identify key themes related to the tourist gaze of Muslim women. Thematic analysis allowed for the extraction of major themes, which were compared against existing theories to assess their applicability in a non-Western context.

Findings

Perceptions of Port Dickson

Port Dickson is perceived by many Muslim women as an accessible and appealing coastal destination. Its reputation for beautiful beaches and a variety of recreational activities makes it a popular choice. However, the perceptions are significantly influenced by specific cultural and religious considerations. The women appreciate the natural beauty and family-friendly environment but express concerns about certain aspects that affect their overall satisfaction. Cleanliness is a critical factor for Muslim women when evaluating their travel destinations. In Port Dickson, the cleanliness of beaches and public spaces is generally viewed positively, though some areas need improvement. Muslim women emphasize the importance of clean facilities, including restrooms and prayer rooms, as essential for maintaining their religious practices and personal comfort as suggested by Jafari & Scott (2014).

Privacy is a paramount concern for Muslim women travellers, particularly in coastal destinations. In Port Dickson, the availability of private and secluded areas for women is limited. The need for gender-segregated spaces where women can relax and enjoy the beach without compromising their modesty is a recurring theme. The lack of such facilities can deter Muslim women from fully enjoying their visit.

Safety is another crucial aspect for Muslim women when choosing travel destinations. Port Dickson is generally considered safe, but there are calls for improved security measures, especially in isolated areas and at night. Women travelers highlight the importance of feeling secure in both public and private spaces to have a worry-free vacation experience.

The quality of natural attractions in Port Dickson, such as its beaches and coastal environment, is highly valued by Muslim women. They appreciate the serene and scenic landscapes which provide a tranquil setting for relaxation and spiritual reflection. However, environmental concerns such as pollution and littering are noted, suggesting a need for better environmental management to preserve the natural beauty.

Muslim Women-Friendly Needs

The availability of facilities that cater to the specific needs of Muslim women is essential. In Port Dickson, there is a recognized need for more gender-segregated facilities such as

swimming areas, restrooms, and changing rooms. These facilities would provide Muslim women with the privacy required to enjoy their activities without compromising their cultural values. Gender-segregated spaces are highly desired by Muslim women in coastal destinations. The lack of such spaces in Port Dickson is a significant drawback. Women express a preference for areas where they can engage in recreational activities such as swimming and sunbathing away from the male gaze, ensuring their comfort and adherence to Islamic principles of modesty.

Muslim women prefer destinations that offer activities and amenities aligned with their religious beliefs. In Port Dickson, the availability of halal food, prayer facilities, and Islamic-friendly activities such as family picnics and cultural tours is appreciated. However, the women suggest that increasing the number of Islamic-friendly events and educational tours about local Islamic heritage would enhance their travel experience.

Impacts of Travel

Travel has both economic and social impacts on the community of Port Dickson. The influx of tourists, including Muslim women, contributes to the local economy through spending on accommodation, food, and activities. Socially, tourism fosters cultural exchange and understanding. However, it also raises concerns about the commercialization of local culture and potential negative impacts on community values and environmental sustainability. Stakeholders play a significant role in shaping the travel experiences of Muslim women. As one of the respondents mentioned, government agencies should alert tourists requirements. Other respondents mentioned, who understand and cater to the specific needs of Muslim women are highly valued. The availability of markets and stores offering halal foods and local handicrafts is a major attraction. The local shops' ability to offer a variety of culturally relevant goods enhances the overall appeal of Port Dickson as a tourist destination. Women travellers rely on these services to ensure a comfortable and culturally respectful trip.

In conclusion, the findings highlight the importance of addressing the unique needs of Muslim women in coastal tourism destinations like Port Dickson. Cleanliness, privacy, safety, and the quality of natural attractions are essential factors that influence their travel experiences. Providing Muslim women-friendly facilities, gender-segregated spaces, and Islamic-friendly activities can significantly enhance their satisfaction. Additionally, understanding the economic and social impacts of tourism, the role of travel agents, and shopping preferences can help in developing more inclusive and culturally sensitive tourism practices.

Discussion

The findings indicate that Muslim women have specific needs and preferences when visiting coastal destinations like Port Dickson. Their travel experiences are significantly influenced by factors such as cleanliness, privacy, safety, and the availability of gender-segregated spaces and Islamic-friendly amenities. These elements are crucial for ensuring that their cultural and religious practices are respected, allowing for a comfortable and enjoyable vacation.

The results align with existing literature that emphasizes the importance of cultural and religious considerations in Muslim tourism. As stated in previous studies that have highlighted

the need for halal food, prayer facilities, and gender-segregated areas as essential components for attracting Muslim tourists (Mohsin, Ramli, & Alkhulayfi, 2016; Battour & Ismail, 2016). However, this research further identified the unique gender-specific requirements of Muslim women in coastal area, which are often overlooked in broader studies on Muslim tourism. The lack of dedicated facilities for privacy and gender segregation in Port Dickson reflects similar gaps identified in other coastal destinations worldwide.

For the tourism industry, these findings suggest that there is a substantial market segment that remains underserved. By addressing the specific needs of Muslim women, coastal destinations like Port Dickson can enhance their appeal and competitiveness. Implementing measures such as improving cleanliness, ensuring safety, and providing gender-segregated spaces and Islamic-friendly amenities can significantly boost satisfaction and attract more visitors from this demographic. Tourism operators and local authorities should consider these factors in their planning and development strategies to create more inclusive and welcoming environments.

Port Dickson faces challenges in balancing the preservation of its natural environment with the need to develop infrastructure that caters to the specific needs of Muslim women tourists. Addressing issues of cleanliness and environmental management is crucial for maintaining its attractiveness. Additionally, enhancing safety measures and providing gender-segregated facilities present logistical challenges but also significant opportunities. By leveraging these opportunities, Port Dickson can position itself as a leading destination for Muslim women travellers, fostering economic growth and cultural exchange. Ensuring that the tourism industry in Port Dickson evolves to meet these needs can pave the way for sustainable and inclusive tourism development.

Conclusion

The study reveals that Muslim women prioritize cleanliness, privacy, safety, and gender-segregated spaces when choosing coastal destinations like Port Dickson. These factors significantly influence their travel experiences and satisfaction. This research contributes to the understanding of Muslim women tourism by highlighting their specific needs and preferences, expanding the scope of tourism studies to include gender-specific considerations within the Muslim demographic.

The study's primary limitation is its focus on a single destination, Port Dickson, which may not capture the diversity of experiences among Muslim women in different coastal regions. Additionally, the reliance on qualitative data limits the generalizability of the findings. Future research should explore a wider range of coastal destinations and incorporate quantitative methods to enhance generalizability. Comparative studies across different cultural contexts would provide deeper insights into the diverse needs of Muslim women tourists globally. However, this study holds significant value for both academic and practical realms. Academically, it fills a notable gap in tourism research by focusing on the underexplored demographic of Muslim women and their unique interpretations of the tourist gaze. Practically, the findings can inform tourism industry stakeholders in similar contexts about the specific needs and preferences of Muslim women tourists, aiding in the development of more inclusive and culturally sensitive tourism practices and policies.

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KESEDARAN METAKOGNITIF DALAM KEMAHIRAN MENDENGAR BAHASA ARAB

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Abstract: Kesedaran metakognitif dalam kemahiran mendengar (*mahārah istimā*) menekankan dua elemen utama iaitu pengetahuan dan strategi metakognitif. Kesedaran metakognitif memberi sumbangan yang positif terhadap tahap pencapaian dalam pembelajaran kemahiran mendengar bahasa Arab. Tahap kesedaran metakognitif mempengaruhi keterlibatan pelajar secara aktif dalam pembelajaran kemahiran mendengar bahasa Arab yang berkesan. Komponen-komponen metakognitif membantu pelajar untuk memberi tumpuan terhadap cara memproses input pendengaran dan mempertimbangkan kepelbagaian cara yang berbeza untuk mengurus proses kognitif mereka. Metakognitif menyediakan pelajar dengan persekitaran pembelajaran sendiri yang meningkatkan kesedaran dan pengetahuan mereka untuk merancang, memantau, menilai, dan menyelesaikan masalah. Kesedaran metakognitif seperti kepercayaan seseorang untuk menyelesaikan tugas menjadi satu keperluan kerana dapat membantu menguruskan proses kognitif pelajar dengan berkesan. Kesimpulannya, hipotesis kajian menunjukkan terdapat hubungan antara dua pembolehubah iaitu kesedaran metakognitif dan kemahiran mendengar dapat dilihat berasaskan pegangan bahawa tahap kesedaran metakognitif yang tinggi dalam kemahiran mendengar bahasa Arab mempunyai perkaitan dengan tahap pencapaian kemahiran mendengar bahasa Arab.

Kata Kunci: Bahasa Arab; Kemahiran Mendengar; Kesedaran Metakognitif; Sekolah Menengah Agama; MALQ

Pengenalan

Pelajar menghadapi beberapa cabaran apabila mempelajari bahasa kedua / asing, terutamanya apabila melibatkan kemahiran mendengar. Mendengar adalah salah satu kemahiran yang lebih sukar untuk dikuasai berbanding kemahiran berbahasa yang lain kerana ia memerlukan fokus dan intensiti yang lebih tinggi untuk memahami bunyi sepenuhnya. Ia merupakan kemahiran reseptif yang akan menyerap input pengetahuan daripada aktiviti pembelajaran bahasa tersebut (Ahmadi et.al, 2020; Wolf et al., 2019; Polat & Eristi, 2019; Öztürk, 2018). Kepentingan pembelajaran kemahiran mendengar bahasa Arab di Malaysia masih belum dipandang serius dari aspek pengajaran dan pembelajarannya (Djabbarova 2020). Tahap kemahiran mendengar yang rendah mendatangkan masalah terhadap pelajar dalam menguasai sesuatu bahasa dan ia berpunca daripada kurang penguasaan dalam strategi pembelajaran kemahiran mendengar (Babaei & Izadpanah, 2019), kurangnya motivasi di pihak pelajar (Paranduk & Karisi, 2020), miskin persekitaran, dan bahan yang kurang sesuai.

Kajian lepas mendapati masih kurang usaha dalam membangunkan pembelajaran kemahiran mendengar bahasa Arab seperti kurangnya latihan pedagogi khusus untuk mengajar kemahiran ini serta kurangnya sumber pembelajaran kemahiran ini sama ada di dalam atau di luar kelas (Jaafar 2020; Mustapha 2019; Sulaiman et al. 2018). Malahan, kajian Mustapha (2019) menunjukkan bahawa penekanan pengajaran bahasa Arab oleh para guru lebih menumpukan

kepada kemahiran membaca dan menulis. Komponen kemahiran mendengar tidak diberi penekanan dalam penggubalan buku teks walaupun dikatakan kemahiran mendengar adalah kemahiran utama berbanding tiga lagi kemahiran lain. Dalam kajian Mustapha mendapati buku teks bahasa Arab yang digunakan untuk tingkatan satu dan dua mulai tahun 2017/2018 lebih menekankan latihan kemahiran menulis. Latihan kemahiran menulis didapati mempunyai kekerapan yang paling tinggi berbanding latihan kemahiran bahasa yang lain. Situasi ini menunjukkan walaupun bahasa Arab dikatakan menfokuskan kepada elemen komunikatif, namun kemahiran mendengar masih menjadi kemahiran sekunder. Sulaiman et. al., (2018) juga mendapati kurang penguasaan terhadap strategi pembelajaran kemahiran mendengar menyebabkan pelajar sukar untuk memahami apa yang mereka dengar kerana mudah hilang tumpuan ketika aktiviti mendengar berlangsung, mempunyai sifat negatif dan lambat untuk memahami input daripada pendengaran mereka. Tambahan pula, Öztürk (2018) menyatakan kemahiran ini turut dilaksanakan di dalam kelas namun keberkesanan terhadap aktiviti tersebut kurang tercapai apabila strategi yang digunakan kurang memberi impak yang positif.

Strategi pembelajaran merupakan salah satu elemen kemahiran metakognitif perlu ada pada diri setiap pelajar. Kemahiran metakognitif ini menjadi faktor dalam menghasilkan pembelajaran yang berkesan dan ia dapat diwujudkan melalui penguasaan terhadap kesedaran metakognitif (Abdul & Maat, 2019). Kajian Dabbagh dan Noshadi (2014); Robillos dan Bustos (2022) pula memperlihatkan hubungan yang signifikan antara penguasaan kesedaran metakognitif dengan penguasaan pencapaian kemahiran mendengar. Namun, kajian secara khusus untuk menilai tahap penguasaan metakognitif kemahiran berbahasa Arab dalam kalangan pelajar masih kurang dijalankan (Banctiar, 2022). Kajian berkaitan kesedaran metakognitif dalam kemahiran mendengar bahasa Arab ini perlu dilaksanakan kerana dapatan daripada kajian-kajian lepas menunjukkan penguasaan pelajar terhadap kesedaran metakognitif dalam kemahiran mendengar adalah penting dalam meningkatkan keupayaan dan keterampilan pelajar bagi menyelesaikan masalah pembelajaran (Abdul, 2019) seterusnya mampu meningkatkan penguasaan mereka dalam kemahiran mendengar. Sehubungan itu, tinjauan ini bertujuan untuk mengenal pasti hubungan dan pengaruh kesedaran metakognitif terhadap kemahiran mendengar bahasa Arab.

Tinjauan Literatur

Kemahiran Mendengar

International Listening Association (1996) mendefinisikan kemahiran mendengar sebagai kemahiran reseptif yang memberi input maklumat tentang sesuatu perkara. Dalam konteks pembelajaran bahasa Arab kemasukan input bahasa tersebut yang diperoleh melalui aktiviti mendengar di hantar ke otak untuk diproses dan maklum balas yang diberi dari input tersebut boleh diterjemahkan dalam pelbagai bentuk sama ada dari segi lisan atau perbuatan (Abdul Rahman & Baharudin, 2022) Proses pemahaman terhadap input bahasa pula diperoleh melalui diskriminasi suara, intonasi, struktur bahasa dan pengetahuan sedia ada pendengar (Mustapha, 2022). M.Khalilullah (2011) membahagikan perbuatan mendengar dua kategori iaitu mendengar pasif dan mendengar aktif. Perkataan bahasa Arab (سمع) yang bermaksud dengar dan (استماع) iaitu mendengar membawa kepada terjemahan definisi yang berbeza walaupun kedua perkataan tersebut daripada kata dasar yang sama iaitu (سمع) (Mustapha, 2022). Dengar (سمع) merupakan perbuatan mendengar pasif di mana pendengar hanya mendengar sesuatu input seperti bunyi tanpa sebarang penumpuan manakala (استماع) dikenali sebagai perbuatan

mendengar secara aktif kerana pendengar melakukan proses tertentu untuk memberi maklum balas terhadap apa yang didengar samada dari segi pertuturan atau perbuatan (Makrifah, 2020).

Teori Behaviorisme merupakan teori tradisional yang menunjukkan proses utama pemerolehan bahasa diperolehi melalui aktiviti pendengaran (Mahmudi, 2016; Maulana Maslahul Adi, 2020). Skinner dan pengikut Teori Behaviorisme mempercayai pemerolehan bahasa akan dapat dikuasai oleh seseorang individu melalui perkataan yang sering dilatih dan dibiasakan diri dengan pendengaran. Proses yang dilakukan berulang-ulang kali akan menjadi tingkah lakunya sehingga dapat menguasai kemahiran tersebut. Teori ini adalah berasaskan kepada rangsangan dan respon (pelaziman) untuk membentuk tingkah laku bahasa. Teori Kognitif pula, menekankan mengenai Kemahiran mendengar sebagai kemahiran pertama akan dikuasai melalui persekitaran informal berbanding kemahiran bahasa lain. Persekitaran ini akan mengaktifkan *Language Acquisition Decive (LAD)* melalui contoh-contoh penggunaan bahasa disekitarnya. Analoginya seorang bayi boleh menyebut dan mengeluarkan perkataan pertama mengikut kepada bahasa yang sering dituturkan oleh ahli keluarganya tanpa mempelajari secara formal berkaitan bahasa tersebut (Shahbana et al., 2020).

Teori – teori pembelajaran bahasa yang telah dinyatakan memberi fokus utama kepada kemahiran mendengar dalam proses pemerolehan bahasa (Goh & Vandergrift, 2021; Rost, 2016). Penguasaan kemahiran mendengar melatari pencapaian dan penguasaan pelajar dalam sesuatu bahasa asing (Namaziandost et al., 2019; Babaei & Izadpanah, 2019). Kesedaran yang kurang terhadap kepentingan kemahiran mendengar dalam proses pembelajaran bahasa menjadi faktor kelemahan dan kurang penguasaan pelajar dalam sesuatu bahasa asing (Ahmadi et al., 2018 ; Al-Malki, 2018; Nahar & Rosly, 2022). Kajian Landry (2018) dan Djabbarova (2020) menjelaskan bahawa pengabaian terhadap pembelajaran kemahiran mendengar bahasa asing berlaku kerana andaian yang mengatakan pelajar akan mempelajari berkaitan kemahiran ini secara semula jadi sebagaimana mereka belajar untuk berjalan. Hakikatnya keadaan ini berbeza kerana penguasaan kemahiran mendengar dibentuk melalui modul pembelajaran yang berkesan (Asadi, 2020; Nurhidayati et al., 2021). Analisis keperluan terhadap modul pembelajaran kemahiran mendengar dalam kajian Nurhidayati et al. (2021) terhadap pelajar program bahasa Arab di peringkat universiti mendapati perlu kepada metodologi dan strategi bagi mengatasi masalah yang dihadapi ketika aktiviti mendengar dijalankan dipelajari.

Berdasarkan kepelbagaian teori dalam pembelajaran bahasa, terhasillah pendekatan pengajaran bahasa kedua yang dapat disimpulkan kepada empat pendekatan bahasa yang dominan iaitu pendekatan tradisional, strukturalis, rasionalis dan fungsionalis. Pendekatan-pendekatan ini berbeza dari aspek falsafah dan prinsip bahasa sehingga menimbulkan kontroversi antara mereka yang memberi imolikasi secara langsung terhadap pedagogi bahasa. Namun pendekatan fungsionalis didapati lebih realistik dalam menyatakan fokus kemahiran berbahasa termasuklah kemahiran mendengar (Nik Yusoff, 2004).

Kemahiran Mendengar Bahasa Arab

Pemahaman terhadap maklumat pendengaran didorong oleh penglibatan pengetahuan ilmu linguistik dan bukan linguistik secara serentak. Pemahaman utama terhadap ilmu linguistik dalam kemahiran mendengar bahasa Arab ialah pengetahuan terhadap unsur fonetik, leksikal, sintaks, semantik, dan struktur wacana. Pemahaman terhadap ilmu bukan linguistik bagi kemahiran mendengar bahasa Arab pula meliputi pengetahuan tentang tajuk, konteks teks, dan

bentuk maklumat pendengaran yang ingin disampaikan. Pembelajaran kemahiran mendengar bahasa Arab perlu menumpukan kepada penguasaan kefahaman terhadap dua bidang ilmu ini supaya proses pemerolehan bahasa melalui input pendengaran dapat dicapai. Di samping itu, Nik Yusoff et al.,(2008) telah menyenaraikan sub-sub kemahiran mendengar yang perlu dikuasai oleh pelajar seperti yang terdapat dalam Jadual 1 berikut.

Jadual 1: Sub-Sub Kemahiran Mendengar Bahasa Arab

Kemahiran	Sub Kemahiran
Kemahiran Mendengar Makna Perkataan	Kefahaman Mengecam Bunyi Perkataan Kefahaman Terhadap Makna Perkataan Secara Leksikal Kefahaman Terhadap Makna Perkataan Secara Kontekstual
Kemahiran Kefahaman Mendengar Makna Teks	Kefahaman Terhadap Makna Teks Secara <i>Literal</i> Kefahaman Terhadap Makna Teks Secara <i>Inferential</i>

Jadual 1 menunjukkan sub kemahiran mendengar bahasa Arab. Sub-sub kemahiran mendengar ini selari dengan sub-sub bagi kemahiran membaca kecuali sub kemahiran mendengar yang pertama iaitu kefahaman terhadap pengecaman bunyi perkataan. Hal ini adalah kerana kedua-dua kemahiran ini iaitu kemahiran mendengar dan membaca merupakan kemahiran reseptif yang memberi input dalam proses pemerolehan bahasa.

Dalam konteks Malaysia, pembelajaran kemahiran mendengar bahasa Arab wajib dipelajari oleh pelajar di Sekolah Menengah Kebangsaan Agama (SMKA), Sekolah Berasrama Penuh Intergrasi (SBPI) dan Kelas Aliran Agama (KAA) dengan menggunakan kurikulum yang sama iaitu Kurikulum Standard Sekolah Menengah (KSSM) Bahasa Arab. Walau bagaimanapun, orientasi, persekitaran dan amalan pelajar pada ketiga-tiga jenis sekolah ini adalah berbeza (Mohd Suib 2020). Pembelajaran kemahiran mendengar bagi sekolah menengah bahasa Arab di Malaysia bermula dengan mendengar patah perkataan, rangkai kata, ayat lengkap, teks atau rencana serta pebualan (Bahagian Pembangunan Kurikulum, KPM 2018). Latihan kemahiran mendengar yang terdapat di dalam buku teks pula dibahagikan kepada dua sub iaitu kemahiran mendengar secara berasingan dan kemahiran mendengar secara gabung jalin dengan kemahiran bahasa yang lain seperti kemahiran mendengar dengan kemahiran bertutur atau kemahiran mendengar dengan kemahiran membaca (Mustapha 2019).

Pembelajaran kemahiran mendengar bahasa Arab merupakan pembelajaran sepanjang hayat (Hadri et al. 2021). Pembelajaran bukan sahaja berlaku di dalam bilik darjah atau secara formal, namun pembelajaran dilakukan secara berterusan dalam kehidupan seharian. Sebelum pembelajaran kemahiran mendengar bahasa Arab dilaksanakan, pelajar perlu belajar dan mempunyai pengetahuan tentang cara untuk mempelajari dan melaksanakannya, bukan hanya sekadar menjalankan aktiviti mendengar secara berulang tanpa mendatangkan sebarang hasil (Rhidwan 2019).

Pembelajaran bahasa Arab di Malaysia dinyatakan sebagai pembelajaran bahasa tambahan dalam DSKP bahasa Arab bagi KSSR dan KSSM (KPM 2018). Pembelajaran bahasa tambahan ialah proses yang dilakukan untuk memperoleh bahasa yang digunakan di luar daripada

persekitaran sebenar dan tidak digunakan dalam kehidupan seharian. Lazimnya pembelajaran dan penguasaan bahasa tambahan ini dilakukan setelah memperoleh penguasaan terhadap bahasa ibunda. Struktur pembelajaran bahasa tambahan perlu dilaksanakan secara formal dan harus digunakan dengan baik untuk menguasai bahasa tersebut (Salehuddin 2018). Pembelajaran berterusan dalam memahami struktur sistem bahasa perlu dilakukan untuk mencapai objektif pembelajaran dan mengurangkan kesukaran bagi menguasai bahasa (Rosli & Baharudin 2022). Menurut Vandegrift et al. (2018) pemahaman terhadap sesuatu struktur bahasa memerlukan kepada strategi yang berkesan bagi membantu meningkatkan kefahaman dan penguasaan bahasa tersebut.

Situasi pembelajaran bagi mata pelajaran Bahasa Arab berbeza mengikut kepada jenis sekolah. Mata pelajaran ini merupakan mata pelajaran pilihan bagi pelajar yang berada di SMK. Pelajar SMK yang memilih untuk mempelajari bahasa Arab secara formal akan dikelompokkan di dalam kelas KAA. Walau bagaimanapun, mata pelajaran Bahasa Arab merupakan mata pelajaran yang wajib dipelajari oleh pelajar yang berada dalam kategori sekolah SMKA dan SBPI. Pencapaian pelajar dalam mata pelajaran Bahasa Arab yang mengikut kepada sukatan pelajaran KSSM dinilai secara rasmi melalui peperiksaan Sijil Pelajaran Malaysia (SPM).

Pencapaian bahasa Arab sekolah menengah di Malaysia dinilai oleh guru melalui pentaksiran bilik darjah (PBD) menggunakan istilah tahap pencapaian (TP). Tahap penguasaan pelajar terhadap kemahiran mendengar bahasa Arab bermula dari TP1 bagi tahap penguasaan yang lemah sehingga TP 6 bagi tahap penguasaan yang cemerlang (Bahagian Pembangunan Kurikulum, KPM 2018). Kriteria penentuan TP pelajar bagi kemahiran mendengar adalah seperti berikut:

Jadual 2: Kriteria tahap pencapaian kemahiran mendengar bahasa Arab

Tahap Pencapaian	Kriteria
TP 1	Pelajar boleh menyebut perkataan, rangkai kata, ayat dan teks yang didengar dengan bimbingan guru.
TP 2	Pelajar boleh menyebut perkataan, rangkai kata, ayat dan teks yang didengar dengan sebutan, intonasi dan jeda dengan betul.
TP 3	Pelajar menggunakan perkataan, rangkai kata, ayat dan teks yang didengar secara lisan dalam situasi yang sesuai.
TP 4	Pelajar menggunakan perkataan, rangkai kata, ayat dan teks yang didengar secara lisan dalam situasi yang sesuai secara tersusun.
TP 5	Pelajar menggunakan perkataan, rangkai kata, ayat dan teks yang didengar secara lisan dalam situasi yang sesuai secara tersusun dan konsisten.
TP 6	Pelajar menggunakan perkataan, rangkai kata, ayat dan teks yang didengar secara lisan dalam situasi yang sesuai secara tersusun dan konsisten serta boleh dijadikan contoh kepada pelajar lain.

Sumber: Bahagian Pembangunan Kurikulum, KPM 2018

Walaupun bagaimanapun, tahap pencapaian kemahiran mendengar pelajar yang diukur menggunakan format penilaian CEFR. Selain itu, skor penilaian ini bersifat umum dan tidak

bias kepada pemerhatian seseorang individu sahaja serta mengikut kepada standard penguasaan kemahiran mendengar yang telah digariskan dalam CEFR seperti yang terdapat dalam Jadual 3.

Jadual 3: Tahap Penguasaan Kemahiran Mendengar Mengikut Orientasi CEFR

Tahap Pencapaian	Kriteria
A1	Pelajar menerima input bahasa yang didengar dengan sangat perlahan dan diartikulasikan secara hati-hati, dengan jeda yang panjang. Pelajar memahami maksudnya, mengenali maklumat konkrit (contohnya tempat dan masa) mengenai topik-topik yang biasa dijumpai dalam kehidupan seharian. Input pendengaran disampaikan dengan perlahan dan jelas.
A2	Pelajar boleh memahami frasa dan ungkapan yang berkaitan dengan bidang keutamaan yang paling mendesak (contohnya, maklumat peribadi dan keluarga yang sangat asas, membeli-belah, geografi tempatan, pekerjaan) Input pendengaran disampaikan dengan perlahan dan jelas.
B1	Pelajar boleh memahami maklumat berbentuk fakta yang mudah difahami tentang topik harian yang biasa atau berkaitan dengan pekerjaan, mengenal pasti mesej umum dan butiran khusus, dengan syarat perbualan disampaikan dengan jelas dalam bahasa yang dikenali umum. Pelajar memahami perkara-perkara utama yang disampaikan dalam bahasa standard yang jelas atau dalam bahasa yang biasa dikenali tentang perkara-perkara biasa yang sering dihadapi di tempat kerja, sekolah, masa lapang, dan lain-lain, termasuk naratif pendek.
B2	Pelajar boleh memahami bahasa standard atau variasi biasa, secara langsung atau rakaman tentang topik biasa dan tidak biasa yang ditemui dalam kehidupan peribadi, sosial, akademik atau kerja. Penggunaan simpulan bahasa mempengaruhi keupayaan kefahaman. Pelajar juga memahami idea utama wacana proposisional dan kompleks linguistik mengenai topik konkrit dan abstrak yang disampaikan dalam bahasa standard atau variasi biasa. Input pendengaran termasuk perbincangan teknikal dalam bidang pengkhususan mereka sama ada dalam bentuk wacana yang panjang dan baris hujah yang kompleks, dengan syarat topiknya cukup biasa, dan mempunyai arah hujah ditanda dengan jelas.
C1	Pelajar boleh memahami wacana yang lebih panjang mengenai topik abstrak dan kompleks di luar bidang mereka sendiri. Pelajar perlu mengenali pelbagai ungkapan simpulan bahasa dan mengikuti wacana yang lebih panjang walaupun strukturnya tidak jelas dan apabila perhubungan hanya tersirat dan tidak ditanda secara eksplisit.
C2	Pelajar mudah memahami hampir semua jenis bahasa, sama ada secara langsung atau rakaman, yang disampaikan pada kelajuan semula jadi yang pantas.

Pendekatan pengajaran bahasa kedua atau bahasa tambahan mempunyai fokus yang berbeza-beza terhadap kemahiran berbahasa. Perbezaan ini merujuk kepada perbezaan teori pembelajaran bahasa kedua yang mendasari sesuatu pendekatan pengajaran bahasa kedua menyebabkan perbezaan penekanan terhadap kemahiran berbahasa. Selain perbezaan teori pembelajaran bahasa kedua/ asing, perbezaan dan kontroversi falsafah dan prinsip bahasa di

kalangan pengikut-pengikut pendekatan ini juga menyumbang kepada fokus dan penekanan pendekatan pengajaran. Terdapat tiga kontroversi yang timbul iaitu kontroversi antara pendekatan tradisionalis dan strukturalis, kontroversi antara pendekatan strukturalis dan rasionalis serta kontroversi antara pendekatan rasionalis dan fungsionalis.

Kontroversi ini menatijahkan rumusan, terdapat empat pendekatan bahasa yang dominan dalam pengajaran bahasa iaitu pendekatan tradisionalis, strukturalis, rasionalis dan fungsionalis. Rumusan ini mempunyai implikasi secara langsung kepada pedagogi bahasa terutama terhadap penguasaan komponen-komponen kemahiran berbahasa di mana ia berbeza antara pendekatan-pendekatan ini.

Kesedaran Metakognitif dalam Kemahiran Mendengar

Teori Metakognitif diasaskan oleh Flavell pada tahun 1979 menjadi dasar kepada perkembangan ilmu metakognitif (Wallace, 2021). Perkembangan ilmu ini diaspirasi dari perkembangan kognitivisme (Hayashi, 1999). Istilah metakognitif yang dipopularkan oleh Flavell menggambarkan berkaitan kemampuan seseorang berfikir tentang kemahiran berfikirnya (Eva Savitri & Anam, 2018). Pemahaman istilah ini dalam konteks pembelajaran metakognitif membincangkan berkaitan keperluan untuk seseorang individu mengetahui dan belajar cara untuk mereka belajar dengan berkesan dalam memahami sesuatu disiplin ilmu. Perkembangan kajian berkaitan metakognitif ini berlaku dengan meluas namun membawa kepada pembahagian dimensi yang berbeza-beza (Sanip & Che Ahmad, 2015).

Menurut Goh (2017), pada asasnya Flavell memperincikan teori ini kepada dua elemen utama iaitu pengetahuan kognitif dan pengawalan kognitif. Namun perincian bagi dua aspek ini diterjemahkan oleh para sarjana kepada pelbagai skop yang berbeza. Schraw dan Moshman (1995) memperincikan aspek pengetahuan kognitif kepada kesedaran mengenai kemahiran, strategi dan sumber yang diperlukan untuk menyelesaikan tugas dan aspek pengawalan kognitif kepada kebolehan mengenalpasti bagaimana, bila dan apakah yang perlu dilakukan dalam usaha menyelesaikan tugas dengan jayanya.

Vandergrift et al., (2006) dalam kajiannya pula telah mengupas dan memperincikan konsep metakognitif ini secara terus terhadap kemahiran mendengar. Mereka membahagikannya kepada dua komponen iaitu pengetahuan metakognitif dan strategi metakognitif. Justeru itu, konteks kesedaran metakognitif kajian ini ialah kesedaran pelajar terhadap pengetahuan dan strategi metakognitif mereka sepertimana yang telah diperincikan oleh Vandergrift et al., (2006) kerana ianya lebih menjurus terhadap kemahiran mendengar. Keseluruhannya, kesedaran metakognitif menurut Vandergrift et al., (2006) yang diterjemahkan di dalam *MALQ* mengukur lima aspek dalam kesedaran metakognitif iaitu pengetahuan metakognitif dan empat jenis strategi metakognitif pelajar seperti yang terdapat dalam Rajah 1.



Rajah 1: Komponen Kesedaran Metakognitif Kemahiran Mendengar oleh Vandergrift et al., (2008)

Kajian Eva Savitri dan Anam (2018) terhadap 80 orang mahasiswa dan mahasiswi universiti yang mempelajari bahasa Inggeris sebagai bahasa asing mendedahkan bahawa kesedaran metakognitif menjadi asas pengukuhan terhadap strategi mendengar dalam kalangan pelajar. Dapatan kajian Chen (2019); Bourdeaud'hui et al., (2021) ; Chon dan Shin (2019) juga menyokong hal yang sama dan menunjukkan bahawa kesedaran metakognitif memainkan peranan dalam peningkatan pemahaman dan pencapaian kemahiran mendengar pelajar.

Kajian ini turut didasari oleh Teori Metakognitif Flavell (1979) dan model kesedaran metakognitif Vandergrift et al., (2006) ini yang memberi perhatian tentang elemen merancang, mengawal dan menilai pembelajaran. Kesimpulannya, hipotesis kajian menunjukkan terdapat hubungan antara dua pembolehubah dalam kajian ini dapat dilihat berasaskan pegangan bahawa tahap kesedaran metakognitif yang tinggi dalam kemahiran mendengar bahasa Arab mempunyai perkaitan dengan tahap pencapaian kemahiran mendengar bahasa Arab. Rajah 2 menunjukkan kerangka konseptual kajian ini.



Rajah 2: Kerangka Konseptual Kajian Teori Metakognitif (Flavell,1979) Yang Mendasari Model Kesedaran Metakognitif(Vandegrift et al., 2006)

Kesimpulan

Perbincangan ini untuk menjelaskan bahawa kesedaran metakognitif kemahiran mendengar bahasa Arab yang merangkumi aspek pengetahuan dan strategi metakognitif merupakan pemboleh ubah yang baik dalam menentukan tahap pencapaian kemahiran mendengar bahasa Arab. Ia juga mengemukakan satu anjakan paradigma dalam usaha meningkatkan kemahiran dan penguasaan pelajar dalam pembelajaran kemahiran mendengar bahasa Arab menerusi pendedahan maklumat secara komprehensif berkaitan persepsi dan tindakan yang tepat dalam pembelajaran kemahiran mendengar.

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PROGRAM MOTIVASI “KU PETIK BINTANG” SEBAGAI INISIATIF MENINGKATKAN PENCAPAIAN PELAJAR JABATAN TEKNOLOGI MAKLUMAT DAN KOMUNIKASI POLITEKNIK MERSING

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Abstrak: Kertas kajian ini mengupas program motivasi "Ku Petik Bintang" sebagai inisiatif untuk meningkatkan prestasi akademik pelajar Jabatan Teknologi Maklumat dan Komunikasi (JTMK) di Politeknik Mersing (PMJ). Menyedari kepentingan institusi pengajian tinggi dalam membangunkan modal insan yang berkualiti, program ini bertujuan untuk menangani permasalahan pelajar yang mempunyai pencapaian akademik yang rendah. Inisiatif yang diadakan pada 26 September 2023 itu merupakan usaha kerjasama antara JTMK dan Unit Pengurusan Psikologi PMJ. Ia menyasarkan pelajar dengan Purata Nilai Mata (PNM) di bawah 2.00 dan mereka yang gagal lebih daripada satu kursus dalam Sesi II 2022/2023.

Objektif utama adalah untuk mengukuhkan tindakan jabatan untuk pelajar yang mempunyai PNM rendah, mengurangkan kadar kegagalan kursus, dan akhirnya meningkatkan hasil akademik. Kajian ini ingin menonjolkan peranan penting motivasi dalam kejayaan akademik, dengan kajian menunjukkan korelasi yang kuat antara motivasi intrinsik dan prestasi akademik. Reka bentuk program termasuk aktiviti untuk meningkatkan keyakinan diri, sikap positif, dan kemahiran akademik, menyumbang kepada peningkatan komunikasi dan kebolehan pemikiran kritis di kalangan peserta.

Secara metodologi, kajian menggunakan reka bentuk deskriptif dengan pendekatan kuantitatif, mengumpul data melalui tinjauan pasca program. Maklum balas peserta menunjukkan peningkatan yang ketara dalam pengetahuan, keyakinan diri, dan motivasi, dicerminkan dalam skor min keseluruhan 3.55 daripada 4. Kejayaan program motivasi ini dalam meningkatkan motivasi pelajar dan mengurangkan kadar kegagalan menunjukkan potensinya sebagai inisiatif pelaksanaannya.

Keywords: Program Motivasi, Pencapaian Pelajar, Pelajar Pendidikan Tinggi

Pengenalan

Institut Pengajian Tinggi (IPT) seperti politeknik merupakan tempat bagi melahirkan modal insan yang kompeten dan bertanggungjawab bagi memenuhi keperluan pasaran tenaga kerja. Politeknik yang tertubuh sejak 1969 sehingga kini komited dalam memperkasa rakyat dan sebagai wadah mengangkat semula darjat dan martabat negara dengan menstruktur semula ekonomi menerusi Pelan Hala Tuju Tranformai Politeknik 2023-2030. (Jabatan Pendidikan

Politeknik dan Kolej Komuniti, 2023) Selain itu, politeknik yang mempunyai visi untuk menjadi institusi TVET premier yang diterajui industri juga dibina antara sebabnya adalah untuk menghasilkan graduan yang berjaya, berciri holistik bagi tujuan pendidikan elemen kognitif, psikomotor dan afektif kalangan graduan. Graduan politeknik perlu diterapkan dengan ilmu dan kemahiran tinggi seiring perkembangan industri di samping penguasaan dalam komunikasi, kepimpinan, keusahawanan, serta etika dan moral profesional yang tinggi. (Yakub, 2023) Justeru itu, Politeknik Mersing (PMJ) sebagai salah satu politeknik di Malaysia amnya, dan khususnya Jabatan Teknologi Maklumat dan Komunikasi (JTMK) sentiasa mengambil langkah sewajarnya demi memastikan pelajar-pelajar yang mencapai gred yang kurang baik, diberi perhatian agar dapat memperbaiki keputusan mereka. Program motivasi "Ku Petik Bintang" yang diadakan pada 26 September 2023 di Dewan Mutiara 1, PMJ merupakan inisiatif bersama JTMK serta Unit Pengurusan Psikologi PMJ.

Pada sesi II 2022/2023 terdapat lebih kurang 35 orang pelajar di JTMK, PMJ telah mendapat keputusan akhir Purata Nilai Mata (PNM) kurang 2.00 dan gagal lebih dari dua kursus. PNM kurang 2.00 bermaksud pelajar ini mencapai gred penilaian C dan ke bawah, dan bekemungkinan pelajar-pelajar ini ada gagal kursus. Gred gagal dalam sistem penilaian politeknik adalah gred D, yang mewakili PNM 1.00.

JTMK, PMJ, sentiasa komited dalam menjaga reputasi pencapaian akademik pelajar-pelajar dan memandang bilangan 35 orang pelajar ini sebagai satu permasalahan yang perlu diselesaikan agar tidak merebak menjadi barah yang lebih teruk. Satu inisiatif telah dilaksanakan oleh pihak jabatan iaitu pihak jabatan di bawah Unit Pengurusan Psikologi, JTMK telah mengambil langkah melaksanakan program motivasi yang dinamakan sebagai "Ku Petik Bintang". Pendekatan motivasi merupakan kaedah yang didapati sesuai dengan keadaan dan keperluan psikologikal remaja. (Nur Shahidah Pa'ad, 2020) Kunci kepada motivasi adalah dorongan dalaman, keinginan untuk berjaya demi kepentingannya sendiri. Dorongan ini boleh dipupuk dan digalakkan untuk membantu pelajar mencapai matlamat mereka. Pelajar yang bermotivasi tinggi dan menetapkan matlamat untuk diri mereka lebih berkemungkinan berjaya. Ini sejajar dengan misi sistem pendidikan tinggi bagi melahirkan graduan yang berakhlak dan berilmu yang siap siaga untuk menceburi pasaran kerja dan menghadapi kepelbagaian dan cabaran abad ke-21. (Pelan Pembangunan Pendidikan Malaysia 2015-2025, 2015)

Persoalan Kajian

1. Menilai keberkesanan program motivasi "Ku Petik Bintang" dalam meningkatkan pengetahuan, motivasi, dan kemahiran pelajar.
2. Menilai kesan program terhadap prestasi akademik pelajar dan keupayaan pelajar untuk menggunakan pengetahuan teori dalam konteks praktikal.
3. Mengenal pasti bidang kekuatan dan peluang untuk penambahbaikan dalam lelaran masa depan program motivasi untuk menyokong pelajar yang berprestasi rendah.

Sorotan Kajian

Keberkesanan Program Motivasi

Program motivasi sering diadakan di institusi pendidikan untuk membantu pelajar mencapai potensi penuh mereka. Motivasi adalah istilah yang menyatakan sikap positif individu dalam aspek tertentu lingkungannya. (Tampubolon, 2021) Motivasi memainkan peranana dalam

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memberikan energi dan arahan diaman ia mencerminkan aspek atau kondisi motivasi tertentu yang mencakupi keperluan, keinginan, atau minat seseorang individu. (Seven, 2020)

Pengaruh Motivasi terhadap Prestasi Akademik

Motivasi pembelajaran terbahagi kepada dua iaitu, intrinsik dan ekstrinsik. Motivasi intrinsik, adalah motivasi yang timbulkan dari diri seseorang kerana adanya harapan dan keinginan untuk memiliki atau mencapai sesuatu. Manakala motivasi ekstrinsik pula adalah sesuatu yang diharapkan akan diperoleh dari luar diri individu misalnya imbuhan atau intensif yang bakal diperolehi hasil dari perkara yang dilakukan. (Dedi Dwi Cahyono, 2022) Motivasi adalah penting dalam menarik minat pelajar untuk melibatkan diri dalam aktiviti akademik. Pelajar yang bermotivasi untuk mempelajari sesuatu menggunakan proses kognitif yang lebih tinggi dalam mempelajarinya. (Jacob Filgona, 2020)

Intervensi Motivasi dalam Pendidikan

Program intervensi merupakan suatu usaha dalam mencari solusi dalam membantu pelajar meningkatkan keupayaan mereka dalam pembelajaran. (Doni Septu Marsa Ibrahim, 2021) Oleh itu, program motivasi "Ku Petik Bintang" ini dilaksanakan agar dapat membantu pelajar yang berprestasi rendah dengan memberi mereka alat dan strategi untuk meningkatkan motivasi dan prestasi pelajar. Pelaksanaan program bagi memotivasikan pelajar supaya mereka berjaya merupakan antara cabaran terbesar dalam pendidikan, kerana motivasi pelajar adalah elemen penting yang diperlukan untuk pendidikan berkualiti. (Patricia L. Hardré, 2007)

Metodologi

Data bagi kertas kajian ini diperolehi melalui borang soal selidik yang diedarkan kepada pelajar JTMK, Politeknik Mersing yang terlibat semasa program "motivasi "Ku Petik Bintang". Program ini berlangsung di Dewan Mutiara 1, Politeknik Mersing melibatkan seramai 35 orang pelajar. Soalan soal selidik terdiri daripada soalan demografi, penilaian sepanjang program berlangsung, akademik, eksplorasi , personaliti, dan keterkaitan.

Reka Bentuk dan Pendekatan Penyelidikan

Penyelidikan ini menggunakan reka bentuk tinjauan keratan rentas untuk mengumpul data mengenai maklumbalas program motivasi "Ku Petik Bintang" kepada pelajar yang terlibat. Tinjauan ini direka untuk menilai pengetahuan dan tingkah laku respon pelajar selepas tamat program. Reka bentuk keratan rentas membenarkan pengumpulan data pada masa tertentu, memberikan gambaran hasil program motivasi dalam populasi yang disasarkan. Soalan soal selidik berdasarkan kepada analisis deskriptif min/purata.

Pemilihan Sampel dan Prosedur Pengumpulan Data

Responden dalam kajian ini dipilih daripada pelajar JTMK, PMJ. Sampel dipilih berdasarkan kriteria pelajar yang gagal lebih dari dua kursus semasa sesi akademik Sesi II 2022/2023. Soalan maklum balas telah diedarkan kepada semua pelajar yang terlibat selepas program berlangsung.

Berikut merupakan hasil maklum balas pelajar berdasarkan soal selidik yang dilakukan:

Table 1: Purata (Mean) Maklum Balas Pelajar Bagi Program Motivasi “Ku Petik Bintang”

Pernyataan	Sangat Baik	Baik	Sederhana	Lemah	Purata (Min)
1. Program ini meningkatkan pengetahuan berkaitan dengan tajuk	47%	53%	0%	0%	3.47
2. Saya membuat perkaitan dengan bidang kursus yang diikuti	47%	53%	0%	0%	3.58
3. Saya memahami hubungkait di antara pembelajaran teori dan amali	53%	47%	0%	0%	3.47
4. Saya berkeyakinan dalam memberi pendapat	53%	47%	0%	0%	3.53
5. Saya berkongsi idea secara terbuka	53%	41%	6%	0%	3.47
6. Program ini meningkatkan keinginan untuk meneroka bidang yang dipelajari	65%	35%	0%	0%	3.65
7. Program ini meningkatkan motivasi diri dan kebolehan berfikir secara kreatif	59%	35%	6%	0%	3.53
8. Program ini membantu diri menjadi lebih peka / fokus dan produktif terhadap bidang yang dipelajari	65%	29%	6%	0%	3.59
9. Saya memahami tanggungjawab yang diperlukan dipraktikkan	71%	23%	6%	0%	3.65
10. Saya mampu mempamerkan kemahiran berinteraksi dengan pihak industri	59%	35%	6%	0%	3.53
11. Saya memahami kepentingan hubungan dengan pihak industri	53%	41%	6%	0%	3.47
12. Program ini menyediakan diri untuk melangkah ke alam pekerjaan	71%	29%	0%	0%	3.71

Table 2 : Sisihan Piawai (Standard Deviation) Maklum Balas Pelajar Bagi Program Motivasi “Ku Petik Bintang”

Pernyataan	Purata (Mean)	Sisihan Piawai (Standard Deviation)
1. Program ini meningkatkan pengetahuan berkaitan dengan tajuk	3.47	0.0060
2. Saya membuat perkaitan dengan bidang kursus yang diikuti	3.58	0.00097
3. Saya memahami hubungkait di antara pembelajaran teori dan amali	3.47	0.0060
4. Saya berkeyakinan dalam memberi pendapat	3.53	0.0034
5. Saya berkongsi idea secara terbuka	3.47	0.0060
6. Program ini meningkatkan keinginan untuk meneroka bidang yang dipelajari	3.65	0.0103
7. Program ini meningkatkan motivasi diri dan kebolehan berfikir secara kreatif	3.53	0.00034
8. Program ini membantu diri menjadi lebih peka / fokus dan produktif terhadap bidang yang dipelajari	3.59	0.0017
9. Saya memahami tanggungjawab yang diperlukan dipraktikkan	3.65	0.0103
10. Saya mampu mempamerkan kemahiran berinteraksi dengan pihak industri	3.53	0.00034
11. Saya memahami kepentingan hubungan dengan pihak industri	3.47	0.0060
12. Program ini menyediakan diri untuk melangkah ke alam pekerjaan	3.71	0.0260

Keseluruhan maklum balas pelajar yang terlibat menyatakan nilai min/purata sebanyak 3.55 daripada skala 4. Manakala nilai keseluruhan sisihan piawaia adalah 0.079. Nilai sisihan piawai yang kecil dan skor purata yang tinggi ini menunjukkan program ini telah dilaksanakan dengan jayanya dan memberikan impak positif kepada para pelajar, dan mencapai objektif pelaksanaannya.

Perbincangan

Maklum balas pelajar mengenai program motivasi "Ku Petik Bintang" menunjukkan respon yang positif, seperti yang ditunjukkan dalam skor min 3.55 daripada 4. Data menunjukkan bahawa pelajar mendapati program ini sangat bermanfaat dalam pelbagai dimensi.

Pertama, peningkatan dalam pengetahuan berkaitan tajuk program ini dinilai tinggi, dengan 47% pelajar menilainya sebagai "Sangat Baik" dan 53% sebagai "Baik". Ini menunjukkan bahawa program ini telah menyampaikan pengetahuan dan konsepnya dengan berkesan. Begitu juga, hubungan kukuh yang dirasakan pelajar dengan kawasan kursus, dengan skor purata 3.58, menyerlahkan kaitan dan kebolegunaan program kepada pengajian mereka.

Memahami hubungan antara pembelajaran teori dan praktikal adalah penting untuk pendidikan komprehensif. Pembelajaran praktikal bukan sahaja merangsang minat pelajar dalam mata pelajaran akademik tetapi juga menyediakan dan mempertingkatkan pelajar dengan pengetahuan praktikal dan kemahiran khusus, dan kesediaan kerjaya. (Bernard, 2023) Markah yang tinggi dalam bidang ini (3.47) menunjukkan bahawa program ini berjaya merapatkan jurang antara teori dan amalan, menjadikan pengalaman pembelajaran lebih holistik. Tambahan pula, keyakinan dalam memberikan pendapat (3.53) dan kebolehan untuk berkongsi idea secara terbuka (3.47) menggariskan peranan program dalam memupuk persekitaran yang menyokong di mana pelajar berasa selesa untuk menyatakan diri mereka.

Skor tertinggi diperhatikan dalam bidang yang berkaitan dengan peningkatan keinginan untuk meneroka bidang yang dipelajari (3.65), memahami tanggungjawab (3.65), dan persediaan untuk dunia pekerjaan (3.71). Keputusan ini menunjukkan bahawa program ini bukan sahaja memotivasikan pelajar untuk mendalami bidang mereka tetapi juga melengkapkan mereka dengan pengetahuan praktikal dan rasa tanggungjawab, penting untuk kerjaya masa depan mereka. Pengetahuan praktikal juga boleh diklasifikasikan sebagai kearifan yang dijana daripada amalan, hasil daripada pengalaman mereka dan refleksi yang dilakukan ke atas pengalaman pengaplikasian pengetahuan teori. (Rohani Arbaa, 2017) Oleh itu, kombinasi pengetahuan teori dengan pengetahuan praktikal akan menghasilkan pelajar yang lebih berkualiti memenuhi pasaran kerja.

Selain itu, program ini dilihat dapat meningkatkan motivasi diri, pemikiran kreatif (3.53), dan fokus/produktiviti dalam bidang yang dipelajari (3.59). Ini menyerlahkan keberkesanan program dalam memupuk kemahiran insaniah yang penting yang penting untuk kejayaan akademik dan profesional. Kemahiran insaniah bermaksud kemahiran generik merupakan satu set kemahiran yang bertujuan untuk melengkapkan pembentukan insan supaya seimbang serta harmoni dari segi intelek, rohani, emosi dan fizikal, berasaskan pegangan teguh dan kepercayaan kepada Tuhan. (Hazilah Mohd Amina, 2013) Kemahiran generik Keupayaan untuk berinteraksi dengan industri (3.53) dan memahami kepentingan hubungan industri (3.47) mencerminkan lagi impak praktikal program, menyediakan pelajar untuk cabaran dunia sebenar.

Hasil program menunjukkan perubahan positif yang ketara dalam tingkah laku dan kebolehan pelajar. Pertama, peningkatan kesedaran dan motivasi dalam kalangan pelajar adalah ketara. Pemacuan dalaman ini penting kerana ia memupuk kitaran penambahbaikan yang berterusan. Pelajar yang lebih menyedari potensi dan keupayaan diri mereka berkemungkinan mendorong diri mereka ke arah mencapai tahap keyakinan diri dan kecemerlangan yang lebih tinggi. Dalam konteks pelajar, motivasi penting dalam memastikan kejayaan dan kecemerlangan dalam segala bidang yang diceburi. (Daniel, 1996) Penekanan program terhadap perubahan sikap, nilai, dan tanggungjawab mencadangkan pendekatan holistik, yang bertujuan bukan sahaja pada kejayaan akademik tetapi juga pada pertumbuhan dan perkembangan peribadi. Pendekatan holistik ini penting dalam memastikan pelajar adalah individu yang serba lengkap yang bersedia untuk menghadapi cabaran masa depan.

Kedua, program ini telah menyumbang secara berkesan kepada peningkatan kemahiran. Kemahiran komunikasi yang dipertingkatkan amat penting kerana ia adalah penting dalam kedua-dua tetapan akademik dan profesional. Keyakinan diri yang bertambah baik seterusnya

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menyokong pelajar dalam menyatakan idea mereka dengan jelas dan tegas. Selain itu, peningkatan keterbukaan dalam berkongsi idea memupuk persekitaran pembelajaran kolaboratif, menggalakkan pembelajaran rakan sebaya dan sokongan bersama. Kemahiran ini adalah asas untuk pelajar, memberikan mereka alat yang diperlukan untuk berjaya dalam pelbagai konteks.

Kesimpulan

Program ini telah berjaya mencapai objektifnya dengan meningkatkan tahap kesedaran, motivasi dan kemahiran pelajar dengan ketara. Motivasi dalaman yang dibangunkan dalam diri pelajar telah membawa kepada keyakinan diri yang lebih tinggi dan dorongan untuk kecemerlangan. Dengan adanya peningkatan motivasi, berupaya membantu pelajar untuk bangkit semula dan beradaptasi dengan persekitaran sekeliling. (Rahiem, 2021)

Peranan motivasi dianggap sebagai satu unsur yang penting yang membolehkan pelajar-pelajar melibatkan diri secara aktif dalam aktiviti pembelajaran, disamping itu, ia menjadikan proses pembelajaran berlangsung dalam keadaan bermakna dan berfaedah. (Kasim, 2017) Dengan menerapkan nilai dan tanggungjawab yang penting, program ini telah menyediakan pelajar untuk mencapai keputusan yang lebih baik dalam sesi berikutnya.

Selain itu, peningkatan dalam kemahiran komunikasi dan keterbukaan menunjukkan bahawa pelajar kini lebih bersedia untuk menyatakan idea mereka dan bekerjasama dengan berkesan. Tanpa dorongan motivasi, pelajar cenderung untuk berdiam diri dan mengelak daripada berkomunikasi. Kekurangan penglibatan ini menghalang perkembangan kemahiran komunikasi mereka dan memberi kesan negatif terhadap prestasi akademik. (Nik Mohd Rahimi Nik Yusoff, 2008)

Secara keseluruhannya, program ini telah memberi impak yang bermakna kepada perkembangan peribadi dan akademik pelajar, menetapkan asas yang kukuh untuk kejayaan masa depan mereka.

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PEMBANGUNAN PROFIL KESEDIAAN KERJAYA PELAJAR UNIVERSITI AWAM

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Abstrak: Kesiediaan kerjaya pelajar universiti menjelaskan persediaan berkaitan dengan perancangan, pemilihan dan membuat keputusan kerjaya. Kajian ini bertujuan untuk mengenal pasti profil kesiediaan kerjaya dalam kalangan pelajar ijazah pertama. Di samping mengukur perbezaan efikasi sendiri kerjaya antara gugusan pengajian. Kajian ini menggunakan reka bentuk jenis tinjauan bagi menentukan pola kesiediaan kerjaya pelajar. Seramai 1,391 orang pelajar ijazah pertama berdasarkan pecahan gugusan, iaitu sains dan teknologi ($n = 247$), sains sosial ($n = 892$), dan sains kesihatan dan perubatan ($n = 252$) terlibat sebagai sampel kajian. Instrumen yang digunakan adalah Career Decision Self-efficacy – Short Form (CDSE-SF). Data dianalisis secara deskriptif, ujian t dan ANOVA sehala menggunakan perisian SPSS versi 22. Dapatan kajian menunjukkan tahap efikasi sendiri kerjaya berada pada tahap rendah (1.5%), sederhana (37.1 %) dan tinggi (61.4%). Di samping analisis ANOVA satu hala menunjukkan tidak terdapat perbezaan signifikan antara sains dan teknologi, sains kesihatan dan perubatan dan sains sosial [$F(2,1388) = 2.81, p > .05$]. Sementara ujian t menunjukkan tidak terdapat perbezaan antara jantina [$t = -1.539, p > .05$]. Implikasi kajian menjelaskan bahawa pelajar ijazah pertama mempunyai tahap kesiediaan kerjaya rendah dan sederhana yang memerlukan intervensi yang bersesuaian. Cadangan kajian lanjutan hendaklah memberi fokus terhadap kajian intervensi kerjaya bagi meningkatkan kesiediaan kerjaya dalam kalangan pelajar.

Keywords: Kesiediaan Kerjaya, Efikasi Kendiri Kerjaya, Pelajar Ijazah Pertama, Gugusan

Pengenalan

Perkembangan kerjaya pelajar universiti pada abad ke-21 ini menekankan kemahiran teknologi dalam pengetahuan, kemahiran dan keupayaan graduan bagi memenuhi keperluan pasaran pekerjaan (Jome & Philips, 2013; Othman Mohamed, 2016). Keperluan pasaran pekerjaan memerlukan graduan yang kompeten dan berkemahiran dalam bidang masing-masing (Ishak Yussof, Ismail Rahmah, & Robiah Sidin, 2008; Institut Penyelidikan Pendidikan Tinggi Negara (IPPTN), 2003; Muhammad Hazrul Ismail, 2012). Dan ini sekali gus menentukan graduan yang memenuhi keperluan pasaran diukur sejauh mana graduan universiti mendapatkan pekerjaan selepas tamat pengajian. Penandaarasan universiti melahirkan graduan yang kompeten dan berkemahiran tinggi akan mempengaruhi dasar dan polisi negara (Zailan Morris, 2007). Berdasarkan situasi ini telah diakui dan disahkan graduan yang dilahirkan kurang mempunyai pengetahuan dan kemahiran yang diperlukan oleh pasaran pekerjaan (IPPTN, 2003). Isu graduan menganggur dan sedang mencari pekerjaan menjadi hambatan kepada universiti dan pemain industri untuk sama-sama mencari jalan penyelesaian (Zaini Ujang, 2009).

Kajian-kajian lepas mendapati pelajar ijazah pertama di universiti mengalami kesediaan kerjaya yang rendah dan sederhana (Dybwad, 2009; Kaur, 2012; Hughes, 2011; Mansor Abu Talib & Tan, 2009; Maznizam Mansor & Abdullah Mat Rashid, 2013; Mohd Izwan Mahmud, 2017a; Salami, 2008; Yon, Joeng, & Goh, 2012; Zalizan Mohd Jelas et al., 2013). Kesediaan kerjaya dipengaruhi oleh keupayaan individu untuk membuat pilihan kerjaya yang sesuai dengan mengambil kira faktor yang mempengaruhi perkembangan kerjaya seperti keluarga, organisasi, sosial dan ekonomi (Reardon, Lenz, Sampson, & Peterson, 2012; Sampson, McClain, Musch, & Reardon, 2013). Oleh itu, kesediaan kerjaya merupakan faktor peramal kepada keupayaan dan kebolehan pelajar universiti dalam menyediakan diri dengan perancangan dan penerokaan kerjaya yang sistematik.

Kesediaan kerjaya diukur berdasarkan keupayaan individu membuat keputusan kerjaya yang melibatkan perasaan, pemikiran, sikap, dan kepercayaan ekspektasi (Bullock-yowell, Chason, Sampson, Lenz, dan Reardon, 2013). Konsep efikasi sendiri kerjaya juga ditakrifkan sebagai individu dapat membuat pertimbangan keupayaan mereka untuk menyusun dan melaksanakan jalan tindakan yang dikehendaki bagi mencapai matlamat yang dikehendaki. Ianya bukan sahaja memiliki kemahiran dan pengetahuan berkaitan kerjayanya, tetapi juga mampu untuk membuat pertimbangan-pertimbangan apa yang perlu dilakukan berdasarkan ilmu pengetahuan dan kemahiran-kemahiran yang dimiliki (Bandura, 1986). Oleh itu, efikasi sendiri kerjaya merupakan salah satu elemen yang dapat mengukur tahap kesediaan kerjaya dalam proses perkembangan kerjaya individu.

Kesediaan Kerjaya

Efikasi sendiri yang dijelaskan melalui teori sosial kognitif dapat menjelaskan keyakinan individu terhadap sesuatu keupayaan untuk menyusun dan melaksanakan kognitif, tingkah laku dan kemahiran sosial yang diperlukan untuk kejayaan terhadap sesuatu tugas (Bandura, 1986; Lent, Brown, & Hackett, 1994). Secara perbandingannya efikasi sendiri kerjaya diperlukan untuk menentukan sejauh mana kesan kepada proses membuat keputusan kerjaya (Komarraju, Swanson & Nadler, 2013; Kristin, 2009; Sidiropoulou-Dimakakou et al., 2012) efikasi sendiri rendah berkecenderungan mempunyai ketidakfungsian pemikiran kerjaya (Andrews et al., 2014). Efikasi sendiri tinggi dapat menjelaskan individu yang mempunyai keyakinan dalam menyelesaikan tugas kerjaya dan berkecenderungan untuk membuat penerokaan kerjaya. Sementara efikasi sendiri rendah mempunyai kaitan dengan kurang keyakinan dalam membuat keputusan kerjaya dan cenderung mengelak dengan aktiviti-aktiviti kerjaya (Komarraju et al., 2013). Oleh itu, individu yang mempunyai efikasi sendiri yang tinggi berupaya membuat keputusan kerjaya yang bermaklumat, bertanggungjawab dengan mengambil tindakan terhadap keputusan yang dibuat dan melaksanakan tugas kerjaya dengan melalui latihan dan program-program yang sesuai (Kristin, 2009; Sidiropoulou-Dimakakou et al., 2012).

Objektif kajian

1. Mengenal pasti profil kesediaan kerjaya dalam kalangan pelajar ijazah pertama universiti awam.
2. Mengukur perbezaan antara gugusan pengajian bagi efikasi sendiri kerjaya.
3. Mengukur perbezaan antara jantina bagi efikasi sendiri kerjaya pelajar

Rekabentuk Kajian

Kajian ini menggunakan gabungan reka bentuk kajian deskriptif dan perbandingan. Kajian deskriptif bertujuan untuk mendapatkan skor min, sisihan piawai dan tahap pemboleh ubah efikasi sendiri kerjaya. Sementara kajian perbandingan bertujuan untuk mengukur perbezaan efikasi sendiri kerjaya antara gugusan. Sampel kajian yang terlibat ialah seramai 1,391 orang pelajar ijazah pertama di Universiti Kebangsaan Malaysia yang terbahagi kepada tiga gugusan, iaitu sains dan teknologi ($n = 247$), sains kesihatan dan perubatan ($n = 252$) dan sains sosial ($n = 892$). Kajian ini menggunakan ujian *Career Decision Self-Efficacy – Short Form (CDSE-SF)* untuk mengukur pemboleh ubah efikasi sendiri kerjaya. Data dianalisis secara deskriptif untuk mengenal pasti normaliti sampel, min, sisihan piawai dan tahap pemboleh ubah yang terlibat. Di samping juga, menggunakan jenis statistik ANOVA sehalu untuk mengukur perbezaan efikasi sendiri kerjaya antara gugusan.

Career Decision Self-Efficacy – Short Form (CDSE-SF)

Alat ujian *CDSME* merupakan alat ujian yang telah dibina oleh Betz, Klein dan Taylor (1996). Bagaimanapun *CDMSE* telah ditukar kepada *Career Decision Self-Efficacy Scale-Short Form (CDSE-SF)* oleh Betz dan Taylor pada tahun 2006. Soal selidik ini mengandungi 25 item yang telah diubah suai daripada 50 item asal dan mengukur sub skala efikasi sendiri termasuklah mengenal diri, maklumat pekerjaan, matlamat pilihan, perancangan dan penyelesaian masalah. Pemarkatan alat ukuran *CDSE-SF* menggunakan skala likert lima mata di mana setiap soalan yang dikemukakan mempunyai lima dimensi skala, iaitu (1) - (Sangat Tidak Yakin) hingga (5) - (Sangat Yakin). Jadual 1 menunjukkan interpretasi skor min adalah berpandukan kepada interpretasi skor min yang dibuat oleh Betz dan Hackett (2006), Betz, Hammond dan Multon (2005), dan Betz, Klein dan Taylor (1996).

Jadual 1: Interpretasi Skor Min *CDSE-SF*

Skor Min	Interpretasi Skor Min
1.00 hingga 2.33	Rendah
2.34 hingga 3.66	Sederhana
3.67 hingga 5.00	Tinggi

CDSE-SF mempunyai kestabilan kesahan yang tinggi dengan hasil kajian yang telah dilakukan ke atas sampel kajian pelajar di Australia dan Afrika dalam kalangan pelbagai etnik. Ujian kesahan telah dijalankan oleh Luzzo (1996) mendapati terdapat hubungan positif yang signifikan antara ujian *Career Decision-Making Attitudes* dan *CDSE-SF* ($r = .41$). Pelajar yang mempunyai skor tinggi untuk sikap membuat keputusan kerjaya juga mempunyai skor yang tinggi untuk *CDSE-SF*. Begitu juga kajian yang telah dilakukan oleh Chung (2002) terhadap jantina dan perbezaan bangsa dalam membuat efikasi sendiri kerjaya dan komitmen kerjaya dalam kalangan pelajar lepasan ijazah. Hasil kajian mendapati bahawa terdapat perbezaan yang signifikan antara *CDMSE-SF* dan Skala Komitmen Kerjaya.

Taylor dan Betz (1983) melaporkan kebolehpercayaan yang diperoleh bagi jumlah keseluruhan skor *Alpha Cronbach* adalah .96 sementara nilai *Alpha Cronbach* bagi lima sub skala antara .86 ke .89. Sementara Zalizan Mohd Jelas et al. (2013) menggunakan instrumen yang sama

yang telah diterjemah oleh Mohd Sani Ismail (2011) telah menjalankan kajian rintis ke atas 94 orang pelajar melibatkan dua buah sekolah, IPTA dan IPTS mendapati nilai *Alpha Cronbach* adalah .92. Manakala Buyukgoze-Kavas (2013) telah menjalankan penilaian semula *CDSE-SF* ke atas seramai 695 pelajar universiti di Turki dan mendapati *CDSE-SF* adalah .92, mengenal diri .74, maklumat pekerjaan .61, matlamat pilihan .81, perancangan .72 dan penyelesaian masalah .68. Analisis uji-uji kembali dijalankan ke atas 52 orang sampel dalam tempoh masa dua minggu, dan skor kestabilan koefisien adalah .91.

Dapatan Kajian

Dapatan kajian dikategorikan kepada dua bahagian iaitu bahagian pertama dapatan analisis deskriptif berkaitan tahap kesediaan kerjaya. Sementara bahagian kedua dapatan analisis inferensi iaitu menentukan perbezaan efikasi sendiri kerjaya antara gugusan.

Profil Kesediaan Kerjaya Berdasarkan Gugusan Pengajian

Jadual 2 menunjukkan taburan responden mengikut gugusan pengajian. Dalam kajian ini, seramai 1,391 orang responden ijazah pertama Universiti Kebangsaan Malaysia telah melibatkan dalam kajian ini. Sebanyak 17.8% responden ($n = 247$) daripada gugusan sains dan teknologi, 64.1% responden ($n = 892$) daripada gugusan sains sosial, dan 18.1% responden ($n = 252$) daripada gugusan sains kesihatan dan perubatan.

Jadual 2: Taburan Responden Mengikut Gugusan Pengajian

Gugusan Pengajian	Bilangan Peratusan	
Sains & Teknologi	247	17.8
Sains Sosial	892	64.1
Sains Kesihatan & Perubatan	252	18.1
Jumlah	1391	100.0

Tahap Efikasi Kendiri Kerjaya

Jadual 3 adalah dapatan analisis deskriptif memperlihatkan bagi pemboleh ubah EKK (rendah 1.5%, sederhana 37.1%, tinggi 61.4%). Efikasi sendiri kerjaya terbahagi kepada 5 sub skala, iaitu sub skala MD (rendah 1.6%, sederhana 46.7%, tinggi 51.8%), sub skala MP (rendah 1.7%, sederhana 33.7%, tinggi 64.6%); sub skala MPi (rendah 1.8 %, sederhana 32.4%, tinggi 65.9%); sub skala PK (rendah 3.3%, sederhana 38.1%, tinggi 58.6%); dan sub skala PM (rendah 1.7%, sederhana 41.9%, tinggi 56.4%). Dapatan ini menunjukkan kebanyakan pelajar mempunyai efikasi sendiri kerjaya sederhana dan tinggi.

Jadual 3: Taburan Skor Pemboleh Ubah Efikasi Kendiri Kerjaya

Kategori	EKK	MD	MP	MPi	PK	PM
Min	3.80	3.71	3.88	3.88	3.79	3.76
SP	0.62	0.62	0.65	0.64	0.70	0.62
Tahap Rendah	1.5%	1.6%	1.7%	1.8%	3.3%	1.7%
Sederhana	37.1%	46.7%	33.7%	32.4%	38.1%	41.9%
Tinggi	61.4%	51.8%	64.6%	65.9%	58.6%	56.4%

$N = 1,391$, EKK = Efikasi Kendiri Kerjaya, MD = Mengenal Diri, MP = Maklumat Pekerjaan, MPi = Matlamat Pilihan, PK = Perancangan Kerjaya, PM = Penyelesaian Masalah.

Ho1. Tidak Terdapat Perbezaan Signifikan antara Gugusan Sains & Teknologi, Sains Sosial, dan Sains Kesihatan dan Perubatan bagi Pemboleh ubah EKK.

Jadual 4 menunjukkan keputusan ujian ANOVA sehala mendapati tidak terdapat perbezaan signifikan antara gugusan pengajian sains dan teknologi, sains kesihatan dan perubatan dan sains sosial bagi pemboleh ubah Efikasi Kendiri Kerjaya [$F(2,1388) = 2.81$, $p > .05$].

Jadual 4: Analisis Statistik ANOVA Sehala Bagi Mengukur Perbezaan Efikasi Kendiri Kerjaya Antara Gugusan Pengajian

		JKD	dk	MKD	F	Sig.
Efikasi Kendiri Kerjaya	Antara Kumpulan	1.536	2	.768	2.181	.113
	Dalam Kumpulan	489.001	1388	.352		
	Jumlah	490.537	1390			

$p < .05$

Ho2. Tidak Terdapat Perbezaan Signifikan antara Jantina bagi Pemboleh ubah EKK.

Jadual 5 menunjukkan keputusan ujian t mendapati tidak terdapat perbezaan signifikan antara jantina bagi pemboleh ubah Efikasi Kendiri Kerjaya [$t = -1.539$, $p > .05$]. Analisis ini juga menunjukkan antara lelaki dan perempuan mempunyai skor min yang sama, lelaki ($M = 3.84$, $SP = 0.64$), perempuan ($M = 3.79$, $SP = 0.57$). Skor ini menjelaskan kedua-dua jantina berada pada tahap efikasi sendiri kerjaya tinggi.

Jadual 5: Ujian - T Perbezaan Antara Jantina Bagi Efikasi Kendiri Kerjaya

	Ujian	N	Min	SP	Nilai t	p
Efikasi sendiri kerjaya	Lelaki	416	3.84	.639	-1.539	.124
	Perempuan	975	3.79	.574		

* $p < .05$

Perbincangan dan Cadangan

Dapatan kajian ini juga menunjukkan subjek kajian mempunyai 37.1% efikasi sendiri kerjaya berada pada tahap sederhana, 1.5% pada tahap rendah. Dapatan kajian ini selari dengan data kajian pengesanan graduan yang menunjukkan peratusan bekerja bagi tahun 2016 dan 2017 adalah 63.0% dan 62.5% masing-masing (Ishak Yusoff et al., 2016; 2017). Efikasi sendiri kerjaya merupakan keyakinan seseorang terhadap keupayaan diri untuk membuat keputusan kerjaya termasuklah mengenal diri sendiri, mendapatkan maklumat pekerjaan, membuat pilihan matlamat, membuat perancangan dan penyelesaian masalah kerjaya. Secara perbandingannya efikasi sendiri kerjaya diperlukan untuk menentukan sejauh mana kesan kepada proses membuat keputusan kerjaya (Kristin, 2009; Komarraju et al., 2013; Sidiropoulou-Dimakakou et al., 2012). Hal ini bermaksud individu yang berada pada tahap rendah dan sederhana tidak mempunyai keyakinan dan kepercayaan kepada diri sendiri untuk melakukan sesuatu aktiviti kerjaya (Mohd Izwan Mahmud et al., 2018). Kesannya, mereka

berkemungkinan tidak dapat membuat keputusan kerjaya, membuat keputusan yang tidak tepat atau ketidakpastian dalam membuat keputusan kerjaya yang akan menyumbang kepada kadar kebolehpasaran yang rendah.

Disamping itu, dapatan menunjukkan secara perbandingan efikasi sendiri antara gugusan pengajian adalah tidak berbeza kecuali bagi sub skala perancangan kerjaya memperlihatkan gugusan sains sosial lebih baik berbanding gugusan sains kesihatan dan perubatan. Bagaimana pun berbeza dengan kajian oleh Mohd Izwan Mahmud (2017), mendapati pelajar gugusan pengajian sains sosial secara keseluruhan adalah lebih baik berbanding pelajar gugusan sains. Begitu juga, skor min antara lelaki dan perempuan tidak berbeza dan ini sekaligus menjelaskan pelaksanaan intervensi kerjaya boleh dijalankan sama bagi kedua-dua jantina. Secara keseluruhan efikasi sendiri kerjaya bagi kedua-dua jantina berada pada tahap tinggi dan memperlihatkan keupayaan pelajar dalam membuat keputusan kerjaya adalah tinggi.

Daripada perbincangan tersebut didapati, efikasi sendiri kerjaya dapat mengukur tahap kesediaan kerjaya dalam proses perkembangan kerjaya individu dan elemen ini boleh dipelajari dan dipertingkatkan melalui satu kaedah yang sistematik (Mohd Izwan Mahmud, 2017a; Mohd Izwan Mahmud et al., 2017b; Andrews et al., 2014). Kajian ini membantu kaunselor kerjaya di universiti untuk menggunakan instrumen *CDSE-SF* dalam memahami klien, membina profil dan mengenal pasti keperluan kepada kesesuaian intervensi kerjaya dapat dilaksanakan. Justeru, melalui pengenalan profil kerjaya di awal tahun pengajian dapat membantu kaunselor kerjaya di universiti antaranya (i) memahami isu kerjaya yang dihadapi oleh pelajar; (ii) memahami keperluan mengikut kategori kesediaan kerjaya pelajar; (iii) membangunkan program intervensi kerjaya yang sesuai dengan keperluan pelajar; (iv) menjalankan penilaian terhadap keberkesanan terhadap intervensi yang dijalankan.

Implikasi tersebut dapat mencadangkan di peringkat universiti membangunkan sistem profil kerjaya di universiti untuk membantu kaunselor dalam merangka dan membangunkan program perkembangan kerjaya yang bersifat holistik. Manakala kajian lanjutan hendaklah melibatkan pelajar daripada semua universiti awam di Malaysia daripada pelbagai gugusan pengajian bagi memahami secara keseluruhan pola kesediaan kerjaya pelajar ijazah pertama universiti awam yang dapat menjelaskan kebolehpasaran graduan.

Rumusan

Perkembangan kerjaya pelajar universiti tertumpu terhadap keupayaan membuat keputusan kerjaya yang mempunyai kaitan dengan tahap efikasi sendiri kerjaya. Efikasi sendiri kerjaya merupakan faktor yang mempengaruhi kesediaan kerjaya termasuklah persediaan seseorang membuat perancangan kerjaya dengan mengambil kira nilai, bakat dan kebolehan disamping faktor keluarga, organisasi, sosial dan ekonomi. Justeru, untuk meningkatkan kesediaan kerjaya, pelajar perlu meningkatkan efikasi sendiri kerjaya melalui melibatkan diri dengan program-program kerjaya yang dianjurkan oleh universiti masing-masing seperti penulisan resume, mock interview, karnival kerjaya, dan lain-lain. Program seumpama ini dapat membantu pelajar dalam proses membuat perancangan kerjaya semasa berada dalam tempoh pengajian di universiti.

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PERANAN KERANGKA MODEL TAKSONOMI KOGNITIF ISLAM DALAM MATAPELAJARAN PENDIDIKAN ISLAM

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Abstrak: Taksonomi Bloom telah banyak diaplikasikan di dalam pengajaran dan pembelajaran pelajar di serata dunia, namun taksonomi bloom ni terdapat beberapa masalah yang timbul apabila diaplikasikan dalam bidang Pendidikan Islam terutamanya dalam bidang Sirah. Hal ini kerana taksonomi bloom hanya menekankan aspek kognitif walhal terdapat keperluan untuk mengintegrasikan domain kognitif, afektif dan psikomotor dalam bidang Pendidikan Islam. Kajian ini membincangkan peranan model TaKi-S iaitu taksonomi kognitif islam yang merupakan perkembangan daripada Taksonomi Bloom. Kajian ini menghuraikan taksonomi Bloom satu persatu dan mendefinisikan setiap aras dalam Model TaKi-S. Kajian ini juga memaparkan peranan Model TaKi-S terhadap kurikulum, pengajaran guru, pembelajaran pelajar, sosial dan generasi warganegara global.

Keywords: Taksonomi Bloom, Kognitif, Sirah, Pendidikan Islam, Taksonomi Kognitif Islam

Pengenalan

Arus Revolusi IR 4.0 menampakkan kehidupan moden yang bergantung kepada internet membawa perubahan yang besar ke dalam setiap sektor negara antaranya adalah sektor ekonomi, kesihatan, ketenteraan dan juga tidak terkecuali terhadap sektor pendidikan negara masa kini. Dunia Pendidikan yang dahulunya dijalankan secara tradisional telah berubah wajah menjadi secara teknologi digital dan tanpa sempadan. Bahkan perdana Menteri Malaysia telah merasmikan pelancaran satu lagi program digital iaitu Artificial Intelligence (AI) untuk rakyat pada 16 Januari 2024 sebagai langkah memperkasa teknologi digital di Malaysia. Ledakan teknologi ini memberi cabaran baru kepada dunia Pendidikan. Antaranya adalah cabaran dunia VUCA. Dunia VUCA adalah akromim kepada volatility, uncertainty, complex dan ambiguity. Bagi menangani isu VUCA, Pendidikan dirangka semula terutamanya dari sudut pengajaran dan pembelajaran. Rata-rata pengajaran dan pembelajaran di dunia ini mengaplikasikan taksonomi Bloom dalam pengajaran dan pembelajaran. Bloom memulakan langkah pertama menstrukturkan pembelajaran berdasarkan aras kognitif mengikut objektif pengajaran yang masih lagi relevan sehingga kini.

Pengajaran dan pembelajaran kebanyakannya menggunakan Teori Pendidikan seperti Teori kognitif Piaget, Teori pembelajaran Vygotsky, Teori Howard Gardner dan Teori Pembelajaran Taksonomi Bloom. Mulai tahun 1948, sekumpulan pendidik menjalankan tugas mengklasifikasikan matlamat pendidikan dan objektif. Tujuannya adalah untuk membangunkan sistem klasifikasi untuk tiga domain: kognitif, afektif, dan psikomotor. Kerja pada domain kognitif telah disiapkan pada tahun 1950-an dan biasanya dirujuk sebagai Taksonomi Domain Kognitif Bloom (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). Yang lain telah membangunkan taksonomi untuk domain afektif dan psikomotor. Domain kognitif telah diterangkan pada tahun 1956, dan afektif pada tahun 1964 dan domain psikomotor telah tidak diterangkan sepenuhnya sehingga tahun 1970-an (Hoque, 2016).

Benjamin Samuel Bloom merupakan pemikir yang memperkenalkan Taksonomi Bloom. Taksonomi ini amat berpengaruh dalam sistem pendidikan di dunia mahupun di negara kita di mana idea pemikiran beliau menjadi rujukan, perbincangan dan kajian yang berterusan dalam bidang pendidikan. Taksonomi Bloom ini wujud bermula dengan kritikan Benjamin Bloom dalam Persidangan Psikologi Amerika pada tahun 1950-an, yang mencetuskan bahawa teknik hafalan merupakan peringkat terendah dalam tingkatan kemampuan berfikir. Seterusnya beliau memberikan jalan penyelesaian dengan mengusulkan satu struktur hierarki pemikiran dari peringkat rendah kepada peringkat yang lebih tinggi bagi mengukur kemampuan murid dalam pembelajaran.

Teori Pembelajaran taksonomi Bloom ini pada kebiasaanya diaplikasikan di dalam negara mahupun di luar negara. Antara kajian yang mengaplikasikan teori Bloom's ini adalah oleh Cil (2022) bertujuan untuk meneroka kurikulum matematik Turki dan Ireland melalui domain kognitif TIMSS melalui penyiasatan perbandingan matlamat pembelajaran gred pertama hingga gred empat. Untuk itu, 500 matlamat pembelajaran daripada Turki dan Ireland kurikulum dianalisis secara kualitatif dan dikelaskan oleh dua orang pakar. Dapatan daripada kajian mendedahkan bahawa walaupun kurikulum Ireland mempunyai lebih banyak matlamat pembelajaran pada gred pertama hingga keempat gred, taburan peratusan matlamat pembelajaran ini antara untaian pembelajaran adalah serupa untuk kedua-dua kurikulum. Selain itu, kurikulum Turki menumpukan peratusan yang lebih besar matlamat pembelajaran kepada domain kognitif daripada kurikulum Ireland, manakala kurikulum Ireland mempunyai peratusan matlamat pembelajaran yang lebih besar dalam domain penerapan dan penaakulan, walau bagaimanapun kedua-dua kurikulum tidak mempunyai matlamat pembelajaran yang mencukupi dalam mengaplikasi dan mengetahui domain kognitif di mana cadangan TIMSS tentang pengagihan domain kognitif matlamat pembelajaran telah dipertimbangkan.

Seterusnya kajian Yusuf & Zumara, (2021) menyiasat domain kognitif taksonomi Bloom yang digunakan dalam soalan yang ditanya oleh pensyarah kepada pelajar mereka di dua universiti awam di Banda Aceh, Indonesia. Data untuk kajian dikumpul daripada persepsi pelajar dan pensyarah. Seramai 218 orang pelajar dan 19 orang pensyarah terlibat dalam kajian ini sebagai responden. Dapatan pelajar menunjukkan domain kognitif yang paling kerap digunakan oleh pensyarah dalam soalan ialah domain cipta, diikuti oleh domain kognitif memahami, mengingat, menilai, mengaplikasi dan akhir sekali domain kognitif menganalisis. Namun sebaliknya, dapatan daripada pensyarah menunjukkan penggunaan domain kognitif ingat sebagai domain kognitif yang paling kerap dalam soalan, kedua; penggunaan domain faham; ketiga, dan keempat terdapat domain cipta dan domain menilai, diikuti domain kognitif menganalisis dan mengaplikasi. Justeru, pensyarah disarankan untuk menjaga kualiti soalan

dalam bilik darjah untuk menggalakkan pemikiran kritis pelajar dengan menggunakan semua domain kognitif taksonomi Bloom.

Di Malaysia juga taksonomi bloom ini digunakan dalam pengajaran dan pembelajaran. Antara kajian dan pengaplikasian taksonomi bloom di Malaysia adalah daripada kajian Viviana Irina Nawot & Roslinda Rosli (2022) tentang analisis kandungan topik pecahan buku teks Matematik KSSR semakan (2017) berdasarkan Domain Kognitif Taksonomi Bloom. Kajian ini dilaksanakan bertujuan untuk menganalisis kandungan buku teks bagi topik pecahan berdasarkan kepada domain kognitif Taksonomi Bloom. Hasil kajian mendapati topik pecahan Tahun 1 mencapai sehingga aras ketiga iaitu kemahiran mengaplikasi. Selain itu, kandungan pecahan bagi tahun 2 sehingga tahun 5 mencapai aras keempat iaitu kemahiran menganalisis. Kajian juga mendapati buku teks Matematik semakan 2017 mengandungi elemen kemahiran berfikir aras tinggi (KBAT). Kajian ini membuktikan bahawa terdapat perubahan dan penambahbaikan terhadap buku teks Matematik semakan 2017 berdasarkan aspek domain kognitif.

Manakala kajian oleh Tay & Rosli (2021) pula menjalankan kajian analisis domain kognitif bagi topik wang dalam buku teks Matematik Tahun 5 dan Tahun 6 KSSR Semakan. Kajian dijalankan bertujuan untuk mengenal pasti domain kognitif bagi kandungan dan latihan topik Wang dalam buku teks Matematik Tahun 5 dan Tahun 6 aliran Sekolah Kebangsaan (SK) dan Sekolah Jenis Kebangsaan Cina (SJKC), serta menentukan tahap domain kognitif berdasarkan kerangka (TIMSS). Hasil kajian telah menunjukkan buku teks Matematik Tahun 5 aliran SK dan SJKC dominan pada domain mengetahui dengan tumpuannya pada aspek mengira, iaitu mencapai tahap domain kognitif yang rendah. Manakala, buku teks Matematik Tahun 6 aliran SK dan SJKC pula dominan pada domain menaakul, iaitu mencapai tahap domain kognitif yang tinggi. Namun begitu, buku teks Matematik Tahun 6 SK lebih menumpukan aspek menganalisis sebaliknya buku teks Matematik Tahun 6 SJKC lebih menumpukan aspek mensintesis. Perbandingan yang dilakukan terhadap buku teks Matematik Tahun 5 dan Tahun 6 telah mendapati terdapat perbezaan yang amat ketara dari segi bilangan dan peratusan kandungan dan latihan topik wang berdasarkan domain kognitif. Walaupun taburan peratusan domain kognitif tidak semestinya menggambarkan kualiti sesebuah buku teks, ia telah mencerminkan peluang pembelajaran yang dibekalkan dalam buku teks untuk memupuk kemahiran berfikir. Kajian ini telah memberi impak kepada warga pendidik, pembangun kurikulum, penulis buku teks serta penyelidik-penyelidik lain.

Kajian Firdaus & Rahayu (2019) dalam kajian kesan pembelajaran berasaskan STEM terhadap peningkatan kemahiran kognitif. Penyelidikan ini dijalankan menggunakan kaedah Pra-Eksperimen dengan reka bentuk Satu Kumpulan pra ujian-pasca. Pelajaran adalah dilaksanakan menggunakan berasaskan Sains, Teknologi, Kejuruteraan, dan pembelajaran Matematik (STEM), manakala kaedah pembelajaran dirujuk kepada Proses Reka Bentuk Kejuruteraan. Penyelidikan melibatkan 30 orang murid darjah empat sekolah rendah di Bandar Cimahi sebagai sampel kajian. Data dikumpul menggunakan pemerhatian dan dianalisis menggunakan analisis deskriptif kuantitatif. Keputusan penyelidikan menunjukkan bahawa terdapat perbezaan dalam hasil pembelajaran dalam domain kognitif. Sebagai kesimpulan, pembelajaran berasaskan STEM boleh menambah baik kemahiran kognitif pelajar sekolah rendah. Oleh itu, berdasarkan hasil kajian dan penemuan, pembelajaran berasaskan STEM mempunyai pengaruh terhadap penambahbaikan kebolehan kognitif pelajar sekolah rendah.

Dalam bidang Pendidikan Islam pula, terdapat beberapa kajian mengenai aplikasi bloom antaranya adalah kajian oleh Zainal Abidin et al. (2013) berkenaan mentakrifkan tahap kognitif dalam Taksonomi Bloom melalui Tahap kefahaman al-Quran. Ia dapat dilihat bahawa domain kognitif dalam Taksonomi Bloom mengutamakan objektif untuk mencapai subjek, yang berbeza dengan tahap kefahaman al-Quran yang mengutamakan proses mencapai Subjek. Kertas kerja ini memberikan korelasi umum antara tahap kognitif dan tahap kefahaman Al-Quran supaya domain kognitif dapat ditakrifkan dari segi tahap pemahaman al-Quran. Kajian menjangkakan bahawa kemajuan awal ini dapat memberikan pemangkin untuk membangunkan sistem pendidikan berkonsepkan Islam.

Selain itu, terdapat kajian analisis taksonomi Blooms dalam Dokumen Standard Kurikulum dan Pentaksiran (DSKP) dalam Pendidikan Islam tingkatan satu yang merangkumi Kemahiran berfikir mengingat, memahami, mengaplikasi, menganalisis bagi kesemua bidang Pendidikan Islam termasuklah bidang Quran, Hadith, Akidah, Akhlak, Fiqh, Sirah dan Tamadun Islam dan Akhlak (Azman et al., 2023). Seterusnya, kajian oleh Masuwai et al., (2023) menganalisis kesesuaian taksonomi Bloom dalam bidang Hafazan yang meneliti bahawa terdapat pengembangan pada aras mengingat bloom di mana aras mengingat memerlukan pelajar mengulang bagi mencapai tahap kefasihan yang dikehendaki.

Daripada sorotan literatur, dapatlah dikenal pasti beberapa jurang iaitu pertama jurang dari sudut subjek, di mana kajian taksonomi telah dijalankan dalam bidang matematik, Sains, STEM dan Pendidikan Islam. Namun kajian dalam subjek Pendidikan Islam tidak menyentuh bidang Sirah. Oleh itu kajian ini menengahkan taksonomi kognitif dalam bidang Sirah. Seterusnya, dari sudut rekabentuk kajian pula, telah ada kajian-kajian yang banyak dari aspek rekabentuk kajian tinjauan, kajian kes, namun kajian yang memfokuskan kepada peranan taksonomi kognitif Islam masih kurang dijalankan secara meluas. Di samping itu, kajian lepas mengkaji definisi aras kognitif Blooms pada aras kefahaman yang disesuaikan dalam Islam kelebihan taksonomi Blooms (Abidin et al., 2013), mereka bentuk taksonomi baru, (Nayef et al., 2013) dan taksonomi kerohanian (Md Nawi 2021). Namun kajian terkini tidak menyentuh tentang peranan taksonomi kognitif Islam dalam matapelajaran Pendidikan Islam.

Diharapkan kajian ini memberi manfaat kepada guru-guru Pendidikan Islam dalam meningkatkan pengajaran dan pembelajaran yang lebih terperinci dan bermakna.

Taksonomi

Dalam bidang Pendidikan, taksonomi ialah satu model yang biasa digunakan untuk menganalisis bidang-bidang pendidikan. Ia berkaitan dengan objektif-objektif pendidikan yang melibatkan bidang-bidang seperti pengetahuan, sikap dan psikomotor. Taksonomi Bloom ialah model untuk membezakan antara pelbagai bentuk pembelajaran. Bagi menggalakkan pemikiran tinggi dalam pendidikan, ia mengklasifikasikan aktiviti pembelajaran yang berbeza kepada tiga domain yang berbeza iaitu kognitif, afektif dan psikomotor (Bloom, 1956).

Pengklasifikasian tahap tingkah laku intelek dalam pengajaran dan pembelajaran bagi domain kognitif iaitu merangkumi kemahiran mental seperti pemerolehan pengetahuan dan ingatan. Bagi domain afektif, ianya merangkumi perkembangan perasaan atau emosi seperti motivasi dan kepuasan. Manakala domain psikomotor merangkumi kemahiran fizikal seperti pergerakan dan ketangkasan. Taksonomi ini adalah bertujuan untuk mencapai objektif pendidikan yang

perlu dicapai secara berturutan (Adams, 2015 & Huitt, 2011). Ketiga-tiga domain ini diperincikan seperti yang berikut.

Domain Kognitif

Domain kognitif ditakrifkan oleh cara pakar berfikir dengan menyatakan apa yang mereka tahu tentang orang lain perkara serta memerhati apa yang berlaku di sekeliling mereka. (Mudjiono, 2009). Mengikut Mohamad Hashim Othman and Sharifah Amnah Syed Ahmad (2006), penggunaan domain kognitif dapat meningkatkan keupayaan berfikir dalam kalangan pelajar. Ini kerana cara pemikiran dalam kalangan murid telah tersusun. Situasi ini dapat melatih murid untuk berfikir secara konstruktif berdasarkan bukti empirikal. Domain kognitif mengandungi kemahiran pembelajaran yang kebanyakannya berkaitan dengan mental (berfikir) proses. Proses pembelajaran dalam domain kognitif merangkumi hierarki kemahiran melibatkan pemprosesan maklumat, membina pemahaman, mengaplikasi pengetahuan, menyelesaikan masalah, dan menjalankan penyelidikan. Terdapat enam tahap kompleksiti kognitif iaitu pengetahuan, kefahaman, aplikasi, analisis, sintesis dan penilaian. Taksonomi Bloom memberi tumpuan kepada menerangkan tahap pencapaian dan bukannya kemahiran proses dan tidak ditangani dengan ketara cara bagaimana pelajar meneruskan dari satu tahap ke tahap seterusnya. Domain kognitif termasuk kelompok kemahiran yang menyusun senarai lengkap, ringkas dan saling melengkapi kemahiran pembelajaran paling kritikal untuk setiap proses (Hoque, 2016).

Bloom percaya bahawa murid perlu melepasi tahap yang paling mudah sebelum mencapai tahap sukar. Kelemahan yang paling ketara ialah apabila proses kognitif dalam Bloom diatur mengikut kategori, di mana murid perlu menguasai tahap bermula dari bawah sebagai syarat untuk melepasi kategori seterusnya (Krathwohl, 2002). Selain itu, terdapat juga warga pendidik yang mempunyai pandangan dan pemahaman yang berbeza pada setiap peringkat semasa menjalankan pengajaran dan pembelajaran. Ini menyebabkan penilaian berdasarkan tahap kognitif taksonomi Bloom tidak dapat dibuktikan dengan tepat terhadap setiap tahap yang diuji (Nursyahidah Wahidah Masrom et al., 2018).

Domain Afektif

Dimensi afektif merangkumi semua pengetahuan yang berfungsi untuk memahami perasaan. Ia memberi tumpuan kepada aspek emosi seperti perasaan, nilai, penghargaan, semangat, minat, motivasi dan sikap. Menurut klasifikasi taksonomi Bloom, terdapat lima peringkat dalam domain afektif iaitu daripada tingkah laku yang mudah kepada yang kompleks. Hoque (2016) menyatakan bahawa kebanyakan orang menganggap pembelajaran sebagai fungsi intelek atau mental. Namun begitu, pembelajaran bukan sekadar fungsi kognitif (mental) malah ianya juga merupakan pembelajaran sikap, tingkah laku dan kemahiran fizikal. Domain ini termasuk cara kita berurusan dengan sesuatu secara emosi seperti perasaan, nilai, penghargaan, semangat, motivasi dan sikap.

Domain ini menekankan rasa, emosi atau penerimaan dan penolakan. Ianya berubah-ubah daripada perhatian biasa terhadap fenomena yang tertentu hinggalah kepada ciri-ciri dalaman dan suara hati. Beberapa penulisan menyatakan afektif adalah termasuk sebagai minat, sikap, apresiasi, nilai dan set emosi atau bias (bayangan perasaan).

Domain Psikomotor

Kawasan psikomotor adalah sektor neurologi yang berkaitan dengan kebolehan sistem saraf dan otot. Dimensi psikomotor mempunyai kaitan dengan keupayaan untuk memanipulasi alat atau instrumen secara fizikal. Atas sebab ini, objektif psikomotor biasanya berkaitan dengan pembelajaran tingkah laku atau kebolehan baru. Ia mempunyai lima peringkat bermula dengan yang paling asas iaitu tahap persepsi, tahap yang ditetapkan, tahap pergerakan berpandu, tahap mekanisme, dan tahap tindak balas sebenar yang kompleks.

Objektif psikomotor adalah yang khusus untuk fungsi fizikal, refleks tindakan dan tafsiran pergerakan (Hoque, 2016). Domain ini menekankan kemahiran otot atau motor, melibatkan pengendalian bahan dan objek yang dimanipulasi atau beberapa tindakan yang memerlukan koordinasi otot saraf. Contohnya dalam mata pelajaran Bahasa Melayu, ia boleh dikaitkan dengan tulisan tangan dan pertuturan. Triwahyudi (2019) ada menyatakan bahawa salah satu hasil pembelajaran ialah murid perlu mampu dan mahir bertindak dengan memanipulasikan kemahiran yang melibatkan otot dan kemahiran fizikal setelah menerima pengalaman belajar tentang sesuatu kemahiran.

Aras Domain Kognitif Bloom

Dalam domain kognitif, terdapat enam aras yang digariskan oleh Benjamin Bloom. Tahap-tahap tersebut ialah pengetahuan, pemahaman, aplikasi, analisis, sintesis, dan penilaian (Mohamad Hashim Othman & Sharifah Amnah Syed Ahmad, 2006). Pada setiap peringkat taksonomi Bloom, guru memberi tumpuan kepada penilaian secara berasingan. Sebagai contoh, pada Tahap 1, guru hanya menilai hasil kerja murid pada tahap yang diuji. Pada Tahap 2, guru menilai kerja murid merentas semua peringkat yang diuji dan juga seterusnya. Setiap satu daripadanya dihuraikan seperti berikut:

1. Pengetahuan

Tahap pertama ialah pengetahuan. Peringkat awal dalam domain kognitif adalah mengingat dan mengiktiraf idea, fakta asas, definisi, teori, undang-undang, tarikh, peristiwa dan lain-lain dari pembelajaran masa lalu. Pada tahap ini, seseorang itu dapat mengenal pasti, menyenaraikan, menerangkan, memberitahu, dan sebagainya.

Bloom (1956) mendefinisikan pengetahuan sebagai mengingat bahan yang dipelajari sebelumnya. Ini melibatkan mengingat pelbagai jenis bahan, daripada fakta khusus kepada teori yang lengkap. Walau bagaimanapun, semua itu diperlukan adalah mengingat maklumat yang sesuai. Pengetahuan mewakili tahap yang paling rendah hasil pembelajaran dalam domain kognitif. Alaimam dan Rahman (1983) mendefinisikan ilmu sebagai tahap di mana pelajar mengingat maklumat sama ada dengan mendapatkan semula atau dengan mengetengahkan maklumat yang betul daripada yang salah dalam buku teks. Lister (2006) pula mendefinisikan pengetahuan sebagai tahap di mana pelajar boleh memuntahkan sesuatu fakta, apabila digesa tanpa semestinya memahami kepentingannya. Tahap kecekapan ini hanya boleh dicapai melalui pembelajaran hafalan.

Truschel dan Deming (2007), mentakrifkan pengetahuan sebagai pengetahuan tentang bahan yang dipelajari sebelumnya atau mendapatkan semula, mengenal dan mengingat kembali pengetahuan yang berkaitan daripada ingatan jangka panjang. Domain ini mungkin melibatkan

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penarikan balik pelbagai bahan, daripada istilah biasa kepada khusus fakta, kaedah, prosedur, konsep asas, dan prinsip. Mohamad Hashim Othman dan Sharifah Amnah Syed Ahmad (2006) menyatakan pada tahap ini, ia memerlukan seseorang itu mengingat dan mengeluarkan maklumat berbentuk fakta yang telah diperolehi hasil daripada pembelajaran yang telah berlaku. Dalam aras ini seseorang itu berupaya untuk mengidentifikasikan, menyenaraikan, menerangkan, memberitahu dan sebagainya.

2. Kefahaman

Pemahaman adalah tahap yang kedua. Ia memerlukan seseorang untuk memahami maklumat yang diperolehi. Pada peringkat ini, seseorang itu dapat menerangkan, menganggar, meramal, membezakan dan sebagainya (Mohamad Hashim Othman & Sharifah Amnah Syed Ahmad, 2006). Bloom (1956) mendefinisikan kefahaman sebagai kebolehan untuk memahami maksud bahan. Ini mungkin ditunjukkan dengan menterjemah bahan daripada satu bentuk ke bentuk yang lain (perkataan kepada nombor), mentafsir bahan (menerangkan atau meringkaskan), dan menganggar arah aliran masa depan (meramal akibat atau kesan). Hasil pembelajaran ini bergerak selangkah di luar yang mudah ingatan bahan dan mewakili tahap pemahaman yang paling rendah.

Lister (2006) pula mendefinisikan kefahaman sebagai tahap di mana pelajar memahami kepentingan sesuatu fakta. Seorang pelajar, apabila digesa, menunjukkan pemahaman dengan membekalkan pengetahuan, tetapi yang mungkin berbeza daripada cara bahan itu mula-mula diajar. Domain ini melibatkan kesedaran tentang mesej literal terkandung dalam komunikasi dan dapat memahami hubungan antara setiap ini elemen (Truschel & Deming, 2007).

3. Aplikasi

Aplikasi adalah peringkat ketiga. Ia memerlukan seseorang untuk mengaplikasikan pembelajaran yang telah diperolehi. Pada tahap ini, seseorang dapat mengaplikasikan pengetahuan, membuat ilustrasi, menunjukkan, menyelesaikan, mengelas dan menjalankan eksperimen. Bloom (1956) mendefinisikan aplikasi sebagai kebolehan menggunakan bahan yang dipelajari dalam bentuk baharu dan konkrit situasi. Keupayaan ini merangkumi aplikasi peraturan, kaedah, konsep, prinsip, undang-undang, dan teori. Hasil pembelajaran dalam bidang ini memerlukan tahap pemahaman yang lebih tinggi daripada mereka selepas pemahaman.

Aplikasi adalah merujuk kepada kebolehan menggunakan bahan yang dipelajari dalam sesuatu atau penggunaan abstraks tanpa gesaan. Ia juga termasuk mengaplikasikan apa yang dipelajari dalam sesebuah novel situasi dalam suasana lain. Domain ini mungkin melibatkan penggunaan peraturan, kaedah, konsep, prinsip, undang-undang, dan teori (Truschel & Deming, 2007). Pada tahap ini, ianya memerlukan seseorang itu mengaplikasikan pembelajaran yang telah diperolehi. Dalam arah ini seseorang itu berupaya untuk membuat aplikasi pengetahuan, membuat ilustrasi, menunjukkan, menyelesaikan, mengklasifikasikan, membuat ujikaji dan sebagainya (Mohamad Hashim Othman & Sharifah Amnah Syed Ahmad, 2006).

4. Analisis

Bloom (1956) mendefinisikan analisis sebagai keupayaan untuk memecahkan bahan kepada bahagian komponen untuk memahami struktur organisasinya. Keupayaan ini termasuk pengenalanpastian bahagian, analisis hubungan antara bahagian dan pengiktirafan prinsip organisasi yang terlibat. Analisis memerlukan pemahaman kedua-dua kandungan dan bentuk

struktur bahan di mana hasil analisis pembelajaran mewakili tahap intelek yang lebih tinggi daripada tahap kefahaman dan aplikasi.

Analisis ialah domain keempat dan boleh digambarkan sebagai keupayaan untuk memeriksa kelompok masalah dalam subjek tertentu dan mengenal pasti pelbagai komponen untuk difokuskan dengan lebih lanjut pada setiap komponen. Analisis membezakan antara fakta dan inferens dan menentukan bagaimana bahagian-bahagian itu berkaitan antara satu sama lain dan dengan struktur keseluruhan. Truschel dan Deming (2007) dan Lister (2006) mendefinisikan aplikasi dan analisis sebagai peringkat pertengahan taksonomi di mana pelajar dijangka mencipta dan menganalisis artifak tetapi dalam konteks yang jelas. Analisis ialah peringkat keempat yang memerlukan seseorang itu membuka bahagian atau membuat kajian (untuk memahami sesuatu struktur) hasil daripada pembelajaran yang telah diperolehi. Pada tahap ini, seseorang dapat menganalisis, membandingkan, mengelas, dan menyusun (Ros Faizah et al., 2023).

5. *Sintesis*

Bloom (1956) mendefinisikan sintesis sebagai kebolehan untuk mencantumkan bahagian-bahagian bersama untuk membentuk idea baru. Keupayaan ini melibatkan penghasilan komunikasi unik (tema atau ucapan), rancangan operasi (cadangan penyelidikan) atau satu set hubungan abstrak (skim untuk mengklasifikasikan maklumat). Hasil pembelajaran dalam bidang ini menekankan tingkah laku kreatif dengan memberi penekanan utama pada penggubalan corak atau struktur baharu. Truschel dan Deming (2007) mentakrifkan sintesis sebagai domain yang merujuk kepada keupayaan untuk membuat pertimbangan berdasarkan kriteria atau piawaian, atau untuk menggabungkan bahagian untuk membentuk konsep atau idea baharu. Alaimam & Rahman (1983) mendefinisikan sintesis sebagai tahap di mana murid boleh menggabungkan bahagian untuk membentuk satu idea yang bersepadu.

Tahap ini termasuk mengeluarkan idea-idea baru. Ia memerlukan seseorang itu mengaplikasikan pengetahuan dan kemahiran untuk menggabungkan elemen yang telah dipelajari. Pada tahap ini, seseorang dapat menggabungkan, menyusun semula, menggantikan, mencipta dan mereka bentuk (Mohamad Hashim Othman & Sharifah Amnah Syed Ahmad, 2006; Ros Faizah et al., 2023).

6. *Penilaian*

Bloom (1956) mendefinisikan penilaian sebagai kebolehan menilai nilai bahan (penyataan, novel, puisi, dan laporan penyelidikan) untuk tujuan tertentu. Penilaian adalah berdasarkan kriteria yang pasti yang boleh menjadi dalaman (organisasi) atau luaran (berkaitan dengan tujuan). Tambahan pula, kriteria ini boleh ditentukan oleh murid atau diberikan kepada mereka. Hasil pembelajaran dalam bidang ini adalah yang tertinggi dalam hierarki kognitif kerana ia mengandungi unsur-unsur untuk semua kategori lain serta pertimbangan nilai sedar berdasarkan kriteria yang ditakrifkan dengan jelas.

Truschel & Deming (2007) mendefinisikan domain keenam ini sebagai domain yang tertinggi dalam hierarki kognitif. Ini adalah kerana ianya mengandungi elemen daripada semua kategori lain serta pertimbangan nilai sedar berdasarkan kriteria yang ditakrifkan dengan jelas. Lister (2006) mentakrifkan tahap penilaian ini sebagai tahap di mana murid dijangka menunjukkan kemahiran yang cukup dalam menetapkan dan mencapai matlamat mereka sendiri serta dalam menganalisis artifak dengan bantuan minima daripada guru. Penilaian adalah peringkat terakhir

di mana ia memerlukan seseorang membuat pertimbangan atau penilaian berdasarkan kriteria yang ditetapkan. Pada tahap ini, seseorang boleh membuat kesimpulan, menerangkan, mengukur, membandingkan, merumus dan membuat keputusan (Mohamad Hashim Othman & Sharifah Amnah Syed Ahmad, 2006; Ros Faizah et al., 2023).

Dokumen Standard Kurikulum dan Pentaksiran

Dokumen Standard Kurikulum dan Pentaksiran (DSKP) merupakan asas dalam penggubalan kurikulum yang merangkumi kerangka kurikulum, organisasi kurikulum, kaedah penyampaian dan pentaksiran (Kementerian Pendidikan Malaysia - KPM, 2016). DSKP merupakan satu dokumen rasmi yang digubal berasaskan kurikulum standard yang membolehkan semua murid mendapatkan tahap pendidikan yang sama dan berkualiti (Nor Alniza Azman et al., 2023). Ia juga merupakan satu dokumen yang mengintegrasikan kurikulum dan pentaksiran yang merangkumi standard kandungan, standard pembelajaran dan standard prestasi (KPM, 2016). Arumugham (2020) menyatakan antara tujuan DSKP dibangunkan ialah untuk memberi panduan kepada pelaksana kurikulum agar dapat melaksanakan pengajaran dan mentafsirkan pencapaian murid secara saksama dan konsisten. Terdapat beberapa standard yang telah ditetapkan di dalam DSKP yang merangkumi Standard Kandungan, Standard Pembelajaran dan Standard Prestasi. Perincian standard tersebut adalah seperti yang berikut:

a) Standard Kandungan (SK)

Pernyataan yang khusus dan spesifik mengenai perkara yang perlu diketahui dan mampu dilakukan oleh murid dalam sesi persekolahan yang mencakupi aspek pengetahuan, nilai serta kemahiran.

b) Standard Pembelajaran (SP)

Penetapan kriteria atau petunjuk kualiti pembelajaran serta pencapaian yang boleh diukur untuk setiap standard kandungan

c) Standard Prestasi (SPi)

Set kriteria umum yang memaparkan tahap prestasi yang seharusnya dipamerkan oleh murid bagi menunjukkan murid telah menguasai perkara tersebut.

Melalui DSKP, telah ditetapkan kandungan, petunjuk kualiti dan kriteria umum yang menjadi penanda aras untuk rujukan guru dalam menyampaikan kurikulum tersebut kepada murid. Nor Alniza Azman et al. (2023) menegaskan guru perlu memainkan peranan dalam melaksanakan kurikulum secara kreatif dan kritis. Ini diakui oleh Arumugham (2020) yang menyatakan bahawa guru harus mempunyai kemahiran untuk merungkai dan merangkai kurikulum dengan lebih kreatif dalam pengajaran bagi memudahkan murid mencapai standard pembelajaran yang ditentukan. Berdasarkan perincian komponen dalam DSKP, gambaran keseluruhan yang perlu dicapai dapat digambarkan oleh guru untuk merancang dan melaksanakan pengajaran dan pembelajaran bagi mencapai tahap penguasaan (TP) yang ditetapkan. TP adalah merujuk kepada kriteria pencapaian berasaskan setiap kelompok SK dan SP yang ditetapkan di mana ianya berbeza mengikut mata pelajaran.

DSKP Pendidikan Islam

Kurikulum Standard Sekolah Menengah (KSSM) Pendidikan Islam dibina bagi memenuhi keperluan Pendidikan Islam secara holistik, bersepadu dan berkembang serta bersifat autentik selaras dengan keperluan Falsafah Pendidikan Kebangsaan yang diperkenalkan dalam sistem pendidikan negara. Pendidikan Islam sekolah rendah memberi penekanan kepada konsep ilmu oleh Imam al-Ghazali. Ilmu dalam Pendidikan Islam merangkumi pengetahuan, kemahiran dan nilai. Oleh itu, bagi memenuhi keperluan ilmu, kurikulum Pendidikan Islam dibangunkan merangkumi tujuh bidang iaitu al-Quran, Hadis, Akidah, Ibadah, Sirah, Adab, dan Jawi. Ilmu dari bidang-bidang tersebut yang merangkumi pengetahuan, kemahiran dan nilai perlu disampaikan dengan berkesan melalui pelbagai pendekatan, kaedah dan teknik yang lebih menarik.

Kemahiran Abad Ke -21, Kemahiran Berfikir Aras Tinggi (KBAT), dan kemahiran menaakul turut dimasukkan secara eksplisit dalam dokumen kurikulum Pendidikan Islam agar modal insan yang dihasratkan mampu memenuhi keperluan masa kini. Transformasi kurikulum yang dilaksanakan melalui KSSM mula dilaksanakan pada tahun 2011. Kurikulum Pendidikan Islam juga turut mengalami perubahan seiring dengan perubahan kurikulum arus perdana. Melalui kurikulum ini keberkesanan dalam proses pengajaran dan pembelajaran (PdP) amat dititikberatkan. Perubahan tingkah laku murid hasil daripada proses tersebut akan ditaksir dan dinilai. Manakala Pentaksiran dan penilaian dilaksanakan semasa dan selepas proses PdP berlangsung perlu direkod serta dilaporkan. Perkembangan murid akan dapat dilihat dan dilaporkan secara lebih holistik dan autentik, guru juga dapat membuat penambahbaikan pada proses pengajaran mereka.

Melalui transformasi kurikulum, dokumen kurikulum turut disemak dan terhasilnya Dokumen Standard Kurikulum dan Pentaksiran (DSKP). DSKP Pendidikan Islam merupakan satu dokumen kurikulum yang lengkap bagi setiap tahun persekolahan, mengandungi penerangan kurikulum, lajur standard kandungan, standard pembelajaran dan standard prestasi. DSKP diharapkan dapat membantu dan memandu guru untuk menyampaikan ilmu yang sahih dan melaksanakan proses PdP dengan berkesan serta dapat mengukur perkembangan murid secara lebih holistik dan autentik.

DSKP Pendidikan Islam diharapkan berupaya membantu guru membentuk modal insan yang bercita-cita tinggi, berdaya tahan, bersemangat juang, gigih berusaha dan mampu mengubah diri berperanan sebagai khalifah yang menyumbang kepada tamadun bangsa dan negara. Matlamat KSSM Pendidikan Islam ialah untuk membina dan membentuk hamba dan khalifah Allah SWT yang berilmu, beriman, bertaqwa, beramal soleh, berakhlak mulia dan berketerampilan berdasarkan al-Quran dan al-Sunnah serta menyumbang ke arah mempertingkatkan tamadun bangsa dan negara serta kesejahteraan alam demi mencapai kesejahteraan dunia dan akhirat.

KSSR Pendidikan Islam bertujuan membolehkan murid mencapai objektif berikut:

- Membaca ayat pilihan daripada al-Quran dengan betul, lancar, bertajwid dan fasih.
- Melazimi bacaan al-Quran dalam kehidupan.
- Menghafaz ayat pilihan daripada al-Quran dengan betul, lancar, bertajwid dan fasih.
- Mengamalkan bacaan ayat hafazan pilihan dalam solat dan amalan kehidupan harian.

- Merumuskan kefahaman ayat al-Quran pilihan dan mengamalkannya.
- Membaca hadis pilihan dengan betul.
- Merumuskan kefahaman hadis pilihan dan mengamalkannya.
- Merumuskan kefahaman akidah islamiyyah dan menyakininya sebagai pegangan dan tunjang dalam kehidupan.
- Merumuskan kefahaman ilmu fiqh dan mengamalkan serta menghayatinya dalam kehidupan.
- Merumuskan kefahaman sirah Nabi Muhammad S. A. W, sejarah tokoh-tokoh dan tamadun Islam serta mengambil iktibar daripadanya.
- Merumuskan kefahaman akhlak islamiyyah dan mengamalkan serta menghayatinya dalam kehidupan.
- Membaca dan menulis jawi untuk melestarikan tulisan jawi sebagai warisan budaya.

Model Taksonomi Kognitif Islam bidang Sirah (TaKi-S)

1. Mengenalpasti

Mengenal pasti merujuk kepada kebolehan murid untuk berfikir dan mengenal sesuatu perkara atau konsep bersumberkan akal dan wahyu melalui panca indera yang Allah berikan kepada manusia seperti telinga, mata, bau, rasa dan sentuhan (Ibnu Khaldun, 2004). Berfikir adalah proses mendapatkan gambaran dengan menggunakan pancaindera dan fikiran seperti firman Allah SWT:

قُلْ هُوَ الَّذِي أَنْشَأَكُمْ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ

Terjemahan: Katakanlah (wahai Muhamamd) Dialah Yang menciptakan kamu dan menjadikan bagi kamu pendengaran, penglihatan dan hati. (Tetapi) amat sedikit kamu bersyukur. (67:23)

Perkataan al-af'idah adalah jamak bagi perkataan al-fu'ad yang membawa maksud berfikir. Menurut Imam Najm al-Din al-Nasafi (2020), cara memperoleh ilmu adalah melalui tiga cara iaitu (1) pancaindera yang sempurna; (2) cerita-cerita (khabar) yang benar; dan (3) akal. Cara memperoleh ilmu sangat penting dalam menentukan hakikat ilmu yang dipanggil dalam istilah ilmu mantiq; tasawur (التصورات) dan tasdiq (التصديقات). Pertama, ilmu diperoleh daripada pancaindera yang sempurna. 5 pancaindera manusia mempunyai kekuatan tersendiri yang akan menghasilkan ilmu melalui proses berfikir secara mendalam. Setiap satu pancaindera mempunyai fungsi yang berbeza dan saling sokong-menyokong antara satu sama lain. Seterusnya, ilmu diperoleh melalui cerita-cerita (khabar الخبر) yang benar dan ia terbahagi kepada dua iaitu (1) khabar dari wahyu dan (2) khabar dari makhluk. Khabar dari wahyu merupakan ilmu yang paling agung dan autentik kerana ia merupakan wahyu dari Allah SWT kepada Rasulullah SAW. Khabar dari makhluk pula merujuk kepada khabar yang mutawatir daripada seseorang kepada seseorang yang lain yang dipercayai kesahihannya seperti cerita raja-raja zaman dahulu, kewujudan negara Rom, Mekah, Tanah Melayu dan sebagainya. Ketiga, ilmu diperoleh daripada akal. Akal merupakan anugerah yang sangat agung yang dikurniakan kepada makhluk Allah kerana fungsi akal banyak menghasilkan ilmu yang bermanfaat. Proses mencari ilmu dan menjadi orang yang berilmu akan dikurniakan darjat yang tinggi di sisi Allah SWT seperti sabda Rasulullah SAW:

مَنْ يُرِدِ اللَّهُ بِهِ خَيْرًا يُفَقِّهْهُ فِي الدِّينِ

Terjemahan: Barang siapa yang dikehendaki Allah SWT kebaikan nescaya akan diberi kefahaman tentang agama. (Hadis Bukhari dan Muslim)

2. Memahami

Memahami merujuk kepada kebolehan pelajar untuk mengolah perkara yang dipelajari dalam bentuk yang berbeza-beza berdasarkan apa yang dipelajari sehingga mampu membezakan antara dua keadaan (Ibnu Khaldun, 2004). Menurut beliau, pada peringkat ini, pelajar akan membentuk pemikiran secara gambaran (تصورات) melalui pancaindera dengan cara menggambarkan segala perkara yang berkaitan dengan isi pembelajaran. Memahami secara tasawwurat dapat mendorong pelajar membentuk sesuatu konsep dalam pembelajaran. Di dalam proses pembelajaran, tahap memahami akan dicapai dalam bentuk visualisasi dengan menggunakan akal tamyizi (العقل التمييزي) yang dapat membantu pelajar membezakan manfaat dan mudarat untuk diaplikasikan dalam kehidupan seharian. Memahami dengan menerangkan merujuk kepada kebolehan pelajar untuk menjelaskan atau menyampaikan sesuatu ilmu pengetahuan kepada orang sekeliling secara berhikmah yang diperolehi melalui proses berfikir dengan gabungan akal dan hati.

3. Mengaplikasi

Aplikasi merujuk kepada proses pemupukan ilmu apabila boleh memproses ilmu dengan gabungan akal dan mata hati yang menghasilkan pelajar yang berfikir secara sistematik dan tersusun serta berusaha untuk sentiasa melakukan apa yang dipelajari.

Selain berfikir menggunakan mata hati, murid juga mampu memberikan pendapat, dan beradab dalam pergaulan dan perhubungan dengan masyarakat. Proses ini akan mengambil masa sedikit demi sedikit sehingga matang. Proses aplikasi ilmu selalu berlaku dalam memahami integrasi hukum sesuatu perkara (tasdiqat) yang diperolehi dari pengalaman yang terdahulu.

4. Menganalisis

Menganalisis merujuk kepada kemahiran pelajar untuk memproses ilmu yang dipelajari dengan cara bertanya kepada diri sendiri dan kaitkan dengan Allah SWT sehingga menghasilkan pelajar yang mampu membuat keputusan yang tepat berdasarkan bimbingan wahyu.

Pada tahap ini, pelajar mampu menggunakan pemikiran dengan gabungan tasawwurat dan tasdiqat. Pelajar dapat membuat keputusan yang sangat tepat dan mengaplikasikan ilmu pendidikan Islam dengan ilmu-ilmu lain. Menurut Ibnu Khaldun tahap ini mampu mencapai hakikat insan yang dikehendaki. Manakala dari aspek wahyu pula merupakan suatu sumber ilmu yang menjadi pedoman yang amat penting dalam kehidupan manusia. Oleh yang demikian, ilmu yang dicapai melalui akal dan wahyu perlu digunakan serta dimanfaatkan di dalam kehidupan seharian seperti firman Allah SWT:

إِنَّ هُوَ إِلَّا وَحْيٌ يُوحَىٰ

Terjemahannya: Ucapannya itu tiada lain hanyalah wahyu yang diwahyukan (kepadanya). (Surah an-Najm, Ayat 4)

5. *Mempeduli*

Mempeduli merujuk kepada usaha untuk mengembalikan sesuatu keadaan kepada suatu keadaan yang betul, tepat dan sesuai. Ia juga merujuk kepada penyelesaian perbalahan dengan jalan yang baik atau damai. (Kamus Dewan Edisi Keempat). Selain itu, ia juga membawa maksud cara seseorang pelajar memandang situasi baharu dan tindak balas mereka terhadap situasi tersebut. Hasil pembelajaran hendaklah menekankan kebenaran dan pematuhan dalam bertindak balas, kesediaan untuk bertindak dan kepuasan dalam bertindak (motivasi). Mempeduli juga merujuk kepada kemampuan pelajar dalam memberikan jawapan, berinisiatif untuk membantu, mematuhi arahan dengan melakukan sesuatu dengan komited serta melaporkan hasil pembelajaran dan dapatan secara tersusun dan lengkap.

6. *Menghargai*

Menghargai merupakan nilai yang wujud berdasarkan penghayatan. Ia dapat dikesan menerusi tingkah laku murid dalam menyelesaikan konflik, menunjukkan, membuat perbandingan, melibatkan diri dalam pembelajaran, berkongsi pandangan dan kelebihan, kesungguhan dalam membuat kajian serta ketekunan dalam melaksanakan tugas. Tahap menghargai merupakan kesan daripada ilmu yang telah dipelajari oleh murid, kemudian mereka beramal dengan amalan yang tertentu secara istiqamah dengan tujuan khusus mengawal diri dari melakukan sikap mazmumah.

Menghargai ilmu mendorong murid melaksanakan amalan yang menjadi benteng diri sendiri. Hal ini kerana, dalam hati manusia terdapat dua elemen iaitu Jundullah dan Jundussyayatin. Jundullah SWT menurut al-Ghazali adalah ilmu, hikmah dan tafakkur. Manakala Jundussyayatin dalam hati manusia pula tentang kemarahan dan nafsu syahwat. Dalam keadaan ini, pelajar harus menerapkan amalan yang istiqamah supaya menjadi benteng diri untuk mencapai maksud kehidupan yang berjaya di dunia dan akhirat. Amalan yang istiqamah adalah dengan mengamalkan isi kandungan dalam kurikulum pendidikan Islam yang telah dipelajari oleh murid.

Contohnya, pembelajaran sirah perjuangan Nabi Muhammad SAW dalam kelas dipraktikkan secara istiqamah dengan mempertahankan agama Islam dari sebarang bentuk penyelewengan. Seterusnya, amalan tersebut dilakukan secara berterusan dengan memastikan ahli keluarga dan rakan-rakan mentaati ajaran Rasulullah SAW.

7. *Hikmah*

Hikmah merupakan kebijaksanaan yang dianugerahkan oleh Allah. Usaha dakwah dalam menyebarkan agama Islam khususnya menerusi pendidikan memerlukan hikmah atau kebijaksanaan bertepatan dgn budaya dan iklim di Malaysia. Hikmah juga ditakrifkan dengan rahsia, kelebihan atau tujuan sebenar di se-balik sesuatu perkara yang berlaku yang mana ia penuh rahmat serta kasih sayang Allah. (Kamus Dewan Edisi Ke-empat)

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ

Maksudnya: Dia (Allah) memberikan hikmah (kebijaksanaan) atau ilmu yang berguna kepada sesiapa yang dikehendaki-Nya. Maka, sesungguhnya yang diberi hikmah itu dia benar-benar telah mendapat kurnia yang banyak. Dan tidak ada yang dapat mengambil pengajaran (daripada firman Allah) kecuali orang yang berakal dan tulus. (Surah Al-Baqarah ayat 269)

Pada tahap ini, murid bukan sahaja dapat mengamalkan ilmu dengan istiqamah, malahan menerima segala ketentuan dan perintah yang telah disyariatkan dalam beragama dengan penuh ketaatan dan jiwa hamba. Murid juga dapat memimpin rakan sebaya dan menjadi ikutan dalam mengamalkan prinsip-prinsip Islam dalam kehidupan seharian.

Metodologi

Kajian ini merupakan kajian kepustakaan atau kajian kepustakaan yang menerangkan beberapa konsep dalam taksonomi kognitif Islam. Kaedah yang digunakan adalah analisis kandungan beberapa artikel jurnal, prosiding dan buku bagi menghuraikan taksonomi kognitif Islam dan peranannya dalam matapelajaran Pendidikan Islam.

Perbincangan

Peranan Taksonomi Kognitif Islam dalam matapelajaran Pendidikan Islam merujuk kepada bidang Sirah dalam memenuhi kelompangan kajian di mana tidak terdapat kajian taksonomi secara meluas dalam bidang Sirah dan Tamadun Islam. Peranan Kerangka Taksonomi Kognitif Islam ini mencakupi peranan dalam Kurikulum, Pengajaran Guru, Pembelajaran pelajar, Sosial dan Generasi Warganegara Global.

Kurikulum

Model Taksonomi Kognitif Islam bidang Sirah (TaKI-S) merupakan kerangka taksonomi yang diguna pakai dalam mata pelajaran Pendidikan Islam khususnya dalam bidang Sirah. Model TaKI-S merangkumi elemen pembelajaran murid yang menyeluruh termasuk aspek kognitif, afektif dan psikomotor. Namun sebagai permulaan dalam memperkenalkan Taksonomi Kognitif Islam, pembentukan elemen hanya berfokus kepada bidang Sirah sahaja. Namun kerangka model ini mampu dijadikan sebagai pencetus kepada bidang lain dalam Pendidikan Islam. Secara keseluruhan Model TaKI-S mempunyai tujuh hierarki elemen iaitu i) mengenal pasti, ii) memahami, iii) mengaplikasi, iv) menganalisis, v) mempedulikan, vi) menghargai, dan vii) hikmah.

Berdasarkan pembinaan model ini dapat disimpulkan terdapat persamaan dan perbezaan berbanding Taksonomi Bloom. Antara persamaannya adalah kemahiran berfikir yang terdapat dalam Bloom yang juga diguna pakai dalam Taksonomi Kognitif Islam iaitu mengenal pasti, memahami, mengaplikasi dan menganalisis. Namun empat elemen ini telah diberi nafas baru dengan menambah unsur gabungan akal, wahyu dan pancaindera yang menjadi dasar kepada proses pemikiran murid. Sebagai contoh, elemen mengenal pasti dalam Taksonomi Kognitif Islam berkaitan proses berfikir mengikut akal, wahyu dan pancaindera (sumber aqli & Naqli) (Muhammad Talhah & Ahmad Marzuki, 2020). Berbanding dengan mengenal pasti dalam Taksonomi Bloom yang hanya berfokus kepada mengingat kembali fakta yang telah dipelajari.

Manakala perbezaan atau penambahbaikan yang telah dirangka dalam Taksonomi Kognitif Islam adalah elemen yang disusun merangkumi gabungan domain kognitif, afektif dan psikomotor sekali gus seperti yang hasratkan dalam matlamat Pendidikan Islam iaitu membangunkan modal insan secara holistik dan bersepadu (Noor Hisham 2011). Justeru itu, terdapat tiga elemen tambahan dalam Model TaKI-S iaitu mempedulikan, menghargai dan

hikmah. Ketiga-tiga elemen ini merujuk kepada gabungan aspek kognitif, afektif dan psikomotor iaitu memfokuskan kepada penghayatan murid dalam mempelajari kandungan ilmu sirah dan mengamalkannya secara istiqamah. Implikasinya, menerusi model TaKI-S dapat menambah baik kualiti murid dari segi pencapaian akademik dan pembentukan sahsiah.

Salah satu tujuan pembinaan Model TaKI-S ini adalah melakukan semakan semula kepada kesesuaian taksonomi yang digunakan dalam kurikulum pusat terhadap subjek Pendidikan Islam. Ini kerana, matlamat Pendidikan Islam agak sedikit berbeza dengan subjek lain kerana ia memberi penekanan terhadap pembentukan insan yang bertakwa iaitu murid yang seimbang ilmu dunia dan akhirat (Asmawati & Fathiyah, 2012). Justeru, pembinaan Model TaKI-S bertepatan dengan komponen yang terkandung dalam Dokumen Standard Kurikulum dan Pentaksiran (DSKP). Antara komponen yang terlibat adalah fokus DSKP, kemahiran abad 21 (profil murid), Kemahiran Berfikir Aras Tinggi (KBAT) dan elemen merentas kurikulum (KPM 2016). Jadual berikut memperincikan kesesuaian Model TaKI-S dan DSKP.

Jadual 1: Rumusan Kesesuaian Model TaKI-S dan DSKP.

Komponen DSKP	Penyataan	Kesesuaian Model TaKI-S
Fokus	Ilmu, Amali, Amalan, Penghayatan & Pembudayaan	Elemen mengenal pasti, memahami, mengaplikasi, menganalisis, mempedulikan, menghargai & hikmah memberikan impak kepada semua fokus.
Kemahiran Abad 21 (Profil Murid)	Patriotik	Dapat membangkitkan rasa kesedaran sehingga mendorong kepada rasa tanggungjawab untuk mempertahankan kedaulatan negara
Kemahiran Berfikir Aras Tinggi	Tahap Penilaian • Mengaplikasi • Menganalisis	Terdapat penambahan dari aspek afektif & psikomotor dalam elemen mempedulikan, menghargai & hikmah
Elemen Merentas Kurikulum	Patriotisme	Nilai ini menepati tujuan model dengan penekanan pada elemen mempedulikan, menghargai & hikmah.

Di samping itu juga, model TaKI-S ini bertepatan dengan pernyataan standard pembelajaran dan standard prestasi yang terdapat dalam DSKP. Pembinaan elemen dalam model TaKI-S menekankan kepada pengukuran holistik iaitu dengan menyeimbangkan unsur kognitif, afektif dan psikomotor sebagai hasil pembelajaran murid. Ketiga-tiga unsur ini disepadukan dalam taksonomi Pendidikan Islam berbanding dengan taksonomi Bloom yang mengasingkan unsur kognitif, afektif dan psikomotor. Ia dapat dilihat menerusi kajian (Nor Alniza et.al, 2023) yang mendapati implementasi Taksonomi Bloom dalam bidang sirah memisahkan domain kognitif (mengingati, memahami, mengaplikasi & menganalisis) dengan domain afektif (mengorganisasikan & karakteristik). Walau bagaimanapun, usaha membangunkan model TaKI-S dapat membantu menyepadukan tujuan pembelajaran murid khususnya dalam subjek Pendidikan Islam. Bahkan model ini memberi tumpuan terhadap aspek afektif dan fokus penghayatan dalam DSKP bagi mempelajari bidang Sirah kerana ia merupakan tindak balas penting kepada proses pemerolehan ilmu murid dalam mempelajari bidang sirah.

Pengajaran Guru

Modul TaKi-S ini memainkan peranan guru sebagai fasilitator atau pemudahcara dalam meningkatkan kompetensi guru Pendidikan Islam daripada domain Instruksional Jiwa Pendidik dalam Standard Guru Malaysia 2.0. Kompetensi yang dimaksudkan adalah kompetensi dari sudut merancang PdP dan melaksanakan Pdp dengan menambahbaik pengajaran secara menyeluruh terutama dalam Pedagogi Terbeza. Di sini guru diberi peluang untuk mempelbagaikan kaedah mengajar dalam memenuhi matlamat *Sustainable Development Goals* (SDG) ke 4 iaitu Quality Education. Kaedah pengajaran bermaksud tindakan-tindakan yang dilakukan oleh guru dalam mengendalikan proses pengajaran dan pembelajaran. Guru perlu melakukan perancangan yang teliti untuk mendapatkan kaedah pengajaran yang sesuai dengan topik pengajaran (Nurul Syuhada Johari et al., 2016). Kaedah ini melibatkan tindak balas antara guru dan murid (Rahil Mahyudin et al. 1997). Di antara kaedah yang bersesuaian untuk mengajar pembelajaran Pendidikan Islam dalam bidang sirah ialah dengan bercerita, projek, lawatan, latih tubi, perbincangan kumpulan, kuliah atau penerangan, simulasi, pengurusan grafik, forum, soal jawab dan sumbang saran (Mat Lui & Ahmad, 2021) .

Antara kepelbagaian pengajaran dalam Pedagogi Terbeza termasuklah bahan digital, Scaffolding, soal-jawab, pengesanan murid, berkumpulan, ppraktikal hands on, didik hibur, peta minda dan pembelajaran inkuiri (Radi & Amran 2023).

Terdapat pelbagai cabaran dalam mengaplikasikan Pedagogi Terbeza di dalam kelas, hal ini kerana Malaysia tidak lagi membuat streaming kelas atau menyusun kelas mengikut pencapaian pelajar sebaliknya mengoptimumkan pengajaran yang mengambil kira pencapaian pelajar yang lemah, sederhana dan cepat di dalam kelas. Antara cabarannya adalah murid yang ramai, masa yang tidak mencukupi, jurang pencapaian murid, bahan dan alat bantu mengajar, kawalan kelas, kehadiran murid, kreativiti dan idea guru dan silibus yang banyak (Radi & Amran 2023).

Dengan cabaran yang begitu banyak ini, maka model TaKi-S berperanan memperkembangkan peranan guru sebagai fasilitator dalam pengajaran dan pembelajaran Pendidikan Islam. Fasilitator memudahkan murid untuk memahami sesuatu pembelajaran dan membantu murid untuk memperoleh pembelajaran yang bermakna. Keberkesanan guru sebagai fasilitator adalah bergantung kepada kemampuan mengaitkan aktiviti dalam Kumpulan melalui aktiviti simulasi, main peranan, perbincangan yang dinamik dan membuat Keputusan kepada situasi sebenar dalam kehidupan. Sebagai contohnya dalam Model TaKi-S terdapat aras menghargai, di aras ini guru meminta pelajar membuat satu projek berkenaan ketokohan khulafa ar-rashidin atau secara sfesifiknya bagaimana kita hendak menghargai tokoh-tokoh khulafa ar-rashidin, maka di sini guru hanya membimbing dan memandu pelajar sahaja dalam menyiapkan tugas dan bukan membantu murid menyiapkan tugas mereka. Di sini guru boleh mengemukakan soalan inkuiri untuk membawa pelajar memahami dan menyiapkan tugas mereka. Kemahiran inkuiri inilah yang dapat dikembangkan melalui model TaKi- S ini sebagai fasilitator yang berkesan kerana guru boleh bertanya secara inkuiri mengikut aras.

Pembelajaran Murid

Pembelajaran pelajar merujuk kepada proses di mana individu memperoleh pengetahuan, kemahiran, dan sikap baharu melalui usaha yang disengajakan dan disedari. Ia melibatkan

perubahan tingkah laku yang merangkumi aspek kognitif, afektif, dan psikomotor. Pembelajaran boleh berlaku di dalam dan di luar sekolah, dan ia dipengaruhi oleh pelbagai faktor, termasuk faktor dalaman (fisiologi dan psikologi) dan faktor luaran (keluarga, sekolah, dan komuniti) Esa et al. (2023); Aqilatuazzahrah & Kamariah (2023). Hasil pembelajaran pelajar termasuk pengalaman pembelajaran yang bermakna dan kemahiran yang dipertingkatkan dalam semua domain pembelajaran. Melibatkan murid dalam pelbagai bentuk pembelajaran aktif didapati memberi kesan positif terhadap perkembangan kognitif, psikomotor dan afektif mereka. Pembelajaran juga merupakan amalan yang boleh dimulakan melalui penyertaan dan refleksi terhadap amalan lain, serta amalan tersendiri dalam persekitaran pendidikan formal.

Dalam model TaKi-S, peranannya dalam pembelajaran murid dapat dilihat untuk memperkembangkan potensi murid dari segi karamah insaniah seperti yang disarankan oleh Kementerian Pendidikan Malaysia dalam teras 2 iaitu Memberi penekanan kepada aspek karamah insaniah melalui pembentukan adab, akhlak dan integriti. Model TaKi-S ini mengembangkan aspek karamah insaniah dengan penyediaan aras pemikiran yang menepati gabungan domain pembelajaran kognitif, afektif dan psikomotor. Contohnya dalam aspek sirah nabi pelajar tidak mudah percaya kepada cerita-cerita palsu tentang kenabian dan tidak mudah menyebarkan maklumat tanpa ada bukti yang sahih. Ini terbukti pada aras mepeduli dalam model TaKi-S di mana pelajar berfikir dahulu iaitu dari aspek kognitif, mempunyai kesedaran tentang baik buruknya sesuatu perkara iaitu afektif dan mencegah perbuatan mungkar iaitu aspek psikomotor. Dengan itu karamah insaniah itu terpancar melalui pembentukan integrit yang jitu.

Selain itu, pembelajaran sirah membantu mereka memahami konsep tauhid dengan lebih mendalam, melihat bagaimana Nabi secara konsisten mengajarkannya dalam setiap aspek kehidupan, termasuk dalam ibadah, pergaulan sosial, dan menghadapi cabaran. Lebih daripada itu, memahami sirah meningkatkan penghayatan terhadap risalah Islam yang dibawa oleh Rasulullah, menyedari tanggungjawab besar Rasulullah dalam menyampaikan syiar Islam, serta kepentingan menjaga kesinambungan ajaran tersebut dalam menjaga keutuhan agama. Motivasi untuk mencontohi sikap sabar, adil, ihsan dan ihsan Rasulullah SAW mendorong pelajar untuk mencontohi tingkah laku dan ciri-ciri tersebut dalam kehidupan seharian.

Sosial

Dari aspek sosial, model TaKi-S ini membawa murid bertanggungjawab terhadap persekitaran sosial selain daripada sekolah dalam mengambil iktibar daripada pembelajaran sirah. Persekitaran sosial ini meliputi ruang lingkup murid sama ada murid berada di kediaman masing-masing, di dalam kelompok masyarakat mahupun di dalam kehidupan murid. Tanggungjawab sosial ini antaranya adalah seperti murid dapat melibatkan diri dalam masyarakat seperti mengikuti ceramah-ceramah mengenai kerasulan nabi, menjayakan aktiviti selawat di tempat kediaman murid dan menyumbang tenaga dalam program-program keagamaan.

Selain itu, terdapat kesan sosial daripada model Taki-S ini yang melibatkan tiga perkara utama iaitu nilai, tindakan dan hubungan. Model Taki-S dapat meletakkan komponen baru yang amat menitikberatkan tentang aspek nilai iaitu komponen 'mempedulikan, 'menghargai' dan 'hikmah'. Pengenalan kepada ketiga-tiga komponen ini adalah bertujuan untuk merangsang

pemikiran murid supaya mengambil kisah atau iktibar dari pembelajaran yang telah dipelajari. Daripada kesan ibrah tersebut, murid akan berada pada satu tahap bukan sahaja membuat penilaian daripada pengetahuan dan pemahaman yang diperolehi, malah akan mengaplikasikannya dengan cara yang sepatutnya, betul, tepat dan sesuai mengikut ajaran Islam. Murid akan bertindak balas hasil daripada pembelajaran tersebut bukan saja terhad pada ruang lingkup bilik darjah bahkan dalam apa jua tindakan kehidupan mereka.

Sebagai contoh, seorang murid telah mempelajari tentang kisah Hajarul Aswad. Selepas proses pembelajaran, murid tersebut tahu dan faham bagaimana Nabi Muhammad S.A.W menyelesaikan konflik yang berlaku berkaitan kisah tersebut. Hasilnya, murid dapat mengaplikasikan tindakan tersebut sekiranya berhadapan dengan situasi tertentu dan melakukan analisis tentang strategi yang sepatutnya diambil bagi menangani situasi tersebut. Sikap ambil peduli murid semakin tinggi kerana pemahamannya terhadap perkara ini semakin banyak dan dia akan rasa bersyukur dengan perkara ini kerana dia pasti dapat menggunakannya dalam menyelesaikan masalah kehidupan yang berlaku di sekelilingnya. Rasa penghargaan turut meningkat dan akhirnya mampu membawa kepada tingkatan hikmah iaitu suatu manfaat yang bukan sahaja baik untuk dirinya bahkan ianya juga baik untuk orang-orang yang berada di sekelilingnya.

Inilah kesan sosial yang diharapkan berlaku dalam kalangan murid yang mana ianya merupakan satu tahap yang bermula daripada tahap yang rendah hingga ke tahap yang tertinggi yang memerlukan pemahaman dan penghayatan yang tinggi untuk dicapai. Pencapaian tahapan ini bukan sahaja memberi kesan kepada nilai diri seseorang itu, tetapi juga akan membawa kesan kepada tindakan dan hubungan murid dengan individu lain yang berada dalam situasi atau kelompok keberadaanya. Antara kesan sosial positif yang dijangkakan ialah pemupukan semangat kerjasama, bertindak secara adil, ketahanan jati diri, semangat patriotik, kelestarian alam dan cintakan keamanan.

Generasi Warganegara Global

Generasi warganegara global merupakan satu generasi yang hidup dalam komuniti global iaitu individu yang hidup di dunia ini dan berhubung antara satu sama lain sebagai warganegara dunia dalam memperkasa kemanusiaan. Generasi warganegara global juga ditakrifkan sebagai seseorang yang mempunyai kebijaksanaan dan bermoral untuk mencapai keadilan di dunia. Sebagai warganegara global, Model TaKi-S ini menawarkan pemikiran global ke arah keamanan sejagat murid kerana model TaKi-S mempunyai beberapa aras pemikiran. Sebagai contohnya, dalam bidang Sirah berkenaan tentang sejarah dakwah nabi sebelum dan selepas kerasulan telah membuka minda pelajar untuk berfikir secara global tentang sejarah yang berlaku pada masa kini misalnya penawanan Palestin oleh pihak Yahudi. Hal ini jika dilihat kembali kepada sejarah nabi di mana masyarakat Arab menindas orang Islam dan hal yang sama juga berlaku pada sejarah kini iaitu umat Islam Palestin ditindas oleh orang Yahudi.

Kesan pemikiran global ini akan melahirkan kesedaran global terhadap sesuatu peristiwa dan membawa tindakan lokal yang mampu murid lakukan bagi menghadapi dunia yang serba tidak stabil ini. Tindakan lokal seperti murid menghadiri kempen aman Palestin, bersedekah mahupun berdoa untuk kesejahteraan umat Islam Palestin dapat direalisasikan walaupun bukanlah murid mengembling tenaga berperang memperjuangkan agama Islam. Dengan itu,

Model TaKi-S ini membantu murid berfikir secara global disamping adanya pemikiran-pemikiran lain seperti pemikiran kritis, kreatif dan kolaboratif.

Pemikiran global bukanlah suatu pemikiran yang baru tetapi satu pemikiran yang melihat siapa kita dan tanggungjawab kita sebagai individu di dunia ini dan bagaimana kita menawarkan bantuan dalam menjalani kelangsungan hidup akan datang. Menurut Hassard & Weisberg (1993), bermulanya pemikiran secara global ini adalah apabila Albert Einstein mengutus surat meminta derma untuk berkempen kepada Emergency Committee of Atomic Scientists dengan memulakan suratnya dengan ayat : *“Our world faces a crisis as yet unperceived by those possessing the power to make great decisions for good or evil. The unleashed power of atom has change everything save our modes of thinking, and those we drift toward unparalleled catastrophe.”*. Later in the letter he started. *“ We need 200,000 USD at once for a nation wide campaign to inform American people that a new type of thinking is essential if mankind is to survive and move towards higher levels”*. Di sini Einstein memperkenalkan suatu pemikiran global yang mana dapat membantu pelajar memahami dan mengatasi masalah tersebut kerana hidup dalam dunia realiti ini.

Kebolehsesuaian pemikiran global ini dalam menelusuri bidang sirah sudah semestinya mempunyai satu permulaan yang baru dan pencetus kepada murid-murid islam untuk terus memandang hal-hal dunia dari aspek tamdun, sirah tokoh-tokoh islam dan sebagainya. Sudah tiba masanya murid mempraktikkan pemikiran global dan berhikmah dalam menjana kehidupan ini.

Kesimpulan

Model TaKi-S ini terdiri daripada 7 aras yang merupakan adaptasi daripada Taksonomi Blooms, pemikiran Ibnu Khaldun dan Model taksonomi Malik Badri yang terdiri daripada aras mengingat, memahami, mengaplikasi, menganalisis, mempeduli, menghargai, hikmah. Kebolehterangkuman model TaKi-S dalam Pendidikan Islam membawa satu alternatif baru dalam konteks pengajaran Pendidikan Islam terutama dalam bidang Sirah dan merupakan pencetus utama ke arah perkembangan domain kognitif. Model TaKi-S ini sebagai langkah utama dalam menjadi panduan pengajaran bidang Sirah dan boleh dimurnikan lagi dengan kajian-kajian akan datang seperti kajian ke arah keberkesanan Taksonomi Kognitif Islam ini melalui kaedah eksperimen mahupun kajian tindakan. Seterusnya, kajian ini juga boleh disesuaikan dengan bidang lain dalam pendidikan Islam sama ada boleh diguna di bidang lain ataupun diubahsuai. Lanjutan daripada itu, model TaKi-S ini boleh diuraikan secara terperinci dan memilih kata kerja yang sesuai melambangkan setiap aras dalam model TaKi-s ini.

Akhir sekali, model TaKi-S ini mempunyai beberapa implikasi antaranya adalah implikasi teori di mana model ini mengembangkan model sedia ada iaitu model taksonomi Bloom dengan menambahkan beberapa elemen afektif dan psikomotor digabungkan ke domain kognitif. Dengan ini penambahan kepada pengetahuan terhadap taksonomi Bloom dapatlah diperkayakan. Selanjutnya implikasi Model TaKi-S ini kepada praktikal adalah guru di mana guru boleh memperkembangkan lagi pemikiran murid ke aras yang lebih sesuai dalam bidang sirah kerana model ini dilihat relevan dipraktikkan dalam bidang sirah kerana berasaskan dokumen standard kurikulum dan pentaksiran (DSKP). Model ini juga terdapat beberapa limitasi antaranya adalah limitasi dari sudut bidang Sirah sahaja kerana ini adalah sebagai kerangka awal ke arah pembangunan taksonomi Islam. Limitasi kedua adalah kajian ini hanya

memberi peranan model TaKi-S dan tidak menghuraikan secara terperinci model tersebut, namun begitu, pengkaji telah memberikan definisi operasi terhadap taksonomi ini.

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IMPAK PENAMBAKAN PINGGIR LAUT TERHADAP SOSIOEKONOMI PENDUDUK NELAYAN DI PULAU PINANG

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Abstrak: Aktiviti penambakan pinggir laut semakin giat seiring dengan pembangunan dan proses pambandaran di Malaysia. Pulau Pinang merupakan salah sebuah negeri yang mempunyai kadar aktiviti penambakan laut yang aktif selain dari Johor, Melaka, Port Dickson dan Kota Kinabalu. Kepesatan pembangunan dan aktiviti perbandaran di Pulau Pinang secara tidak langsung merancakkan lagi aktiviti penambakan pinggir laut yang akhirnya membawa impak kepada sosioekonomi penduduk nelayan yang tinggal berhampiran dengan kawasan penambakan. Kajian ini bertujuan untuk mengenal pasti impak sosioekonomi yang dihadapi oleh penduduk nelayan yang menetap di Pulau Pinang iaitu Tanjung Tokong, Permatang Damar Laut, Bayan Mutiara, Bayan Bay dan Bagan Ajam. Keadah yang digunakan ialah kaedah borang soal selidik (201 orang responden) dan temubual secara tidak langsung (10 orang informan) yang terdiri daripada golongan nelayan dan merupakan ketua isi rumah. Hasil kajian mendapati bahawa impak yang paling dominan daripada aktiviti penambakan pinggir laut ialah hasil tangkapan merosot (69.2%) dan kehilangan mata pencarian atau pendapatan bulanan/harian berkurang (64.2%). Hal ini demikian kerana, lubuk tangkapan ikan yang selama ini digunakan oleh penduduk nelayan telah ditebus guna untuk memenuhi keperluan aktiviti pembangunan. Kajian ini berupaya untuk mencerpap impak yang dihadapi oleh komuniti nelayan kesan daripada penambakan laut dan membantu Jabatan Perikanan Pulau Pinang mendapatkan maklumat nelayan Pulau Pinang dalam membantu mahupun memberi bantuan kewangan dalam meneruskan kelangsungan hidup mereka.

Keywords: Impak, Penambakan Laut, Sosioekonomi, Penduduk Nelayan

Pendahuluan

Penambakan laut kini semakin signifikan di Malaysia khususnya dalam penggunaan tanah untuk perumahan dan industri. Hal ini dikatakan sedemikian ekoran daripada pembangunan pesat perbandaran dan peningkatan kos tanah di bandaraya utama yang terletak di kawasan persisiran pantai. Di samping itu, penambakan laut sangat penting dalam reka bentuk seni bina landskap dan boleh meningkatkan kualiti persekitaran bandar (Elizebeth Gustin & Dayangku Aslinah, 2020). Pelaburan baru melalui peningkatan peluang pekerjaan juga dikatakan mampu dihasilkan daripada aktiviti penambakan laut. Hal ini secara tidak langsung akan meningkatkan produktiviti tanah dan nilai hartanah tempatan. Peningkatan pendapatan daripada tarikan pelancongan turut dapat dilihat dalam aspek ekonomi.

Namun begitu, masih terdapat beberapa isu dan masalah yang akan dihadapi oleh komuniti setempat khususnya penduduk nelayan kesan daripada penambakan laut (Najiha Jaffar, 2010) seperti kualiti air tercemar (Koto, 2017), kematian ikan di persisiran pantai (Priyandes & Majid, 2009; Rahman et al., 2019; Choon, 2023), menjejaskan kualiti struktur tanah (Duo & Hu, 2018; Nora Azura Jumain et al., 2018) dan kekurangan sumber pendapatan (Nurul Fatin Alia & Radin Firdaus, 2017). Oleh itu, walaupun penambakan laut dilakukan dengan alasan meningkatkan ekonomi, aktiviti tersebut juga tetap akan memberikan impak negatif kepada alam sekitar dan penduduk tempatan.

Pulau Pinang merupakan salah satu daripada negeri di Malaysia yang telah memulakan projek penambakan laut secara besar-besaran untuk membentuk bank tanah dan melaksanakan projek pembangunan berskala besar seperti projek Seri Tanjung Pinang Fasa 1, Wellness City of Dream, Penang World City, Queens Waterfront, Penang Transport Master Plan (PTMP), dan Penang South Reclamation (Sahabat Alam Malaysia, 2018). Projek dan aktiviti penambakan laut yang telah dijalankan akan memberi kesan yang ketara kepada rangkaian makanan lautan dan industri perikanan akibat kehilangan habitat persisiran pantai. Seperti kajian yang dilakukan oleh Huey et al. (2021) di Tanjung Tokong telah mendapati bahawa kesan daripada penambakan laut menyebabkan pendapatan nelayan terjejas. Hal ini demikian kerana, kualiti air laut tercemar, dan habitat ikan terganggu menjadi punca pengurangan sumber protein di kawasan tersebut.

Berdasarkan Laporan Sosioekonomi Pulau Pinang (2019), pendapatan penduduk nelayan majoritinya berpendapatan RM 1001 - RM 2000 (65%) manakala 21% berpendapatan < RM 1000 dan 14% berpendapatan RM 2001 - RM 3000. Berikutan dengan aktiviti penambakan laut secara berterusan akan menyebabkan sumber pendapatan penduduk nelayan akan terganggu samada menjadi positif mahupun negatif. Hal ini dapat dibuktikan dengan laporan daripada Rauff, Abir & Qadir (2020), kesan penambakan laut Selatan Pulau Pinang telah memberi impak yang negatif kepada golongan nelayan khususnya di kawasan Gertak Sanggul, Teluk Kumbar, Sungai Batu, dan Permatang Tepi Laut yang telah mengalami pengurangan pendapatan ekoran daripada kehilangan sumber protein. Persatuan Pengguna Pulau Pinang (CAP) juga menyatakan bahawa seramai 200 orang nelayan Pantai Damar Laut terjejas sumber pendapatan mereka. Oleh itu, satu penyelidikan yang menyeluruh perlu dilakukan untuk mengenal pasti impak daripada penambakan laut terhadap sosioekonomi nelayan di Pulau Pinang.

Tinjauan Literatur

Penambakan Laut di Malaysia dan Pulau Pinang

Aktiviti penambakan laut semakin meningkat seiring dengan peningkatan permintaan guna tanah bagi keperluan ekonomi tempatan. Terdapat banyak faktor yang menyebabkan aktiviti penambakan laut khususnya di kawasan bandar berhampiran pantai semakin meningkat. Menurut Chee (2023), penambakan laut di Malaysia telah berlaku sejak tiga dekad yang lalu (1991-2001). Sepanjang tempoh tiga dekad tersebut, kawasan seluas 82.64km² telah ditebus guna melalui aktiviti penambakan laut. Chee (2023) dalam kajiannya pula menyatakan bahawa faktor utama peningkatan aktiviti penambakan laut adalah untuk pembangunan dan pemodenan (41%), diikuti oleh peningkatan populasi manusia (20%), keuntungan kewangan daripada pembangunan tanah utama (15%), dan aktiviti pertanian dan akuakultur (9%). Faktor utama

penambakan laut juga jelas bagi memenuhi keperluan aktiviti pembangunan bandar (Huey, 2021). Faktor lain yang menyumbang kepada peningkatan aktiviti penambakan adalah untuk memenuhi keperluan perumahan penduduk dan aktiviti perindustrian (Mohmad Shariff et al, 2024). Penambakan laut lazimnya dilakukan dikawasan pinggir pantai seperti Johor, Melaka, Port Dickson, Kedah, Sabah dan Pulau Pinang. Pada tahun 2022 pula, sebuah Syarikat Far East Sdn Bhd turut mencadangkan sebuah lagi projek penambakan laut di daerah Melaka Tengah bagi pembinaan sebuah Pelabuhan dan terminal kapal Persiaran seluas 1190 ekar. Jabatan Alam Sekitar (2023) menerusi Laporan Penilaian Kesan Kepada Alam Sekeliling (EIA) yang ditunjukkan, pelan cadangan tersebut terbahagi kepada dua bahagian iaitu bahagian pertama meliputi pembinaan sebuah terminal gas dan cecair, jeti kargo dan dermaga kontena. Di samping itu, pelan kedua pula meliputi pembinaan terminal kapal Persiaran antarabangsa berkeluasan 50 ekar. Oleh itu, situasi tersebut jelas menunjukkan bermula dari awal tahun 1990-an, aktiviti penambakan laut semakin meningkat dari tahun ke tahun terutamanya di kawasan bandar yang terletak berhampiran laut.

Jadual 1: Faktor Penambakan Laut Terhadap Sosioekonomi Nelayan

Faktor Penambakan Laut	Penulis
Pembangunan dan pemodenan, peningkatan populasi manusia, keuntungan kewangan daripada pembangunan tanah utama dan aktiviti pertanian dan akuakultur	Chee (2023)
Memenuhi keperluan aktiviti pembangunan bandar	Huey (2021)
Memenuhi keperluan perumahan penduduk dan aktiviti perindustrian	Mohmad Shariff et al, 2024

Selain Melaka, Pulau Pinang juga tidak terkecuali mengalami peningkatan trend penambakan laut khususnya di kawasan berhampiran pantai seperti Tanjung Tokong, Permatang Damar Laut, Bagan Ajam dan lain-lain (Huey, 2021). Setakat tahun 2023, terdapat cadangan projek baharu di Pulau Pinang iaitu Projek Pulau Pinang Selatan. Projek ini melibatkan 3 kawasan pulau buatan dengan keluasan 1800 hektar dengan masing-masing berkeluasan 920 hektar (Pulau A), 560 hektar (Pulau B) dan 320 hektar (Pulau C). Seiring dengan peningkatan aktiviti penambakan laut di Pulau Pinang, penduduk nelayan tempatan dan alam sekitar tidak terkecuali daripada menerima impak daripada aktiviti tersebut. Impak yang paling dominan akibat aktiviti penambakan laut ialah penurunan jumlah tangkapan ikan oleh nelayan (Huang et al., 2021; Kamarulzaman & Jumain, 2023); Yustiana, Fadli & Kusumaningrum, 2021; Patawari, 2022). Situasi ini berlaku kerana kebanyakan spesis ikan semakin berkurang disebabkan kawasan laut telah ditebus guna untuk pembangunan bandar. Penambakan laut bukan sahaja memberikan kesan negatif kepada ekonomi penduduk nelayan, malah kualiti alam sekitar juga turut terjejas. Pernyataan ini dapat dibuktikan melalui kajian yang dijalankan oleh Rosman, Taufik & Abir (2020), Rauff et al. (2020) dan Cipriani (2022) yang mendapati bahawa aktiviti penambakan laut menyebabkan kemerosotan kualiti air dan kejernihan air laut. Malah, Huey et al. (2021) juga menyatakan bahawa penambakan laut membawa kepada kemusnahan struktur tanah dan pencemaran laut. Di samping itu, penambakan juga mengakibatkan kemusnahan alam sekitar, kemusnahan hutan paya bakau, ekosistem laut dan meningkatkan kadar hakisan terutamanya di kawasan pinggir laut (Cipriani, 2022). Hal ini jelas membuktikan aktiviti penambakan laut bukan sahaja menyebabkan pendapatan penduduk nelayan terjejas, namun turut memberikan impak kepada alam sekitar.

Jadual 2: Impak Penambakan Laut Terhadap Sosioekonomi Nelayan

Impak Penambakan Laut	Penulis
Kemerosotan kualiti air dan kejernihan air	Rosman, Taufik & Abir (2020); Rauff et al. (2020); Cipriani. (2022)
Kemusnahan struktur tanah dan pencemaran laut	Huey et al. (2021)
Kemusnahan alam sekitar, kemusnahan hutan paya bakau dan ekosistem, hakisan	Cipriani. (2022)
Penurunan jumlah tangkapan ikan oleh nelayan	Huang et al. (2021); Kamarulzaman & Jumain. (2023); Yustiana, Fadli & Kusumaningrum (2021); Patawari (2022)

Definisi Penambakan Laut

Penambakan laut didefinisikan sebagai penambahan tanah di laut, tanah lembap atau badan air lain dan pembaik pulih produktiviti atau penggunaan tanah yang telah termusnah oleh aktiviti manusia atau terganggu oleh fenomena semula jadi (Muhammad Imzan & Nurul Hanira, 2016). Nora Azura Jumain et al. (2018) pula mengatakan bahawa aktiviti penambakan tanah adalah proses mewujudkan tanah baru dari lautan, tasik dan dasar sungai dengan tujuan untuk mengatasi kekurangan tanah yang diperlukan untuk pembangunan. Dalam laporan Sahabat Alam Malaysia (2018) telah mengklasifikasikan penambakan laut kepada dua jenis iaitu jenis pulau dan jenis semenanjung. Jenis pulau adalah dalam bentuk pulau buatan yang terasing dari persisiran pantai sedia ada sementara jenis semenanjung pula adalah bersambung dengan persisiran pantai tanah besar.

Ringkasnya, aktiviti penambakan laut merupakan suatu proses perubahan bentuk daratan dengan penambahan pasir atau batu di kawasan perairan. Tujuan utama penambakan laut adalah untuk mewujudkan dan memperluas kawasan daratan di kawasan perairan yang cetek bagi tujuan pembangunan kota, pelabuhan dan mewujudkan infrastruktur lain. Oleh hal yang demikian, penambakan laut mempunyai pengaruh yang besar dalam lingkungan tempatan dan langkah yang holistik mesti digunakan bagi memastikan kelangsungan dan keseimbangan pembangunan.

Definisi Sosioekonomi

Menurut Baker (2014) sosioekonomi merujuk kepada gabungan faktor sosial dan ekonomi yang mempengaruhi kedudukan dan status dalam sesebuah masyarakat. Ia adalah istilah yang biasa digunakan untuk menggambarkan hubungan antara ciri-ciri sosial, seperti pendidikan, pekerjaan, pendapatan, dan kekayaan, dan faktor ekonomi, seperti pengeluaran, pengedaran, dan penggunaan barangan dan perkhidmatan. Menurut Soekanto (2012) seseorang dikatakan memiliki status sosioekonomi tinggi apabila mereka memiliki pekerjaan, pendidikan, ilmu pengetahuan yang luas, kekayaan, politis, keturunan, dan agama. Menurut Mei et al. (2020), status sosioekonomi ialah ukuran yang menilai kedudukan sosial dan ekonomi seseorang individu atau jumlah isi rumah dalam masyarakat. Ia mengambil kira pelbagai petunjuk, termasuk tahap pendidikan, pekerjaan, pendapatan, dan kekayaan.

Dalam kajian Baswori & Juariyah (2010), status sosioekonomi diukur melalui kemampuan kewangan dan harta yang dimiliki oleh keluarga. Faktor ini sering digunakan untuk menentukan akses individu kepada sumber, peluang dan kesejahteraan keseluruhan. Faktor sosioekonomi boleh memberi kesan yang ketara ke atas pelbagai aspek kehidupan, termasuk hasil kesihatan, pencapaian pendidikan, peluang pekerjaan dan mobiliti sosial. Orang daripada latar belakang sosioekonomi yang berbeza mungkin mengalami ketaksamaan dalam akses kepada pendidikan berkualiti, penjagaan kesihatan, perumahan dan sumber serta perkhidmatan penting yang lain. Memahami faktor sosioekonomi adalah penting untuk menganalisis dan menangani ketidaksetaraan sosial dan membangunkan dasar dan campur tangan yang bertujuan untuk menggalakkan peluang yang sama dan meningkatkan kesejahteraan masyarakat secara keseluruhan. Status sosioekonomi nelayan di Malaysia adalah berbeza-beza bergantung kepada beberapa faktor, termasuk lokasi, kaedah menangkap ikan, akses kepada sumber dan dasar kerajaan. Menurut Bagheri et al. (2022), berikut adalah beberapa perkara penting mengenai status sosioekonomi nelayan di Malaysia:

- A. **Pendapatan dan keadaan ekonomi:** Pendapatan nelayan berbeza disebabkan oleh beberapa faktor seperti jenis penangkapan ikan, saiz tangkapan, permintaan pasaran dan musim penangkapan ikan. Di samping itu, faktor pendapatan yang tidak konsisten atau tidak stabil pula disebabkan oleh keadaan cuaca, kehabisan stok ikan atau turun naik nilai pasaran hasil tangkapan.
- B. **Pekerjaan dan mata pencarian:** Memancing merupakan aktiviti utama yang banyak dilakukan oleh penduduk khususnya penduduk yang tinggal di kawasan laut. Penduduk di kawasan laut sememangnya bergantung kepada hasil tangkapan ikan sebagai sumber pendapatan utama mereka.
- C. **Pendidikan dan kemahiran:** Pencapaian pendidikan di kalangan nelayan boleh berbeza-beza terdapat sesetengah mempunyai pendidikan formal yang terhad kerana kemasukan awal ke dalam profesion nelayan. Walaubagaimanapun, terdapat usaha untuk menyediakan latihan vokasional dan program pendidikan untuk meningkatkan kemahiran dan pengetahuan, membolehkan mereka mempelbagaikan mata pencarian atau melibatkan diri dalam aktiviti menjana pendapatan alternatif.
- D. **Akses kepada sumber:** Ketersediaan dan akses kepada sumber perikanan seperti kawasan meaning, peralatan dan teknologi boleh mempengaruhi status sosioekonomi nelayan. Dalam sestina kes, akses terhad kepada peralatan dan teknologi menangkap ikan moden mungkin menyekat produktiviti dan keuntungan nelayan skala kecil.
- E. **Dasar dan sokongan kerajaan:** Kerajaan Malaysia telah melaksanakan pelbagai dasar dan program untuk menyokong nelayan dan memperbaiki keadaan sosioekonomi mereka. Inisiatif ini termasuk bantuan kewangan, subsidi untuk peralatan dan input, program latihan, dan pembangunan infrastruktur dalam komuniti nelayan. Kerajaan juga menggalakkan amalan penangkapan ikan yang mampan untuk memastikan daya maju jangka panjang stok ikan dan industri perikanan.
- F. **Cabaran dan kelemahan:** Nelayan di Malaysia menghadapi cabaran seperti kemerosotan alam sekitar, kesan perubahan iklim, stok ikan yang berkurangan dan persaingan daripada operasi perikanan industri. Cabaran ini boleh menjejaskan pendapatan, keselamatan mata pencarian dan kesejahteraan sosioekonomi mereka secara keseluruhan. Oleh itu, penting untuk ambil perhatian bahawa keadaan sosioekonomi nelayan adalah berbeza-beza di seluruh wilayah Malaysia, dan keadaan individu dalam komuniti nelayan juga mungkin berbeza. Kerajaan dan pihak

berkepentingan yang berkaitan terus mengusahakan inisiatif untuk meningkatkan taraf sosioekonomi nelayan dan menangani cabaran khusus yang mereka hadapi.

Definisi Nelayan

Menurut Nugroho & Pawestri (2020) nelayan merupakan suatu kelompok masyarakat yang kehidupannya tergantung langsung pada hasil tangkapan sumber laut. Penduduk nelayan terbahagi kepada dua jenis iaitu nelayan darat dan nelayan laut. Mereka ini pada umumnya tinggal di pinggir pantai iaitu dalam kawasan yang dekat dengan lokasi kegiatannya (Nugroho & Pawestri 2020). Istilah nelayan juga merupakan suatu kelompok masyarakat yang tergolong miskin (Setiawan, 2020; Hamid, 2023). Manakala menurut Rahman et al. (2020), nelayan merupakan sektor kelompok masyarakat berbeza dengan sektor pertanian kerana nelayan (melakukan aktiviti tradisi kampung nelayan menangkap ikan) dapat digolongkan sebagai hieraki sosial yang paling termiskin walaupun tidak boleh dikatakan semua nelayan itu miskin.

Sebagaimana diketahui, nelayan bukanlah suatu entiti tunggal. Menurut Imron (2003) komuniti nelayan terdiri daripada beberapa kelompok yang boleh dilihat dari segi pemilikan alat tangkapan dapat dibezakan kepada tiga kelompok iaitu nelayan awak-awak, nelayan tekong, dan nelayan pemilik. Nelayan awak-awak adalah nelayan yang bekerja dengan pemilik bot. Sebaliknya nelayan tekong ialah nelayan yang mempunyai alat tangkapan (bot) yang dioperasikan oleh orang lain. Manakala nelayan pemilik ialah nelayan yang mempunyai peralatan yang lengkap dan dalam pengoperasiannya tidak melibatkan orang lain. Dari ketiga jenis nelayan tersebut pada umumnya nelayan tekong tidak miskin.

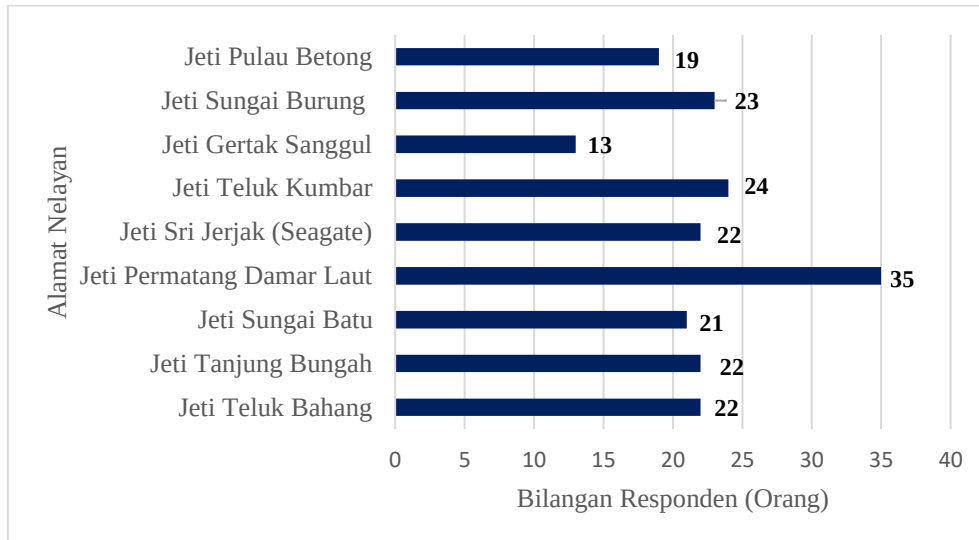
Kemiskinan cenderung dialami oleh nelayan pemilik dan awak-awak. Oleh kerana kedua jenis kelompok nelayan itu jumlahnya teramai maka gambaran persepsi tentang kemiskinan melekat pada kehidupan nelayan. Gambaran soal kemiskinan nelayan itu sesungguhnya suatu ironi dan mengingatk bahawa mempunyai berkerja di rantau perairan yang sangat luas. Kedudukan laut yang terbentang luas juga terdapat pelbagai sumber laut yang mempunyai potensi ekonomi tinggi yang semestinya dapat dimanfaatkan untuk menjamin kesejahteraan hidup keluarganya nelayan.

Dalam mana-mana negara, keadaan yang dialami oleh nelayan tentunya sangat merisaukan kerana nelayan merupakan tunjang utama kepada aktiviti penangkapan ikan. Pendefinisian nelayan jelas menunjukkan bahawa aktiviti penangkapan ikan merupakan punca rezeki nelayan sendiri. Pendefinisian kemiskinan dalam konteks nelayan juga boleh dilihat melalui kesukaran pengalihan kegiatan ekonomi ke laut berlaku masalah. Masalah yang terjadi di atas laut sehingga menyusahkan pendapatan mereka dikhuatiri menyebabkan nelayan sudah tidak tertarik lagi untuk menjadi nelayan.

Analisis Dan Perbincangan

Profil Demografi Responden

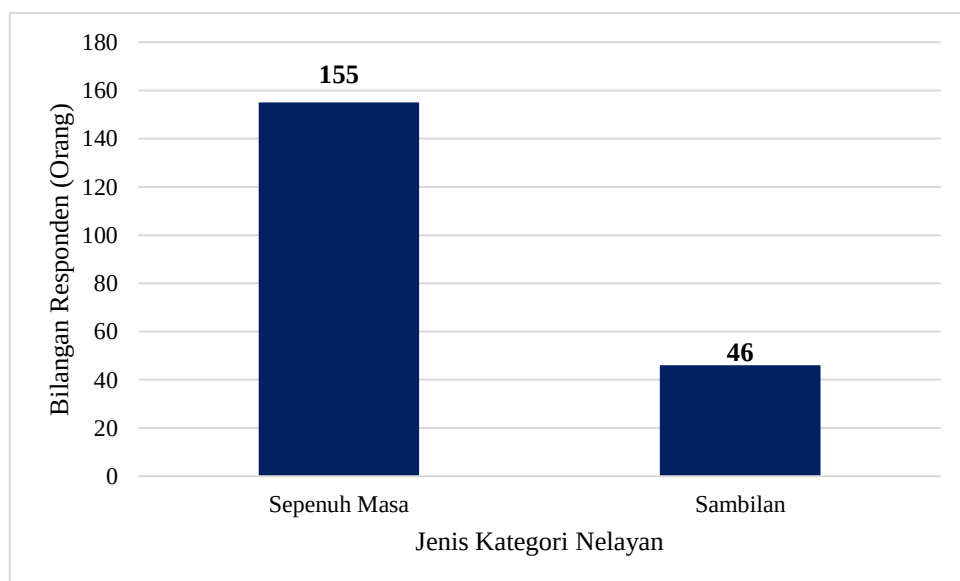
a) Taburan Lokasi



Rajah 1: Taburan Lokasi

Kajian yang dijalankan ini melibatkan dua daerah di Pulau Pinang iaitu daerah Timur Laut dan Barat Daya. Dapatan kajian mendapati bahawa responden yang menetap di kawasan Jeti Permatang Laut mencatatkan bilangan tertinggi iaitu seramai 35 orang (17.4%). Responden yang menetap di kawasan Jeti Teluk Kumbar pula mencatatkan bilangan kedua tertinggi dengan catatan responden seramai 24 orang (11.9%) manakala penduduk nelayan yang menetap di Jeti Sri Jerjak, Jeti Tanjung Bungah dan Jeti Teluk Bahang mencatatkan bilangan responden yang sama iaitu seramai 22 orang (10.9%). Daripada keseluruhan data yang diperoleh daripada edaran borang soal selidik, bilangan responden yang paling rendah dicatatkan seramai 13 orang responden (6.5%) oleh penduduk nelayan yang menetap di kawasan Jeti Gertak Sanggul.

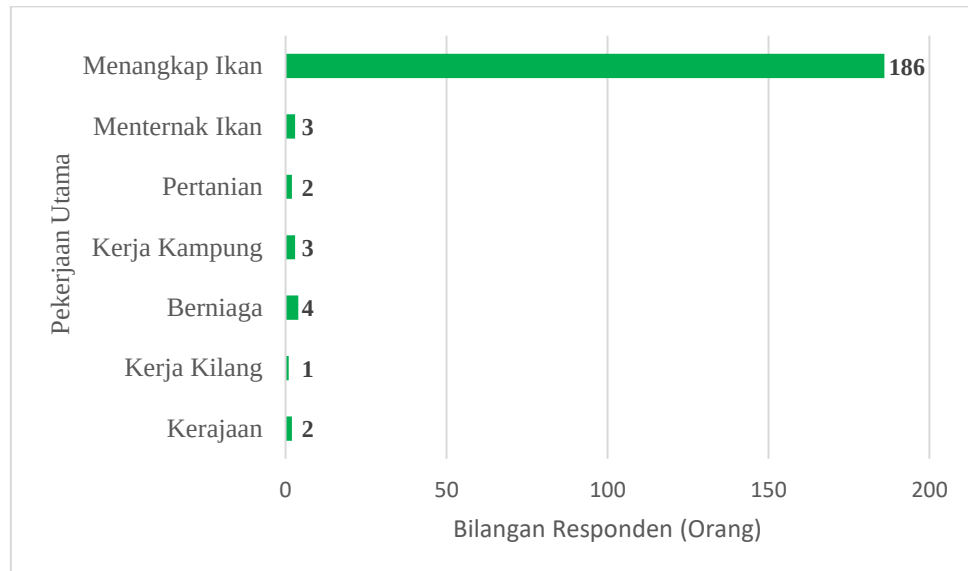
b) Jenis Kategori Nelayan



Rajah 2: Jenis Kategori Nelayan

Berdasarkan Rajah 2, nelayan yang menjalankan bekerja sebagai nelayan sepenuh masa dicatatkan seramai 155 orang bersamaan dengan 77%. Manakala nelayan yang lain hanya merupakan nelayan sambilan dengan catatan seramai 46 orang bersamaan dengan 23%.

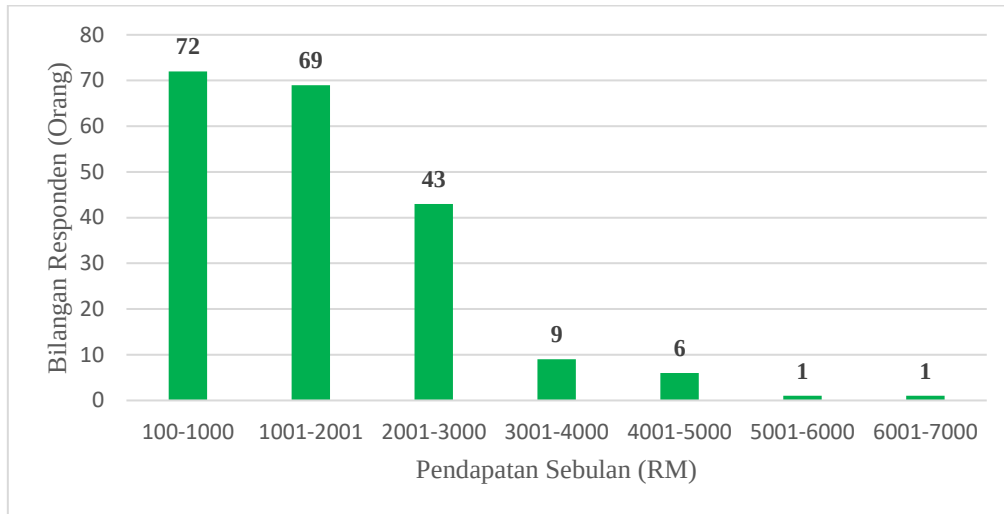
c) *Pekerjaan Utama*



Rajah 3: Pekerjaan Utama

Berdasarkan Rajah 3, majoriti nelayan hanya menjalankan kegiatan menangkap ikan bagi menjana pendapatan mereka. Data daripada edaran borang soal selidik mendapati bahawa bilangan nelayan yang melakukan kegiatan penangkapan ikan ialah seramai 186 orang bersamaan dengan 92.5%. Hal ini jelas membuktikan penduduk nelayan tersebut hanya berharap kepada sumber tangkapan ikan bagi meneruskan kelangsungan hidup mereka. Seterusnya, dapatan kajian mendapati bahawa catatan bilangan responden yang melakukan aktiviti perniagaan ialah seramai 4 orang bersamaan dengan 2%. Manakala penduduk nelayan yang merupakan pekerja dalam sektor kerajaan dan pertanian masing-masing ialah seramai 2 orang bersamaan dengan 1%. Bilangan responden yang bekerja dalam sektor perkilangan pula dicatatkan seramai 1 orang bersamaan dengan 0.5%.

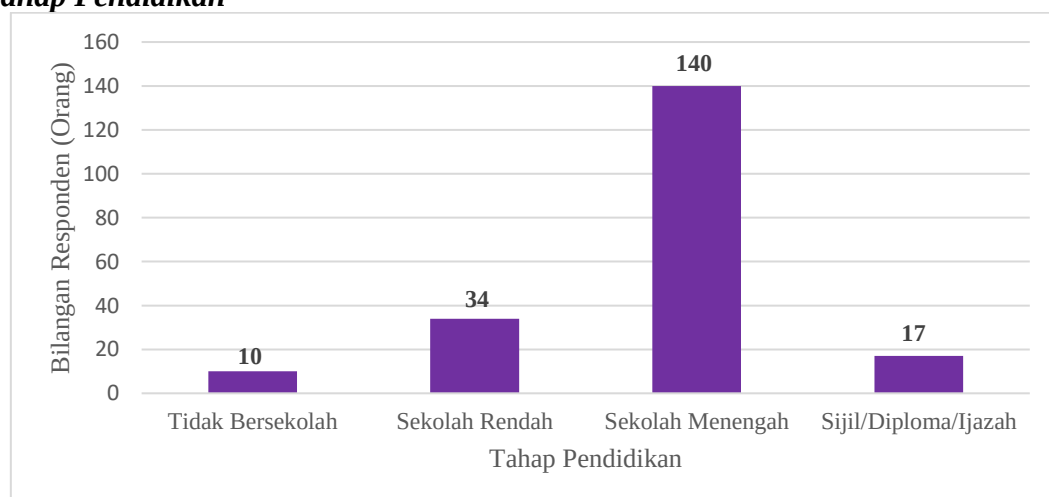
d) *Pendapatan Bulanan*



Rajah 4: Pendapatan Bulanan

Kajian yang dijalankan ini melibatkan responden yang terdiri daripada penduduk nelayan daripada pelbagai kaum. Data yang diperolehi daripada borang soal selidik menunjukkan pendapatan bulanan responden. Berdasarkan kajian yang dilakukan, analisis mendapati daripada 201 orang responden, seramai 72 orang responden mempunyai pendapatan bulanan dalam lingkungan RM100-RM1000 dengan peratus sebanyak 35.8%. Manakala 34.3% atau 69 orang responden mempunyai pendapatan bulanan lingkungan RM1001-RM2000. Bagi responden yang mempunyai pendapatan sebanyak RM2001-RM3000 adalah sebanyak 43 orang bersamaan 21.4%. Seterusnya, sebanyak 9 orang responden mempunyai pendapatan bulanan dalam lingkungan RM3001-RM4000 dengan peratus sebanyak 4.5%, RM4001-RM5001 adalah sebanyak 6 orang responden bersamaan 3.0%, manakala responden yang mempunyai pendapatan sebanyak RM5000-RM7000 sebanyak 2 orang responden bersamaan 1%.

e) Tahap Pendidikan

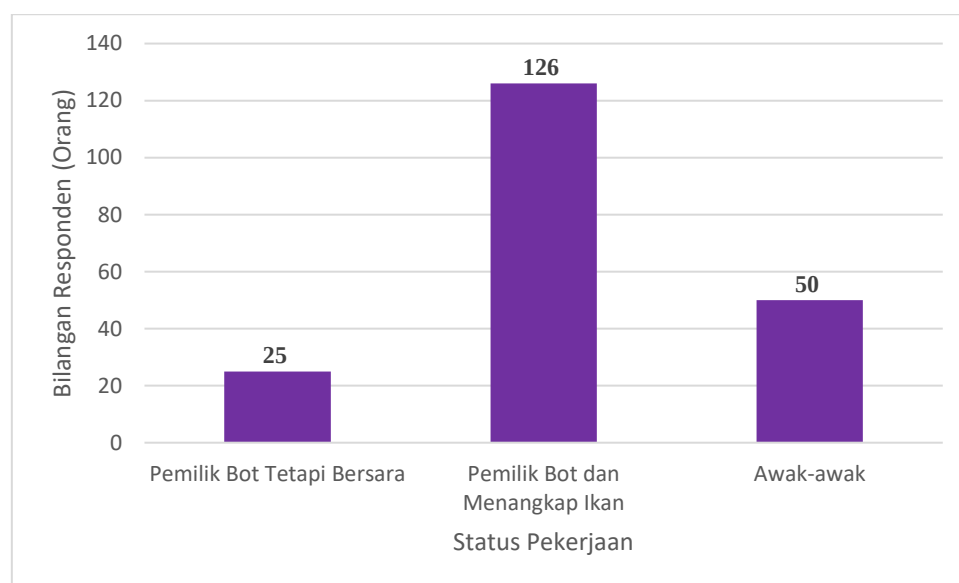


Rajah 5: Tahap Pendidikan

Rajah 5 di atas menunjukkan tahap pendidikan responden bermula daripada responden yang tidak bersekolah, responden yang mendapat pendidikan hanya di peringkat sekolah rendah atau

di sekolah menengah dan responden yang mempunyai lulusan sijil, diploma atau ijazah. Berdasarkan data yang diperoleh daripada dapatan kajian, majoriti responden dengan catatan seramai 140 orang bersamaan 69.7% merupakan penduduk nelayan yang hanya mendapat pendidikan sehingga di peringkat sekolah menengah. Bilangan kedua tertinggi pula dicatatkan oleh penduduk nelayan yang mempunyai tahap pendidikan di peringkat sekolah rendah dengan catatan seramai 34 orang bersamaan 16.9%. Di samping itu, bilangan responden yang mempunyai kelulusan sijil atau diploma atau ijazah dicatatkan seramai 17 orang responden bersamaan 8.5%. Manakala bilangan responden terendah dicatatkan oleh penduduk nelayan yang tidak bersekolah iaitu seramai 10 orang bersamaan dengan 5%.

f) Status Pekerjaan



Rajah 6: Status Pekerjaan

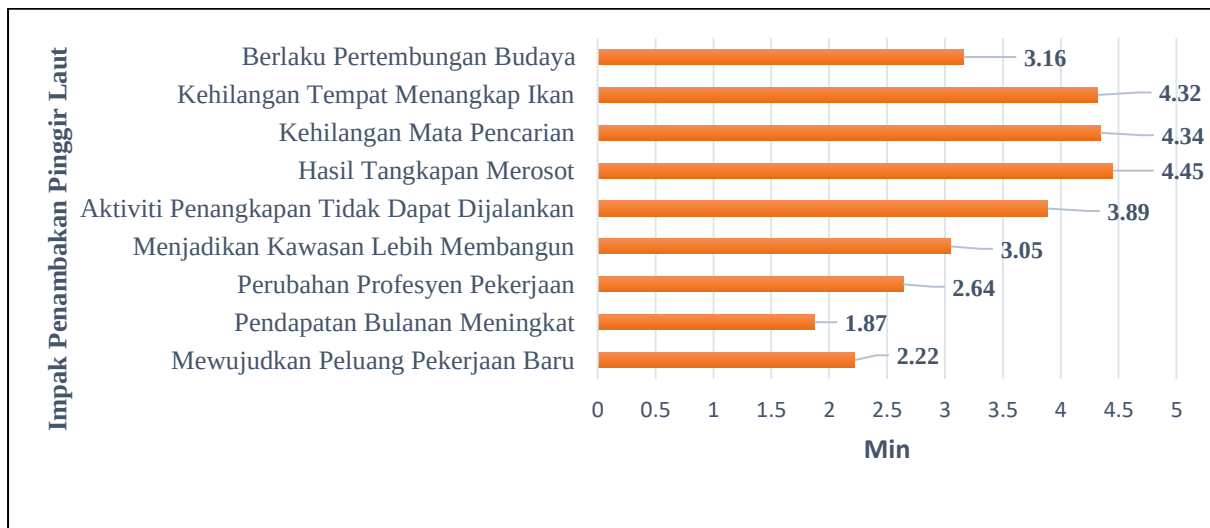
Berdasarkan Rajah 6, responden yang merupakan pemilik bot dan menjalankan kegiatan menangkap ikan menunjukkan bilangan yang tertinggi dengan catatan seramai 126 orang bersamaan dengan 63%. Bilangan ini kemudiannya diikuti dengan penduduk nelayan yang memegang status sebagai pemilik bot namun telah bersara iaitu seramai 50 orang responden bersamaan dengan 25%. Manakala, penduduk nelayan yang merupakan awak-awak pula mencatatkan bilangan seramai 25 orang bersamaan dengan 12%, menunjukkan catatan terendah daripada jumlah keseluruhan responden.

Impak Penambakan Pinggir Laut Terhadap Sosioekonomi Penduduk Nelayan di Pulau Pinang

Data yang diperoleh daripada borang soal selidik dianalisis dengan menggunakan perisian *Statistical Package for the Social Sciences* (SPSS). Min nilai yang diperoleh bagi setiap impak penambakan pinggir laut disediakan mengikut nilai min tertinggi kepada nilai min terendah, mod dan peratus. Kajian ini menggunakan ukuran 5 skala likert iaitu 1 (Sangat tidak bersetuju), 2 (Tidak bersetuju), 3 (Tidak pasti), 4 (Bersetuju) dan 5 (Sangat bersetuju).

Jadual 3: Impak Penambakan Laut Terhadap Sosioekonomi Nelayan

Bil	Pernyataan Soalan	Skala Likert					Min
		1	2	3	4	5	
1	Mewujudkan peluang pekerjaan baru	95 (47.3%)	34 (16.9%)	31 (15.4%)	15 (7.5%)	26 (12.9%)	2.22
2	Pendapatan bulanan meningkat	118 (58.7%)	38 (18.9%)	17 (8.5%)	9 (4.5%)	19 (9.5%)	1.87
3	Membawa kepada perubahan profesyen pekerjaan	61 (30.3%)	34 (16.9%)	50 (24.9%)	28 (13.9%)	28 (13.9%)	2.64
4	Menjadikan kawasan tersebut lebih membangun	39 (19.4%)	26 (12.9%)	55 (27.4%)	47 (23.4%)	34 (16.9%)	3.05
5	Aktiviti penangkapan tidak dapat dijalankan	26 (12.9%)	16 (8.0%)	11 (5.5%)	49 (24.4%)	99 (49.3%)	3.89
6	Hasil tangkapan merosot	12 (6.0%)	5 (2.5%)	1 (0.4%)	46 (22.9%)	137 (68.2%)	4.45
7	Hilang mata pencarian/pendapatan bulanan/harian berkurang	10 (5.0%)	11 (5.5%)	8 (4.0%)	43 (21.4%)	129 (64.2%)	4.34
8	Kehilangan tempat menangkap ikan	12 (6.0%)	6 (3.0%)	10 (5.0%)	51 (55.4%)	122 (60.7%)	4.32
9	Berlaku pertembungan budaya tempatan dan pekerja asing	45 (22.4%)	12 (6.0%)	66 (32.8%)	22 (10.9%)	56 (27.9%)	3.16



Rajah 7: Impak Penambakan Laut Terhadap Sosioekonomi Nelayan

a) Impak Penambakan Laut Terhadap Ekonomi Penduduk Nelayan

Berdasarkan Rajah 7, hasil kajian menunjukkan bahawa terdapat impak yang paling dominan yang terjadi disebabkan aktiviti penambakan pinggir laut ialah hasil tangkapan merosot. Catatan min tertinggi iaitu 4.45 menunjukkan bahawa penduduk nelayan sangat terkesan dengan hasil tangkapan yang semakin berkurangan disebabkan aktiviti penambakan tersebut.

Situasi tersebut berlaku juga berpunca daripada lokasi tangkapan yang semakin berkurangan akibat tebus guna tanah bagi memenuhi keperluan ekonomi dan pembangunan bandar (Setiawan et al. 2021; Miao & Xue, 2021). Kenyataan ini disokong melalui kenyataan yang diberikan oleh Responden 2 dan Responden 4 yang menjelaskan:

“...hasil tangkapan saya hari-hari sikit sahaja. Kadang kala hasil tangkapan sangat mengecewakan sejak aktiviti pembangunan makin banyak dilakukan di kawasan ini. Memang makin hari, makin teruk (hasil tangkapan).” (Responden 2, 36 tahun).

“...kalau nak cakap pasal tangkapan ikan, memang tak boleh nak buat apa. Apa yang dapat, itu sahaja la yang saya buat makan. Kalau nak harapkan hasil tangkapan semata-mata, susah sikit. Jadi nak atau tak, saya memang buat kerja sambilan yang lain untuk menampung kehidupan saya dan keluarga terutamanya sejak kebelakangan ini macam-macam projek dibuat di kawasan ini. Ikan semua dah banyak tak ada agaknya.” (Responden 4, 42 tahun).

Aktiviti penambakan laut juga memberikan impak kepada kehilangan mata pencarian penduduk nelayan. Hasil kajian lapangan yang dijalankan oleh pengkaji mendapati bahawa min bagi soalan berkaitan kehilangan mata pencarian mencatatkan min kedua tertinggi dengan catatan sebanyak 4.34. Oleh itu, dapatan kajian yang diperoleh sudah jelas menunjukkan bahawa aktiviti penambakan pinggir laut sememangnya berkait rapat dengan penurunan dan kehilangan mata pencarian nelayan tempatan. Menurut Huang et. al. (2021), penurunan jumlah tangkapan ini berlaku disebabkan oleh kawasan tangkapan ikan yang terganggu akibat aktiviti tebus guna tanah yang mengecilkan keluasan kawasan tangkapan penduduk nelayan.

Impak sosioekonomi yang berlaku akibat aktiviti penambakan laut juga boleh dilihat apabila penduduk nelayan terpaksa berhadapan dengan kehilangan tempat menangkap ikan. Kawasan laut yang dahulunya menawarkan keluasan yang mencukupi bagi memenuhi keperluan penduduk nelayan bagi meneruskan kelangsungan hidup kini sudah tidak lagi sama seiring peningkatan aktiviti penambakan. Jelaslah bahawa situasi ini seiring dengan hasil dapatan kajian lapangan yang dijalankan oleh pengkaji yang menunjukkan catatan min bagi item ini sebanyak 4.32. Min item ketiga tertinggi yang diperoleh ini berlaku apabila kawasan tangkapan nelayan menjadi semakin kecil dan terus mengecil akibat permintaan tebus guna tanah bagi menampung kekurangan kawasan daratan terutamanya di kawasan Pulau Pinang.

Selain itu, penduduk nelayan juga tidak dapat menjalankan kegiatan penangkapan ikan apabila aktiviti penambakan laut menjadi semakin meningkat sejak kebelakangan ini. Nelayan tidak boleh meneruskan kegiatan penangkapan ikan disebabkan spesis ikan juga semakin berkurangan terutamanya kawasan yang terletak berdekatan dengan kawasan penambakan pinggir laut. Kajian lapangan yang dijalankan oleh pengkaji jelas mencatatkan min yang tinggi bagi item kegiatan penangkapan ikan ini iaitu dengan catatan min sebanyak 3.89. Situasi tersebut juga disokong oleh kajian yang dijalankan oleh Abd Hamid et. al. (2023) yang mendapati bahawa spesis ikan marin yang hidup berhampiran projek penambakan yang sedang dijalankan dan tapak pelupusan adalah lebih rendah berbanding kawasan pelabuhan dan perindustrian.

b) Impak Penambakan Laut Terhadap Sosial Penduduk Nelayan

Aktiviti penambakan pinggir laut bukan sahaja memberikan impak kepada ekonomi penduduk nelayan, malah turut mendatangkan impak kepada kesejahteraan sosial mereka. Dapatan kajian menunjukkan aktiviti penambakan pinggir laut menyebabkan berlakunya pertembungan budaya. Menurut Laporan Sahabat Alam Malaysia (2020), pertembungan budaya ini terjadi apabila pekerja-pekerja asing yang bekerja di kawasan penambakan mempunyai budaya yang berbeza dengan penduduk tempatan yang merupakan golongan nelayan. Yustiana, Fadli & Kusumaningrum (2021) juga mengatakan perbezaan budaya antara pekerja asing dan penduduk tempatan berlaku kerana mereka mempunyai latar belakang yang berbeza namun terpaksa menetap di dalam kawasan yang sama. Tinjauan borang soal selidik yang mencatatkan min sebanyak 3.16 juga membuktikan bahawa pertembungan budaya sememangnya berlaku antara pekerja asing di kawasan penambakan laut dengan penduduk tempatan khususnya golongan nelayan.

Kawasan juga menjadi lebih membangun dengan wujudnya aktiviti penambakan laut. Situasi tersebut berlaku apabila kawasan bandar yang kekurangan daratan masih dapat dibangunkan dengan tambahan keluasan daripada aktiviti penambakan laut. Ringkasnya, aktiviti pembangunan tidak terhad di bandar-bandar yang mempunyai keluasan daratan yang kecil (Rauff et al, 2020; Yin et al, 2022). Dapatan daripada soal selidik juga menunjukkan catatan min sebanyak 3.05, menunjukkan sebahagian penduduk nelayan setuju bahawa aktiviti penambakan laut menjadikan kawasan tersebut lebih membangun dan maju.

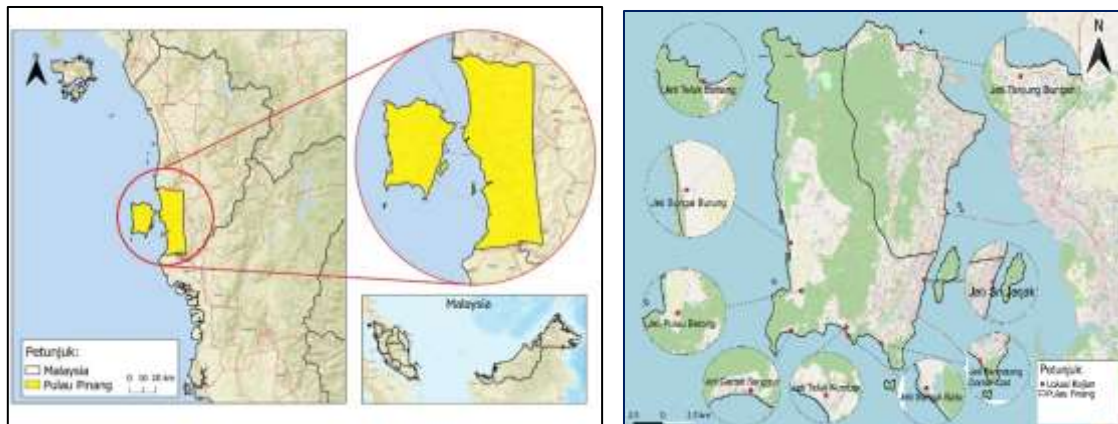
Selain itu, aktiviti penambakan pinggir laut juga memberikan impak kepada perubahan profesyen pekerjaan nelayan. Perubahan profesyen pekerjaan nelayan merujuk kepada perubahan skop pekerjaan nelayan daripada penangkapan ikan di laut kepada pekerjaan-pekerjaan lain seperti pekerjaan dalam bidang penternakan dan pertanian. Hal ini berlaku disebabkan oleh jumlah tangkapan ikan yang semakin berkurangan akibat daripada penambakan laut dan peningkatan aktiviti pembangunan (Huang et al, 2021; Abd Hamid et al, 2023). Catatan min daripada edaran soal selidik juga jelas menunjukkan bahawa berlakunya perubahan profesyen pekerjaan nelayan dengan catatan min sebanyak 2.64. Walaupun perubahan profesyen pekerjaan ini tidak berlaku kepada majoriti golongan nelayan, namun ianya tetap berlaku dalam kalangan nelayan tempatan.

Kawasan Kajian dan Metodologi

Kajian yang dijalankan melibatkan kawasan 9 buah jeti yang terletak berhampiran dengan kawasan penambakan pinggir laut di Pulau Pinang. Berpanduan Rajah 1, kawasan kajian yang terlibat ialah Jeti Teluk Bahang, Jeti Sungai Burung, Jeti Pulau Betong, Jeti Gertak Sanggul, Jeti Teluk Kumbar, Jeti Sungai Batu, Jeti Permatang Damar Laut, Jeti Sri Jerejak dan Jeti Tanjung Bungah. Kawasan kajian ini dipilih bagi memenuhi kelompongan data kajian bagi kesan aktiviti penambakan pinggir laut khususnya di Pulau Pinang. Hal ini dikatakan sedemikian kerana pengkaji mendapati bahawa kawasan kajian berkenaan impak penambakan pinggir laut di Pulau Pinang sebelum ini hanya menfokuskan kawasan Tanjung Tokong, Pulau Pinang dan tidak menyentuh secara lebih mendalam tentang kawasan-kawasan Pulau Pinang yang lain.

Oleh itu, sepanjang kajian yang dijalankan ini, pengkaji mengedarkan sebanyak 201 set borang soal selidik kepada nelayan yang merupakan ketua isi rumah di kawasan jeti tersebut. Borang soal selidik mengandungi beberapa bahagian yang terdiri daripada bahagian A (Profil

Demografi) dan bahagian B (Impak Penambakan Pinggir Laut Terhadap Sosioekonomi Nelayan). Setelah itu, pengkaji menganalisis data yang diperoleh daripada edaran borang soal selidik menggunakan perisian *Statistical Package for the Social Sciences* (SPSS). Menurut Rahman & Muktadir (2021), perisian SPSS ini merupakan salah sebuah perisian yang sesuai dan efektif untuk menganalisis data terutamanya dalam bidang sains sosial dan geografi ini. Di samping itu, pengkaji turut menjalankan temubual mendalam terhadap 10 orang ketua isi rumah yang bekerja sebagai nelayan.



Rajah 5: Lokasi Kajian

Jadual 4: Taburan Bilangan Sampel Nelayan

Bil.	Jeti	Bilangan Sampel
1	Jeti Pulau Betong	19
2	Jeti Sungai Burung	23
3	Jeti Gertak Sanggul	13
4	Jeti Teluk Kumbar	24
5	Jeti Sri Jerjak	22
6	Jeti Permatang Damar Laut	35
7	Jeti Sungai Batu	21
8	Jeti Tanjung Bungah	22
9	Jeti Teluk Bahang	22
	Jumlah	201

Kesimpulan

Pembangunan sesuatu kawasan khususnya kawasan bandar sememangnya sangat penting bagi meningkatkan penjaan ekonomi tempatan. Kajian ini telah menunjukkan taburan penduduk nelayan di lima buah kawasan di Pulau Pinang. Kajian ini juga mencerpak impak yang dihadapi oleh komuniti nelayan daripada aktiviti penambakan laut. Bertitik tolak daripada itu, aktiviti pembangunan mestilah dilakukan dengan mengambil kira impak jangka pendek mahupun jangka panjang yang terpaksa dihadapi oleh penduduk tempatan khususnya golongan nelayan. Pembangunan yang lebih holistik secara tidak langsung akan mengurangkan impak negatif yang wujud akibat daripada pembangunan bandar khususnya aktiviti penambakan pinggir laut. Oleh itu, kajian ini secara tidak langsung dapat membantu Jabatan Perikanan Pulau Pinang mendapatkan maklumat nelayan Pulau Pinang dan membangunkan pangkalan profil data

komuniti nelayan. Aspek kesejahteraan penduduk tempatan terutamanya dari segi sosioekonomi merupakan aspek yang paling utama untuk ditekankan dalam sesebuah pembangunan lestari. Penduduk nelayan khususnya menerima impak yang sangat besar daripada aktiviti penambakan pinggir laut bagi memenuhi keperluan ekonomi dan pembangunan bandar. Mereka bukan sahaja terpaksa berdepan dengan impak terhadap sosial, malah turut berdepan dengan cabaran ekonomi yang diukur melalui pengurangan jumlah tangkapan ikan dan bentuk kegiatan perikanan yang semakin terhad.

Pengakuan

Artikel ini membuat pengakuan bahawa kajian yang dijalankan adalah di bawah pembiayaan Geran Jangka Pendek USM (304.PHUMANITI.6315673)

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MODEL JIHAD BERDASARKAN TAFSIRAN SHAYKH ‘ABDUL RA’ŪF BIN ‘ALĪ AL-FANŞŪRĪ AL-SINGKILĪ DI DALAM TARJUMĀN AL-MUSTAĦĪD MENGIKUT PERSPEKTIF TEORI SOSIOLOGI AGAMA

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Abstract: *This paper shows the perspective and views of Shaykh Abdul Rauf Ali al-Fansuri al-Singkili in interpreting the jihad verses in Tarjumān al-Mustafīd. This study uses the pentahqiqan method on the interpretation of jihad verses in Tarjumān al-Mustafīd. The results of this discussion have found some views of Shaykh Abdul Rauf Ali al-Fansuri al-Singkili about jihad. This diversity of views refers to the command of Allah S.W.T. to the Muslims to wage jihad to uphold the Islamic religion on the face of the earth and human ability in carrying out the order of jihad. The findings of the interpretation of the verses of jihad by Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanşūrī al-Singkilī will be analyzed using the Sociological Theory of Religion to obtain a model of jihad in accordance with the views and interpretation of Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanşūrī al-Singkilī towards jihad in Tarjuman al-Mustafīd. The interpretation related to Jihad conforms to the pattern of Culture, Economy, Social Relations and the State based on the analysis of the Sociological Theory of Religion.*

Keywords: *Jihad, Tarjumān al-Mustafīd, Shaykh Abdul Rauf Ali al-Fansuri al-Singkili, Sociological Theory of Religion*

Pendahuluan

Perkataan Jihad menurut Lisān al-‘Arab berasal dari perkataan Bahasa Arab (جُهْدٌ) yang bermaksud halangan atau cabaran (Muḥammad Bin Mukram bin ‘Alī, Abū al-Faḍl & Jamāl al-Dīn Ibn Manẓūr 1414H). Walaubagaimanapun, perkataan jihad menurut Mu‘jam al-Lughah al-‘Arabiyah al-Mu‘āṣarah (2008) bermaksud berperang di jalan Allah menentang kaum kafir dalam mempertahankan agama dan negara. Begitu juga dalam Mu‘jam al-Wajīz (1989), perkataan jihad bermaksud memerangi orang kafir selain orang kafir zimmīy. Mu‘jam al-Wasīṭ (1425H) juga memberikan makna jihad yang sama iaitu memerangi orang kafir selain kafir zimmīy. Walaubagaimanapun, makna jihad yang dinyatakan berlainan dengan terjemahan firman Allah S.W.T. dalam Surah al-‘Ankabūt, 6:

وَالَّذِينَ جَاهِدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ ٦٩

Maksudnya:

Dan siapa yang berjuang (menegakkan agama Allah), maka sesungguhnya dia hanyalah berjuang untuk kebaikan dirinya sendiri.

Dari tafsiran ayat tersebut, jihad membawa maksud perjuangan untuk melakukan perintah Allah S.W.T. dan meninggalkan larangan-Nya. Ayat ini menyatakan bahawa melawan hawa nafsu yang menghalang manusia dari melaksanakan perintah Allah dan mengajak manusia melakukan kejahatan adalah jihad yang paling utama dalam kehidupan seorang muslim. Walaubagaimanapun, terdapat ayat al-Qur`ān yang menafsirkan jihad adalah melawan kaum kafir seperti yang dinyatakan dalam Surah al-Hajj, 78:

وَجَاهِدُوا فِي اللَّهِ حَقَّ جِهَادِهِ

Maksudnya:

Dan berjihadlah kamu pada jalan Allah dengan jihad yang sebenar-benarnya.

Imam Sha`rawī (1991) mentafsirkan perkataan jihad dalam ayat tersebut dengan melawan tentera kafir dengan bersungguh-sungguh untuk menegakkan agama Islam di muka bumi ini. Berjihad untuk menegakkan kalimah Allah S.W.T. memerlukan pengorbanan yang tinggi sama ada dari segi tenaga, masa dan harta benda. Kenyataan ini menunjukkan bahawa terdapat perbezaan makna jihad dalam konteks melaksanakan perintah Allah S.W.T. Justeru itu, pemahaman jihad dalam konteks masyarakat Alam Melayu perlu diteliti bagi mengelakkan salah faham dalam penggunaan perkataan ini.

Riwayat Hidup Shaykh Abdul Rauf Ali Al-Fansuri Al-Singkili

Shaykh Abdul Rauf Ali al-Fansuri al-Singkili adalah pengarang Kitab Tafsir Tarjumān al-Mustafīd. Beliau dilahirkan di Barus pada tahun 1593 Masihi. Selain menjadi anak murid kepada Shaykh Hamzah al-Fansuri dan Shaykh Shamsuddin al-Sumatera`i, beliau juga telah menuntut ilmu dengan ramai alim ulama di negara Qatar, Yaman, Mekah dan Madinah. Beliau telah bermusafir selama 18 tahun untuk mendalami ilmu agama. Setelah pulang ke Barus, beliau mengajar masyarakat setempat dengan ilmu agama Islam dan penghayatannya dalam kehidupan. Masyarakat pada masa itu hidup dalam keasyikan kenikmatan dunia dan telah melakukan maksiat kerana kurangnya pedomam dan penghayatan terhadap ayat-ayat suci al-Qur`ān. Hal ini menyebabkan timbul keinginan untuk mengarang sebuah kitab tafsir dalam Bahasa Melayu untuk dijadikan panduan kepada masyarakat pada waktu itu.

Perpecahan dalam masyarakat akibat pertembungan ideologi yang berlaku antara Shaykh Nuruddin al-Raniri dan Shaykh Hamzah Fansuri serta Shaykh Shamsuddin al-Sumatera`i menjadikan beliau lebih berhati-hati dalam berhadapan dengan masyarakat Aceh ketika itu. Setelah beliau dilantik menjadi mufti Kerajaan Aceh Dar al-Salam oleh Sultanah Safiyyah al-Din (1641-1675), Shaykh Abd Ra`uf Ali al-Fansuri al-Singkili menggunakan peluang ini untuk menerapkan tafsiran ayat-ayat jihad secara tematik dan menggunakan kitab tafsir iaitu Tarjumān al-Mustafīd untuk diajar dalam masyarakat Aceh pada waktu tersebut. Sementelahan pula pada masa tersebut, ancaman dan serangan dari Belanda dan kuasa-kuasa besar lain dari Eropah memaksa Aceh mempertahankan kedaulatan negara dan akidah mereka dari dijajah oleh anasir luar. Usaha itu diteruskan ketika pemerintahan Sultanah ke-15: Nakiyyat al-Din (1675-1678), Sultanah ke-16: Zakiyyat al-Din (1678-1688) dan Sultanah ke-17: Kamalat Syah (1688-1699). Shaykh Abdul Rauf Ali al-Fansuri al-Singkili wafat pada tahun 1693 Masihi (Mohd Syukri Yeoh Abdullah, 2008).

Tarjumān al-Mustafid adalah tafsir berbahasa Melayu yang pertama di Alam Melayu. Kitab ini dikarang oleh Shaykh Abdul Rauf Ali al-Fansuri al-Singkili pada abad ke 17 Masihi. Kitab tafsir ini mengandungi tafsiran terhadap 114 surah bermula dari surah al-Fātiḥah sehingga surah al-Nās. Kitab Tafsir *Tarjumān al-Mustafid* yang dikarang oleh Shaykh Abdul Rauf Ali al-Fansuri al-Singkili ini masih berbentuk manuskrip yang ditulis sendiri oleh Shaykh Abdul Rauf Ali al-Fansuri al-Singkili menggunakan tulisan tangan dan masih disimpan di beberapa perpustakaan dan orang perseorangan yang berminat dengan karya Shaykh Abdul Rauf Ali al-Fansuri al-Singkili. Naskhah ini boleh dilihat di Perpustakaan Negara Malaysia, Muzium Banda Aceh, Zawiyah Tanoh Abee di Aceh, Perpustakaan Ali Hasmy di Aceh, Pustaka Nasional Jakarta, British Library di London, Perpustakaan Universiti Oxford di London dan di Perpustakaan Leiden, Belanda (Zulkifli Mohd Yusoff & Wan Nasyrudin Wan Abdullah, 2005).

Teori Sosiologi Agama

Sosiologi Agama berasal daripada dua perkataan, iaitu Sosiologi dan Agama. Sosiologi bermaksud kajian berkaitan kehidupan masyarakat seharian. Kajian berkaitan sosiologi ini mungkin berbeza mengikut peredaran zaman kerana perkembangan corak kajian dan objek kajian yang disasarkan. Manakala agama pula adalah anutan, atau pegangan seseorang individu yang mempercayai Allah sebagai Tuhan sekalian alam. Maka secara keseluruhan, dapatlah disimpulkan bahawa sosiologi agama adalah satu kajian yang bersistematik berkaitan hubungkait antara kehidupan masyarakat seharian dan juga agama yang dianuti (M. Yusuf Wibisono, 2020).

Teori sosiologi agama pula adalah satu bentuk teori yang melihat kepelbagaian pandangan di dalam agama berdasarkan pola-pola tertentu. Pola-pola seperti ekonomi, budaya, adat dan hubungan sosial (Abdi Rahmat, 2015) adalah sebahagian daripada pola yang berkait dengan kehidupan sosial dalam kalangan masyarakat yang menjadi objek atau tujuan sesuatu kajian.

M. Yusuf Wibisono (2020) telah membahagikan kajian sosiologi agama kepada lapan bahagian, iaitu:

- i. Agama dan Lapisan Sosial.
- ii. Agama dan Perkembangan Ekonomi.
- iii. Agama dan Konflik Sosial.
- iv. Agama dan Kontrol Sosial.
- v. Agama dan Perubahan Sosial.
- vi. Agama dan Sekularisme.
- vii. Agama dan Kekerasan.
- viii. Agama dan Kebudayaan.

Manakala Achmad Faesol (2020) pula menyatakan bahawa hubungkait antara Teori Sosial dan Agama boleh diklasifikasikan kepada beberapa bahagian, iaitu:

- i. Agama di dalam Masyarakat dan Budaya.
- ii. Agama di dalam Perubahan Sosial.
- iii. Agama di dalam Politik dan Negara.

Selain itu, seorang tokoh pengkaji Sosiologi Agama, Sindung Haryanto (2015) pula telah mengklasifikasikan Teori Sosiologi Agama dengan beberapa elemen, iaitu:

- i. Agama dan Jantina
- ii. Agama dan Ekonomi
- iii. Agama dan Politik
- iv. Agama dan Budaya
- v. Agama dan Perubahan Sosial
- vi. Agama dan Globalisasi

Secara keseluruhan, dapatlah dinyatakan bahawa kajian Teori Sosiologi Agama ini boleh dikaitkan dengan beberapa bahagian atau pola kehidupan. Berdasarkan perkaitan antara kajian Teori Sosiologi dan Agama di dalam Tarjumān al-Mustafid, maka kajian sosiologi agama terhadap teks tafsiran perkataan jihad oleh Shaykh Abdul Rauf Ali al-Fansuri al-Singkili ini akan dilaksanakan terhadap empat bahagian, iaitu:

- i. Jihad di dalam Ekonomi
- ii. Jihad di dalam Sosial
- iii. Jihad di dalam Budaya
- iv. Jihad di dalam Pemerintahan Negara

Ayat-Ayat Jihad Di Dalam Al-Qur`Ān

Menurut Mu`jam Alfāz al-Qur`ān al-Karīm, perkataan jihad disebut 41 kali di dalam 36 ayat al-Qur`ān (Majma` al-Lughah al-`Arabiyah, 1989). Ayat-ayat ini telah ditafsirkan oleh Shaykh Abd Ra`uf Ali al-Fansuri al-Singkili dalam Tarjumān al-Mustafid. Ayat-ayat tersebut ialah:

- i. **Tafsiran ayat 218 Surah al-Baqarah**
Bahawasanya segala mereka itu yang yang percaya dan meninggalkan negeri mereka itu dan berperang mereka itu kerana meninggikan Agama Allah, mereka itulah orang yang harap akan pahala daripada Allah.
- ii. **Tafsiran ayat 142, Surah Āli `Imrān**
Tetapi kami sangka bahawa masuk syurga-Mu dan tiada ada diketahui Allah Ta`ala dengan pengetahuan yang nyata akan segala mereka itu yang perang daripada kamu dan bahawa diketahui akan segala orang yang sabar pada segala kesakitan ertinya kami sanggahi segala yang lari bahawa masuk syurga Kamu seperti masuk syurga segala orang yang terbunuh yang memberikan nyawanya untuk Tuhan `Azza wa Jallā dan sabar mereka itu atas pedih luka dan tetap mereka itu bagi seteru mereka itu dengan tiada kamu jalan akan sebagai jalan mereka itu dan tiada kamu sabar seperti mereka itu.
- iii. **Tafsiran ayat 95, Surah al-Nisā`**
Tiada sama segala mereka yang duduk yang tiada pergi perang daripada segala mukmin lain daripada yang orang yang mempunyai kesukaran dengan segala orang yang perang pada meninggikan agama Allah Ta`ala dengan segala arta<sup>2</sup> mereka itu dan dengan segala diri mereka itu. Telah dilebihkan Allah Ta`ala segala orang yang perang dengan segala arta mereka itu dan diri mereka itu atas segala yang duduk

²Perkataan arta bermaksud harta (Kamus Besar Bahasa Indonesia, Pusat Bahasa Departemen Pendidikan Nasional, Jakarta, 2008 Masihi, hlm. 91).

kerana kesukaran dengan suatu darjat. Dan tiap-tiap suatu daripada dua firqah³ itu telah dijanjikan Allah Ta'ala akan dia beroleh syurga. Dan telah dilebihkan oleh Allah Ta'ala segala orang yang perang sabil⁴ atas segala yang duduk kerana tiada kesukaran beroleh pahala yang amat besar.

iv. Tafsiran ayat 35, Sural al-Mā'idah

Hai segala mereka yang percaya Allah Ta'ala !, ketakuti oleh kamu akan siksa Allah Ta'ala dan tuntutan oleh kamu barang yang menghampirkan kamu kepadanya dan perang oleh kamu pada jalan meninggikan agama-Nya, mudah-mudahan kamu beroleh kemenangan.

v. Tafsiran ayat 53, Sural al-Mā'idah

Dan berkata segala mereka yang percaya akan Allah Ta'ala bagi bagi setengah mereka itu pada hal mereka itu takjub akan hal munafiq itu adakah mereka itulah yang bersungguh-sungguh bersumpah mereka itu dengan demi Allah Ta'ala bahawasanya mereka itu bersama-sama dengan kamu pada agama. Firman Allah Ta'ala, telah binasalah segala amal mereka itu yang soleh. Jadilah mereka itu rugi di dalam dunia dengan faḍīḥah⁵ dan di dalam akhirat dengan siksa.

vi. Tafsiran ayat 54, Sural al-Mā'idah

Hai segala mereka itu yang percaya akan Allah Ta'ala! Barangsiapa daripada kamu murtad ia daripada agamanya kepada kafir maka lagi akan didatangkan Allah Ta'ala akan gantinya suatu kaum yang kasih Allah Ta'ala akan mereka itu dan kasih mereka itu akan Allah Ta'ala. Yang kasih sayang mereka itu atas segala mukmin lagi keras mereka itu atas segala kafir lagi perang mereka itu pada sabilillah dan tiada mereka itu takut akan cuci orang yang menyuci. Bermula segala sifat yang telah tersebut itu iaitu nugerah⁶ daripada Allah Ta'ala dinugerahinya akan barangsiapa yang dikehendakinya akan dia dan Allah Ta'ala jua Tuhan yang banyak nugerahnya lagi yang amat tahu akan yang patut beroleh dia.

vii. Tafsiran ayat 109, Surah al-An'ām

Dan telah bersumpah segala kafir Mekah itu dengan nama Allah Ta'ala iaitu sudah sumpah mereka itu jikalau datang kepada mereka itu suatu ayat nescaya percaya mereka itu akan dia. Kata oleh mu bagi mereka itu ya Muhammad! hanya sanya

³Perkataan firqah adalah berasal dari perkataan Bahasa Arab (فرقة) yang bermaksud berpecah atau terpisah dua (Majma' al-Lughah al-ʿArabiyah, *Muʿjam al-Wajīz*, Dār al-Taḥrīr, Qāhirah, 1989, Juz 1, hlm. 469). Dalam konteks penggunaan perkataan ini bermaksud Allah menjanjikan salah satu dari dua kumpulan itu dengan balasan syurga

⁴Perkataan sabil adalah perkataan Bahasa Arab (سبيل) yang bermaksud jalan atau lorong (Majma' al-Lughah al-ʿArabiyah, *Muʿjam al-Wajīz*, Dār al-Taḥrīr, Qāhirah, 1989, Juz 1, hlm. 302). Dalam konteks penggunaan perkataan ini bermaksud berjuang di jalan Allah iaitu berperang memerangi orang kafir untuk menegakkan Islam di muka bumi.

⁵Perkataan faḍīḥah adalah perkataan Bahasa Arab (فضيحة) yang bermaksud sesuatu yang membawa kepada aib atau malu (Majma' al-Lughah al-ʿArabiyah, *Muʿjam al-Wajīz*, Dār al-Taḥrīr, Qāhirah, 1989, Juz 1, hlm. 474).

⁶Perkataan nugerah adalah Bahasa Melayu abad ke 17 di Kerajaan Aceh Dar al-Salam. Namun perkataan nugerah ini dalam Bahasa Melayu masa kini bermaksud anugerah. (Wahyunah Haji Abd. Ghani, Mestika Kata Kosa Kata Kesusasteraan Melayu Tradisional, Dewan Bahasa dan Pustaka, Kuala Lumpur, 2018 Masihi, hlm. 299).

segala ayat itupada Allah Ta'ala jua diturunkan ia seperti yang dikehendaknya dan hanya aku menceriterakan jua. Dan tiada kamu ketahui hai segala mukmin !, akan bahawasanya segala ayat itu apabila datang ia tiada mereka itu percaya akan dia kerana telah terdahulu di dalam ilmu Ku yang demikian itu.

viii. Tafsiran ayat 72, Surah al-Anfāl

Bahawa segala mereka yang percaya dan berpindah ke Madinah dan berperang dengan membiarkan segala harta mereka itu dan dengan segala diri mereka itu pada sabilillah dan segala mereka itu yang mendudukkan Nabi dan menolong dia mereka itulah setengahnya segala wali⁷ setengah mereka itu pada bertolong-tolongan dan beroleh pusaka. Dan segala mereka itu yang percaya dan tiada mereka itu berpindah ke Madinah tiada ada bagi kamu berwali-walian dengan mereka itu maka tiadalah berwaris-warisan antara kamu dan antara mereka itu dan tiada bagi mereka itu perwalian pada rampasan hingga berpindah mereka itu kemudian syahadat⁸. Bahawa ayat ini mansukh dengan akhir surah, Wallāhu A'lam. Dan jika minta tolong mereka itu akan kamu pada agama maka wajib atas kamu menolong bagi mereka itu atas kuffar melainkan atas kaum yang antara kamu dan antara mereka itu janji setia maka jangan kamu tolong mereka itu atas mereka itu dan jangan kamu binasakan setia mereka itu. Bermula Allah Ta'ala akan perbuatan kamu amat melihat.

ix. Tafsiran ayat 74, Surah al-Anfāl

Dan segala mereka itu yang percaya dan yang berpindah ke Madinah dan yang perang pada sabilillah dan segala mereka itu yang mendudukkan Nabi dan menolong dia, mereka itu lah segala orang yang mukmin sebenar-benarnya. Dan adalah bagi mereka itu ampun daripada Allah Ta'ala dan rezki yang amat mulia di dalam syurga.

x. Tafsiran ayat 75, Surah al-Anfāl

Dan segala mereka yang percaya kemudian daripada segala yang dahulu kepada membawa iman dan segala yang berpindah mereka itu dan perang sabilillah mereka itu serta kamu maka mereka itulah orang yang daripada jumlah kamu hai segala orang yang Muhajir dan Ansar. Dan segala kerabat itu adalah setengah mereka itu utama daripada setengah mereka itu pada mengwaris daripada berwaris-warisan dengan sebab iman dan hijrah yang telah tersebut itu du dalam Luh Mahfuz bahawasanya Allah Ta'ala akan tiap-tiap suatu yang amat tahu.

⁷ Perkataan wali adalah perkataan Bahasa Arab (ولي) yang bermaksud penguasa atau seseorang yang bertanggungjawab atas sesuatu perkara (Majma' al-Lughah al-'Arabiyyah, *Mu'jam al-Wajīz*, Dār al-Tahrīr, Qāhirah, 1989, Juz 1, hlm. 682). Dalam konteks penggunaan perkataan ini bermaksud orang perseorangan yang bertanggungjawab atas sesuatu kaum yang lain dalam urusan membantu Rasulullah S.A.W.

⁸ Perkataan syahadat adalah perkataan Bahasa Arab (شهادة) yang bermaksud menyampaikan sesuatu berdasarkan apa yang dilihat atau disaksikan (Majma' al-Lughah al-'Arabiyyah, *Mu'jam al-Wajīz*, Dār al-Tahrīr, Qāhirah, 1989, Juz 1, hlm. 353). Dalam konteks penggunaan perkataan ini bermaksud umat Islam tiada pertalian dengan saudara mereka yang kafir sehinggalah mereka berhijrah ke Madinah dan mengucapkan dua kalimah syahadah.

- xi. Tafsiran ayat 16, Surah al-Tawbah**

Jangan kamu sangka bahawasanya ditinggalkan akan kamu dan tiada diketahui Allah Ta'ala segala mereka itu yang berperang daripada kamu dengan ikhlas. Dan tiada diambil mereka itu yang lain daripada Allah Ta'ala dan tiada yang lain daripada Rasulnya dan tiada lain daripada segala mukmin akan tempat rahsia mereka itu. Bermula Allah Ta'ala yang amat tahu akan barang yang telah kamu perbuat.
- xii. Tafsiran ayat 19, Surah al-Tawbah**

Kami jadikankah orang yang memberi air akan orang yang haji dan yang berbaik-
baik Masjid al-Haram itu sama dengan orang yang percaya akan Allah Ta'ala dan akan Hari Kiamat serta perang sabilillah. Tiada mereka itu sama pada Allah Ta'ala pada fadilatnya. Bermula Allah Ta'ala tiada menunjukki segala kaum yang kafir.
- xiii. Tafsiran ayat 20, Surah al-Tawbah**

Segala mereka yang percaya akan Allah Ta'ala dan berpindah mereka itu ke Madinah al-Rasul dan perang mereka itu pada sabilillah dengan segala arta mereka itu dan diri mereka itu terlebih besar pangkatnya kepada Allah Ta'ala daripada yang lainnya. Dan mereka itulah segala orang yang beroleh kemenangan akan kebajikan.
- xiv. Tafsiran ayat 24, Surah al-Tawbah**

Kata olehmu ya Muhammad !, jika ada segala bapa kamu dan segala anak kamu dan segala saudara kamu dan segala isteri kamu dan segala kerabat kamu dan segala arta yang kamu usahakan akan dia dan segala perniagaan yang kamu ketakuti akan tiada lakunya dan segala tempat yang kamu kembali akan dia itu terlebih ku kasihi kepada kamu daripada Allah Ta'ala dan Rasul-Nya dan daripada perang sabilillah maka tentu oleh kamu hingga didatangkan Allah Ta'ala pekerjaan daripadanya. Bermula Allah Ta'ala tiada menunjukki segala kaum yang fasiq.
- xv. Tafsiran ayat 41, Surah al-Tawbah**

Pergilah kamu pada hal ringan dan berat dan berperang kamu dengan segala arta kamu pada sabilillah itu. Adalah yang demikian itu terlebih baik bagi kamu jikalau ada kamu tahu akan yang demikian itu maka janganlah kamu berat-beratan pergi itu.
- xvi. Tafsiran ayat 44, Surah al-Tawbah**

Tiada minta izin akan dikau segala mereka itu yang percaya akan Allah Ta'ala dan akan Hari Kiamat pada meninggalkan diri daripada perang dengan segala arta mereka itu dan segala diri mereka itu. Bermula Allah Ta'ala yang amat tahu akan segala orang yang takut akan Allah Ta'ala.

xvii. Tafsiran ayat 73, Surah al-Tawbah

Hai Nabi Allah !, perang oleh mu segala kafir dengan pedangmu dan segala munafiq dengan lidahmu dan kuatkan olehmu hatimu dengan mengherdik mereka itu dan adalah tempat mereka itu neraka Jahanam. Dan sejahat-jahat tempatlah neraka itu.

xviii. Tafsiran ayat 79, Surah al-Tawbah

Bermula segala mereka itu yang mencuci orang yang bersedekah pada segala sedekahnya dengan sedekah sunat daripada segala mukmin dan yang mencuci segala mereka itu yang tiada diperoleh mereka itu melainkan sekadar kuasa mereka itu maka dipersenda-sendakan mereka itu akan mereka itu. Nescaya dipersenda-sendakan Allah Ta`ala akan mereka itu dan adalah bagi mereka itu siksa yang amat pedih.

xix. Tafsiran ayat 81, Surah al-Tawbah

Dan telah sukacita segala mereka itu yang tinggal daripada perang Tabuk dengan duduk mereka itu di belakang Rasulullah dan telah benci mereka itu perang dengan segala arta dan segala diri mereka itu pada sabilillah. Kata olehmu ya Muhammad !, neraka Jahanam itu terlebih sangat hangatnya daripada perang Tabuk itu jikalau ada mereka itu tahu akan yang demikian itu nescaya tiada tinggal daripada perang itu.

xx. Tafsiran ayat 86, Surah al-Tawbah

Dan apabila diturunkan suatu surah daripada Qur`an mengatakan percaya kamu akan Allah Ta`ala dan perang kamu serta Rasul-Nya. Telah minta izin kepadamu ya Muhammad !, orang yang mempunyai kemuliaan daripada mereka itu pada hal dikata mereka itu tinggalkan olehmu kamu adalah kamu serta segala orang yang duduk.

xxi. Tafsiran ayat 88, Surah al-Tawbah

Tetapi Rasulullah dan segala mereka itu yang percaya sertanya perang sabil mereka itu dengan segala arta mereka itu dan segala diri mereka itu. Mereka itulah segala orang yang beroleh kebajikan di dalam dunia dan akhirat dan mereka itulah segala orang yang beroleh kemenangan.

xxii. Tafsiran ayat 38, Surah al-Nahl

Telah bersumpah mereka itu dengan nama Allah dengan sudah-sudah ijtihad pada sumpah mereka itu tiada dibangkitkan Allah Ta`ala orang yang telah mati. Firman Allah Ta`ala bahkan lagi akan dibangkitkan Allah Ta`ala mereka itu telah dijanjikan akan yang demikian itu dan disabitkannya ia dengan sebenar-benar dan tetapi kebanyakan orang Mekah tiada tahu akan yang demikian itu.

xxiii. Tafsiran ayat 110, Surah al-Nahl

Maka bahawasanya Tuhanmu bagi segala mereka itu yang berpindah ke Madinah kemudian daripada disakiti serta menglafazkan kufur kemudian maka perang

mereka itu dan sabar mereka itu atas berbuat taat. Bahawasanya Tuhanmu kemudian daripada fitnah itu sanya mengampun bagi mereka itu lagi mengasihani akan mereka itu.

xxiv. Tafsiran ayat 78, Surah al-Ḥajj

Dan mujahadah⁹ kamu kerana agama Allah Ta'ala dengan sebenar-benarnya mujahadahnya ia jua Tuhan yang memilih kamu bagi agama-Nya dan tiada dijadikan Allah Ta'ala atas kamu pada agama itu petunjuk iaitu seperti bahawa dimudahkan akan dia pada segala waktu darurat seperti qasar bagi orang yang ketiadaan air atau yang tiada beroleh memakai dia dan memakan bangkai bagi orang yang mudarat dan berbuka puasa bagi orang yang sakit dan orang yang berlayar, Wallāhu A'lam. Seperti agama bapa kamu Ibrahim, Allah Ta'ala jua menamai kamu segala muslim dahulu daripada kitab ini dan pada Qur'an ini supaya Rasulullah itu naik syaksi atas segala manusia akan bahawa segala mereka itu sudah menyampaikan akan mereka itu. Maka kekali oleh kamu atas sembahyang dan keluarkan oleh kamu zakat dan jalan kamu kepada Allah Ta'ala ia jua yang menolong kamu dan yang memerintahkan segala pekerjaan kamu maka sebaik-baik yang memerintahkan dan yang menolongi kamulah ia Tuhan Allah Ta'ala itu.

xxv. Tafsiran ayat 53, Surah al-Nūr

Dan telah bersumpah mereka itu dengan menyebut-nyebut nama Allah Ta'ala dengan sudah-sudah bersumpah mereka itu jikalau ku suruhkan mereka itu nescaya keluar mereka itu perang. Kata olehmu bagi mereka itu jangan kamu bersumpah bermula taat yang ma'ruf bagi Nabi S.A.W. itu terlebih baik daripada sumpah kamu yang dusta itu. Bahawasanya Allah Ta'ala yang amat tahu akan barang yang kamu perbuat daripada taat kamu dengan kata tiada dengan fi'il¹⁰.

xxvi. Tafsiran ayat 52, Surah al-Furqān

Dan jangan engkau taat akan segala kafir itu pada menurut hawa mereka itu dan lawan olehmu berperang mereka itu dengan Qur'an dengan perang yang amat besar.

xxvii. Tafsiran ayat 6, Surah al-ʿAnkabūt

Dan barangsiapa memerangi dirinya maka hanya sanya memerangi itu akan peralihan dirinya jua kerana manfaat perangnya itu bagi dirinya tiada bagi Allah Ta'ala. Bahawasanya, Allah Ta'ala nescaya kaya daripada sekalian alam sama manusiadan jin dan malaikat dan kaya ia daripada segala ibadah mereka itu pun.

⁹Perkataan mujahadah adalah perkataan Bahasa Arab yang berasal dari perkataan (جاهد) yang bermaksud bersungguh-sungguh melawan musuh (Majma' al-Lughah al-ʿArabiyyah, *Muʿjam al-Wasīṭ*, Maktabah al-Shurūq al-Dawliyyah, Qāhirah, 1425 Hijrah, Juz 1, hlm. 142).

¹⁰Perkataan fi'il (فعل) bermaksud perbuatan (Majma' al-Lughah al-ʿArabiyyah, *Muʿjam al-Wajīz*, Qāhirah, Dār al-Taḥrīr, 1989 Masihi, Juz 1, hlm. 476).

xxviii. Tafsiran ayat 8, Surah al-ʿAnkabūt

Dan telah kami pesankan insan itu dengan pesan yang baik berbuat bakti akan ibu bapanya. Dan kami kata baginya dan jika ada digagahi oleh keduanya akan dikau supaya kau sekutukan dengan daku yang tiada bagimu pengetahuan akan dia sekutu maka jangan engkau taat akan keduanya pada menyekutukan itu. Kepada kami kembali kamu maka lagi Ku ketahuikan kamu oleh barang yang ada kamu mengerjakan dia maka Ku balas kamu.

xxix. Tafsiran ayat 69, Surah al-ʿAnkabūt

Bermula segala mereka yang mujahadah pada hak Kami nescaya lagi akan Kami tunjukki mereka itu kepada segala jalan pergi kepada Kami dan bahawasanya Allah Taʿala jua serta segala mukmin dengan menolongi mereka itu.

xxx. Tafsiran ayat 15, Surah Luqmān

Maka jika digagahi oleh keduanya akan dikau atas menyekutukan Daku yang tiada bagimu pengetahuan akan dia muwāfaqah¹¹ pada wāqī¹² maka jangan engkau ikut keduanya pada yang demikian itu dan serta olehmu akan keduanya di dalam dunia dengan yang maʿruf dengan berbuat baik dan berteman-teman. Dan ikut olehmu jalan orang yang rujuk kepada aku dengan berbuat taat maka kepada Ku jua kembali kamu maka Ku balas kamu atas perbuatan kamu.

xxxi. Tafsiran ayat 42, Surah Fāṭir

Dan telah bersumpah mereka itu dengan menyebut nama Allah dengan sudah sumpah mereka itu jikalau datang kepada mereka itu pesuruh nescaya adalah mereka itu terlebih beroleh pertunjuk daripada segala umat Yahudi dan Nasara dan lain daripada mereka itu. Maka tatkala datang kepada mereka itu Rasul iaitu Muhammad S.A.W. tiada menambahi mereka itu datangnya itu melainkan jauh daripada pertunjuk.

xxxii. Tafsiran ayat 31, Surah Muḥammad

Dan nescaya Kami cubai akan kamu dengan perang dan lainnya hingga Kami ketahui dengan pengetahuan yang nyata segala orang yang perang daripada kamu dan segala yang sabar pada perang dan yang lainnya dan Kami nyatakan segala khabar daripada taat kamu dan derhaka.

xxxiii. Tafsiran ayat 15, Surah al-Ḥujurāt

Hanya segala mukmin yang percaya akan Allah Taʿala dan Rasul-Nya kemudian maka tiada syak mereka itu pada iman mereka itu dan perang sabil mereka itu

¹¹Perkataan muwāfaqah adalah perkataan Bahasa Arab (موافقة) yang bermaksud persetujuan oleh dua belah pihak terhadap sesuatu perkara (Majmaʿ al-Lughah al-ʿArabiyah, *Muʿjam al-Wajīz*, Qāhirah, Dār al-Taḥrīr, 1989 Masihi, Juz 1, hlm. 676).

¹²Perkataan wāqīʿ adalah perkataan Bahasa Arab (واقع) yang bermaksud hasil atau tujuan (Majmaʿ al-Lughah al-ʿArabiyah, *Muʿjam al-Wajīz*, Qāhirah, Dār al-Taḥrīr, 1989 Masihi, Juz 1, hlm. 678). Secara keseluruhan dapatlah disimpulkan bahawa frasa muwāfaqah pada wāqīʿ bermaksud taat dan patuh kepada ibu bapa adalah wajib selagi tidak melibatkan perkara akidah.

dengan membiarkan segala arta mereka itu pada jalan Allah Ta`ala. Mereka itulah segala mereka itu yang benar pada iman mereka itu tiada yang mengata peroleh pada mereka itu lain daripada mengikut pada zahir jua.

xxxiv. Tafsiran ayat 1, Surah al-Mumtahānah

Hai segala mereka itu yang percaya akan Allah Ta`ala !, jangan kamu ambil seteruku dan seteru kamu akan segala orang yang damping berdatang-datang dengan kamu mereka itu dengan berkasih-kasihan antara kamu dan mereka itu. Dan bahawasanya telah kafir mereka itu akan yang datang akan kamu daripada hak ertinya agama Islam dan Qur`an pada hal dikeluarkan mereka itu Rasul dan kamu dari Mekah memicik¹³ atas kamu. Dari kerana percaya kamu akan Allah Ta`ala Tuhan kamu jika ada kamu keluar perang pada jalan Ku dan menuntut keredhaan Ku maka jangan kamu ambil mereka itu akan segala yang damping memerintahkan kamu. Kamu bunyikan¹⁴ kepada mereka itu dengan berkasih-kasihan padahal Aku terlebih tahu ia akan yang kamu bunyikan dan yang kamu nyatakan dan barangsiapa berbuat yang demikian itu daripada kamu maka sanya tersalahlah ia daripada jalan pertunjuk.

xxxv. Tafsiran ayat 11, Surah al-Şaff

Kamu kekalkan atas iman akan Allah Ta`ala dan Rasul-Nya dan perang kamu atas jalan sabilillah dengan segala arta kamu dan segala diri kamu. Itulah beniagaan¹⁵ yang terlebih baik yakni yang terlebih besar kehuntungannya¹⁶ jikalau ada kamu tahu akan ia itu baik maka perbuat oleh kamu akan dia.

xxxvi. Tafsiran ayat 9, Surah al-Taḥrīm

Hai Nabi !, perang olehmu segala kafir dengan pedang dan segala munafiq itu dengan lidah dan hujah dan kerasi olehmu atas mereka itu dan tempat kediaman mereka itu neraka Jahanam dan sejahat-jahat tempat kembalilah neraka Jahanam itu.

Model Jihad Mengikut Perspektif Teori Sosiologi Agama

Tafsiran perkataan jihad di dalam Tarjumān al-Mustafīd telah dianalisis menggunakan pendekatan beberapa instrumen yang dibincangkan di dalam Teori Sosiologi Agama. Analisis ini akan digunakan hanya terhadap tafsiran jihad yang menepati perbincangan berkaitan Teori Sosiologi Agama yang dibincangkan di dalam perenggan di atas.

¹³Perkataan memicik bermaksud dikurangkan atau disempitkan (Kamus Dewan Edisi Baru, Dewan Bahasa dan Pustaka, Kuala Lumpur, 1993 Masihi, hlm. 963).

¹⁴Perkataan bunyikan adalah Bahasa Melayu abad ke 17 di Kerajaan Aceh Dar al-Salam. Namun, perkataan dibunyikan dalam Bahasa Melayu masa kini bermaksud disembunyikan (Kamus Dewan Edisi Baru, Dewan Bahasa dan Pustaka, Kuala Lumpur, 1993 Masihi, hlm. 177).

¹⁵Beniagaan bermaksud perniagaan.

¹⁶Kehuntungannya bermaksud keuntungan.

Walaupun perbincangan berkaitan Teori Sosiologi Agama ini sangat meluas, namun kajian terhadap konsep jihad mengikut tafsiran Tarjumān al-Mustafid hanya akan memfokus kepada empat elemen. Elemen-elemen tersebut adalah Jihad dalam Ekonomi, Jihad dalam Hubungan Sosial, Jihad dalam Budaya dan Jihad di dalam Pemerintahan Negara.

i. Jihad di dalam Ekonomi

Tafsiran jihad oleh Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī di dalam Tarjumān al-Mustafid merujuk kepada penggunaan harta untuk diberikan atau dibelanjakan di jalan Allah S.W.T.. Namun begitu, Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī juga berpandangan bahawa meninggalkan harta di Kota Mekah semasa peristiwa Hijrah Rasulullah S.A.W. ke Madinah juga adalah jihad di dalam ekonomi. Selain itu, orang Islam yang tidak pergi berperang tetapi menggunakan hartanya untuk pasukan tentera Islam bersiap menuju medan perang juga adalah termasuk di dalam konsep Jihad. Justeru, segolongan yang dinyatakan oleh Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī di dalam Tarjumān al-Mustafid, iaitu golongan yang berhabs atau tidak kedekut di dalam membelanjakan hartanya untuk berperang juga dikategorikan sebagai jihad dalam bentuk ekonomi.

ii. Jihad di dalam Hubungan Sosial

Hubungan sosial adalah interaksi antara dua atau lebih entity. Di dalam membincangkan konsep jihad melalui interaksi hubungan sosial, rauf telah menyatakan bahawa sikap tolong menolong dalam kalangan Masyarakat untuk mempersiapkan diri sebelum pergi berperang adalah tergolong dalam maksud jihad. Selain itu, hubungan antara dua entity yang berlainan akidah, sama ada munafiq atau orang kafir juga boleh dikategorikan sebagai jihad menurut Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī di dalam Tarjumān al-Mustafid. Berlawan hujah atau memerangi golongan munafiq atau golongan kafir dengan kata-kata yang keras atau tidak redha dengan perbuatan mereka juga termasuk di dalam konsep jihad. Selain itu, tidak menunjukkan taat atau menurut arahan apa sahaja yang datang dari golongan munafiq mahu pun kafir juga adalah salah satu daripada jihad di dalam hubungan sosial. Walaupun orang kafir tersebut adalah ibu bapa sendiri yang belum memeluk agama Islam.

iii. Jihad di dalam Budaya

Beribadah adalah budaya yang telah menjadi amalan Masyarakat setempat. Polemik berkaitan wahdatul wujud menunjukkan tahap pengajian Masyarakat Alam Melayu pada masa tersebut. Mereka bukan lagi mempelajari bab asas dalam ibadah, tetapi telah maju ke hadapan dengan membincangkan hal-hal berkaitan tarbiah rohani dan juga amalan dalam kehidupan seharian. Maka jika dilihat kepada tafsiran Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī berkaitan jihad di dalam Tarjumān al-Mustafid, jelas menunjukkan beberapa tafsiran yang menyokong atau selari dengan ibadah atau memperbaiki diri dalam kehidupan seharian. Antara makna jihad yang dinyatakan adalah bersumpah dengan bersungguh-sungguh untuk kekal di dalam agama Allah S.W.T., bersumpah untuk beriman dengan Allah S.W.T., bersungguh-sungguh dalam melaksanakan perintah agama Islam tanpa terasa beban walau sedikit pun. Selain itu, orang yang bersungguh-sungguh memerangi hawa nafsu diri mereka sendiri supaya dapat berubah menjadi muslim yang lebih baik dan orang yang bersungguh-sungguh dalam melaksanakan ibadah kerana mengharap

keredhaan Allah S.W.T. juga dikategorikan sebagai Jihad di dalam konteks tafsiran Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī.

iv. Jihad di dalam Pemerintahan Negara

Jika ditelusuri Sejarah Aceh pada masa Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī mengarang Tarjumān al-Mustafid, kita dapat melihat bahawa Aceh pada masa tersebut sentiasa terdedah kepada ancaman kuasa-kuasa besar dari Eropah. Maka berdasarkan suasana ini, Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī tidak meninggalkan konteks berperang mempertahankan negara dan akidah ketika mentafsirkan perkataan jihad di dalam al-Qur’ān. Antara tafsiran jihad berkaitan pemerintahan negara adalah orang yang beriman dan meninggalkan negeri untuk berperang untuk meninggikan agama Allah S.W.T., orang yang sabar dalam menanggung kesakitan kerana berperang di jalan Allah S.W.T., orang yang terbunuh dan memberikan nyawa kerana menegakkan agama Allah S.W.T. untuk masuk syurga, orang yang berperang dengan mengorbankan diri sendiri kerana Allah S.W.T. dan orang yang memerangi orang kafir dengan pedang kerana kekufurannya. Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī telah memberikan contoh semasa Rasulullah S.A.W. berjihad dengan mendatangkan tafsiran orang yang pergi berperang bersama-sama dengan Rasulullah S.A.W. dan orang yang memerangi golongan muhajirin yang murtad dari agama Islam supaya semangat orang Aceh untuk mencontohi perbuatan Rasulullah S.A.W.. Selain itu, Shaykh ‘Abdul Ra’ūf bin ‘Alī al-Fanṣūrī al-Singkilī juga mentafsirkan ayat jihad dengan orang yang memerangi kaum yang murtad atau keluar dari agama Islam. Tafsiran ini ditujukan dalam memerangi orang Aceh yang belot kepada ancaman-ancaman dari luar yang ingin menakluk Aceh pada masa tersebut.

Kesimpulan

Jihad tidak terhad kepada peperangan sahaja. Perkataan jihad membawa maksud yang luas, pelbagai dan universal. Jihad bukan sahaja bermaksud berperang di jalan Allah S.W.T., malah jihad juga meliputi segenap aspek pengorbanan dalam kehidupan untuk menegakkan syiar Islam di muka bumi ini. Salah faham berkaitan konsep jihad yang sebenar-benarnya boleh mendatangkan huru hara dan perpecahan dalam kalangan umat Islam. Pemahaman terhadap konsep jihad yang sebenarnya akan menjadikan umat Islam lebih maju dan terus berusaha untuk memperbaiki kehidupan mereka sebagai persediaan untuk bertemu dengan Allah S.W.T..

Konsep jihad yang sebenar perlu disebar luas sebagai rujukan kepada masyarakat masa kini. Konsep jihad ini perlu difahami dengan betul dan sempurna oleh umat Islam itu sendiri sebelum disebar luas dalam kalangan masyarakat bukan Islam dalam bentuk dakwah sama ada secara langsung atau tidak langsung. Konsep jihad yang sebenar sekiranya dihayati dengan baik akan menarik masyarakat bukan Islam untuk menilai Islam sebagai agama yang penyayang dan sentiasa berubah kepada yang lebih baik seterusnya menjadi faktor kepada keberkesanan dakwah secara tidak langsung. Selain itu, penghayatan konsep jihad yang sebenar dan penyebaran konsep jihad yang sebenar akan membuang tanggapan negatif masyarakat bukan Islam terhadap agama Islam sekaligus menghapuskan pemikiran Islamophobia dalam kalangan masyarakat dunia pada masa ini.

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CONSUMER PERCEPTION TOWARDS THEIR EXPERIENCES AT TAMAN RIMBA ALAM, PUTRAJAYA

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Abstract: *This study investigates consumer perception towards experiences in parks, focusing on design, recreational opportunities, and accessibility. The aim is to understand how these factors influence consumer satisfaction and engagement within park settings. Consumers appreciate well-designed spaces that integrate natural elements, functional amenities, and aesthetic appeal. Recreational opportunities emerged as significant drivers of satisfaction, with consumers valuing a diverse range of activities such as walking trails, playgrounds, and sports facilities. Accessibility was identified as a key factor in ensuring inclusivity and convenience, influencing visitation frequency and duration. The study concludes that a holistic approach to park design, which considers design aesthetics, recreational offerings, and accessibility, is essential for enhancing consumer experiences and promoting park engagement. The objective of this study was to investigate the notable correlation between consumer perceptions of their experiences at Taman Rimba Alam, Putrajaya, focusing on designs, recreational opportunities, and accessibility. This study undertakes a descriptive research design using a quantitative approach as the methodology for the research. The demographics and the key variables, which are the designs, recreational opportunities, and accessibility are the main variables in the research framework. Data analysis is based on 98 respondents' feedback received from the visitors who have visited Taman Rimba Alam, Putrajaya. The data analysis utilized SPSS version 29.0, employing linear regression to test the hypotheses and determine which consumer preferences, such as designs, recreational opportunities, and accessibility, most strongly influence consumer perception of their experiences at Taman Rimba Alam, Putrajaya. The findings revealed that all three hypotheses were supported, suggesting that this study's results could aid in the development of positive consumer perceptions towards experience enhancement at Taman Rimba Alam, Putrajaya, in an effective and efficient manner.*

Keywords: *Accessibility, Consumer Perception, Designs, Experiences, Recreational Opportunities.*

Introduction

Consumer perception plays a pivotal role in shaping attitudes toward forest reserves, influencing perceptions related to sustainable practices, ecotourism, and conservation efforts (Kollmuss & Agyeman, 2002). Understanding how consumers perceive forest reserves is

crucial for developing effective strategies that promote environmental awareness, responsible tourism, and a positive relationship between communities and their natural surroundings. Consumer perception significantly impacts the success of ecotourism initiatives and sustainable practices in forest reserves. Positive perceptions may encourage eco-friendly tourism perception, such as responsible hiking, wildlife observation, and adherence to designated trails, fostering a balance between recreation and conservation (Stronza & Durham, 2008). Consumer perception of Taman Rimba Alam is influenced by various factors, including the quality of recreational experiences offered by the reserve. Visitors' attitudes toward the reserve may be shaped by the accessibility of amenities, the condition of walking trails, and the overall ambiance of the natural environment (Chin et al., 2020). Positive consumer perceptions are often associated with enjoyable recreational activities, well-maintained facilities, and opportunities for environmental education and appreciation.

Understanding the Factors Influencing Consumer Perception at Taman Rimba Alam, Putrajaya is the one fundamental research problem to investigate the key factors that shape consumer perception at Taman Rimba Alam in Putrajaya. Understanding these factors is crucial for both the park management and marketers to enhance visitor experiences. Previous studies (Jones et al., 2018; Smith & Wang, 2019) have shown that factors such as accessibility, cleanliness, safety, and the availability of amenities significantly influence visitor perceptions in natural settings. Therefore, this study aims to measure the relationship between designs, recreational opportunities, and accessibility towards their experiences at Taman Rimba Alam, Putrajaya.

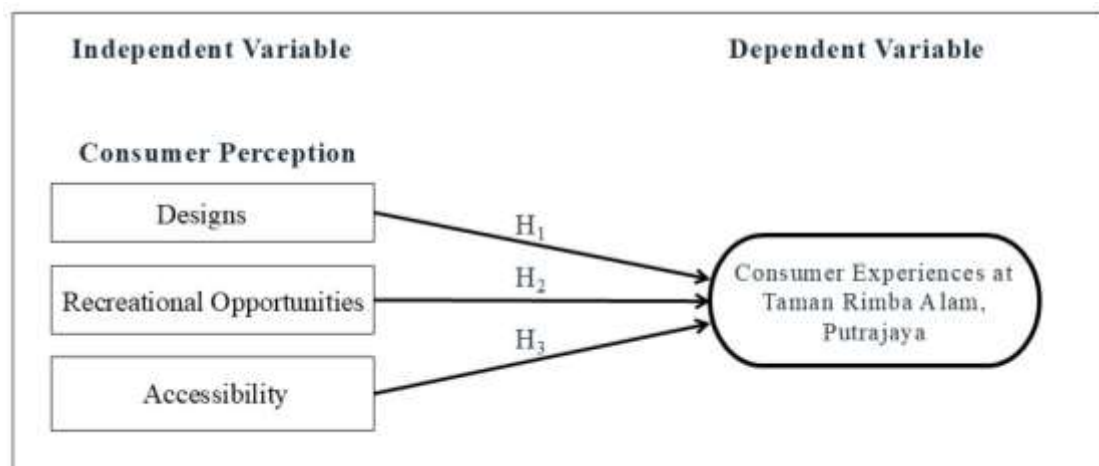


Figure 1: The Research Framework

Source: Researcher (2023)

The proposed theoretical framework for studying consumer perceptions of their experiences at Taman Rimba Alam, Putrajaya, incorporates three (3) components as independent variables; designs, recreational opportunities, and accessibility.

Methodology

The study utilized a quantitative research approach to examine consumer perceptions of their experiences at Taman Rimba Alam, Putrajaya. In this research, the independent variables are designs, recreational opportunities, and accessibility, while the dependent variable is consumer experiences. The research was conducted in a non-contrived, natural setting. The time horizon

for this study is cross-sectional, as data were collected at a single point in time to answer the research question. The cross-sectional design was chosen because data were gathered only once. Consequently, the study's purpose is correlational, as it seeks to understand the relationships between multiple variables.

In this study, the unit of analysis is the individual, with respondents completing the questionnaire on their own. For this study sampling, the researcher chose a small group of individuals who are 18 years of age or older and have visited any recreational activities in Taman Rimba Alam, Putrajaya.

The power analysis will be used in this study after a number of other approaches to determining sample size have been considered. The minimum number of participants required under the guidelines would be 77. Hence, power analysis, more especially the G*power analysis, was used to establish the sample size. Therefore, this study proposes to set all the visitors 18 years old and above who have visited Taman Rimba Alam, Putrajaya in Malaysia as the target population in this study.

For data analysis, the collected data were processed using SPSS to calculate the means and percentages for each item in the questionnaire. Cronbach's Alpha was employed to assess the reliability of the survey. Descriptive analysis was conducted to summarize demographic information and key variables. Additionally, linear regression analysis was utilized for hypothesis testing to explore the relationships between consumer perceptions of their experiences.

Results and Discussion

The Cronbach's Alpha reliability analysis for all variables examined in this study, which include design, recreational opportunities, and accessibility of visitors to Taman Rimba Alam, Putrajaya, ranged from 0.912 to 0.916. These results demonstrate an excellent level of internal consistency across all these measures. A summary of the Cronbach's Alpha values for each variable used in the study is presented in Table 1.

Table 1: Result of Reliability Analysis

No.	Variables	Cronbach's Alpha	Strength of Association
1.	Design	0.916	Excellent
2.	Recreational opportunities	0.915	Excellent
3.	Accessibility	0.912	Excellent
4.	Consumer Experiences	0.915	Excellent

N=98

According to the Cronbach's Alpha results presented in Table 1, Section B of the questionnaire, focusing on consumer preferences regarding visit to Taman Rimba Alam, Putrajaya in terms of design, shows a notably high Cronbach's Alpha value of 0.916. Similarly, Section C, which delves into consumer perception towards their experiences at Taman Rimba Alam, Putrajaya in terms of recreational opportunity, also demonstrates a strong internal consistency with a Cronbach's Alpha value of 0.915. In Section D, concerning consumer perception towards their experiences at Taman Rimba Alam, Putrajaya in terms of

accessibility, Cronbach's Alpha value stands at 0.912. Besides, Section E for consumer experiences shows Cronbach's Alpha value of 0.915. These results from the reliability test indicate that all dimensions within each variable surpassed the minimum Cronbach's Alpha threshold of 0.9, confirming the reliability of all instruments for further analysis.

Since this study was correlational, linear regression analysis was employed. Linear regression analysis allows for the examination of the connection between an independent variable and a dependent variable.

Table 2: Model Summary for Components of Designs, Recreational Opportunities, and Accessibility
Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate
Designs	.888 ^a	.789	.787	.35294
Recreational Opportunities	.886 ^a	.786	.783	.35578
Accessibility	.886 ^a	.786	.783	.37684

a. Predictors: (Constant), Designs, Recreational Opportunities, Accessibility

Linear regression analysis was employed to assess whether tangibles were a significant predictor of satisfaction. According to table 4.9, the R Square value for designs stands at 0.789, indicating that the predictors accounted for 78.9% of the variance in satisfaction. Similarly, the R Square value for recreational opportunities is 0.786, suggesting that these services explain 78.6% of the dependent variable. Likewise, the R Square for accessibility is 0.786, indicating that products account for 78.6% of the dependent variable.

Table 3: ANOVA for Designs, Recreational Opportunities, and Accessibility with Consumer Experiences
ANOVA^a

		df	F	Sig.
Designs	Regression	1	359.349	<.001 ^b
	Residual	96		
	Total	97		
Recreational Opportunities	Regression	1	351.747	<.001 ^b
	Residual	96		
	Total	97		
Accessibility	Regression	1	351.747	<.001 ^b
	Residual	96		
	Total	97		

a. Dependent Variable: Consumer Experiences

b. Predictors: (Constant), Designs, Recreational Opportunities, Accessibility

Referring to Table 3 ANOVA results, the F value of 359.349 is highly significant at $p < .001$ ($p < 0.05$), indicating that the independent variable facilities can effectively predict the dependent variable designs, $F(97) = 359.349$, $p < 0.05$. This suggests that the regression model fits the data well.

Likewise, the F value for services is 351.747, also significant at $p < .001$ ($p < 0.05$), demonstrating that the independent variable, recreational opportunities, reliably predicts the dependent variable with $F(97) = 351.747$, $p < 0.05$. Thus, the regression model is considered acceptable.

The ANOVA table further illustrates the relationship between accessibility and the dependent variable. The F value of 351.747 is significant at $p < .001$ ($p < 0.05$), indicating that the independent variable, accessibility, can predict the dependent variable, visit intention, with $F(97) = 351.747$, $p < 0.05$. Consequently, the regression model demonstrates a significant relationship.

Table 4: Coefficients for Designs, Recreational Opportunities, and Accessibility with Consumer Experiences
Coefficients ^a

		(β)	t	Sig.	Result
H1	Designs	.888	18.957	<.001	Accepted
H2	Recreational Opportunities	.886	18.755	<.001	Accepted
H3	Accessibility	.886	18.755	<.001	Accepted

a. Dependent Variable: Consumer Experiences

Based on Table 4, the coefficient for designs is 0.888, indicating statistical significance. With a p-value below 0.05 ($p < 0.05$), it suggests a significant relationship between the independent variable (designs) and dependent variable (accessibility). Moreover, the t-value exceeds 2 at 18.957. Consequently, based on this table, it can be inferred that designs positively and significantly influence consumer experiences, leading to the acceptance of the hypothesis.

Similarly, the coefficient for recreational opportunities is 0.886, which is statistically significant with a p-value $< .001$ ($p < 0.05$), indicating a significant relationship between the independent variable (recreational opportunities) and the dependent variable (accessibility). The t-value is also greater than 2 at 18.755. Thus, based on this table, it can be concluded that recreational opportunities positively and significantly influence consumer experiences, supporting the hypothesis.

For the standardized coefficient beta value of products, it stands at 0.886, indicating statistical significance with a p-value $< .001$ ($p < 0.05$). This suggests a significant relationship between the independent variable (accessibility) and the dependent variable (recreational opportunities). The t-value is above 2 at 18.755. Therefore, it can be concluded from this table that accessibility positively and significantly influences consumer experiences, leading to the acceptance of the hypothesis.

Consequently, the hypotheses of the study are accepted:

H1: There is a positive relationship between designs towards consumer experiences at Taman Rimba Alam, Putrajaya.

H2: There is a positive relationship between recreational opportunities towards consumer experiences at Taman Rimba Alam, Putrajaya.

H3: There is a positive relationship between accessibility towards consumer experiences at Taman Rimba Alam, Putrajaya.

To support the positive relationship between design and consumer experiences, design plays a critical role in shaping consumer experiences, influencing both emotional responses and behavioral intentions (De Klerk et al., (2020). Aesthetic design can significantly enhance consumer experiences by creating a more engaging and memorable interaction with the product (Deng, X., 2019).

Besides, the result of the study indicates that recreational opportunities may affect consumer experiences. This finding is supported by the study conducted by Chen et al., (2020), recreational opportunities are a key determinant of consumer experiences in leisure destinations, contributing to the overall perceived value of the visit. Also, the availability and diversity of recreational opportunities significantly enhance consumer experiences, leading to higher satisfaction and repeat visitation (Lee, 2021).

Other than that, Zheng, (2021) found that improving accessibility in consumer service environments can lead to enhanced customer experiences by reducing barriers and increasing convenience. Besides, the other study said, that accessibility significantly influences consumer experiences by affecting convenience and ease of use, which can impact overall satisfaction (Lyu et. al., 2022).

Conclusion

In conclusion, consumer perception towards their experiences, encompassing aspects of design, recreational opportunities, and accessibility, plays a pivotal role in shaping their satisfaction and decision-making. The design aesthetics of a place, the variety and quality of recreational activities offered, as well as the ease of accessibility, collectively contribute to how consumers perceive and evaluate their experiences. As noted by various researchers (Smith et al., 2018; Chen & Hu, 2020), these elements intertwine to create a holistic impression that influences consumer satisfaction and likelihood of return. Businesses and organizations in the hospitality, tourism, and recreational sectors can benefit significantly from understanding and catering to these perceptions, ensuring that consumers feel positive about their experiences and are more inclined to engage with their offerings.

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