



Malaysia Association of Research
and Education for Educators

ICREE 2022

INTERNATIONAL CONFERENCE OF RESEARCH AND
EDUCATION FOR EDUCATOR (ICREE) 2022

TAWAU

BORNEO ROYALE HOTEL

EDUCATIONAL TOUR, SEMPORNA

SATURDAY, JUNE 25, 2022

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21st CENTURY PEDAGOGY, COACHING AND MENTORING, STEM EDUCATION, TECHNICAL AND VOCATIONAL EDUCATION,
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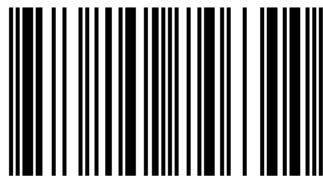
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For

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WELCOME NOTES

INTERNATIONAL CONFERENCE OF RESEARCH AND EDUCATION FOR EDUCATORS (ICREE) 2022



Dear Participants and Presenters,

With great pleasure and appreciation, on behalf of MAReE, I welcome you to ICREE 2022. At the **6th International Conference Of Research And Education For Educators 2022 (ICREE 2022)** we offer a hybrid conference that is a combination of physical and virtual modes of participant due to the unexpected Covic-19 Pandemic. I believe most of our presenters and participants are young and IT savvy, this mode of presentation would rather serve as an enhancement opportunity to polish personal skill.

In recent years, we have seen a huge step forward in innovations and development in education, teaching, and learning. This is observed – and, to a large extent, forced by – the pandemic, when digital learning and technological tools were relied on heavily. However, this does not come without its own set of challenges and concerns: how to implement cross-border learning, enhance information exchange, and, most importantly, how to leberage these new trends and practices on locally and internationally. ICREE 2022 would be very interesting and meaningful to know how educators manoeuvres and navigate the course of their instruction in various contexts.

On behalf of MAReE I humbly thank all participants and presenters for making this conference a success. To all committee members who worked tirelessly to organize ICREE 2022, thank you so much and we really appreciate your contribution. To all presenters, do look up for our other conferences and seminars from time to time for we hope to see you again in the future. Have a meaningful and pleasant sharing sessions and it truly is great having all of you in ICREE 2022. Thank you.

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Y. Bhg. Profesor Dr. **Muhammad Nazrul Hakim Abdullah**
Chairman
Malaysia Association of Research and Education for Educators (MAReE)

WELCOME NOTES

INTERNATIONAL CONFERENCE OF RESEARCH AND EDUCATION FOR EDUCATORS (ICREE) 2022



Welcome to the **6th International Conference Of Research And Education For Educators 2022 (ICREE 2022)**. This time for ICREE it will be held in hybrid mode through physical as well as through webinar due to the Covid-19 pandemic. On behalf of the organizing committee I would like to express our appreciation and thanks to all presenters and participants for your presence at ICREE 2022.

This year, ICREE 2022 continue faces a new challenge with the Covid-19 pandemic and online mobile teaching. We hope that this conference serves as a platform for sharing and exchanging knowledge, ideas and thoughts, as well as fostering new friendship. At the same time, Discover the high quality of the program, which is the result of the dedication of the education research committee to feature an agenda with topics that are not only relevant, but original, and meticulously researched. At this conference, we're bringing together an array of academics, scholars, researchers, and experts who will showcase the newest advancements in the fields of learning, teaching, and education.

Gratitude is also due to a myriad of people: to the presenters, for sharing their research work and valuable insights; to the participants, for participating so enthusiastically in this conference; and to the conference team, for their months of effort and hard work. Without you all, we would not be able to have such a remarkable conference. Enjoy your week at this wonderful meeting and beautiful location!

A handwritten signature in black ink, appearing to read 'Tajularipin Sulaiman'. The signature is stylized and fluid.

Associate Professor Dr. **Tajularipin Sulaiman**

Chairman

International Conference of Research and Education for Educators (ICREE) 2022

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Foreign Language Teaching Anxiety Among English Teachers

Daraini Oyot dan Roslee Talip

Abstract – Foreign Language Anxiety (FLA) among Second Language learners (L2) learners has long been identified as one of the predictors of success in Second Language Acquisition (SLA). Nonetheless, little is known regarding Foreign Language Teaching Anxiety (FLTA) among non-native second language teachers and how it affects non-native language teachers’ proficiency as well as performance in the target language especially in the context of Malaysian education. In hope to enrich the reference of literature regarding the matter, this research seeks to unveil the level of FLTA among primary school English teachers in one of the districts in Sabah. In specific, the aim of this research is to identify the FLTA level in regards of gender and school location. This non-experimental research uses survey method whereas a random sampling technique is utilized to obtain the sample for the purpose of the data collection. The data is gathered using a set of questionnaires that has been adopted from Foreign Language Teaching Anxiety Scale by Sung-Yeon Kim and Joo-hae Kim in 2004. The data collected is then analyzed using Statistical Package for Social Science, SPSS. The findings of this research shows that there is low to medium to level of FLTA among language teachers and there is no significant difference on the FLTA levels based on gender and years of teaching experience. The implication and suggestion for future research will also be discussed.

Keywords – Foreign Language Anxiety, Foreign Language Teaching Anxiety, Second Language, English teacher

I. INTRODUCTION

Education is one of the powerful tools to develop any nation in the world. In fact, numbers of research have been conducted to optimize the potential that education could bring in order to benefit all levels in the society. In Malaysia, English language education is crafted well to ensure that it is able to build and prepare the best language learning experience to increase the success rate of Second Language Acquisition, SLA in the country (Savski, 2020). In line with the industrial revolution 4.0, students and teachers have to adapt to the new style of learning in education 4.0 where communication, collaboration, creativity, and critical thinking are vital success indicator of this 21st century learning (Logeswar Arumugam et al., 2016).

The Ministry of Education’s commitment to achieve success in English language education is portrayed in shift 2 out of the eleven shifts to transform the system. This is documented in the Malaysian Education Blueprint (MEB)

(KPM, 2013). Based on figure 1 presented below, shift two of the MEB determines the ministry’s aim to ensure that every child acquire good proficiency in Bahasa Malaysia as well as English language and is encouraged to learn other languages.

ELEVEN SHIFTS TO TRANSFORM THE SYSTEM

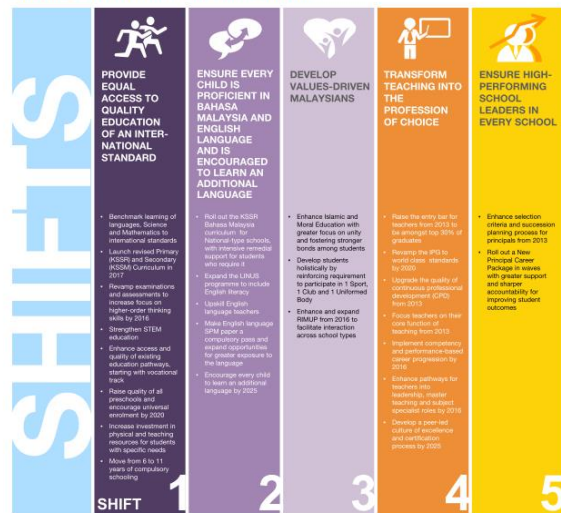


FIGURE 1: ELEVEN SHIFTS TO TRANSFORM THE SYSTEM

Several success criteria have also been underlined as a guideline to achieve the aspiration and this includes, making English (1119) as the must pass subject in SPM and massive upskilling project of the English teachers in the country. The upskilling is done by reassessing language teachers via the CEFR aligned assessment in order to ensure that their language proficiency is in par with the international standards.

In order to realize the vision to increase the quality of English language learning in Malaysian classrooms, significant elements that influence SLA have to be given close reference. In fact, Foreign Language Anxiety, (FLA) is one of the important factors to consider as it plays significant role in determining the quality of second language learning. Due to its importance, FLA is one of the most researched areas in applied linguistics (Aydin, 2016; Kruk, 2018; Liu & Wu, 2021). On the same wavelength, recent findings have concluded that, high level of anxiety has adverse effect on learners’ performance in the target language (Rani, 2020). Meaning to say, learners who demonstrate high level of anxiety tend to not perform well in the language.

Although certain aspect of FLA such as examination anxiety does benefits Second Language, SL learners to be more prepared in examination or prepared speech (Teimouri et al., 2019), it has a fair share of disadvantages as learners with high level of FLA often opt to withdraw

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from social interaction and avoid prompt speech and interaction in the target language as they often felt intimidated and uneasy (MacIntyre et al., 2020; Merç, 2015). These sorts of action may hinder language learning from occurring as SLA happens best in the context of natural setting (Garman et al., 2018). Currently, the growing research on the aspect of FLA among pre-service teachers have discovered that non-native language teachers are still dealing with foreign language anxiety which might affect their performance in the classroom (Aydin & Ustuk, 2020). In fact, Foreign Language Teaching Anxiety (FLTA) is one of the main reasons that language classroom slips to L1 (Sung-Yeon & Joo-hae, 2004) medium of instruction hence compromising the success rate of second language learning (Renandya et al., 2018).

II. PROBLEM STATEMENT

Fundamentally, throughout the history, language learning is one of the central point of all societies in the world and the fact the emotional factors play significant part in language acquisition is undeniable (DİŞLİ, 2020). Furthermore, emotions, motivation, and cognition are vital elements of human beings and determine how one relate and respond to their environment (Fraschini & Park, 2021). Nonetheless, the element of emotion tends to be overlooked when it comes to foreign language learning and teaching (Shao et al., 2019). Although anxiety is the most research area in the field of applied linguistic (Merç, 2011), the vast refence on anxiety among SL learners overshadows the fact that, as a life-long learners of the target language (Sung-Yeon & Joo-hae, 2004), the non-native English teachers also experience foreign language anxiety to certain extend (Aydin & Uştuk, 2020).

Previous research has shown that, as an emotional factor, FLTA among language teachers, anxiety was proven to have a significant effect on teachers' performance (Zheng & Cheng, 2018), self-efficacy (Merç, 2015) and overall personal as well as professional growth (Mercer, 2018). Furthermore, based on the research on FLTA conducted among the Turkish pre-service language teachers, (Can, 2018) unveils that lack of time in language classroom preparation serves as the main stressor that contributes to FLTA among the pre-service teachers. This has led to fruitful discovery that, in order to support teachers' development and preparing for quality and meaningful lesson with the students, the aspect of time precedes the needs for formal professional learning class or input. In Malaysia, due to factors such as the lack of English options teachers (Yee, 2020) as well as extra contact period for English subjects to support MBMMBI (Tengku Enaliza Tengku Zaman, 2019), English teachers tend to be given more contact hours to teach English in the classroom as compared to other subject teachers.

It is of paramount importance therefore to uncover the aspect of FLTA among the English teachers to complete the missing puzzle pertaining to the subject area and how it affects teachers' overall performance and well-being. First and foremost, understanding FLTA among non-native language teachers would allow careful tailoring of measures or programmes to accelerate teachers' personal and professional development factor. Secondly,

acknowledging the stressors and triggers of anxiety that prevails at school and classroom setting would facilitate teachers to take necessary measures in order to cope and hopefully alleviate the impact of anxiety.

Research Objectives

This research aims to uncover these objectives

1. Identify the level of Foreign Language Teaching Anxiety among English teachers.
2. Identify whether there is a significant difference on the level of FLTA in regards of gender.
3. Identify whether there is a significant difference on the level of FLTA in regards of teaching experience.

Research Questions

1. What is the level of Foreign Language Teaching Anxiety among English teachers?
2. Is there any significant difference on the level of FLTA in regards of gender?
3. Is there any significant difference on the level of FLTA in regards of teaching experience?

III. LITERATURE REVIEW

Foreign Language Teaching Anxiety

The concept of Foreign Language Teaching Anxiety (FLTA) is predominantly new and remains the area of research that in need to be explored thoroughly. The concept of FLTA among non-native pre-service and in-service teachers was first brought up by Horwitz (1996). As cited in (Aydin, 2016), Horwitz argues that in-service and pre-service foreign language teachers have to deal with repeated and frequent feeling of worries, inadequacy and uneasiness in the target language the resulting in the compromised performance in their language teaching.

Furthermore, she also claims the anxiety has adverse implication on language teachers' self-confidence, use of the target language, as well as instructional choice. On the same wavelength, FLA in learning context is different from the teaching context and due to the scarcity of literature on the latter area, it is difficult to draw conclusions on FLTA.

Foreign Language Anxiety

In order to guide our understanding on FLTA, it is vital to provide the brief definition on anxiety and its types. In general, anxiety can be defined as the emotional and affective state in which a person could experience tension and powerless (Blue, 1955) and can be divided into trait, state, and situation-specific anxiety. While trait anxiety deals with the aspect of personality, state anxiety is one's reaction to particular moment of situation (Spielberger, 1983). On the other hand, situation-specific anxiety is the feeling of worries that arise when dealing with specific situation and events (Horwitz et al., 1986)

Foreign Language Anxiety is an uneasiness felt among foreign language learners who are not yet proficient in the target language when they have to deal

with situation in which communicating in the target language is required (Gardner & MacIntyre, 1993). There are three types of FLA namely, communication apprehension, test anxiety and fear of negative evaluation.

Due to the scarcity of literature pertaining to the subject of FLTA, there is no identifiable definition on the term (Ozturk, 2016). Nevertheless, Nurmich (1996) generally identify FLTA as a “part of the problems experienced by language teachers”. On the same wavelength, Aydin (2016) define FLTA as “an emotional and affective state a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during and after teaching activity” (p.639). Perhaps the most recent description of FLTA available in literature is the one made by (Can, 2018) in which FLTA is defined “as a psychological discomfort or apprehension which is unique of pre-service teachers, language teachers, instructors and practitioners who are responsible for teaching learners how to learn a foreign language effectively and professionally at a real classroom setting by using all skills and subskills required for teaching the target language” (p.4).

Affective Filter

There are many theories related to second language acquisition (SLA) that would assist our understanding on the conditions, causes, and effects of Foreign Language Teaching Anxiety (FLTA). One of the most prominent theories of second language acquisition is Krashen’s hypothesis on Second Language Achievement. Krashen (1982) assumption on second language achievement are built upon five major pillars. They are, Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis and last but not least is the Affective filter hypothesis (Hui & Lin, 2008). The theory that is going to be discussed further in this part of the thesis, is the fifth hypothesis on SLA founded by Krashen.

In the theory of Affective Filter hypothesis, Krashen (1985) argues that students’ achievement in foreign language classroom is very much influenced by the emotional factors that may either escalate or demotivate foreign language learners in their struggle to acquire the language. In fact, this theory does not apply in the first language acquisition. The emotional factors could vary from the teachers, surrounding, and other external condition that happen when the learning process took place. Although the theory of Krashen Affective Filter is mostly used for second language learning, it is indeed worth to explore to untangle its relation to the second language teachers who were once learners of the foreign language themselves.

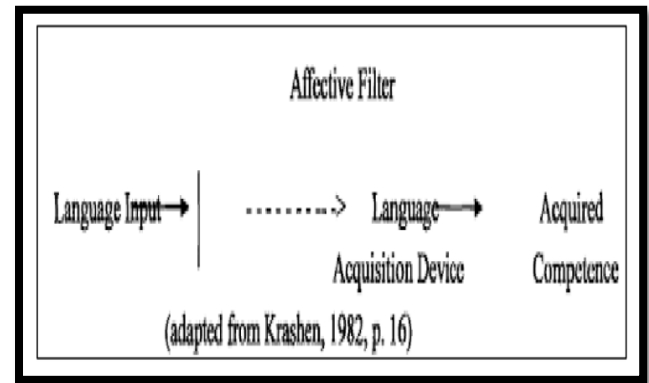


FIGURE II: KRASHEN AFFECTIVE FILTER THEORY

Krashen’s theory of Affective Filter is simplified on the figure presented above. According to the figure 2, the emotional factors that persist during the second language learning will build up and serve as a filter that filtrates the amount of language input that gets into the learners’ brain (Du, 2009) or what Krashen termed as a language acquisition device. The amount of acquired competence garnered by each learner is determined by the amount of filter they have in their language acquisition device. In other words, learners with higher affective filter will not be able to learn as much or as fast as the learners with lower affective filter.

The term Affective Filter Hypothesis was first coined by Dulay and Burt in 1977 (Pica, 2015). Later, Krashen adopted and furnished this theory by incorporating it into his five input Hypotheses in 1985 (Du, 2009). In this theory, Krashen claims the importance of controlling the affective filters in order to allow the acquisition of second language learning. That is to say, learning only happens when learners obtain comprehensible input, and their affective filters are low enough to enable the input ‘in’. Krashen underlines several viewpoints in which affective filter can be controlled. Firstly, a raised affective filter can present input from reaching the Language Acquisition Device. Secondly, the lowered affective filter enables to input to strike deeper and later learned. Thirdly, different learners have different levels of affective filter hence elaborates the variation in second language learning ability. Finally, affective filter is an issue that is prevalent among the second language learners only. That is to say, children or toddler learning the first language are not exposed to such filters.

Based on the theory, Krashen highlighted four major affective factors or filters that is responsible to the difference in individual second language competence (Hui & Lin, 2008). They are attitude, anxiety, self-confidence, and motivation. Each one of these factors plays significant role in language learning and hence, manipulating these factors in learning by increasing or eliminating the necessary elements may escalate the level of language acquisition. It cannot be denied that motivation is the detriment drive that push human being to strive in anything including learning a second language. In fact, without motivation, even the gifted individuals may not be able to undertake long-term goals regardless of the surrounding. On the other hand, motivation is proven to

be able to drive human into achieving success in life even the path towards success is full of challenges and hurdles. Motivation in second language learning is defined by Gardner (1985) as the situation where individuals endeavour to acquire the language due to the desire to do so and the accomplishment, they get in the learning activity. Garner and Krashen claim that the two kinds of motivations are instrumental and integrative. Instrumental motivation is when the purpose of learning L2 is merely to achieve certain grade or pass certain examination whereby, integrative motivation is when learners aspire to learn a new language in order to utilize it in real life.

According to the Collin Cobuild Student's Dictionary, attitude is how we think and feel about certain things. Meanwhile, psychologist refers to attitude as evaluative or emotional reaction which is portrayed in the degree of like or dislike towards an attitudinal object (Du, 2009). Krashen (1985) claims that there are three main components that build up our attitude, namely, behaviour, cognition, and affect. These components influence Second Language Acquisition in various ways. Firstly, learners with positive attitude or perception on the language will learn faster and demonstrate rapid progress compared to the learners with negative attitude. Secondly, attitudes may influence learners' level of commitment into learning. Meaning to say, committed learners will eventually accomplish the task given to them while the less committed learners will become passive and most likely give up halfway through. Finally, attitude may influence learners' participation during learning. Active engagement and participation are equivalent to better grade and performance and vice versa.

Gardner and MacIntyre (1993) define language anxiety as the feeling of uneasiness when communicating in language the speaker is not fully proficient at. Research has shown that language anxiety has a correlation with performance (Du, 2009). Communication apprehension CA is defined as the feeling of fear or anxiety in a situation where using a second language is required (Hui & Lin, 2008). Communication apprehension can escalate and become a chronic condition. In fact, it is categorized as a mental health condition that may defer one's success in acquiring a second language (Du, 2009). Generally, symptoms such as shyness, quietness and reticence are synonym to communication apprehension.

Essentially, test anxiety denotes the psychological situation when a person encounters anguish pre, while and post examination or assessment. Such experience usually leads to poor performance and may interfere with normal learning. Test anxiety persists based on several factors such as traumatic past experience during examination, lack of preparation as well as simply genetic factor. Essentially, the pressure to pass with flying colours is a good motivating factors but when the feeling of pressure is out of control, learners tend to feel overwhelmed this would impair the learners' achievement in L2 learning.

Another filter that poses harmful effect towards learning is the fear of negative evaluation. It simply means the feeling of being preoccupied with what other people might think or say (Du, 2009). The fear of negative evaluation often accompanies by the learner's worries of not being able to make a good social impression.

Therefore, this type of filters potentially causes learners to avoid participating in conversation where the L2 is required. Furthermore, fear of negative evaluation is claimed to be a vital source of language anxiety.

More often than not, personality factors in learning a second language brings a huge implication on learning effect. Meaning to say, learners who have self-confidence and possess a positive self-image tend to be more successful. In fact, people who are confident would dare communicate, practice the language, and will become more comfortable using the language in a social setting while those who are lack of self-confidence would hesitate to speak and constantly afraid of losing face when they commit mistakes.

Implication for teachers' learning

Understanding Krashen's Affective Filter would help teachers and learners to modify their teaching and learning style in order to escalate language acquisition. From the theory, they are several implications for learning that potentially benefit not only learners but also teachers with FLTA. Fundamentally, L2 teachers who have experience having language anxiety in their learning would have to upper hand in utilizing that experience to create a meaningful learning with their students who have the same problem. Some of the learning implication is going to be discussed briefly.

Firstly, teachers should analyse learners' motivation, encourage them, and help students to develop positive attitude towards learning a second language. Not having enough motivation to learn among younger learners may stem from reasons such as no interest, no confidence,

uninteresting teaching method used by teachers, negative national emotion and learners' believing learning target language is useless (Du, 2009). Hence, teachers should aspire to cultivate the learners' interest to learn the target language and create a light and harmonious atmosphere for learning. Secondly, teachers can find way to increase students, confidence and lower their language anxiety. Using a structured conversation is a useful activity to promote self-confidence in speaking among learners. Besides, reducing elements that may prompt anxiety such as immediate comment or correction, forcing students to speak or join in when they are not ready may bring positive implication in reducing anxiety among learners. Finally, teachers have to learn and yearn from the factors that potentially trigger anxiety among them. Having identified the factors that mostly provoke anxiety among language teachers in the classroom would enable teachers to counter and navigate anxiety to increase their classroom instruction.

IV. METHOD

The study is qualitative in nature, and it employed a survey in order to measure the level of FLTA among the sample. In this research, descriptive statistics is utilized to analyze the data collected. Descriptive statistics analysis was often used in order to interpret the data in easy way by using percentage, graph and mean score (Ghazali Darusalam & Sufean Hussin, 2021). The population in this research is

selected by the mean of random sampling. The participants in this research consisted of primary school English teachers in one of the suburban districts in Sabah. The instrument used in this research is adopted from the Foreign Language Teaching Anxiety Scale, FLTAS created by Kim and Kim in 2004. The questionnaire has four main dimensions and consisted of 30 items. In order to garner the teachers' level of FLTA, five score Likert Scale was used. The detail of the five scores is illustrated in table I below.

TABLE II: 5 POINTS LIKERT SCALE

| Statement | Score |
|---------------|-------|
| Very Disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |
| Agree | 4 |
| Very Agree | 5 |

V. FINDINGS

Research Respondent

A number of 30 respondents was selected through random sampling as the sample of the study. The respondents' demography is presented in table III.

TABLE IV: PROFILE OF THE RESPONDENTS

| Item | Frequency | Percentage (%) |
|--------------------------------|-----------|----------------|
| A1. Gender | | |
| Male | 12 | 40.0 |
| Female | 18 | 60.0 |
| A2. Teaching Experience | | |
| Below 10 years | 8 | 26.7 |
| 11 - 19 years | 10 | 33.3 |
| 21 year and above | 12 | 40.0 |

Based on table V above, 60 percent of the respondents were female while another 40 percent are male. The teaching experience is divided into three categories which are below 10 years, 11-19 years as well as 21 years and above. The highest number of respondents have more than 21 years of experience which is 12 people followed by 11-19 years with 10 people and below 10 years with 8 respondents. It can be concluded that most of the respondents have been teaching English for many years and may can be called experienced teachers.

Teachers Level of Perception on Professional Development Programme Effectiveness

Mean value is a method that usually applied in order to determine the said respondents' level of response on the items in any instrument (Creswell & Creswell, 2018). In this study, cut off point for mean score was determined based on Sanger et al., (2007) and the details are presented on table VI below.

TABLE VII: CUT OFF POINT FOR MEAN SCORE

| Mean Score | Interpretation |
|-------------|----------------|
| 3.67 - 5.00 | High |
| 2.34 - 3.66 | Medium |
| 1.00 - 2.33 | Low |

As displayed on table VIII above, the mean score between 1.00 to 2.33 is interpreted as low level of the variable score. Meanwhile, the mean score between 2.34 until 3.66 is regarded as medium level. Essentially, the mean score between 3.67 to 5.00 can be interpreted as high level of the variable score. The findings on the level of teachers' perception on Foreign Language Teaching Anxiety is presented in table IX.

TABLE X: MEAN SCORE LEVEL FOR EACH DIMENSION

| Dimensions | Mean | Interpretation |
|--|------|----------------|
| Anxiety due to limited knowledge | 2.61 | Medium |
| Anxiety due to limited language skills | 2.28 | Low |
| Anxiety due to L2 teaching situation | 2.32 | Low |
| Fear of negative evaluation | 2.47 | Medium |
| Overall | 2.42 | Medium |

The data on table XI shows that, the sample has medium level of FLTA. Anxiety due to limited knowledge (2.61) and fear of negative evaluation (2.47) portray the medium level of mean score based on Sanger et al., (2007). On the other hand, anxiety due to L2 teaching situation and anxiety due to limited language skills show low level of mean score with 2.32 and 2.28 score respectively.

Comparison of means based on gender

Fundamentally, the mean score for the two-gender group has also been calculated to compare the difference in regard to gender and the result is presented in table XII. Based on the analysis of the independent sample T-Test on table XIII, the mean score for female and male teachers are 2.398 and 2.495 respectively. The result demonstrated that $p > 0.05$ value is ($p = 0.171$). This portrays that, although male teachers show slightly higher level of FLTA than their female counterparts, teachers' level of Foreign Language Teaching Anxiety in regard to gender group shows no significant difference.

TABLE XIV: T-TEST FLTA BASED ON GENDER

| Variable | M | SD | F | T-value | df | Sig. (2-tail) |
|----------|-------|------|-------|---------|-------|---------------|
| Male | 2.495 | .845 | 1.976 | .364 | 28 | 0.171 |
| Female | 2.398 | .620 | | .342 | 18.73 | |

Comparison on Means based on teaching experience

To respond to the third objective, the participants of the research have also been categorized into three groups based on their years of teaching experience. The mean score for each group is presented on table XV.

TABLE XVI: MEAN SCORE BASED TEACHING EXPERIENCE

| Years of Teaching Experience | Mean | Interpretation |
|------------------------------|------|----------------|
| Below 10 years | 2.81 | Medium |
| 11-20 years | 2.32 | Low |
| 21 years and above | 2.28 | Low |

From the data presented above, highest level of anxiety which is 2.81 is prevalent among the teachers with low than 10 years of teaching experience followed by 11-20 years of teaching experience with 2.32 mean score. Furthermore, teachers with 21 years and above experience displays the lowest level of anxiety as compared to the three groups with 2.28 mean score. Besides, One-Way ANOVA analysis has also been conducted on the three groups and the result is presented on the table XVII. Based on the One-Way ANOVA analysis on table XVIII, the $p > 0.05$ is ($p = .210$). This concluded that, there is no significant difference on the teachers' level of anxiety according to their years of teaching experience.

TABLE XIX: ONE-WAY ANOVA BASED ON TEACHING EXPERIENCE

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 1.583 | 2 | .791 | 1.657 | .210 |
| Within Groups | 12.893 | 27 | .478 | | |
| Total | 14.476 | 29 | | | |

VI. DISCUSSION

The research intends to uncover FLTA among non-native language teachers in one of the suburban districts in Sabah. Furthermore, the research also seeks to unveil the difference among gender and teaching experience in regard to FLTA level. Essentially, the findings show that non-native English language teachers demonstrated to have experience comparatively low to medium level of anxiety depending on the types of anxiety provoking situation related to English teachers. To elaborate, limited knowledge is identified to be the highest stressor or FLTA among the sample of the research. This finding is valuable as an input for the policy makers in organizing and developing appropriate in-service training programme. In other words, the element of English lesson assessment and methodology, English teaching methodologies as well as

the aspect of idioms and expressions can be among the important highlights in the programme.

Additionally, the sample of the research also implies low level of anxiety pertaining to their language skills. Based on the data shown previously, language teachers actually feel comfortable with their language skills which comprises of listening, speaking, reading, and writing. Nevertheless, it is ironic that being comfortable with their mastery of language skills, language teachers reported to eventually feel the fear of being judged when teaching the target language. This is evident when, fear of negative evaluation is shown to be another considerable stressor that triggers medium level of FLTA among non-native English teachers. As a result, teachers would feel more comfortable to teach the target language using their L1 (Ong & Ahmad Tajuddin, 2020). This phenomenon could stem from unsupportive environment surrounding not only language teachers but also other subject teachers in general (Saad, 2019).

Undeniably, fear of judgment and evaluation have been among the hurdle that hinders L2 to take place in natural settings. Learners reported to feel ashamed and embarrassed to use the target language because their friends would be laughing at them (Zheng & Cheng, 2018). However, culture could also be on the contributor towards the feeling of uneasiness when using a second language. In an Indonesian base research, (Subekti, 2018) argues that while talking openly in the target language regarding lesson in English is okay in other culture, it is considered inappropriate and things are better to be kept silent in another to show politeness.

Equally important, the statistical difference of mean score in regard to gender and years of teaching experience confirms the findings of (Elas & Majid, 2019; Fraschini & Park, 2021) that suggest both age and gender are important predictor of anxiety among non-native language speakers. Although the difference is minimal, the findings show that male teachers experience higher level of FLTA compared to their female teachers. This finding is on the same wavelength with Hasan and Fatimah (2014) in a study of Indonesian students of English in Australia and Indonesia.

As far as years of teaching experience is concerned, the result of the research reveals that medium level of FLTA is evident among language teachers with less than 10 years of experience. Nonetheless, the level of FLTA remain consistently low for the other two groups of teachers with 10-20 years of experience as well as the 21 years and above. This data shows that, experience and time dealing and working in second language classroom helps teachers to alleviate and curb FLTA. In fact, this findings concurs with the findings of (Zhang, 2019) in terms of language level and performance. Zhang (2019) claims that, though language teachers reported to have intermediate level of English language proficiency based on their CEFR language assessment, they are able to demonstrate competent proficiency when teaching in the classroom because of years of teaching experience. They have grown familiar with their subject knowledge and hence have no problem explaining difficult content to their students and conducting the lesson in seamless way using the target language.

VII. CONCLUSION

The research confirms that Foreign Language Teaching Anxiety undeniable still exist among non-native language teachers. The level of FLTA among language teachers differs and is also influenced by factors such as stressors, gender, and years of teaching experience. In fact, more research pertaining to FLTA is required to add to the scarcity of literature covering the area since anxiety has been mostly researched among language learners (Teimouri et al., 2019). In fact, emotion is one of the

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contributing elements that support teachers personal and professional development but the research focusing on the aspect of emotion such as anxiety are reportedly scarce (Aydin & Ustuk, 2020; Sari & Anwar, 2021) Future research could focus on other places with larger sample. This is important since recent findings of FLTA is still not sufficient to draw conclusion on this issue.

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Hubungan Antara Amalan Kepimpinan Transformasional Guru Besar Dan Kepuasan Kerja Guru Di Sekolah Antarabangsa Daerah Puchong

Leenathevi A/P Subramaniam and Norasmah Othman

Abstract – Kajian ini bertujuan untuk mengetahui hubungan antara amalan kepimpinan transformasi oleh guru besar di sekolah antarabangsa di Puchong, Malaysia. Penyelidikan dilakukan di Daerah Puchong, Selangor. Empat dimensi Kepimpinan Transformasi yang dikaji ialah memupuk pengaruh ideal, motivasi inspirasi, rangsangan intelek dan pertimbangan individu. Kajian melihat tahap kepuasan kerja guru serta hubungan dengan amalan kepimpinan transformasi oleh guru besar. Kepuasan kerja guru pula diukur menggunakan Teori Dua Faktor Herzberg iaitu faktor hygiene dan faktor motivator. Responden terdiri daripada 96 orang guru yang bertugas di 2 buah sekolah antarabangsa di Puchong, Malaysia. Hasil kajian menunjukkan bahawa amalan kepimpinan transformasi oleh guru besar di sekolah antarabangsa di Puchong, Malaysia, adalah pada tahap yang tinggi dan kepuasan kerja guru adalah sederhana, dan wujud hubungan yang signifikan antara tahap tersebut kepimpinan transformasi dan kepuasan kerja guru.

Kata kunci- Kepimpinan Transformasional, Kepuasan Kerja, Pengetua

I. PENGENALAN

Sumber manusia merupakan tulang belakang bagi kejayaan sesebuah organisasi. Kepimpinan merupakan peranan utama untuk mentadbir dan membantu dalam pencapaian organisasi (Norisyah (2018). Menurut Hong dan Azizah (2015), pemimpin mempunyai pengaruh yang besar terhadap budaya pengurusan sekolah, dan sokongan pihak pengurusan sekolah merupakan salah satu faktor penting yang mempengaruhi tingkah laku guru, dan mereka boleh bekerja dengan lebih fokus. Ini bermakna pemimpin organisasi berperanan penting dalam menentukan kejayaan sesebuah organisasi.

Pengetua adalah contoh seorang pemimpin sesebuah organisasi iaitu sekolah. Untuk membawa sekolah kepada kecemerlangan, seorang pengetua juga perlu memiliki keperibadian yang terampil dan mantap (Mok Soon Sang (2007)). Keperibadian begini sentiasa didapati berupaya memotivasikan guru dan menaikkan semangat para guru untuk sama-sama bergabung tenaga bagi mencapai matlamat yang sama iaitu kecemerlangan sekolah. Menurut Norisyah (2018) pula, pemimpin dalam organisasi adalah sebagai guru yang bertujuan untuk memupuk pembelajaran untuk semua guru guru. Kecemerlangan sekolah hanya akan tercapai jika semua warga sekolah berasa gembira dan seronok berada disekolah. Dengan itu mereka akan sentiasa bersungguh-

sungguh melaksanakan apa sahaja tanggungjawab dengan perasaan gembira.

Menurut Northouse (2010) kepemimpinan ditakrifkan sebagai proses interaksi di mana pemimpin berusaha mempengaruhi pengikut untuk mencapai tujuan bersama. Leithwood & Jantzi (2000) juga menyatakan apabila kepemimpinan transformasional diterapkan secara efektif pada organisasi pendidikan, ia memberi kesan positif terhadap keadaan sekolah, serta terhadap keadaan dan tingkah laku dalaman guru, juga menyumbang pada kepuasan kerja mereka. Oleh yang demikian, pengetua yang menunjukkan ciri dan sikap seperti ini adalah pemimpin transformasional.

Dalam artikel ini, penyelidikan dilakukan terhadap pandangan yang dikemukakan oleh guru mengenai perkaitan antara model kepemimpinan transformasional dan kepuasan kerja guru di sekolah antarabangsa di Puchong.

Kepimpinan transformasional bermatlamat untuk menyemai nilai moral dan motivasi subordinat supaya mereka menyumbang pada organisasi (Mohd Izham, 2015). Ini boleh ditakrifkan bahawa pemimpin hendaklah mempunyai pemikiran yang positif dan mempunyai sikap keterbukaan untuk mendengar luahan dalam menangani masalah para pengikutnya. Dengan ini, pengetua dapat menentukan kejayaan dan keberkesanan sekolah dalam menghadapi cabaran dan peluang yang dibawa oleh globalisasi untuk memupuk guru yang berkualiti dengan kekuatan dan kualiti kepimpinan yang dimiliki.

Selain itu, tahap kepuasan guru terhadap pekerjaannya boleh memberi kesan yang menentukan kepada kehidupannya dan kehidupan orang lain, terutama pada pelajarnya. Ini kerana kepuasan kerja guru menunjukkan adanya hubungan yang kuat dengan pencapaiannya. Menurut Junaidah dan Nik Rosila (2013), peningkatan kepuasan kerja guru boleh mendorong mereka untuk meneruskan usaha meningkatkan kemahiran mengajar, mewujudkan persekitaran pembelajaran yang lebih baik dan meningkatkan prestasi pelajar. Ini membuktikan bahawa kepuasan kerja guru terhadap profesion adalah isu utama, kerana ia mempengaruhi bagaimana setiap guru menjalankan peranannya, yang mencerminkan kualiti kerja pengajarannya dan operasi sekolah.

II. PERNYATAAN MASALAH

Kepimpinan transformasi mempunyai hubungan signifikan dengan kepuasan kerja guru (Azlin 2017). Kepimpinan adalah kuasa yang mempengaruhi tingkah laku pengikut hingga menyebabkan mereka memberi kerjasama untuk mencapai sesuatu matlamat yang dipersetujui dalam organisasi (Jamilah dan Norasimah 2005).

Bagi mencapai matlamat yang telah digariskan di sekolah oleh pemimpin, para pendidik perlu melibatkan diri sebaik mungkin demi mencapai matlamat mereka walaupun menghadapi pelbagai rintangan. Akibatnya, tahap tekanan dalam kalangan guru meningkat dan mengakibatkan motivasi mereka menurun. Sehubungan itu, kajian (Mohamad Zabidi, 2009) menunjukkan wujud hubungan yang kukuh antara amalan kepemimpinan transformasional pengetua dengan kepuasan kerja guru. (Junaidah & Nik, 2013), menyatakan bahawa kepuasan guru memainkan peranan penting untuk kesejahteraan guru di sekolah.

Selain itu, guru besar juga tidak jujur dalam menilai prestasi guru. Ini menyebabkan guru-gurunya tidak berpuas hati dengan kepimpinan profesor yang tidak jujur. Guru besar sebagai ketua organisasi dikatakan memberi tekanan kerja kepada orang bawahan bagi mencapai matlamat. Guru besar seharusnya memberi perhatian kepada guru selaras dengan salah satu dimensi kepimpinan transformasi iaitu menunjukkan pertimbangan individu. Tugas guru semakin membebankan kerana guru bukan sahaja merangkumi tugas akademik tetapi juga meningkatkan tugas bukan akademik (Zulhairi, Jamalul Lail & Ruzita, 2016). Sebagai seorang pengetua sekolah seharusnya mengambil kira situasi guru yang semakin banyak menanggung kerja sehingga hilang motivasi dan kepuasan untuk bekerja. Agihan tugas hendaklah dibincangkan dengan guru terlebih dahulu untuk mengetahui sama ada guru tersebut mampu menunaikan tanggungjawab atau membebankannya. Kepuasan kerja guru merupakan salah satu faktor utama menang atau kalah sesebuah sekolah. Guru-guru sekolah perlu diberi penghargaan atau pujian dan tunjuk ajar agar mereka sendiri tidak berasa seperti dihimpit dengan arahan dan tugas yang berterusan.

III. KAJIAN LITERATUR

Kepimpinan Transformasional

Menurut Kamus Dewan (2000) kepimpinan bermaksud kebolehan memimpin, dan maksud kepimpinan ialah kebolehan atau keupayaan sebagai pemimpin yang mempunyai kecekapan untuk bertindak. Dengan menyediakan pemikiran yang luas, pemimpin boleh mencipta anjakan paradigma dan memanjangkan amalan organisasi semasa dengan amalan yang lebih baharu dan lebih relevan. Kepimpinan transformasi ditakrifkan sebagai proses di mana pemimpin mempengaruhi dan mengubah pemahaman pengikut tentang perkara penting, dan menggerakkan pengikut untuk melihat cabaran dan peluang dalam persekitaran dengan cara yang baharu. (Bass dan Avolio (2004). Kepimpinan transformasi bersifat proaktif dan menggalakkan pengikutnya berusaha untuk mencapai potensi dan pencapaian yang lebih baik.

Pemimpin yang memberi inspirasi menunjukkan cara mudah bagi pengikutnya untuk menyelesaikan tugas, berkongsi matlamat bersama dan memahami perkara yang penting. Kepimpinan transformasional memberi inspirasi dan motivasi kepada pengikut untuk melaksanakan tugas yang diberikan dengan memberi makna kepada pengikut melalui strategi ini (Bass & Avolio, 2004). Pengetua juga dipercayai yang menggalakkan rangsangan intelek akan

merangsang guru menimbulkan persoalan dan andaian baharu tentang nilai dan kepercayaan mereka sendiri, dan mengkaji penyelesaian yang lapuk untuk mencipta penyelesaian baharu dan lebih berkesan (Bass dan Avolio (2004). Pemimpin transformasi boleh membimbing pengikut untuk melihat masalah lama dari perspektif yang berbeza dan jauh daripada status quo, seterusnya merangsang kecerdasan mereka untuk menyesuaikan diri dengan proses penerokaan pemikiran.

Kepuasan Kerja Guru

Kepuasan kerja boleh mempengaruhi prestasi kerja dan komitmen organisasi secara langsung. Tahap kepuasan guru terhadap pekerjaannya boleh memberi kesan yang menentukan kepada kehidupan dan kehidupan orang lain, dan terutama pada pelajarnya (Colquitt, 2011). Ini kerana kepuasan kerja guru berhubung kuat dengan pencapaian sekolah.

Menurut tinjauan Saiti dan Papadopoulos (2015), pekerjaan yang stabil, hubungan dengan pihak pengurusan sekolah, hubungan rakan sekerja dan sifat pekerjaan itu sendiri, mempengaruhi tahap kepuasan kerja guru. Lebih-lebih lagi kepuasan kerja guru diperolehi dari kepuasan keperluan mereka dari segi pencapaian, pengiktirafan, dan hubungan sosial mereka di sekolah. Ini kerana guru percaya bahawa pengetua mengakui kemahiran mengajar mereka dan mempunyai tahap komunikasi yang baik di sekolah. Selain itu, faktor yang menentukan kepuasan kerja adalah latihan lanjutan yang guru terima bagi mempertingkatkan status pekerjaan mereka ke arah pengembangan profesional mereka di sekolah.

IV. METADOLOGI

Reka bentuk

Kajian ini merupakan kajian kuantitatif berbentuk kaedah tinjauan untuk mengenal pasti hubungan antara amalan kepimpinan transformasional guru besar dan kepuasan kerja guru di sekolah antarabangsa di Puchong.

Populasi dan Sampel

Responden kajian terdiri daripada 96 orang guru sekolah antarabangsa di Puchong berdasarkan jadual saiz sampel daripada Krecjie dan Morgan (1970). Data kajian diperolehi dengan menggunakan instrumen soal selidik yang dijawab secara atas talian menggunakan kaedah persampelan rawak mudah.

Instrumen

Dalam kajian ini, instrumen soal selidik digunakan sepenuhnya sebagai alat pengukur untuk mendapat maklumat dan data yang diperlukan. Borang soal selidik mengandungi tiga bahagian, iaitu Bahagian A (Demografi Responden), Bahagian B (Kepimpinan Transformasi, Empat Dimensi), Bahagian C (Kepuasan Kerja Guru, 5 Dimensi). Bahagian A ialah maklumat demografi responden, iaitu umur, jantina dan tempoh perkhidmatan. Item di Bahagian B merupakan item untuk mengukur tahap amalan kepimpinan transformasi pengetua. Item yang digunakan adalah daripada Multi-Factor Leadership Questionnaire (MLQ) yang diperkenalkan oleh Avolio & Bass (2004). Bagi Bahagian C, yang mengukur tahap kepuasan kerja guru, instrumen Job Description Index (JDI) yang dibangunkan oleh Smith, Kendall, dan Hulin (1969) digunakan.

Soal selidik menggunakan skala Likert Lima mata, iaitu satu bermaksud item memberikan persepsi bahawa responden. sangat tidak setuju, dan skor lima memberikan persepsi bahawa responden sangat setuju dengan pernyataan tersebut.

Pengumpulan Data dan Analisis

Menggunakan perisian IBM SPSS Statistical versi 26.0. Nilai signifikan yang digunakan untuk menentukan perbezaan adalah pada aras 0.05 ($p < 0.05$).

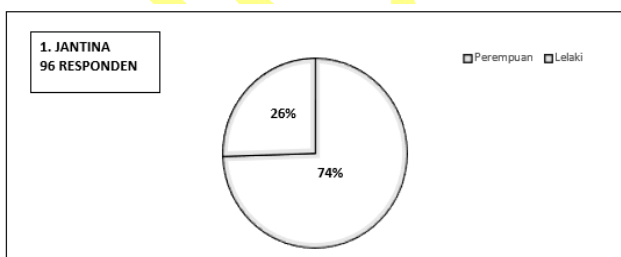
VI. DAPATAN

Jadual 1 menunjukkan profil responden kajian yang terdiri daripada 96 orang guru sekolah antarabangsa di Puchong. Berdasarkan jadual 1 didapati, seramai 22 orang (22.35%) responden adalah guru lelaki manakala 74 orang (77.64%) responden adalah guru perempuan. Selain itu, seramai 4 orang (4.70%) responden adalah dalam kumpulan umur 20 tahun ke bawah, 18 orang (21.17%) responden dalam kumpulan umur 26 hingga 35 tahun, 42 orang (49.41%) responden dalam kumpulan umur 36 hingga 45 tahun dan 21 orang responden (24.70%) adalah dalam kumpulan umur 46 tahun ke atas.

JADUAL 1 PROFIL RESPONDEN

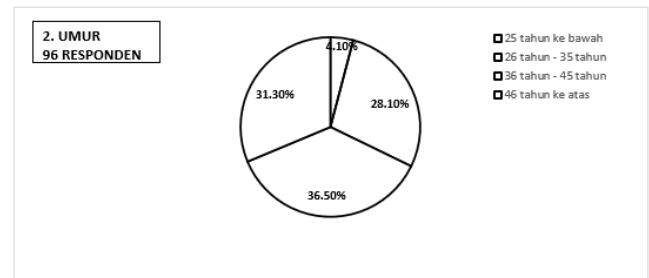
| Profil responden | Kategori (n=85) | Kekerapan (Jumlah) | Peratus (%) |
|---------------------|----------------------|--------------------|-------------|
| JANTINA | LELAKI | 22 | 22.35 |
| | PEREMPUAN | 74 | 77.64 |
| JENIS SEKOLAH | SEKOLAH ANTARABANGSA | 96 | 99.99 |
| LOKASI | BANDAR | 96 | 99.99 |
| UMUR | 25 TAHUN KEBAWAH | 4 | 4.70 |
| | 26 TAHUN -35 TAHUN | 18 | 21.17 |
| | 36 TAHUN- 45 TAHUN | 42 | 49.41 |
| | 46 TAHUN KE ATAS | 21 | 24.70 |
| PENGALAMAN MENGAJAR | 1 -5 TAHUN | 16 | 18.82 |
| | 6- 10 TAHUN | 13 | 15.29 |
| | 11-15 TAHUN | 24 | 28.23 |
| | 16-20 TAHUN | 13 | 15.29 |

Seramai 96 responden telah mengambil bahagian dalam kajian ini merupakan guru-guru yang bertugas di 2 buah Sekolah Antarabangsa Puchong. Antaranya, 24% daripada responden adalah lelaki dan 76% adalah wanita. Rajah 1 menunjukkan bahawa responden perempuan lebih tinggi dari responden lelaki.



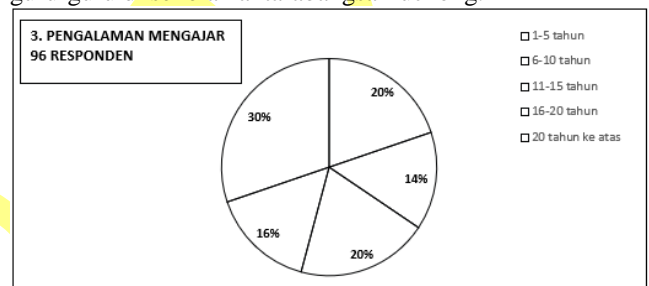
Rajah 1 Katogeri Responden Berdasarkan Jantina

Dari segi umur pula, majoriti responden adalah dalam lingkungan umur antara 36 hingga 45 tahun sebanyak 36.5%. Manakala diikuti oleh guru berumur 46 keatas, iaitu sebanyak 31.3%. Guru berumur 26 tahun hingga 35 tahun adalah sebanyak 28.1%. Akhir sekali, guru berumur 25 tahun ke bawah membawa jumlah 4.1%. Rajah 2 menerangkan katogeri responden berdasarkan umur.



Rajah 2 Katogeri Responden Berdasarkan Umur

Dari segi pengalaman mengajar, terdapat 19.8% yang berpengalaman mengajar selama 1 hingga 5 tahun manakala 14.6% berpengalaman mengajar selama 6 hingga 10 tahun. Selain itu, 19.8% berpengalaman mengajar selama 11 hingga 15 tahun. Seramai 15.6% berpengalaman selama 16 hingga 20 tahun. Ini diikuti oleh 30.2% yang berpengalaman bekerja selama 20 tahun ke atas. Rajah 3 menjelaskan analisis pengalaman mengajar guru-guru di sekolah antarabangsa Puchong.



Rajah 3 Pengalaman Mengajar Responden

Tahap Kepimpinan Transformasional Pengetua

Jadual 2 menunjukkan skor min tahap Kepimpinan Transformasional Pengetua dimensi kepimpinan transformasi, iaitu berdasarkan pertimbangan peribadi, membina rangsangan intelek, dan memupuk pengaruh ideal. Ia menunjukkan purata skor purata dimensi pengaruh ideal yang diamalkan oleh pengetua penanaman. Secara umumnya, pengaruh ideal pembudayaan pengetua adalah tahap yang agak tinggi. Purata markah bagi empat analisis ialah 4.17.

JADUAL 2: TAHAP KEPIMPINAN TRANSFORMASIONAL PENGETUA

| NO | KEPIMPINAN TRANSFORMASI | MEAN | TAHAP |
|----|----------------------------------|------|--------|
| 1 | Pertimbangan berasaskan individu | 4.11 | Tinggi |
| 2 | Membina rangsangan intelektual | 4.19 | Tinggi |
| 3 | Merangsang motivasi | 4.17 | Tinggi |
| 4 | Memupuk pengaruh ideal | 4.24 | Tinggi |
| | Jumlah | 4.17 | Tinggi |

Tahap Kepuasan Kerja Guru

Jadual 3 menunjukkan skor min tahap kepuasan kerja guru dalam aspek pekerjaan itu sendiri, gaji, penyeliaan, rakan sekerja penyeliaan dan kenaikan pangkat. Secara keseluruhan, tahap kepuasan kerja responden adalah sederhana (3.34). Pekerjaan itu sendiri nilai min paling tinggi min=3.62 membuktikan guru-guru di Sekolah Antarabangsa, Puchong memberi tumpuan terhadap kerja mereka. Ini jelas kerana nilai mean penyelia adalah tinggi (3.58).

JADUAL 3: TAHAP KEPUASAN KERJA GURU

| ITEM | KEPUASAN KERJA GURU | MEAN | TAHAP |
|------|-----------------------|------|-----------|
| 1 | Pekerjaan itu sendiri | 3.62 | Tinggi |
| 2 | Gaji | 3.26 | Sederhana |
| 3 | Penyeliaan | 3.58 | Tinggi |
| 4 | Rakan sekerja | 3.35 | Sederhana |
| 5 | Kenaikan pangkat | 2.92 | Sederhana |
| 6 | Jumlah | 3.34 | Tinggi |

Analisis Korelasi Pearson Hubungan Antara Kepimpinan Transformasional Guru besar dengan Kepuasan Kerja Guru

Analisa terhadap hubungan kepimpinan transformasional guru besar dan kepuasan kerja guru di Sekolah Antarabangsa, Puchong. Keputusan analisis data bagi sampel kajian ini dalam jadual menunjukkan min amalan transformasional guru besar di sekolah antarabangsa Puchong pada tahap tinggi ($M = 4.17$) dan min kepuasan kerja guru pada tahap sederhana ($M = 3.34$). Perbezaan antara kedua pemboleh ubah adalah sebanyak 0.83. Dapatan ini menunjukkan min kepimpinan transformasional guru besar lebih tinggi berbanding min kepuasan kerja guru.

JADUAL 4: ANALISIS KORELASI PEARSON HUBUNGAN ANTARA KEPIMPINAN TRANSFORMASIONAL GURU BESAR DENGAN KEPUASAN KERJA GURU

| | Amalan Kepimpinan Transformasional | Kepuasan Kerja Guru |
|---|------------------------------------|---------------------|
| Amalan Kepimpinan Transformasional | | |
| Korelasi Pearson1 | 1 | 0.25 |
| Signifikan (2-hujung) | | |
| N. | 96 | 96 |
| Kepuasan kerja guru | | |
| Korelasi Pearson1 | 0.243* | 1 |
| Signifikan (2-hujung) | 0.025 | |
| N. | 96 | 96 |

Nota: **Signifikan pada aras 0.05(2-hujung)

Keputusan ujian korelasi menunjukkan wujudnya hubungan yang signifikan antara amalan kepimpinan transformasional dengan kepuasan kerja guru dengan nilai $r=0.243$ dan $\text{sig}=0.025$ ($p<0.05$). Oleh yang demikian, analisis menunjukkan terdapat hubungan yang signifikan antara kepimpinan transformasional dengan kepuasan kerja guru.

VII. PERBINCANGAN

Kecemerlangan sekolah adalah berasaskan kepimpinan yang berkesan. Justeru, dengan tahap amalan kepimpinan transformasional yang tinggi dalam kalangan pengetua, pencapaian prestasi baik dalam kalangan guru akan diteruskan pada masa hadapan (Ramli, 2012). Menurut hasil kajian ini, majikan terutamanya pengetua perlu mempunyai model kepimpinan yang baik untuk memastikan kepuasan kerja guru. Di samping itu, kepentingan amalan kepimpinan transformasi sekolah telah terbukti, yang memberi tumpuan kepada karisma, rangsangan intelek, motivasi yang memberi inspirasi dan pertimbangan.

Pemimpin yang berpengaruh dan mempunyai misi dan visi yang jelas serta berani mengambil risiko mampu menjadi contoh yang baik kepada organisasi, (Burns, 1978). Kajian jelas menunjukkan bahawa dimensi

memupuk pengaruh ideal menunjukkan min yang paling tinggi. Responden bersetuju bahawa pengetua sekolah antarabangsa ini selalu memberi galakan yang berterusan. Dapatan ini membuktikan pengetua sekolah antarabangsa di Puchong sentiasa memberi galakan kepada guru untuk menyemai keyakinan terhadap kebolehan diri dalam menyempurnakan tugas dan mencapai visi.

Tahap kepuasan kerja guru di sekolah antarabangsa Puchong berada di tahap yang sederhana. Pengetua perlu meningkatkan usaha bagi meningkatkan tahap kepuasan kerja guru dengan menghargai tugas yang telah dijalankan oleh guru. Demensi kenaikan pangkat mendapat min yang rendah iaitu 2.92. Tang dan Tham (2014), menyatakan bahawa kepuasan kerja kurang dalam kalangan guru akademik disebabkan kenaikan pangkat dan faedah kewangan yang diterima adalah tidak seimbang atau kurang. Ini disebabkan oleh persaingan yang dihadapi oleh guru sekolah antarabangsa untuk kekal memegang jawatan untuk menerima ganjaran atau gaji tambahan bagi jawatan tersebut. Pandangan ini disokong oleh Jyoti (2013), Ghavifekr, dan Pillai (2016), yang menunjukkan bahawa ketidakadilan pada sistem ganjaran dan kemungkinan sistem kenaikan pangkat yang tidak dinilai berdasarkan prestasi pekerja akan membawa kepada kekurangan kepuasan kerja.

Dapatan kajian menunjukkan tahap amalan kepimpinan transformasional pengetua mengikut adalah tinggi secara keseluruhannya, namun tahap kepuasan kerja guru di sekolah antarabangsa di Puchong adalah sederhana. Dimensi penyeliaan merekodkan faktor kepuasan kerja tertinggi diikuti oleh pekerja itu sendiri. Dimensi gaji menunjukkan tahap kepuasan kerja yang sederhana. Dari perspektif tahap amalan gaya kepimpinan transformasi pengetua, semua dimensi menunjukkan tahap yang tinggi. Ujian korelasi Pearson menunjukkan tahap hubungan kepimpinan transformasi pengetua berkorelasi secara signifikan secara positif dengan kepuasan kerja guru. Dapatan kajian ini membuktikan pengetua di sekolah antarabangsa di Puchong menunjukkan keazaman, semangat, dan keberanian untuk mengambil risiko melalui kerja keras, dan sentiasa memberikan rangsangan emosi dan intelek untuk mencapai misi dan visi sekolah, seterusnya menunjukkan kualiti kepimpinan kepada guru-guru. Pengetua perlu memberi perhatian dan penekanan kepada setiap guru, agar setiap guru dapat melaksanakan tugasnya dengan maksimum dan memberi sumbangan kepada pembangunan dan pencapaian sekolah.

VIII. KESIMPULAN

Kesimpulannya, pengetua yang mengamalkan gaya kepimpinan transformasi sudah semestinya akan mewujudkan iklim sekolah yang harmoni dan meningkatkan kepuasan kerja dalam kalangan guru. Kajian ini jelas menunjukkan bahawa kepimpinan transformasi di sekolah antarabangsa Puchong berada pada tahap yang tinggi. Manakala tahap kepuasan kerja guru pula berada pada tahap sederhana. Ini bermakna kepuasan kerja guru terletak pada kepimpinan transformasi guru besar. Hubungan dua hala antara pentadbir sekolah dan guru adalah penting untuk mengubah arus perubahan dan menuju ke arah guru yang

lebih komited. Pemantauan terhadap pihak yang berkenaan perlu diselia dari semasa ke semasa bagi memantau kepimpinan Sekolah Antarabangsa Puchong untuk penambahbaikan dari semasa ke semasa.

Di samping meningkatkan kecemerlangan institusi pendidikan di sekolah antarabangsa di Malaysia, hasil kajian ini diharapkan dapat digunakan oleh pihak berkaitan sebagai panduan untuk meningkatkan profesionalisme guru. Untuk masa hadapan, terdapat banyak kemungkinan untuk kajian lanjut dalam penyelidikan ini. Sebagai contoh, dengan meluaskan sampel kajian, situasi sebenar kepimpinan transformasi guru dan kepuasan kerja akan dapat dihuraikan dengan terperinci bagi menggambarkan apa yang berlaku di sekolah antarabangsa di Malaysia. Selain itu, untuk diperoleh maklumat yang lebih mendalam gabungan kaedah kualitatif dan kuantitatif juga boleh digunakan.

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Penggunaan Youtube Untuk Meningkatkan Ilmu Agama Islam: Kajian Ke Atas Pelajar

Dorah Mohamed Darul, Noorhasimah Kassim dan Norfazilah Ahmad

Abstrak-YouTube merupakan platform web yang menyajikan bahan dan maklumat mengenai hampir semua topik seperti psikologi, kesihatan, sukan, muzik, pawagam, dan sebagainya. Di samping itu, YouTube juga membolehkan masyarakat mengetahui berita semasa mengenai ekonomi, politik, dan apa yang berlaku di dunia antarabangsa. Pada masa kini ceramah-ceramah berkaitan agama juga diletakkan di saluran YouTube dan boleh menjadi sumber rujukan bagi semua orang. Namun begitu timbul persoalan sejauh mana orang ramai khususnya pelajar mengambil maklumat dalam YouTube untuk meningkatkan kefahaman agama mereka, disebabkan wujud isu-isu kredibiliti dalam YouTube. Ini kerana video-video yang diletakkan dalam YouTube berbentuk hiburan dan santapan mata yang boleh mengalihkan perhatian seseorang untuk mencari maklumat yang bermanfaat. Justeru itu objektif kajian ini dijalankan adalah untuk menilai sejauh mana pelajar menggunakan YouTube untuk meningkatkan ilmu agama. Sampel kajian adalah dalam kalangan pelajar IPT di Sabah. Seramai 80 pelajar Muslim terlibat dalam kajian ini. Data diperolehi dengan menggunakan soal selidik dan data akan dianalisis secara deskriptif. Hasil kajian mendapati hanya segelintir sahaja menggunakan YouTube sebagai sumber maklumat agama. Perkara ini kemungkinan disebabkan pengaruh daripada ramai ahli akademik agak skeptikal tentang YouTube.

Kata kunci - Manfaat YouTube, Ilmu, Kefahaman Agama

I. PENGENALAN

Pada masa kini semakin ramai orang beralih kepada YouTube untuk mengembangkan pengetahuan dan pemahaman mereka dan mempelajari kemahiran baharu (Maynard, 2021), khususnya kepada generasi kini (Setiadie tal., 2019) dan siapa sahaja walaupun masyarakat di desa (Mangole e tal., 2017). Ramai juga yang mengambil kesempatan daripada saluran YouTube yang digunakan oleh hampir semua orang yang mempunyai sambungan Internet, yang telah dikongsi oleh pelbagai lapisan masyarakat, baik berunsurkan pendidikan (Lestari, 2017), hiburan (Faiqah et al. 2016), termasuklah untuk pengetahuan agama (Mufarroha, 2020; Triantoro, 2020). Pembelajaran di YouTube dianggap pembelajaran yang santai, di mana, YouTube telah muncul sebagai salah satu platform yang paling banyak digunakan untuk memperoleh kemahiran dan pengetahuan baharu secara tidak formal

Platform ini dikatakan sebagai enjin carian terbesar di dunia selepas Google, dan semakin menjadi platform yang sesuai untuk mempelajari kemahiran khusus. Melalui saluran ini, masyarakat termasuklah pelajar boleh belajar ilmu teknikal seperti cara membaiki tandas yang bocor, atau mencuba gaya rambut baharu, atau membakar roti, belajar melukis landskap, menghadiri temu duga atau menguasai pelbagai teknik praktikal lain.

Di samping itu juga, semakin ramai yang dianggap sebagai pakar agama dan penceramah berkongsi ilmu dan syarahan mereka di YouTube dengan harapan masyarakat dapat mengambil manfaat di atas perkongsian tersebut. Tidak kurang juga ramai ceramah agama di buat secara langsung (live) di saluran ini (Cahyono dan Hassani, 2019) sebagai platform untuk berdakwah (Gyta, 2021), dan boleh ulang-ulang apabila masa terluang. Namun begitu timbul persoalan sejauh mana pelajar mengambil kesempatan dengan perkongsian maklumat agama di saluran ini. Kajian ini perlu dijalankan bagi membantu institusi pendidikan untuk memberi bimbingan kepada pelajar berkaitan dengan saluran YouTube untuk pencarian maklumat berkaitan agama kerana terdapat banyak juga video berunsurkan agama yang dikongsi di saluran tersebut, yang boleh menyumbang kepada persoalan keyakinan terhadap sebahagian video-video agama. Justeru itu untuk objektif kajian ini dijalankan adalah untuk: menilai sejauh mana pelajar menggunakan YouTube untuk meningkatkan ilmu agama. menilai sejauh mana keyakinan anda terhadap YouTube sebagai sumber pengetahuan agama dalam kalangan pelajar.

II. SOROTAN KAJIAN

YouTube merupakan satu enjin carian kedua terbesar, menjadikannya sumber utama pengetahuan dan maklumat untuk pengguna (Coursaris & Osch, 2016). Merentasi pelbagai kategori video yang mungkin dipamerkan dalam video YouTube, platform ini menyumbang 15 % daripada semua muat naik video menjadikannya industri tunggal terbesar, diikuti oleh kecantikan, kereta, telekom, minuman dan lain-lain. Menurut Ron Stefanski (2021), statistik terkini menunjukkan bahawa 74% orang dewasa di AS menggunakan YouTube. Jumlah ini lebih daripada Facebook dan hampir dua kali ganda daripada Instagram. Statistik seperti ini adalah antara sebab utama mengapa kebanyakan menjelaskan bahawa setiap orang sangat gemar menonton video dalam platform ini daripada membaca teks.

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Itulah sebabnya YouTube telah berkembang secara konsisten sejak dilancarkan pada tahun 2005. Pada masa ini, platform itu mempunyai lebih 2.3 bilion pengguna aktif di seluruh dunia, dan banyak jenama menggunakannya sebagai hab untuk berhubung dengan pasaran sasaran mereka.

Di samping itu, menurut Azer (2012), kebanyakan pelajar menggunakan Internet untuk mendapatkan maklumat mengenai pembelajaran mereka. Platform Internet seperti YouTube telah menjadi sumber yang berguna untuk pencarian maklumat. Namun terdapat banyak kajian membincangkan isu kredibiliti YouTube sebagai sumber maklumat (Coursaris & Osch, 2016; Xiao et al., 2018), khususnya dalam bidang agama. Ini kerana semua video-video berkaitan agama perlu kepada bimbingan agar tidak semua video agama dirujuk sebagai sumber maklumat agama.

III. METODOLOGI KAJIAN

Kajian ini merupakan kajian kuantitatif yang dijalankan melalui tinjauan menggunakan borang soal selidik. Sampel kajian adalah terdiri daripada 80 pelajar Muslim yang mengikuti program diploma IPT termasuk Tingkatan 6 di Sabah. Item kajian seperti yang ditunjukkan dalam Jadual 2 adalah di adaptasi dari kajian Amin dan Naharuddin (2020) bagi item YouTube dan Coursaris dan Osch (2016) bagi item keyakinan. Data kajian yang diperolehi akan dianalisis secara deskriptif untuk mendapatkan skor min bagi mengenal pasti sejauh mana cabaran pengiklanan dari perspektif pelajar. Penentuan tahap dalam kajian ini merujuk kepada kajian Dicky et al. (2019) seperti berikut: 1.00– 1.99 = Lemah; 2.00– 2.99 = Rendah; 3.00– 3.99 = Sederhana; dan 4.00– 5.00 = Tinggi.

IV. HASIL KAJIAN

a) Analisis Demografi

Berdasarkan kepada Jadual 1, responden kajian ini terdiri daripada pelbagai institusi pengajian termasuklah Tingkatan 6. Majoriti responden terdiri daripada perempuan (62.5%), tinggal di kolej kediaman (67.5%) dan pelajaran tahun satu (61.3%). Berdasarkan kepada data yang ditunjukkan, seramai 46.3% pelajar pernah belajar di sekolah agama, mempunyai hubungan akrab dengan ustaz / ustazah (46.3%) dan sebahagian pelajar sangat kerap (3.8%) dan kerap (10%) berbincang mengenai masalah agama dengan ustaz/ ustazah. Di samping itu juga sebanyak 32.5% dalam keluarga pelajar terdapat sekurang-kurang seorang ahli agama.

Dapatan ini penting untuk mendapatkan pendedahan bahawa ramai juga dalam kalangan pelajar yang mempunyai asas pengetahuan agama.

JADUAL 1: LATAR BELAKANG RESPONDEN

| | Item | n | % |
|---|------------------|----|------|
| Institusi | IPG | 11 | 13.8 |
| | IPTA | 24 | 30.0 |
| | IPTS | 1 | 1.3 |
| | Kolej Komuniti | 13 | 16.3 |
| | Politeknik | 29 | 36.3 |
| | Tingkatan 6 | 2 | 2.5 |
| Jantina | Lelaki | 30 | 37.5 |
| | Perempuan | 50 | 62.5 |
| Kediaman pelajar | Kolej kediaman | 54 | 67.5 |
| | Rumah keluarga | 20 | 25.0 |
| | Rumah sewa | 6 | 7.5 |
| Tahun pengajian | 1 | 49 | 61.3 |
| | 2 | 19 | 23.8 |
| | 3 | 10 | 12.5 |
| | Lain-lain | 2 | 2.5 |
| | | | |
| Pernah belajar di sekolah agama | Tidak | 43 | 53.8 |
| | Ya | 37 | 46.3 |
| Mempunyai hubungan akrab dengan ustaz / ustazah? | Tidak | 15 | 18.8 |
| | Tidak pasti | 28 | 35.0 |
| | Ya | 37 | 46.3 |
| Kerap berbincang mengenai masalah agama dengan ustaz/ ustazah | Jarang | 16 | 20.0 |
| | Kadangkadangkala | 48 | 60.0 |
| | Kerap | 8 | 10.0 |
| | Sangat kerap | 3 | 3.8 |
| | Tak pasti | 2 | 2.5 |
| | Tidak pernah | 3 | 3.8 |
| Kerap mendengar kuliah agama di Politeknik | Tidak | 51 | 63.8 |
| | Ya | 29 | 36.3 |
| Dalam keluarga anda terdapat sekurang-kurang seorang ahli agama (menjadi ustaz/ustazah) | Tidak | 54 | 67.5 |
| | Ya | 26 | 32.5 |

b) Analisis Item Kajian

Jadual 2 dibahagikan kepada dua iaitu a) tahap penggunaan YouTube untuk meningkatkan ilmu agama dan b) tahap keyakinan pelajar terhadap YouTube sebagai sumber pengetahuan agama. Bagi bahagian a, tahap penggunaan YouTube untuk mencari maklumat berkaitan agama adalah pada tahap sederhana (Skor min = 3.74, sederhana) diikuti oleh item untuk menambah ilmu agama (Skor min = 3.73, sederhana). Sementara itu untuk bahagian b, iaitu keyakinan, pelajar bersetuju bahawa orang yang menyediakan maklumat berkaitan agama dalam YouTube berpengetahuan mengenai topik yang mereka kongsi (Skor min = 3.34, sederhana), di samping pelajar bersetuju bahawa banyak orang menyumbang maklumat yang tepat berkaitan agama dalam YouTube (Skor min = 3.23, sederhana).

JADUAL 2: PENGGUNAAN YOUTUBE SEBAGAI SUMBER KEFAHAMAN AGAMA

| No. Item | Item Kajian | Sisihan Piawai | Skor Min |
|--|--|----------------|-------------|
| a. Menggunakan YouTube Sebagai Sumber Kefahaman Agama | | | |
| Y1 | Menggunakan YouTube untuk mencari maklumat berkaitan agama | 0.87 | 3.74 |
| Y2 | Menggunakan YouTube untuk menambah ilmu agama | 0.91 | 3.73 |
| Y3 | Menggunakan YouTube untuk meningkatkan kemahiran dalam sesuatu perkara dalam Islam | 1.00 | 3.64 |
| Y4 | Menggunakan YouTube untuk membuat kerja kursus | 1.11 | 3.54 |
| Y5 | Menggunakan YouTube sebagai medium pembelajaran agama | 0.99 | 3.56 |
| Y6 | Menggunakan YouTube untuk mengisi masa lapang dengan mendengar ceramah | 0.95 | 3.30 |
| Y7 | Menggunakan YouTube untuk memainkan video muzik berunsurkan nasyid | 1.11 | 3.46 |
| Y8 | Menggunakan YouTube untuk menonton filem berunsurkan agama | 1.07 | 3.30 |
| Y9 | Menggunakan YouTube untuk mendengar ceramah daripada tokoh agama | 0.99 | 3.55 |
| Y10 | Menggunakan YouTube untuk menonton ulang tayang rancangan Islami (cth jejak rasul dll) | 1.11 | 3.34 |
| Purata | | | 3.52 |

b. Keyakinan Anda Terhadap YouTube Sebagai Sumber Agama

| | | | |
|---------------|---|------|-------------|
| T1 | Saya pasti bahawa semua maklumat berkaitan agama yang disumbangkan oleh orang lain adalah tepat dalam YouTube | 0.83 | 3.06 |
| T2 | Banyak orang menyumbang maklumat yang tepat berkaitan agama dalam YouTube | 0.94 | 3.23 |
| T3 | Saya pasti saya benar-benar mempercayai maklumat agama yang disumbangkan oleh orang lain dalam YouTube | 0.86 | 3.04 |
| T4 | Orang yang menyediakan maklumat berkaitan agama dalam YouTube berpengetahuan mengenai topik ini. | 0.89 | 3.34 |
| T5 | Orang yang menyediakan maklumat berkaitan dalam YouTube itu boleh dipercayai. | 0.97 | 3.11 |
| T6 | Orang yang menyediakan maklumat berkaitan agama dalam YouTube itu kelihatan pakar dalam topik ini. | 0.90 | 3.15 |
| Purata | | | 3.15 |

V. KESIMPULAN

Tujuan kajian ini adalah untuk menilai sejauh mana pelajar menggunakan YouTube untuk meningkatkan ilmu agama, dan keyakinan mereka terhadap YouTube sebagai sumber pengetahuan agama. Berdasarkan kepada hasil analisis yang dijalankan, secara puratanya penggunaan YouTube sebagai sumber kefahaman agama adalah pada tahap sederhana (Skor min = 3.52). Manakala tahap keyakinan mereka terhadap YouTube sebagai sumber pengetahuan agama juga pada tahap sederhana (Skor min = 3.15). Pada masa kini YouTube dipilih sebagai saluran pemindahan pengetahuan kerana ia merupakan rangkaian media sosial yang popular yang membolehkan interaksi percuma dalam kalangan pengguna berdaftar tentang klip video tertentu yang tersedia. Kandungan video yang berbeza telah dibuat secara manipulatif, dimuat naik dan popularitinya telah diuji di YouTube. Walaupun dalam saluran YouTube mengandungi banyak unsur hiburan, namun terdapat juga video berunsur agama yang sesuai sebagai rujukan. Namun begitu bagi maklumat agama seperti fatwa, ianya perlu juga dirujuk kepada pakar agama tanpa mengambil bulat-bulat apa yang disampaikan. Maklumat dalam kajian ini penting bagi institusi untuk merangka satu bentuk dasaryang dapat membimbing pelajar untuk memilih sumber agama dalam YouTube.

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Cabaran Pengiklanan Digital Dari Perspektif Mahasiswa

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Abstrak- Pada masa ini, masyarakat telah menggunakan teknologi digital dalam semua perkara termasuklah dalam pembelian. Oleh yang demikian, penjual juga telah mengambil kesempatan untuk membuat pengiklanan dan pemasaran produk mereka juga melalui digital. Pengiklanan digital merujuk kepada penggunaan saluran digital untuk memasarkan produk dan perkhidmatan untuk mencapai pengguna. Jenis pemasaran ini melibatkan penggunaan tapak web, peranti mudah alih, media sosial, enjin carian dan saluran lain yang serupa. Terdapat banyak kebaikan pengiklanan digital termasuklah pengurangan kos. Namun begitu pengiklanan digital bukan mudah dan terdapat banyak cabaran. Justeru itu objektif kajian ini dijalankan untuk menilai persepsi pelajar terhadap cabaran dalam pengiklanan digital. Kumpulan pelajar ini dipilih disebabkan senario semasa mendapati golongan muda belia adalah golongan yang banyak terlibat dengan penggunaan digital dalam kehidupan mereka. Sampel kajian adalah seramai 207 yang terdiri dalam kalangan pelajar IPTA di Sabah. Data diperolehi dengan menggunakan soal selidik dan data akan dianalisis secara deskriptif. Hasil kajian mendapati terdapat pelbagai cabaran yang perlu dilalui oleh penjual dalam membuat pengiklanan digital. Kajian ini penting bagi memberi pendedahan kepada pelajar terhadap cabaran-cabaran dalam dunia perniagaan pada masa ini.

Kata kunci: Cabaran, pengiklanan digital, teknologi

I. PENGENALAN

Pada tahun 2020 sebagai detik yang mengubah segalanya. Tiada sektor lain yang mengalami pertumbuhan yang tidak pernah berlaku sebelum ini dan tidak dijangka berlaku seperti dalam sektor digital dan e-dagang, yang telah berkembang pesat di tengah-tengah krisis COVID-19. Di tengah-tengah aktiviti ekonomi yang perlahan, COVID-19 telah membawa kepada lonjakan dalam e-dagang dan mempercepatkan transformasi digital. Apabila sekatan menjadi kebiasaan baharu, perniagaan dan pengguna semakin "menjadi digital", menyediakan dan membeli lebih banyak barangan dan perkhidmatan dalam talian, meningkatkan bahagian e-dagang dalam perdagangan runcit global daripada 14% pada 2019 kepada kira-kira 17% pada 2020 (UNCTAD, 2021). Disebabkan kawalan pergerakan, sektor e-dagang berjaya merentas wilayah, dengan pengguna dalam ekonomi sedang pesat membangun membuat peralihan terbesar kepada membeli-belah dalam talian.

Untuk terus hidup dan berkembang, setiap perniagaan memerlukan pelanggan. Oleh yang demikian untuk mendapatkan pelanggan, setiap penjual perlu mempromosikan perniagaan mereka dengan baik. Sebelum era digital, perniagaan diiklankan secara tradisional seperti melalui risalah, risalah, poskad atau

iklan dalam akhbar tempatan. Namun begitu, liputan promosi adalah terhad dan tidak jauh, dan mungkin tidak akan sampai kepada pelanggan yang disasarkan. Tetapi dalam dunia digital hari ini, yang kemungkinannya tidak berkesudahan, setiap perniagaan perlu mengubah strategi pengiklanan kepada digital. Semua maklum bahawa dalam pengiklanan digital, wujud persaingan sengit bagi membuktikan kelebihan produk masing-masing, sehingga ada yang membuat iklan digital palsu. Dalam era ini golongan remaja sudah pun terdedah dengan era digital, justeru menimbulkan persoalan sama ada wujudkah cabaran bagi mereka tentang pengiklanan digital. Justeru itu, kajian ini dijalankan untuk mendapatkan perspektif pelajar tentang cabaran pengiklanan digital.

II. SOROTAK KAJIAN

Pengiklanan digital ialah komunikasi yang dibuat oleh syarikat untuk mengiklankan dan mempromosikan jenama, produk atau perkhidmatannya menggunakan pelbagai platform dan saluran digital (Ramli & Shamsuddin, 2020). Ia terdiri daripada tindakan dalam pelayar web, halaman media sosial, blog, aplikasi atau sebarang bentuk hubungan lain melalui Internet (Hariningsih, 2013). Dengan transformasi digital, semakin banyak pilihan timbul untuk syarikat berkomunikasi dengan pasaran dan pengguna (Hariningsih, 2013). Menurut Sukmasetya et al. (2020), dengan wujudnya pengiklanan digital ianya boleh menembusi pasaran luas.

Menurut Rozenveld & Heinonen, 2013, pada masa lalu, sejumlah besar penyelidikan saintifik telah tertumpu pada pengiklanan dan media tradisional, seperti media cetak (seperti majalah) (Malthouse, et.al, 2007), surat khabar (Dahlen & Edenius, 2007) dan televisyen (Chowdhury, et.al, 2007). Dengan kemunculan Internet, tumpuan dalam penyelidikan telah beralih ke arah isu seperti interactivity, dengan pengguna dianggap sebagai pemain aktif dan bukannya penerima pasif (Adzharuddin, 2012). Antara cabaran utama yang dibincangkan dalam kajian-kajian terdahulu adalah kandungan pengiklanan digital. Disebabkan teknologi yang sentiasa maju dan berubah-ubah, ianya memerlukan cara kerja yang berbeza, kerana para profesional pada masa kini membentuk mesej pada platform yang berbeza, menggunakan saluran yang berbeza secara serentak, yang menyebabkan merupakan cabaran, penciptaan kandungan berkualiti tertentu (Rozenveld & Heinonen, 2013).

III. METODOLOGI KAJIAN

Kajian ini merupakan kajian kuantitatif yang dijalankan dalam bentuk tinjauan. Sampel kajian adalah daripada pelajar IPTA di negeri Sabah. Kaedah pungutan data yang digunakan adalah borang soal selidik. Seramai 207 orang pelajar telah memberikan respon terhadap 15 item yang diberikan seperti yang ditunjukkan dalam Jadual 2. Item kajian ini diadaptasi dari kajian Awan et al.

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(2015) dan Yasmin, Tasneem & Fatema (2015). Data kajian yang diperoleh akan dianalisis secara deskriptif untuk mendapatkan skor min bagi mengenal pasti sejauh mana cabaran pengiklanan dari perspektif pelajar. Penentuan tahap dalam kajian ini merujuk kepada kajian Dicky et al. (2019).

IV. HASIL KAJIAN

a) Latar Belakang Responden

Berdasarkan kepada Jadual 1, responden kajian ini terdiri daripada pelbagai institusi pengajian termasuklah Tingkatan 6. Majoriti responden terdiri daripada perempuan (58.9%), tinggal di rumah keluarga semasa pengajian berlangsung (50.2%) dan pelajaran tahun satu (70%). Berdasarkan kepada data yang ditunjukkan, terdapat ramai pelajar yang telah pun melibatkan diri dalam pengiklanan di media sosial (38.6%) dan pernah hadir kursus untuk menghasilkan iklan digital (12.6%) serta sebahagian mereka mempunyai kemahiran untuk membuat video interaktif (26.6%).

JADUAL 1: LATAR BELAKANG RESPONDEN

| Item | n | % | |
|--|--|-------|------|
| 1. Tempat belajar | IPG | 13 | 6.3 |
| | IPTA | 45 | 21.7 |
| | IPTS | 4 | 1.9 |
| | Kolej Komuniti | 38 | 18.4 |
| | Politeknik | 105 | 50.7 |
| | Tingkatan 6 | 2 | 1.0 |
| 2. Jantina | Lelaki | 85 | 41.1 |
| | Perempuan | 122 | 58.9 |
| 3. Kediaman pelajar semasa aktiviti pembelajaran | Kolej Kediaman / Asrama | 89 | 43.0 |
| | Rumah Keluarga | 104 | 50.2 |
| | Rumah Sewa | 14 | 6.8 |
| 4. Tahun pengajian | 1 | 145 | 70.0 |
| | 2 | 54 | 26.1 |
| | 3 | 6 | 2.9 |
| | Lain-lain | 2 | 1.0 |
| | 5. Pernah membuat pengiklanan di media sosial? | Tidak | 127 |
| Ya | | 80 | 38.6 |
| 6. Pernah hadir kursus untuk menghasilkan iklan digital? | Tidak | 181 | 87.4 |
| | Ya | 26 | 12.6 |
| 7. Mempunyai kemahiran untuk membuat video interaktif? | Tidak | 152 | 73.4 |
| | Ya | 55 | 26.6 |

b) Analisis Item Kajian

Sebanyak 21 item berkaitan dengan cabaran pengiklanan digital telah diajukan kepada pelajar. Berdasarkan kepada Jadual 2, perkara yang dianggap paling mencabar adalah peniaga perlu menghasilkan iklan digital perlu menarik untuk menarik minat pengguna (memperoleh skor min tertinggi = 4.21). Disebabkan iklan menarik adalah abstrak pada pandangan pengguna, justeru ianya sukar untuk memastikan semua pengguna tertarik dengan iklan yang diletakkan di media sosial. Cabaran seterusnya adalah pengiklanan di internet atau media sosial memerlukan peniaga peka dengan kehidupan harian pengguna (memperoleh skor min = 4.03) dan diikuti oleh kandungan iklan media perlu sentiasa menghasilkan kandungan yang menarik (memperoleh skor min = 4.03). Tiga item ini memperoleh skor min melebihi 4.00 (tinggi) sementara item yang lain memperoleh skor min antara 3.00 – 3.90 (sederhana).

JADUAL 2 : PERSPEKTIF PELAJAR TENTANG CABARAN PENGIKLANAN DIGITAL

| No Item | Item Kajian | Sisihan Piawai | Skor Min | Tahap |
|---------------|---|----------------|-------------|------------------|
| 1 | Iklan digital perlu menarik untuk menarik minat pengguna. | 0.92 | 4.21 | Tinggi |
| 2 | Pengiklanan di internet/media sosial memerlukan peniaga peka dengan kehidupan harian pengguna | 0.93 | 4.03 | Tinggi |
| 3 | Dalam pasaran digital persaingan ini, mana-mana produk tidak boleh bertahan tanpa iklan di internet/media sosial. | 1.02 | 3.63 | Sederhana |
| 4 | Sukar untuk meyakinkan orang ramai. | 1.08 | 3.32 | Sederhana |
| 5 | Sukar menghasilkan iklan perniagaan yang memberi keseronokan kepada pengguna. | 1.05 | 3.42 | Sederhana |
| 6 | Sukar mencari platform untuk meletakkan iklan digital yang mempunyai liputan pengguna yang luas | 1.12 | 3.00 | Sederhana |
| 7 | Pengguna sukar dipengaruhi oleh pengiklanan di internet/media sosial. | 1.12 | 3.12 | Sederhana |
| 8 | Iklan di internet/media sosial sukar untuk mendorong pengguna untuk beralih dari satu jenama ke jenama lain | 1.04 | 3.26 | Sederhana |
| 9 | Sukar untuk mengenal pasti pelanggan. | 1.06 | 3.35 | Sederhana |
| 10 | Tiada interaksi dengan pengguna | 1.12 | 3.19 | Sederhana |
| 11 | Sukar untuk mengekalkan iklan dalam tempoh yang lama di media sosial | 1.07 | 3.36 | Sederhana |
| 12 | Perlu sentiasa menghasilkan kandungan yang menarik | 0.97 | 4.03 | Tinggi |
| 13 | Masalah mematuhi peraturan privasi dan perkongsian data | 1.01 | 3.47 | Sederhana |
| 14 | Menghasilkan menjadikan laman web boleh diakses | 0.98 | 3.72 | Sederhana |
| 15 | Sukar mewujudkan strategi pemasaran | 1.02 | 3.34 | Sederhana |
| 16 | Masalah untuk mengekalkan konsistensi dan kewibawaan jenama | 1.01 | 3.46 | Sederhana |
| 17 | Banyak pengiklanan berbayar yang lebih kompetitif | 1.03 | 3.69 | Sederhana |
| 18 | Pelanggan dan prospek sentiasa perlukan kandungan segar pengiklanan | 0.97 | 3.77 | Sederhana |
| 19 | Perlu sentiasa kekal dikemas kini dengan produk atau perkhidmatan terbaru | 1.03 | 3.90 | Sederhana |
| 20 | Sukar memberi maklumat yang jelas tentang produk atau perkhidmatan | 1.08 | 3.17 | Sederhana |
| 21 | Sukar mengekalkan kesetiaan pelanggan kerana banyak pengiklanan yang menawarkan produk yang sama | 1.06 | 3.52 | Sederhana |
| Purata | | 1.03 | 3.52 | Sederhana |

V. KESIMPULAN

Melalui perkembangan teknologi dan inovasi, pengiklanan melalui digital menjadi lebih relevan untuk pengguna masa kini untuk menembusi pasaran pengguna yang juga sudah terdedah dengan teknologi digital. Sesetengah syarikat (seperti Google) sudah pun menggunakan pengiklanan digital ini dan telah terbukti sangat berjaya. Namun bagi segelintir peniaga mungkin ianya juga merupakan cabaran. Tujuan penyelidikan ini adalah untuk mengkaji cabaran era digital yang semakin berkembang yang dihadapi ke atas dunia pengiklanan, dari perspektif mahasiswa. Secara keseluruhannya, dapatan menunjukkan bahawa majoriti mahasiswa mengakui bahawa bukan mudah untuk menjalankan pengiklanan melalui digital. Walaupun pada zahirnya adalah sekadar meletakkan iklan di internet atau di media sosial, namun banyak perkara yang perlu diteliti dari pelbagai aspek seperti persaingan, isi iklan dan sebagainya. Kajian ini membuka mata kepada pihak institusi pendidikan untuk memberi pendedahan kepada mahasiswa masa kini yang

sangat memerlukan pendedahan kepada dunia perniagaan digital. Justeru itu, kemahiran dalam membuat pengiklanan digital dengan baik perlu dipelajari agar pelajar boleh menceburkan diri dalam dunia digital dengan yakin, dan untuk menghadapi peluang pekerjaan makan gaji yang terhad dan penuh dengan persaingan.

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Tahap Penerimaan Pelajar Terhadap Penggunaan Telefon Pintar Sebagai Alat Pembelajaran

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Abstrak- Dengan pelaksanaan sistem pembelajaran dari rumah, penggunaan telefon pintar telah menjadi alat alternatif selain penggunaan laptop untuk meningkatkan pengajaran dan pembelajaran dalam pendidikan jarak jauh. Penggunaan telefon pintar sekiranya digunakan dengan betul, akan membantu penyampaian kursus yang fleksibel, membolehkan pelajar mengakses platform pembelajaran dalam talian, mengakses sumber kursus dan berinteraksi secara digital. Namun begitu, terdapat juga kelemahan dalam penggunaan telefon pintar seperti saiz skrin yang kecil, sukar untuk menaip dan sebagainya. Justeru itu kajian ini dijalankan bagi menilai tahap penerimaan pelajar terhadap penggunaan telefon pintar sebagai alat pembelajaran. Sampel kajian adalah pelajar Politeknik Kota Kinabalu, Sabah (PKK) dan Politeknik Nilai, Negeri Sembilan (PNS). Data diperoleh dengan menggunakan soal selidik dan data akan dianalisis secara deskriptif. Hasil kajian mendapati bahawa masih ramai pelajar menghadapi masalah menggunakan telefon pintar khususnya perlu bergantung kepada pakej data internet atau Wi-Fi. Dapatan juga menunjukkan bahawa kesan utama penggunaan telefon pintar dalam pembelajaran adalah meningkatkan perbelanjaan pelajar dengan pembelian data internet.

Kata kunci: *Telefon pintar, tahap penerimaan, alat pembelajaran dalam talian*

I. PENGENALAN

Banyak kajian dijalankan berkaitan dengan penggunaan telefon pintar dalam pembelajaran dalam kalangan pelajaran institusi pengajian tinggi dari beberapa tahun hinggalah kini (Yu & Conway, 2012; Nami, 2020; Ravikumar et al., 2020). Menurut Tashfeen (2020), kemajuan dalam teknologi dan ICT telah membawa kepada penggunaan teknologi mudah alih yang lebih meluas dalam sektor pendidikan, dan khususnya di peringkat universiti. Banyak institusi di seluruh dunia telah mula bereksperimen dengan pelbagai kaedah pembelajaran dan mengintegrasikan penggunaan telefon mudah alih untuk memudahkan pembelajaran pelajar. Sektor pendidikan tinggi telah menjadi semakin dipacu oleh teknologi moden. Lebih banyak negara maju menggunakan kemajuan moden dalam teknologi pendidikan dan reka bentuk pengajaran. Ini terdiri daripada e-pembelajaran, pendidikan jarak jauh, Bawa Peranti Anda Sendiri (BYOD), penggunaan media dalam talian dan sosial, sistem tindak balas pelajar dalam bilik darjah, hingga kini pembelajaran berasaskan permainan, Web 2.0, teknologi simulasi, aplikasi tiga dimensi dan

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maya persekitaran bilik darjah (Tashfeen, 2020).

Kemajuan dalam teknologi telah membawa pedagogi baharu seperti gaya pembelajaran adaptif, kolaboratif dan hibrid digunakan untuk meningkatkan pengalaman pembelajaran pelajar. Namun begitu, tidak semua kumpulan pelajar dapat menerima penggunaan telefon pintar dalam pembelajaran. Di Politeknik, pembelajaran dalam talian telah bermula semenjak perintah kawalan pergerakan (PKP) akibat pandemik COVID-19, yang menyebabkan pelajar tidak dapat hadir ke kampus bagi menjalankan pembelajaran secara normal. Ketika penyelidikan ini dimulakan, pembelajaran dalam talian telah pun mengikuti pembelajaran secara maya selama dua tahun. Walaupun telefon pintar sebagai alat komunikasi yang canggih, namun tidak semestinya dapat diterima sebagai alat pembelajaran yang efektif. Kajian perlu dijalankan untuk menilai sama ada pelajar dapat menerima kehadiran telefon pintar dalam pembelajaran bagi merangka bentuk sokongan yang boleh disediakan kepada pelajar yang terkesan. Justeru itu kajian ini dijalankan untuk menilai tahap penerimaan pelajar terhadap penggunaan telefon pintar sebagai alat pembelajaran.

II. SOROTAN KAJIAN

Telefon pintar telah menjadi peranti pembelajaran yang menarik untuk pendidikan. Dalam era masa kini sememangnya pelajar telah pun terdedah dengan dunia digital yang menyebabkan mereka secara semula jadi mahir dan pakar dalam penggunaan teknologi telefon pintar. Telefon pintar telah menjadi lebih kepada peranti pengkomputeran dan pelbagai fungsi yang sesuai digunakan untuk tujuan pembelajaran (Mazharuddin & Akramu, 2018). Penggunaan telefon pintar dalam pembelajaran semakin rancak sejak perubahan kepada pembelajaran dalam talian disebabkan COVID-19 (Pahar et al., 2021; Tawafak et al., 2021; Sari & Oktaviani, 2021). Kelebihan telefon pintar diterangkan dalam banyak penyelidikan. Menurut Bomhold (2013), penggunaan telefon pintar akan mempercepatkan pencarian maklumat. Kajian tersebut mendapati sebilangan besar (76 peratus) pelajar sarjana muda menggunakan aplikasi dalam telefon pintar untuk mencari maklumat akademik. Jenis aplikasi yang paling kerap digunakan untuk mencari maklumat akademik ialah enjin carian. Dengan telefon pintar, pelajar boleh mengakses maklumat untuk pelajaran mereka pada bila-bila masa yang mereka perlukan (Cao & Nguyen, 2022). Pelajar juga boleh membuka video pembelajaran beberapa kali dan mereka mengakses bahan tambahan dalam bentuk yang paling sesuai untuk pembelajaran mereka seperti YouTube (Rahmatika et al., 2021)

III. METODOLOGI KAJIAN

Penyelidikan ini merupakan kajian kuantitatif yang menggunakan pendekatan tinjauan. Instrumen yang digunakan adalah borang soal selidik terdiri daripada 21 item yang merangkumi kelebihan penggunaan telefon pintar dalam pembelajaran. Maklum balas adalah berdasarkan skala jenis Likert 5-mata. Responden memilih salah satu daripada jawapan berikut untuk setiap soalan: sangat tidak setuju: 1; tidak bersetuju: 2; neutral: 3; sedikit bersetuju: 4; bersetuju: 5; sangat setuju: Dalam konteks kajian ini, responden yang dipilih adalah pelajar Politeknik Kota Kinabalu, Sabah (PKK) dan Politeknik Nilai, Negeri Sembilan (PNS) yang sedang mengikuti pengajian secara dalam talian yang terdiri daripada pelajar

Jadual 1: Penentuan Tahap Berdasarkan Skor Min

| Skor min | Tafsiran |
|------------|-----------|
| 1.00– 1.99 | Lemah |
| 2.00– 2.99 | Rendah |
| 3.00– 3.99 | Sederhana |
| 4.00– 5.00 | Tinggi |

Sumber: Dicky et al. (2019)

penyelidik sendiri. Data responden akan dianalisis menggunakan teknik statistik iaitu secara deskriptif untuk mendapatkan nilai min.

IV. HASIL KAJIAN

a) Demografi responden

Profil demografi seperti yang ditunjukkan dalam Jadual 1 yang terdiri daripada pelajar Politeknik Kota Kinabalu, Sabah (PKK) dan Politeknik Nilai, Negeri Sembilan (PNS). Majoriti responden adalah daripada kalangan pelajar perempuan (47.2 peratus) dan daripada pelajar tahun satu pengajian (semester 1 dan 2). Bagi kategori jabatan, majoriti adalah daripada Jabatan Perdagangan (33.6 peratus), ini kerana hampir semua kelas dijalankan secara dalam talian. Sementara itu, disebabkan pelajar sedang menjalani sesi pembelajaran secara dalam talian, majoriti responden tinggal bersama keluarga (69.9 peratus). Berdasarkan kepada data tersebut, majoriti (83.9 peratus) pelajar tidak hanya bergantung kepada telefon pintar tetapi mempunyai laptop, PC atau tablet pada masa yang sama.

| Item demografi | n | % |
|--------------------------------|-----|------|
| Institusi | | |
| Politeknik Kota Kinabalu (PKK) | 70 | 24.5 |
| Politeknik Nilai (PNS) | 216 | 75.5 |
| Jantina | | |
| Lelaki | 151 | 52.8 |
| Perempuan | 135 | 47.2 |
| Jabatan | | |
| JAB | 87 | 30.4 |
| JKA | 1 | .3 |
| JKE | 29 | 10.1 |
| JKM | 73 | 25.5 |
| JP | 96 | 33.6 |
| Kediaman Pelajar | | |
| Kolej Kediaman | 82 | 28.7 |
| Rumah Keluarga | 200 | 69.9 |
| Rumah Sewa | 4 | 1.4 |
| Tahun Pengajian | | |
| 1 (Sem 1 Dan 2) | 146 | 51.0 |
| 2 (Sem 3 Dan 4) | 93 | 32.5 |
| 3 (Sem 5 Dan 6) | 47 | 16.4 |

Menggunakan alat lain selain telefon pintar untuk tujuan pembelajaran

| | | |
|---|-----|------|
| Tidak, menggunakan telefon pintar dan juga alat yang lain seperti laptop, PC atau tablet. | 240 | 83.9 |
| Ya, hanya menggunakan telefon pintar | 46 | 16.1 |

Sejak bila menggunakan telefon pintar untuk kelas dalam talian

| | | |
|-----------------------|-----|------|
| Bermula di Politeknik | 146 | 51.0 |
| Sekolah menengah | 122 | 42.7 |
| Sekolah rendah | 18 | 6.3 |

Rasa telefon bimbit sangat sesuai untuk pembelajaran dalam talian

| | | |
|-------------|-----|------|
| Mungkin | 85 | 29.7 |
| Tidak | 59 | 20.6 |
| Tidak pasti | 22 | 7.7 |
| Ya | 120 | 42.0 |

Berkongsi telefon pintar dengan keluarga

| | | |
|-------|-----|------|
| Tidak | 266 | 93.0 |
| Ya | 20 | 7.0 |

Pernah menukar atau membeli telefon pintar yang lain, kerana telefon pintar yang lama tidak sesuai untuk aktiviti pembelajaran

| | | |
|-------|-----|------|
| Tidak | 134 | 46.9 |
| Ya | 152 | 53.1 |

Berpuas hati terhadap telefon pintar anda untuk tujuan pembelajaran

| | | |
|-------------|-----|------|
| Tidak | 46 | 16.1 |
| Tidak Pasti | 65 | 22.7 |
| Ya | 175 | 61.2 |

Bercadang untuk membeli telefon pintar yang lebih baik untuk tujuan pembelajaran

| | | |
|-------------|-----|------|
| Tidak | 83 | 29.0 |
| Tidak Pasti | 52 | 18.2 |
| Ya | 151 | 52.8 |

Jadual 1: Latar Belakang Responden

b) Analisis Deskriptif Item Kajian

Jadual 2 menunjukkan respon pelajar terhadap 21 item yang berkaitan dengan kelebihan telefon pintar dalam pembelajaran. Item yang memperoleh skor paling tinggi adalah item 11 (skor min = 3.923) iaitu pelajar mendapati

telefon pintar dapat memudahkan mereka mengambil atau merakam gambar yang berkaitan dengan pembelajaran. Diikuti oleh item 16 (skor min = 3.846) iaitu mereka merasakan bahawa mereka boleh mengakses e-mel dengan mudah. Dan yang terakhir adalah item 18 (skor min = 3.818) di mana pelajar bersetuju bahawa telefon pintar dapat membantu pelajar berkongsi bahan kuliah di kalangan rakan sekelas seperti melalui WhatsApp atau Telegram dan lain-lain.

Jadual 2: Tahap Penerimaan Pelajar Terhadap Telefon Pintar Dalam Pembelajaran

| Item Kajian | Sisihan Piawai | Skor Min | Level |
|---|----------------|----------|-----------|
| 1. Mudah untuk menggunakan telefon pintar untuk membaca. | 1.161 | 3.427 | Sederhana |
| 2. Tidak memerlukan sebarang kemahiran celik komputer khas untuk digunakan. | 1.190 | 3.073 | Sederhana |
| 3. Mudah untuk mendapatkan semula bahan pembelajaran yang dimuat naik oleh pensyarah. | 1.142 | 3.720 | Sederhana |
| 4. Mesra pengguna dan fleksibel untuk digunakan dalam pembelajaran. | 1.149 | 3.608 | Sederhana |
| 5. Tidak menghadapi masalah teknikal semasa menggunakan telefon pintar untuk pembelajaran. | 1.193 | 2.853 | Rendah |
| 6. Interaksi dengan telefon pintar untuk pembelajaran adalah jelas dan boleh difahami. | 1.117 | 3.224 | Sederhana |
| 7. Mudah untuk mengambil penilaian subjek dengan mudah. | 1.142 | 3.266 | Sederhana |
| 8. Boleh menggantikan komputer riba peribadi untuk belajar. | 1.261 | 3.294 | Sederhana |
| 9. Membantu pelajar untuk mengakses maklumat dalam talian dengan pantas. | 1.108 | 3.699 | Sederhana |
| 10. Dapat menambah kemahiran dan pengalaman tambahan di luar bilik kuliah. | 1.115 | 3.608 | Sederhana |
| Item Kajian | Sisihan Piawai | Skor Min | Level |
| 11. Memudahkan pelajar mengambil/merakam gambar yang berkaitan dengan pembelajaran. | 1.115 | 3.923 | Sederhana |
| 12. Mudah untuk mengulang kaji nota dalam telefon pintar. | 1.154 | 3.619 | Sederhana |
| 13. Membolehkan pelajar menggunakan platform pembelajaran dalam talian (seperti google meet, MS Team dan lain-lain) dengan mudah. | 1.150 | 3.727 | Sederhana |
| 14. Mudah merakam kuliah yang disampaikan oleh pensyarah. | 1.208 | 3.612 | Sederhana |
| 15. Mudah menyusun jadual/ aktiviti kuliah dengan mudah. | 1.105 | 3.636 | Sederhana |
| 16. Boleh mengakses e-mel dengan mudah. | 1.085 | 3.846 | Sederhana |
| 17. Membantu pelajar menyimpan semua bahan kuliah. | 1.159 | 3.675 | Sederhana |
| 18. Membantu pelajar berkongsi bahan kuliah di kalangan rakan sekerja. | 1.061 | 3.818 | Sederhana |
| 19. Mudah berbincangan menggunakan telefon pintar dalam kumpulan dalam talian | 1.155 | 3.612 | Sederhana |
| 20. Membolehkan pelajar menggunakan platform media sosial untuk aktiviti kelas. | 1.085 | 3.720 | Sederhana |
| 21. Mendapat sokongan ibu bapa | 1.069 | 3.381 | Sederhana |

V. KESIMPULAN

Kajian ini dijalankan untuk menilai sejauh mana penerimaan pelajar terhadap telefon pintar dalam pendidikan. Secara keseluruhannya, kajian ini membuka pemahaman tentang kelebihan penggunaan telefon pintar terhadap pembelajaran. Keputusan analisis ini menunjukkan bahawa ramai bersetuju bahawa telefon pintar dapat membantu mereka dalam pembelajaran. Secara keseluruhannya, ramai yang menggunakan telefon pintar bersama dengan peranti yang lain seperti laptop, komputer peribadi atau tablet. Walaupun begitu tidak semua pelajar bersetuju terhadap item-item yang ditunjukkan dalam Jadual 2. Ini kemungkinan mereka tidak mempunyai telefon pintar yang baik ataupun liputan internet yang tidak baik. Oleh yang demikian, perlunya institusi pengajian tinggi untuk memikirkan semula implikasi penggunaan telefon

pintar untuk tujuan pembelajaran, supaya dapat merangsang pendekatan inovatif untuk meningkatkan penyertaan dan penglibatan pelajar dalam proses pembelajaran. Kajian ini juga mencadangkan supaya dasar pendidikan, latihan pensyarah, pembangunan amalan pengajaran dan pembelajaran khusus dibentuk bagi menangani bahaya dan ketagihan dalam penggunaan telefon pintar yang sepatutnya digunakan untuk membantu pelajar memaksimumkan masa belajar dan meningkatkan pembelajaran dengan berkesan.

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Tahap Pelibatan Dan Pembelajaran Sejarah Murid Menggunakan Aplikasi *Google Meet* Semasa PdPr

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Abstract- Penggunaan aplikasi *Google Meet* semasa pelaksanaan Pengajaran dan Pembelajaran Dari Rumah (PdPR) merupakan salah satu kaedah dalam Manual PdPR Versi 2 yang telah diperkenalkan oleh Kementerian Pendidikan Malaysia (KPM). Kajian ini bertujuan mengenalpasti tahap pelibatan murid dan kesan terhadap pembelajaran sejarah melalui aplikasi *Google Meet*. Tinjauan secara kuantitatif dijalankan melibatkan seramai 818 orang murid dari 12 buah sekolah menengah di sekitar Kota Kinabalu, Sabah. Data soal selidik dianalisis melalui perisian *Statistical Package for the Social Sciences* (SPSS) versi 23.0. Dapatan, menunjukkan skor tahap pelibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet* dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada pada tahap yang tinggi iaitu min = 3.77. Skor kesan pembelajaran sejarah melalui penggunaan aplikasi *Google Meet* terhadap murid juga pada tahap tinggi iaitu min = 3.83. *Alfa Cronbach* bagi keseluruhan instrumen pula adalah 0.902 (20 item yang menunjukkan bahawa instrumen yang digunakan mempunyai kebolehpercayaan yang tinggi dan boleh diterima). Implikasi kajian ini ialah dapat dijadikan rujukan atau sumber maklumat kepada guru-guru untuk melaksanakan pengajaran dan pembelajaran melalui aplikasi *Google Meet*. Selain itu, kajian ini boleh dijadikan sebagai rujukan Pejabat Pendidikan Daerah (PPD) dan Jabatan Pendidikan Negeri (JPN) serta ibu bapa atau penjaga bagi meningkatkan pelibatan murid dalam pembelajaran secara atas talian. Akhir sekali kajian ini boleh digunakan oleh penyelidik yang melaksanakan kajian berkaitan pembelajaran secara atas talian semasa pandemik COVID-19.

Kata Kunci: Pelibatan murid, pembelajaran sejarah, *Google Meet*

I. PENGENALAN

Coronavirus yang bermula di Wuhan China pada penghujung tahun 2019 telah tersebar luas ke seluruh dunia menjelang awal tahun 2020. Penularan yang berlaku ke merata dunia ini telah memberikan kesan terhadap keseluruhan kehidupan manusia. Lantaran itu, Coronavirus atau juga dikenali sebagai COVID-19 telah diisytiharkan sebagai pandemik oleh *World Health Organization* (WHO). (Mohd Rohiman Subri, Rohizani Yaakub dan Azlinda Boheran Nudin, 2021). Penularan virus COVID-19 yang begitu cepat sejak sekitar bulan Mac 2020 telah membawa kepada tindakan kerajaan Malaysia mengumumkan Perintah Kawalan Pergerakan (PKP). Pengumuman rasmi telah dibuat oleh Perdana Menteri Malaysia iaitu Tan Sri Muhyiddin bin Yassin pada 18 Mac 2020. Ekoran itu sesi persekolahan juga turut ditangguhkan dan bermula sesi PdPR. Menurut Losius Goliong, Ahsly Kasin, Marcelus Johnny dan Nazarius G. Yulip (2020) pelaksanaan PdPR ini sebagai alternatif kerana sistem pembelajaran secara konvensional tidak

dapat memenuhi tuntutan pendidikan sepanjang penguatkuasaan PKP. Ketika itu, guru menggunakan pelbagai pendekatan seperti PdP secara atas talian, PdP di luar talian atau gabungan kedua-duanya. Pada 20 Januari 2021 sesi persekolah telah dibuka secara berperingkat. Namun, disebabkan kes harian COVID-19 yang semakin meningkat, kerajaan telah memutuskan mengambil langkah yang lebih tegas dan ketat mengekang penularan wabak COVID-19 dalam masyarakat dan menghalang kenaikan kes secara mendadak. Lantaran itu, pendekatan PdPR dilaksanakan semula. Susulan daripada itu, guru-guru terus berusaha menggunakan pelbagai pendekatan bagi memastikan murid tetap belajar walaupun berlaku krisis disebabkan oleh pandemik COVID-19. Perkara ini termaktub dalam Manual PdPR Versi 2 yang menekankan murid berhak mendapat peluang mengikuti pendidikan meskipun mereka tidak hadir ke sekolah.

II. SOROTAN KAJIAN

Guru perlu mengaplikasikan teknologi dan menggunakan kaedah pengajaran yang lebih inovatif agar dapat meningkatkan pelibatan dan pembelajaran murid. Kajian Azor, Asogwa, Ogwu dan Apeh (2020) penggunaan *Youtube*, audio dan video memberi kesan yang amat positif ke atas minat, motivasi dan pencapaian sejarah murid sekolah menengah di Nigeria. Aljaraideh (2020) penggunaan kaedah bercerita secara digital memberi impak yang lebih besar ke atas motivasi dan pencapaian murid dalam Bahasa Inggeris di Jordan. Seterusnya, dalam kajian Marta Liesa-Orus, Cecilia Latorre-Coscolluela, Sandra Vazquez-Toledo & Veronica Sierra-Sanchez (2020) menjalankan kajian tinjauan yang melibatkan 345 profesor tentang penggunaan teknologi maklumat dan komunikasi (TMK). Dapatan kajian mereka ialah TMK memberikan kesan positif terhadap pembelajaran dan pembangunan kemahiran PAK-21 dalam kalangan pelajar. Oleh itu, pembelajaran berasaskan teknologi di luar negara memberikan impak terhadap keberkesanan pembelajaran murid.

Di Malaysia, (Johari Bin Hassan & Siti Norazlina Binti Kamisan, 2001), kekerapan penggunaan teknologi dan kemahiran penggunaan teknologi dalam kalangan guru di sekolah luar bandar adalah sederhana. Halangan-halangan yang timbul terhadap penggunaan komputer dan TMK dalam kalangan guru di dalam kelas adalah berkaitan dengan faktor masa, faktor latihan, faktor sikap dan banyak lagi. Penyelidik mendapati masih ada segelintir guru luar bandar yang tidak berminat langsung untuk menggunakan teknologi. Dalam PPPM (2013) penggunaan TMK di sekolah masih tidak mencapai tahap memuaskan, baik dari segi kualiti mahupun kuantiti. Didapati 80% guru menggunakan TMK kurang sejam seminggu dan hanya 1/3 guru sahaja yang menggunakan TMK secara tetap. Sehubungan itu, menerusi Anjakan 7 dalam Transformasi Sistem ialah memanfaatkan TMK

bagi meningkatkan kualiti pembelajaran di Malaysia. Usaha ini dijalankan kerana kementerian telah membelanjakan lebih 6 bilion untuk teknologi maklumat dan komunikasi dan inisiatif pendidikan, seperti sekolah bestari. Jumlah ini merupakan antara pelaburan modal paling intensif pernah dilakukan dalam sistem pendidikan. Pelaburan ini penting bagi memastikan matlamat melahirkan generasi yang selaras dengan 6 Aspirasi Murid yang berketrampilan dan berupaya bersaing di peringkat global.

Seterusnya, dapatan menunjukkan guru-guru di Malaysia semakin mesra mengaplikasikan teknologi dalam PdP. Lezah & Rosy Talin (2018) kemahiran guru dalam mengaplikasikan teknologi seperti video *YouTube* sebagai alat bantu mengajar dalam proses PdP sejarah berjaya menarik minat dan meningkatkan kefahaman dan daya ingatan murid kerana isi pengajaran disampaikan secara telus. Seterusnya, kajian Siti Balqis Mahlan dan Muniroh Hamat (2020) penggunaan *WhatsApp* merupakan pilihan sebagai medium utama untuk berkongsi bahan pengajaran. Nur Hazirah Hairia'an & Masayu Dzainudin (2020) aplikasi *WhatsApp* sebagai kaedah penyampaian PdP yang efektif dalam tempoh pelaksanaan PKP. Siti Balqis Mahlan, Muniroh Hamat (2020) pelbagai aplikasi yang tersedia boleh digunapakai oleh pensyarah dalam memantapkan PdP secara talian. Di antara yang kerap digunakan ialah *WhatsApp*, *Telegram*, *Google Meet*, *Goole Classroom*, *Microsoft Teams* dan *Zoom*. Seterusnya, dalam kajian Ritchie Len Joon Woei, Soon Singh Bikar, Balan Rathakrishnan & Zulfikar Rabe (2021), menunjukkan bahawa penggunaan *Word Wall* dalam PdP sejarah turut meningkat minat, motivasi dan pencapaian murid dalam mata pelajaran sejarah.

Penggunaan *Google Meet* berkembang sepanjang pandemik COVID-19 disebabkan oleh beberapa kelebihan iaitu *Google Meet* boleh diintergerasikan dengan aplikasi *Google* yang lain seperti *Google Classroom*, *Google Doc* dan sebagainya. Hal ini secara langsung akan memudahkan guru-guru dalam mengendalikan PdP secara dalam talian dengan berkesan (Ugartini Magesvaran & Zamri Mahamod, 2021). Agung Setyawan, Nurfinaz Aznam, Paidi, Tyasmiarni Citrawati & Kusdianto (2020) Kaedah kuliah dibantu oleh media *Google Meet* mempunyai pengaruh yang ketara dalam membina pengetahuan dan hasil pembelajaran pelajar dalam strategi pembelajaran syarahan di sekolah rendah. Penyampaian audio dan visual bersama-sama dapat diperhatikan dan didengari oleh murid-murid supaya mereka dapat belajar secara optimum. Seterusnya, Siti Balqis Mahlan dan Muniroh Hamat (2020) menyatakan bahawa guru-guru boleh merekod PdP melalui aplikasi *Google Meet* dan berkongsi kepada murid yang menghadapi kekangan untuk mengikut sesi PdPR. Ia juga akan menjadi rujukan pada bila-bila masa kepada murid untuk pembelajarannya. Selain itu, medium *Google Meet* mempunyai tahap keselamatan yang tinggi dan mempunyai *fitur White board* yang membolehkan guru mengajar dengan menulis, melukis dan *chalk and talk*. Murid juga berpendapat bahawa mereka sering menggunakan elemen-elemen serta ikon yang telah disediakan dalam *Google Meet* kerana ia sangat interaktif. Majoriti murid aktif berkomunikasi serta bersoal jawab dengan guru melalui forum dan *chat* yang disediakan

dalam *Google Meet* (Muhammad Izzat Mailis, Zuraini Hanim dan Nur Hafizaliyana, 2020). Oleh itu, dengan pelbagai kelebihan yang ada menjadikan *Google Meet* mesra guru dan murid dalam melaksanakan pembelajaran secara atas talian.

Tuntasnya, penggunaan teknologi dalam pendidikan penting dalam melahirkan generasi berkemahiran dan berupaya bersaing dalam dunia penuh cabaran. Ketika pandemik COVID-19 yang melanda seluruh dunia telah memberikan anjakan baru dalam penggunaan teknologi bagi menjayakan PdP. Pembelajaran secara atas talian melalui pelbagai aplikasi dilaksanakan sebagai satu pendekatan bagi memastikan murid dapat belajar walaupun tanpa bersemuka secara fizikal.

III. PERNYATAAN MASALAH

Bagi mengelakkan murid mengalami keciciran dari mendapatkan pembelajaran semasa tempoh PKP, guru perlu mengharungi kebiasaan baharu atau lebih dikenali sebagai *the new normal* dalam proses PdPR. (Nur Hazirah Hairia'an & Masayu Dzainudin, 2020). Pelbagai aplikasi atau platform digital digunakan oleh guru-guru dalam melaksanakan PdPR seperti *Whatsapp*, *Telegram*, *Google Meet*, *Google Classroom*, *Zoom*, *YouTube Live* dan sebagainya. Pada masa yang sama KPM telah mengambil inisiatif menghasilkan panduan pelaksanaan PdPR. Manual PdPR dibangunkan bertujuan untuk membantu guru melaksanakan PdPR sebagai alternatif pembelajaran norma baharu. Manual ini juga sebagai rujukan untuk pentadbir sekolah, pegawai PPD dan JPN serta bahagian di KPM. Dalam manual PdPR yang disediakan dijelaskan bahawa PdPR dilaksanakan apabila murid tidak dapat hadir ke sekolah dalam satu tempoh yang tertentu atas sebab bencana atau wabak atau sebab-sebab lain dengan kelulusan pendaftar negeri. PdPR ialah PdP yang dilaksanakan di rumah atau pusat komuniti atau di mana-mana lokasi yang bersesuaian. PdPR boleh dilaksanakan dalam talian dan/ atau luar talian dan/ atau *off-site* dengan berstruktur dan terancang. PdPR secara dalam talian berlaku apabila terdapat capaian internet dan penggunaan peranti yang membolehkan murid belajar secara *real time*. PdPR secara luar talian berlaku apabila murid belajar menggunakan peranti seperti komputer, komputer riba, tablet atau telefon pintar tanpa capaian internet. Pembelajaran juga boleh berlaku apabila murid belajar menggunakan buku teks atau bahan pembelajaran lain. (Manual PdPR, KPM 2020). Tuntasnya, manual yang disediakan oleh KPM menjadi panduan yang jelas agar guru-guru merancang PdP mengikut keupayaan guru dan murid.

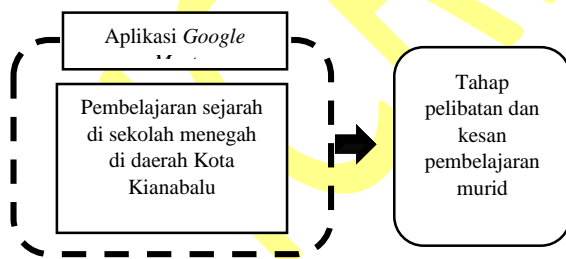
Sehubungan itu, kementerian telah menetapkan penggunaan aplikasi *Google Meet* sebagai medium pelaksanaan sesi PdP kerana aplikasi tersebut mudah diakses oleh murid dan mempunyai fungsi yang berguna. Fenny (2021) aplikasi *Google Meet* sebagai medium pembelajaran secara dalam talian di sekolah menengah menunjukkan tahap kesediaan murid secara keseluruhannya berada pada tahap yang sederhana. Kajian Agung Setyawan, Nurfinaz Aznam, Paidi, Tyasmiarni Citrawati & Kusdianto (2020) kaedah kuliah dibantu oleh media *Google Meet* mempunyai pengaruh yang ketara dalam membina pengetahuan dan hasil pembelajaran

pelajar dalam strategi pembelajaran syarahan di sekolah rendah. Penggunaan *Google Meet* lebih berkesan daripada kumpulan *Whatsapp*. Proses pembelajaran penyampaian maklumat dapat dijalankan dengan lebih optimum. Penyampaian audio dan visual bersama-sama dapat diperhatikan dan didengari oleh murid-murid supaya mereka dapat berfungsi secara optimum. Siti Balqis Mahlan, Muniroh Hamat (2020) *Google Meet* juga digunakan untuk interaksi secara terus di antara pensyarah dan pelajar. Memandangkan secara majoritinya akses capaian internet pelajar adalah dalam keadaan sederhana, pensyarah mengehendakan penggunaan *Google Meet*. Pensyarah juga ada merekod pembelajaran dan pemudahcaraan di dalam *Google Meet* dan seterusnya dikongsi semula kepada pelajar melalui *Whatsapp* dan juga *Google Classroom*.

Terdapat limitasi terhadap kajian-kajian yang lepas. Dalam kajian Fenny (2021) menyatakan penggunaan teknologi dalam pembelajaran semasa pandemik perlu kajian yang meluas iaitu perlu dilaksanakan dalam lingkungan yang lebih besar untuk mengetahui keberkesanan. Selain itu, dalam kajian Siti Balqis dan Muniroh (2020) mencadangkan kajian lanjut selepas melalui sendiri pengalaman belajar secara atas talian supaya dapat memantapkan kaedah yang sesuai untuk murid. Agung Setyawan et. al (2020) mendapati *Google Meet* mempunyai pengaruh yang ketara dalam membina pengetahuan dan hasil pembelajaran murid dalam strategi pembelajaran syarahan yang melibatkan peserta kajian di sekolah rendah. Justeru, kajian ini dijalankan bagi tahap pelibatan dan pembelajaran sejarah murid menggunakan aplikasi *Google Meet* semasa PdPR khusus di sekolah-sekolah menengah di Kota Kinabalu.

IV. TUJUAN KAJIAN

Kajian ini dijalankan bertujuan mengetahui tahap pelibatan dan pembelajaran sejarah murid menggunakan aplikasi *Google Meet* semasa PdPR khusus di sekolah-sekolah menengah di Kota Kinabalu.



Rajah 1: Kerangka Konseptual tahap pelibatan dan pembelajaran murid bagi mata pelajaran sejarah menggunakan aplikasi *Google Meet* semasa PdPR di sekolah-sekolah menengah di sekitar Kota Kinabalu.

Objektif Kajian

1. Mengenalpasti tahap pelibatan murid menggunakan aplikasi *Google Meet* semasa PdPR di sekolah menengah daerah Kota Kinabalu.
2. Mengenalpasti tahap pembelajaran sejarah murid menggunakan aplikasi *Google Meet* semasa PdPR di sekolah menengah daerah Kota Kinabalu.

Kepentingan Kajian

Antara kepentingan kajian ini dijalankan ialah dapat dijadikan sebagai rujukan atau sumber maklumat kepada guru-guru atau penyelidik berkaitan pembelajaran secara atas talian melalui aplikasi *Google Meet*. Selain itu, kajian ini boleh dijadikan sebagai rujukan pihak PPD, JPN dan KPM serta ibu bagi memantapkan penglibatan murid dalam pembelajaran secara atas talian. Seterusnya, kajian ini juga akan mengetengahkan kesan penggunaan *Google Meet* terhadap murid yang membolehkan guru-guru, PPD, JPN dan KPM menilai semula penggunaan *Google Meet* dalam pembelajaran semasa atau pasca pandemik. Akhir sekali, pihak yang bertanggungjawab boleh menggunakan kajian ini dengan skala yang lebih besar supaya ianya dapat memberikan gambaran menyeluruh tahap pelibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet*.

Batasan Kajian

Kajian ini hanya melibatkan tinjauan penggunaan aplikasi *Google Meet* khusus dalam pembelajaran sejarah. Selain itu, kajian ini dijalankan hanya melibatkan murid-murid sekolah menengah iaitu dari tingkatan 1 hingga 5 yang berada di sekitar bandaraya Kota Kinabalu sahaja. Oleh itu, kajian yang lebih menyeluruh terhadap penggunaan *Google Meet* boleh dilakukan pada masa akan datang. Kajian akan datang juga boleh menjurus kepada tahap pelibatan murid di sekolah rendah, pelajar institut pengajian tinggi atau yang berada di kawasan luar bandar khusus bagi mata pelajaran sejarah.

V. DEFINISI OPERATIONA

i. Pelibatan murid

Pelibatan murid merujuk kepada proses murid menjayakan aktiviti pembelajaran. Pelibatan murid dalam aktiviti PdP kebiasaannya dinilai berdasarkan pemerhatian di dalam bilik darjah. Kriteria-kriteria pemerhatian yang direkodkan dalam senarai semak ialah seperti kekerapan bertanya soalan, menjawab soalan guru, memberikan pendapat dalam kumpulan, membuat pembentangan dan membantu rakan menyelesaikan masalah. Melalui tingkah laku yang diperhatikan, guru dapat menentukan tahap pelibatan murid sama ada tinggi, sederhana atau lemah. Dengan itu, murid tersebut boleh dikategorikan sebagai murid aktif atau murid pasif. Sehubungan itu, guru memainkan peranan penting bagi merancang dan melaksanakan pengajaran yang mampu menggalakkan pelibatan murid untuk memberi respon, membuat tugas, membentangkan hasil kerja secara atas talian bagi membolehkan proses penilaian terhadap pelibatan murid dapat dilaksanakan (Fenny Lau Yeo Feng, 2021). Perkara ini selaras dengan lima peranan guru dalam Standard Kualiti Penarafan Malaysia Gelombang 2 (SKPMGg2) Standard 4 bagi melibatkan murid sebagai pembelajar aktif, guru memainkan peranan sebagai perancang, pengawal, pembimbing, pendorong, penilai. Justeru, guru perlu memahami dan mengaplikasikan setiap elemen dalam SKPMGg2 agar dapat memastikan pelibatan aktif murid dalam proses menguasai pengetahuan dan kemahiran.

ii. Pembelajaran murid

Mok Soon Sang (2000) pembelajaran sebagai perubahan yang lebih maju, lebih tinggi dan lebih baik daripada tingkah laku sedia ada. Mok menyatakan terdapat 7 ciri pembelajaran iaitu: i. Pembelajaran merupakan proses yang berperingkat bermula dari proses rangsangan deria diikuti dengan pembentukan konsep dalam fikiran dan diakhiri dengan perubahan tingkah laku, ii. Hasil pembelajaran ialah perubahan tingkahlaku dari tahap rendah ke tahap lebih tinggi, iii. Perubahan tingkahlaku adalah stabil dan kekal selepas pembelajaran, iv. Pembelajaran proses berterusan, v. Hasil pembelajaran akibat perolehan pengalaman atau latihan, vi. Pembelajaran berlaku ke atas aktiviti sendiri mengikut motif atau motivasi, vii. Pembelajaran boleh berlaku secara formal atau tidak formal. Seterusnya, konsep pembelajaran haruslah dipandang sebagai satu proses yang terdiri daripada beberapa langkah yang membolehkan seseorang dari keadaan yang tidak tahu menjadi seseorang yang berpengetahuan, dari seseorang yang tidak berkebolehan menjadi seseorang yang cekap dan daripada seseorang yang tidak ambil peduli tentang sesuatu kejadian atau keadaan yang berlaku kepada seseorang yang berminat dan bertanggungjawab (Meor Ibrahim Kamaruddin & Assaadah Mohamad, 2011). Sehubungan itu, kejayaan sesuatu sistem pendidikan dinilai melalui tahap pembelajaran murid dan perkembangan murid semasa mereka melalui sistem tersebut (PPP, 2013). Tuntasnya, pembelajaran murid merupakan proses yang melibatkan murid, memahami, meneroka, membina pengetahuan dan kemahiran berfikir yang berupaya meningkatkan pengetahuan, pengalaman dan kemahiran diperlukan.

iii. Pengajaran dan Pembelajaran Dari Rumah (PdPR)

PdPR bermaksud pengajaran dan pembelajaran (PdP) yang dilaksanakan di rumah atau pusat komuniti atau di mana-mana lokasi yang bersesuaian. PdPR boleh dilaksanakan dalam talian dan/atau luar talian secara berstruktur dan terancang. PdPR dilaksanakan apabila murid tidak dapat hadir ke sekolah dalam satu tempoh yang tertentu atas sebab bencana atau wabak atau sebab-sebab lain dengan kelulusan pendaftar negeri (KPM, 2020). Louis et. al (2020) menyatakan Pendidikan Jarak Jauh (PJJ) merupakan satu kaedah pengajaran yang tidak memerlukan murid berada setempat dengan guru di mana murid belajar secara bersendirian, tidak bertatap muka dan berada jauh dari guru serta proses pembelajaran dikawal oleh murid sendiri. PdPR boleh dilaksanakan secara dalam talian atau luar talian atau secara luar kawasan sekolah (*off-site*). Guru boleh melaksanakan PdPR dengan menggunakan satu daripada kaedah ini atau gabungan kaedah mengikut kesesuaian (KPM, 2020). Dunia pendidikan dalam era pandemik yang melibatkan murid belajar dari rumah tanpa bersemuka dengan guru telah mula menuju ke arah PdP dalam talian yang menggunakan pelbagai aplikasi yang sedia ada. PdP dalam talian merupakan sebarang bentuk aktiviti akademik yang disampaikan melalui penggunaan teknologi digital dan internet. Pembelajaran secara atas talian semasa PdPR juga berlandaskan sumber dan peralatan teknologi komputer (Nur Hanisah Ahmad Saifudin & Mohd Isa Hamzah, 2021). Bahan yang disampaikan menggunakan media ini mempunyai teks, grafik visual, perkataan, animasi, video serta audio. Oleh itu pembelajaran tanpa

bersemuka antara guru dan murid membawa kepada perubahan pendekatan berasaskan teknologi bagi membolehkan proses PdP terus berjalan.

iv. Google Meet

Google Meet atau dahulu dikenali sebagai *Hangouts Meet* ialah perkhidmatan komunikasi video yang dibangunkan oleh *Google*. *Google* telah menghentikan *Google Hangouts* pada Oktober 2019 (Aswir, Muhammad Sofian Hadi & Fatimah Rosiana Dewi, 2021). *Google* telah memperkembangkan *Google Meet* dengan tambahan 30 faktor kelebihan yang cukup memuaskan. Penggunaan *Google Meet* berkembang sepanjang pandemik COVID-19 disebabkan oleh beberapa kelebihan iaitu *Google Meet* boleh diintergrasikan dengan aplikasi *Google* yang lain seperti *Google Classroom*, *Google Doc* dan sebagainya. Hal ini secara langsung akan memudahkan guru-guru dalam mengendalikan PdP secara dalam talian dengan berkesan (Ugartini Magesvaran & Zamri Mahamod, 2021). Seterusnya, Siti Balqis Mahlan dan Muniroh Hamat (2020) menyatakan bahawa guru-guru boleh merekod PdP melalui aplikasi *Google Meet* dan berkongsi kepada murid yang menghadapi kekangan untuk mengikuti sesi PdPR. Ia juga akan menjadi rujukan pada bila-bila masa kepada murid untuk pembelajarannya. Selain itu, medium *Google Meet* mempunyai tahap keselamatan yang tinggi dan mempunyai *fitur White board* yang membolehkan guru mengajar dengan menulis, melukis dan *chalk and talk*. Murid juga berpendapat bahawa mereka sering menggunakan elemen-elemen serta ikon yang telah disediakan dalam *Google Meet* kerana ia sangat interaktif. Majoriti murid aktif berkomunikasi serta bersoal jawab dengan guru melalui forum dan *chat* yang disediakan dalam *Google Meet* (Muhammad Izzat Mailis, Zuraini Hanim dan Nur Hafizaliyana, 2020). Oleh itu, dengan pelbagai kelebihan yang ada menjadikan *Google Meet* mesra guru dan murid dalam melaksanakan pembelajaran secara atas talian.

iv. Mata Pelajaran Sejarah

Sejarah ialah mata pelajaran teras dalam Kurikulum Standard Sekolah Menengah (KSSM) yang wajib dipelajari oleh semua murid secara berterusan dari Tingkatan Satu hingga Tingkatan Lima. Kurikulum sejarah sekolah menengah dilaksanakan secara bersepadu. Kesepaduan disiplin sejarah merangkumi aspek kandungan pengetahuan, Kemahiran Pemikiran Sejarah (KPS), Elemen Kewarganegaraan dan Nilai Sivik (EKNS). KSSM Sejarah adalah disiplin ilmu yang dinamik selaras dengan transformasi kurikulum yang menekankan perkembangan pembelajaran sepanjang hayat. Pendekatan PdP mata pelajaran sejarah menjurus kepada pemupukan Kemahiran Berfikir Aras Tinggi (KBAT) bagi memenuhi matlamat dan aspirasi negara. Kepelbagaian kaedah PdP sejarah ialah kemahiran berfikir, kajian kes, kemahiran teknologi maklumat dan komunikasi, pengajaran berasaskan kajian masa depan, pembelajaran secara konstruktivisme, pembelajaran secara kontekstual, pengaplikasian *Theory of Constraints* (TOC) dan Pembelajaran Abad ke-21 (PAK-21). KSSM sejarah mengaplikasikan kurikulum holistik dan futuristik yang menekankan kepada kurikulum bertaraf dunia serta

berkaitan rapat dengan perkembangan teknologi maklumat dan komunikasi. Oleh itu, KSSM sejarah sebagai satu disiplin ilmu akan menjadikan seseorang murid arif dan peka sejarah serta menyediakan mereka bagi menghadapi cabaran masa depan dengan memahami peristiwa masa lalu serta menghayati perjuangan tokoh-tokoh negara (KPM, 2019).

VI. TEORI

Teori Humanistik dipelopori oleh dua orang pakar yang terkenal iaitu Abraham Maslow dan Carl Rogers. Teori Humanistik memfokuskan kepada perkara-perkara yang berkaitan secara langsung dengan individu, keunikan diri sendiri bagi seseorang individu dan juga kepentingan kemanusiaan terhadap individu. Mengikut teori tersebut, manusia mempunyai keperluan dan keperluan asas. Sekiranya keperluan dan keperluan asas dipenuhi sepenuhnya maka secara langsung individu dapat memotivasikan individu sendiri ke peringkat yang lebih tinggi iaitu mencapai tahap kesempurnaan diri. Carl Rogers menyatakan potensi yang terdapat dalam diri individu akan melahirkan *esteem* sendiri dan membantu kepada perkembangan potensi diri. Potensi diri positif ini jika disokong dengan persekitaran yang kondusif dan yang dapat memberi rangsangan dan membolehkan potensi diri akan terus berkembang. (Mok Soon Sang, 2000) Ini akan melahirkan individu yang mempunyai *esteem* sendiri yang tinggi. Sekiranya kita mempunyai *esteem* sendiri yang rendah, ia turut mempengaruhi cara seseorang berhubung dengan orang lain. Ini menjejaskan hubungan kita dalam masyarakat (Khalim Zainal, 2008). Ini bermakna sekiranya persekitaran dapat menggalakan pelibatan murid dalam pembelajaran akan memberikan peluang kepada murid memajukan dan mengembangkan potensi diri. Melalui pelbagai sokongan tersebut, dapat memudahkan murid melalui norma baharu dan membina kemajuan diri. Siti Azura Abu Hassan, Suzana Zainol Abidin, Zulkurnain Hassan (2021) Komitmen semua pihak termasuk pihak pengurusan organisasi, pensyarah mahupun pelajar amat diperlukan bagi menjamin keberkesanan pembelajaran dan pengajaran dalam talian. Oleh itu, ibu bapa, penjaga, guru dan pihak sekolah memainkan peranan agar lebih empati dan memberikan sokongan kepada keperluan dan keperluan asas murid.

Selain itu, Teori Kesejahteraan Psikologi Ryff 1989, turut sesuai dengan situasi murid semasa pandemik COVID-19. Teori yang menekankan 6 dimensi iaitu autonomi (*autonomy*), penguasaan persekitaran (*environmental mastery*), pertumbuhan sendiri (*personal growth*), hubungan positif dengan orang lain (*positive relations with others*), tujuan hidup (*purpose in life*) dan penerimaan diri (*self-acceptance*) (Abdul Rashid Abdul Aziz, Amin Al Haadi Shafie, Umi Hamidaton Mohd Soffian Lee dan Raja Nur Syafiqah Raja Ashaari, 2020). Kesejahteraan psikologi mendorong manusia agar dapat mengenali kualiti dan keupayaan diri sendiri seterusnya berusaha membangunkan potensi diri dalam persekitaran yang dihadapi. Penerimaan positif terhadap diri sendiri dan membina hubungan positif sesama insan akan mempermudah perjalanan kehidupan seharian. Oleh itu, individu yang berupaya beradaptasi dengan persekitaran akan berupaya mengatasi cabaran atau kesukaran dan mencipta peluang untuk berjaya dalam kehidupan. Tuntasnya, teori ini sesuai dihayati dan

diaplikasikan oleh murid dan guru dalam situasi mencabar seperti pandemik COVID-19 bagi meredakan rasa tegang dengan pelbagai perubahan dan tuntutan, agar sentiasa yakin dengan kebolehan dan kemampuan diri seterusnya menghadapi persekitaran yang sentiasa berubah-ubah.

VII. METODOLOGI KAJIAN

Reka Bentuk Kajian

Kaedah tinjauan merupakan penyelidikan yang melibatkan pungutan data dari populasi untuk memahami suatu situasi terkini tentang populasi dan satu atau dua pembolehubah (Noraini Idris, 2013). Seterusnya, daripada hasil sampel, penyelidik membuat generalisasi atau membuat inferens kepada populasi. Kaedah tinjauan dipilih kerana melibatkan jumlah peserta seramai 818 orang murid. Menurut Chua (2011) kaedah tinjauan sesuai boleh dilakukan dengan menggunakan saiz sampel yang besar. Selain itu, jawapan subjek dapat dikumpul secara terus dalam masa yang singkat. Keputusan analisis juga diperolehi dalam masa yang singkat dan dapat menghuraikan sikap, pandangan, kepercayaan, perasaan, tingkah laku dan sebagainya. Borang soal selidik dibangunkan menggunakan *Google Form*. Soal selidik disediakan dan telah dipanjangkan kepada ketua panitia sejarah bagi sekolah-sekolah yang terlibat.

Pemilihan Peserta Kajian

Prosedur persampelan kelompok (*cluster sampling*) dilakukan apabila kajian dilakukan ke atas populasi yang melibatkan kawasan yang luas dan bilangan subjek yang banyak dalam populasi, di mana senarai nama tidak dapat diperolehi. (Chua, 2011) Dalam kajian yang dijalankan, populasi terdiri daripada murid tingkatan 1 hingga 5 di sekolah menengah daerah Kota Kinabalu. Seramai 818 orang murid dipilih mengisi borang soal selidik yang melibatkan 12 buah sekolah.

Instrumen Kajian

Instrumen soal selidik telah diadaptasi dan diubahsuai daripada kajian lepas iaitu Zakaria bin Saad, Baskaran Subramaniam, Malar Muthiah, Abdul Malek Yaakub, Chin Soo Fong, Othayakumaran a/l Kandasamy (2020). Instrumen ini digunakan untuk mengetahui Kesediaan Penggunaan *Google Meet* Sebagai Platform Pengajaran Dan Pembelajaran Dalam Talian Bagi Siswa Guru Di Institut Pendidikan Guru Kampus Sultan Abdul Halim. Terdapat 3 bahagian dalam instrum iaitu Bahagian A merupakan demografi peserta kajian. Seterusnya, Bahagian B merupakan penglibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet*. Diikuti dengan Bahagian C merupakan tahap pembelajaran murid menggunakan aplikasi *Google Meet*. Item yang dibina ringkas dan mudah difahami bagi murid sekolah menengah. Menurut Chua (2011) item yang dibina perlu menggunakan ayat yang pendek, ringkas dan dapat mewakili dengan tepat konsep yang ingin diukur. Jenis item yang digunakan dalam kajian ini ialah item pilihan tunggal untuk bahagian A. Bagi bahagian B dan C item jenis mengikut susunan kesesuaian 5 skala likert digunakan.

Kaedah Penganalisan Data

Prosedur penganalisan data dijalankan berdasarkan objektif yang telah dikemukakan dengan menganalisis secara deskriptif dan inferensi melalui perisian *Statistical Package for the Social Sciences (SPSS)* versi 23.0 dimana analisis deskriptif akan direkod dalam bentuk min, sisihan piawai, frekuensi dan peratus. Tahap skor min skala likert lima mata bagi persoalan kajian ini digunakan berdasarkan cadangan Pallant seperti berikut:

JADUAL 1: TAHAP SKOR MIN SKALA LIKERT LIMA MATA BAGI PERSOALAN DIGUNAKAN BERDASARKAN CADANGAN PALLANT.

| Min Skor | Tahap |
|--------------|-----------|
| 0.00 – 21.33 | Rendah |
| 2.34 – 3.66 | Sederhana |
| 3.67 – 5.00 | Tinggi |

Prosedur Kajian

Pengkaji berhubung dengan ketua panitia mata pelajaran sejarah bagi sekolah-sekolah yang terlibat dalam mendapatkan maklum balas respondend. Ketua panitia akan memanjangkan soal selidik kepada murid-murid. Pada peringkat awal, pengkaji menetapkan tiga hari untuk kutipan data dengan jangkaan mendapat 200 orang responden. Setelah jumlah responden yang diperlukan mencukupi *link Google Form* ditutup. Pengkaji memberikan ucapan penghargaan kepada ketua panita mata pelajaran yang membantu dalam menjayakan kajian ini. Penghargaan terima kasi juga dipanjangkan kepada murid-murid yang terlibat sebagai responden.

VIII. DAPATAN KAJIAN

Demografi Responden

Kajian ini menunjukkan tumpuan demografi sampel kajian yang telah digunakan dalam menjayakan kajian ini. Seramai 818 orang murid sekolah menengah di daerah Kota Kinabalu telah terlibat di dalam kajian ini. Data demografi seperti jantina, pekerjaan ibu/bapa/penjaga dan pendapatan ibu dan bapa dibentangkan dalam bentuk jadual dan rajah berdasarkan bilangan dan peratusan responden. Taburan demografi responden dipaparkan dalam Jadual 2 hingga Jadual 4 di bawah.

i. Taburan Responden Mengikut Jantina

Daripada keseluruhan 818 responden yang terlibat dalam kajian ini, seramai 272 orang atau 33.3 peratus adalah terdiri daripada murid lelaki, manakala seramai 546 orang atau 66.7 peratus lagi terdiri daripada murid perempuan. Ini menunjukkan bahawa jumlah responden dalam kalangan murid perempuan melebihi jumlah murid lelaki dalam kajian ini.

JADUAL 2: TABURAN RESPONDEN MENGIKUT JANTINA

| | Bilangan | Peratus |
|-----------|----------|---------|
| Lelaki | 272 | 33.3 |
| Perempuan | 546 | 66.7 |

ii. Taburan Responden Mengikut Pekerjaan Ibu/Bapa/Penjaga

Seterusnya, profil responden mengikut pekerjaan ibu/bapa/penjaga menunjukkan seramai 363 orang (44.4%) daripada sektor kerajaan, seramai 207 orang

(25.3%) daripada sektor swasta dan bakinya seramai 248 orang (30.3%) lagi daripada persendirian.

JADUAL 3: TABURAN RESPONDEN MENGIKUT PEKERJAAN IBU/BAPA/PENJAGA

| | Bilangan | Peratus |
|-----------------|----------|---------|
| Sektor Kerajaan | 363 | 44.4 |
| Sektor Swasta | 207 | 25.3 |
| Persendirian | 248 | 30.3 |

iii. Taburan Responden Mengikut Pendapatan Ibu dan Bapa

Manakala bagi profil responden mengikut pendapatan ibu dan bapa pula menunjukkan seramai 131 orang (16.0%) berpendapatan RM1000 dan ke bawah, seramai 178 orang (21.8%) berpendapatan RM1001 hingga RM2000, seramai 189 orang (23.1%) berpendapatan RM2001 hingga RM3000, seramai 115 orang (14.1%) berpendapatan RM3001 hingga RM4000 dan seramai 205 orang (25.1%) berpendapatan RM4001 dan ke atas.

JADUAL 4: TABURAN RESPONDEN MENGIKUT PENDAPATAN IBU DAN BAPA

| | Bilangan | Peratus |
|----------------------|----------|---------|
| RM1000 dan ke bawah | 131 | 16.0 |
| RM1001 hingga RM2000 | 178 | 21.8 |
| RM2001 hingga RM3000 | 189 | 23.1 |
| RM3001 hingga RM4000 | 115 | 14.1 |
| RM4001 dan ke atas | 205 | 25.1 |

Kemudahan Mengikuti Pembelajaran Secara Atas Talian

Dalam bahagian ini, kemudahan mengikuti pembelajaran secara atas talian seperti mempunyai telefon pintar, mempunyai komputer riba/ komputer, talian internet stabil dan data mencukupi juga dibentangkan dalam bentuk jadual dan rajah berdasarkan bilangan dan peratusan responden. Taburan kemudahan mengikuti pembelajaran secara atas talian dipaparkan dalam Jadual 5 hingga Jadual 8.

i. Mempunyai Telefon Pintar

Hasil dapatan menunjukkan seramai 797 orang (97.4%) mempunyai telefon pintar, manakala bakinya seramai 21 orang (2.6%) lagi tidak mempunyai telefon pintar.

JADUAL 5: MEMPUNYAI TELEFON PINTAR

| | Bilangan | Peratus |
|-------|----------|---------|
| Ya | 797 | 97.4 |
| Tidak | 21 | 2.6 |

ii. Mempunyai Komputer Riba/ Komputer

Seterusnya, Jadual 6 menunjukkan seramai 528 orang (64.5%) mempunyai komputer riba/komputer, manakala bakinya seramai 290 orang (35.5%) lagi tidak mempunyai komputer riba/komputer.

JADUAL 6: MEMPUNYAI KOMPUTER RIBA/ KOMPUTER

| | Bilangan | Peratus |
|--|----------|---------|
|--|----------|---------|

| | | |
|-------|-----|------|
| Ya | 528 | 64.5 |
| Tidak | 290 | 35.5 |

iii. Talian Internet Stabil

Manakala dari segi talian internet stabil pula menunjukkan seramai 556 orang (68.0%) mendapat talian internet stabil, manakala bakinya seramai 262 orang (32.0%) lagi tidak mendapat talian internet stabil.

JADUAL 7: TALIAN INTERNET STABIL

| | Bilangan | Peratus |
|-------|----------|---------|
| Ya | 556 | 68.0 |
| Tidak | 262 | 32.0 |

iv. Data Mencukupi

Terakhir, hasil dapatan menunjukkan seramai 589 orang (72.0%) mendapat data yang mencukupi, manakala bakinya seramai 229 orang (28.0%) lagi tidak mendapat data yang mencukupi.

JADUAL 8: DATA MENCUKUPI

| | Bilangan | Peratus |
|-------|----------|---------|
| Ya | 589 | 72.0 |
| Tidak | 229 | 28.0 |

Kebolehpercayaan data sebenar

Jadual 9 menunjukkan julat kebolehpercayaan bagi penglibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet* dan kesan penggunaan aplikasi *Google Meet* terhadap pembelajaran murid semasa pengajaran dan pembelajaran dari rumah bagi mata pelajaran sejarah dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada di antara 0.864 hingga 0.950. Manakala *alfa Cronbach* bagi keseluruhan instrumen pula adalah 0.902 (20 item). Maka, jadual *alfa Cronbach* di atas menunjukkan bahawa instrumen yang digunakan mempunyai kebolehpercayaan yang tinggi dan boleh diterima. Kebolehpercayaan sering dirujuk bagi menggambarkan kestabilan dan ketekalan dalaman (Creswell, 2005). Sekaran (1992) nilai kebolehpercayaan yang kurang daripada 0.60 adalah dianggap rendah dan tidak boleh diterima, nilai Alfa antara 0.60 hingga 0.80 adalah diterima manakala nilai Alfa yang melebihi 0.80 adalah dianggap baik.

JADUAL 9: KEBOLEHPERCAYAAN DATA SEBENAR

| Pemboleh ubah | Alfa Cronbach | Bilangan Item |
|--|---------------|---------------|
| Penglibatan murid dalam pembelajaran sejarah melalui aplikasi <i>Google Meet</i> | 0.864 | 10 |
| Kesan penggunaan aplikasi <i>Google Meet</i> terhadap pembelajaran sejarah murid | 0.950 | 10 |
| Keseluruhan | 0.902 | 20 |

Tahap penglibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet*

Keputusan kajian ini adalah untuk menjawab objektif dan persoalan kajian pertama iaitu mengenalpasti tahap penglibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet*. Bagi memberi gambaran yang lebih

jasas, analisis deskriptif seperti yang ditunjukkan dalam Jadual 10 di bawah.

JADUAL 10: TAHAP PELIBATAN MURID DALAM PEMBELAJARAN SEJARAH MELALUI APLIKASI *GOOGLE MEET*

| No | Pernyataan | STS | TS | KS | S | SS | Min | SP |
|--------------------|--|-------------|-------------|---------------|---------------|---------------|-------------|-------------|
| B1 | Saya suka menggunakan <i>Google Meet</i> kerana mudah diakses. | 6 (0.7) | 15 (1.8) | 125 (15.3) | 485 (59.3) | 187 (22.9) | 4.02 | .722 |
| B2 | Saya hadir setiap kali sesi <i>Google Meet</i> mata pelajaran sejarah. | 5 (0.6) | 20 (2.4) | 175 (21.4) | 380 (46.5) | 238 (29.1) | 4.01 | .811 |
| B3 | Saya mengajukan persoalan secara lisan atas talian menggunakan <i>Google Meet</i> . | 19 (2.3) | 63 (7.7) | 303 (37.0) | 368 (45.0) | 65 (7.9) | 3.49 | .838 |
| B4 | Saya mengajukan persoalan melalui chat secara atas talian menggunakan <i>Google Meet</i> . | 11 (1.3) | 41 (5.0) | 176 (21.5) | 429 (52.4) | 161 (19.7) | 3.84 | .842 |
| B5 | Saya menjawab soalan secara lisan secara atas talian menggunakan <i>Google Meet</i> . | 13 (1.6) | 39 (4.8) | 223 (27.3) | 409 (50.0) | 134 (16.4) | 3.75 | .841 |
| B6 | Saya menjawab soalan melalui chat secara atas talian menggunakan <i>Google Meet</i> . | 8 (1.0) | 20 (2.4) | 135 (16.5) | 477 (58.3) | 178 (21.8) | 3.97 | .754 |
| B7 | Saya berbincang secara lisan dengan rakan dan guru secara atas talian menggunakan <i>Google Meet</i> . | 23 (2.8) | 49 (6.0) | 263 (32.2) | 381 (46.6) | 102 (12.5) | 3.60 | .883 |
| B8 | Saya berbincang melalui chat dengan rakan dan guru secara atas talian menggunakan <i>Google Meet</i> . | 14 (1.7) | 35 (4.3) | 178 (21.8) | 435 (53.2) | 156 (19.1) | 3.84 | .841 |
| B9 | Saya boleh share skrin semasa sesi <i>Google Meet</i> . | 26 (3.2) | 77 (9.4) | 257 (31.4) | 337 (41.2) | 121 (14.8) | 3.55 | .961 |
| B10 | Saya boleh membenteng secara atas talian menggunakan <i>Google Meet</i> . | 29 (3.5) | 65 (7.9) | 335 (41.2) | 372 (45.5) | 117 (14.3) | 3.59 | .949 |
| Keseluruhan | | | | | | | 3.77 | .568 |

Tahap pelibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet* diukur oleh 10 item. Jadual 10 menunjukkan enam item mempunyai skor yang tinggi, manakala empat item lagi mempunyai skor yang sederhana. Item B1 iaitu "Saya suka menggunakan *Google Meet* kerana mudah diakses." mencatatkan min yang tertinggi (min = 4.02, SP = 0.722). Diikuti dengan item B2 iaitu "Saya hadir setiap kali sesi *Google Meet* mata pelajaran sejarah." (min = 4.01, SP = 0.811), item B6 iaitu "Saya menjawab soalan melalui chat secara atas talian menggunakan *Google Meet*." (min = 3.97, SP = 0.754), item B4 iaitu "Saya mengajukan persoalan melalui chat secara atas talian menggunakan *Google Meet*." (min = 3.84, SP = 0.842), item B8 iaitu "Saya berbincang melalui chat dengan rakan dan guru secara atas talian menggunakan *Google Meet*." (min = 3.84, SP = 0.841) dan item B5 iaitu "Saya menjawab soalan secara lisan secara atas talian menggunakan *Google Meet*." (min = 3.75, SP = 0.841). Item yang mencatatkan skor yang sederhana ialah item B7 iaitu "Saya berbincang secara lisan dengan rakan dan guru secara atas talian menggunakan *Google Meet*." (min = 3.60, SP = 0.883) dan item C10 iaitu "Saya membenteng secara atas talian menggunakan *Google Meet*." (min = 3.59, SP = 0.949), item B9 iaitu "Saya boleh share skrin semasa sesi *Google Meet*." (min = 3.55, SP = 0.961) dan item B3 iaitu "Saya mengajukan persoalan secara lisan atas talian menggunakan *Google Meet*." (min = 3.49, SP = 0.838). Secara keseluruhannya menunjukkan skor tahap pelibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet* (min = 3.77, SP = 0.568) dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada pada tahap yang tinggi.

Tahap pembelajaran murid menggunakan aplikasi *Google Meet*

Keputusan kajian ini adalah untuk menjawab objektif dan persoalan kajian kedua iaitu mengetahui kesan penggunaan aplikasi *Google Meet* terhadap pembelajaran Sejarah murid. Bagi memberi gambaran yang lebih jelas,

analisis deskriptif seperti yang ditunjukkan dalam Jadual 11 di bawah.

JADUAL 11: TAHAP PEMBELAJARAN MURID BAGI MATA PELAJARAN SEJARAH MENGGUNAKAN APLIKASI GOOGLE MEET

| No | Pernyataan | STS | TS | KS | S | SS | Mfa | SP |
|-----|--|-------------|-------------|---------------|---------------|---------------|-------------|-------------|
| C1 | Penggunaan <i>Google Meet</i> membolehkan saya mengikuti sesi pembelajaran sejarah. | 5 (0.6) | 15 (1.8) | 115 (14.1) | 459 (56.1) | 224 (27.4) | 4.08 | .733 |
| C2 | Penggunaan <i>Google Meet</i> memupuk minat terhadap pembelajaran sejarah. | 16 (2.0) | 25 (3.1) | 229 (28.0) | 395 (48.3) | 153 (18.7) | 3.79 | .849 |
| C3 | Penggunaan <i>Google Meet</i> membolehkan saya fokus terhadap pembelajaran sejarah. | 15 (1.8) | 27 (3.3) | 233 (28.5) | 397 (48.5) | 146 (17.8) | 3.77 | .842 |
| C4 | Penggunaan <i>Google Meet</i> membolehkan saya memahami isi pelajaran sejarah. | 11 (1.3) | 24 (2.9) | 168 (20.5) | 456 (55.7) | 159 (19.4) | 3.89 | .792 |
| C5 | Penggunaan <i>Google Meet</i> membolehkan saya menguasai isi pelajaran. | 11 (1.3) | 25 (3.1) | 211 (25.8) | 435 (53.2) | 136 (16.6) | 3.81 | .794 |
| C6 | Penggunaan <i>Google Meet</i> membolehkan saya mengemukakan idea dan pandangan. | 8 (1.0) | 29 (3.5) | 220 (26.9) | 435 (53.2) | 126 (15.4) | 3.78 | .779 |
| C7 | Penggunaan <i>Google Meet</i> membolehkan saya mendapat TP yang baik dalam PBD. | 11 (1.3) | 28 (3.4) | 199 (24.3) | 430 (52.6) | 150 (18.3) | 3.83 | .811 |
| C8 | Penggunaan <i>Google Meet</i> meningkatkan keyakinan saya belajar. | 14 (1.7) | 39 (4.8) | 255 (31.2) | 385 (47.1) | 125 (15.3) | 3.69 | .847 |
| C9 | Penggunaan <i>Google Meet</i> membolehkan saya yakin menjawab soalan-soalan sejarah. | 13 (1.6) | 47 (5.7) | 240 (29.3) | 409 (50.0) | 109 (13.3) | 3.68 | .834 |
| C10 | Penggunaan <i>Google Meet</i> meningkatkan kemahiran saya dalam ICT/ teknologi. | 4 (0.5) | 27 (3.3) | 155 (18.9) | 423 (51.7) | 209 (25.6) | 3.99 | .788 |
| | Keseluruhan | | | | | | 3.83 | .671 |

Dalam kajian ini, tahap pembelajaran murid menggunakan aplikasi *Google Meet* diukur oleh 10 item. Jadual 11 menunjukkan kesemua sepuluh item tersebut mempunyai skor yang tinggi, dengan julat min item berada antara 3.68 hingga 4.08. Hasil kajian ini menunjukkan item C1 iaitu "Penggunaan *Google Meet* membolehkan saya mengikuti sesi pembelajaran sejarah." mencatatkan min yang tertinggi (min = 4.08, SP = 0.733). Diikuti dengan item C10 iaitu "Penggunaan *Google Meet* meningkatkan kemahiran saya dalam ICT/ teknologi." (min = 3.99, SP = 0.788) dan seterusnya item C4 iaitu "Penggunaan *Google Meet* membolehkan saya memahami isi pelajaran sejarah." (min = 3.89, SP = 0.792), item C7 iaitu "Penggunaan *Google Meet* membolehkan saya mendapat TP yang baik dalam PBD." (min = 3.83, SP = 0.811), item C5 iaitu "Penggunaan *Google Meet* membolehkan saya menguasai isi pelajaran." (min = 3.81, SP = 0.794), item C2 iaitu "Penggunaan *Google Meet* memupuk minat terhadap pembelajaran sejarah." (min = 3.79, SP = 0.849), item C6 iaitu "Penggunaan *Google Meet* membolehkan saya mengemukakan idea dan pandangan." (min = 3.78, SP = 0.779), item C3 iaitu "Penggunaan *Google Meet* membolehkan saya fokus terhadap pembelajaran sejarah." (min = 3.77, SP = 0.842), item C8 iaitu "Penggunaan *Google Meet* meningkatkan keyakinan saya belajar." (min = 3.69, SP = 0.847) dan terakhir item C9 iaitu "Penggunaan *Google Meet* membolehkan saya yakin menjawab soalan-soalan sejarah." (min = 3.68, SP = 0.834). Secara keseluruhannya menunjukkan skor kesan penggunaan aplikasi *Google Meet* terhadap pembelajaran Sejarah murid (min = 3.83, SP = 0.671) dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada pada tahap yang tinggi.

IX. PERBINCANGAN DAN CADANGAN

Tahap Pelibatan Murid Menggunakan Aplikasi *Google Meet* Semasa PdPR

Dapatan menunjukkan skor min keseluruhan bagi persoalan kajian tahap pelibatan murid dalam pembelajaran sejarah menggunakan aplikasi *Google Meet*, (min = 3.77, sp = 0.568) dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada pada tahap yang tinggi. Pelibatan yang tinggi disebabkan kemudahan yang disediakan oleh ibu bapa atau penjaga murid meningkatkan motivasi dan kesediaan murid dalam pembelajaran. Perkara ini selaras dengan Teori Humanistik iaitu potensi diri positif jika disokong dengan persekitaran yang kondusif dan yang dapat memberi rangsangan potensi diri akan terus berkembang. Kurang sokongan akan menyebabkan murid mengalami kesukaran dalam mengatasi cabaran. Seperti dalam kajian Ugartini Magesvaran dan Zamri Mahamod (2020) mendapati tahap kesediaan murid secara keseluruhannya berada pada tahap yang sederhana dengan min keseluruhan 3.17 dan sisihan piawai ialah 0.580 dimana separuh daripada 181 orang murid yang terlibat dalam kajian mereka tidak bersedia kerana memerlukan motivasi dan dorongan yang tinggi daripada pihak sekeliling agar sentiasa bersedia untuk mengikuti PdP secara dalam talian melalui aplikasi *GoogleMeet*. Oleh itu, sokongan dan motivasi akan meningkatkan keyakinan dan berupaya mengembangkan potensi diri individu.

Seterusnya, dapatan juga selaras dengan Teori Kesejahteraan Psikologi Ryff 1989 khususnya dimesi autonomi (*autonomy*), penguasaan persekitaran (*enviromental mastery*) dan pertumbuhan sendiri (*personal growth*). Menurut Victor B. Pangayan, Jurry Foo @ Jurry F. Michael dan Colonius Atang (2021) kaedah pengajaran dan pembelajaran dalam talian adalah berjaya dan pelajar masih boleh belajar dan menyesuaikan diri serta melaksanakan prosedur pembelajaran dalam talian secara berkesan. Penerimaan yang baik terhadap penggunaan teknologi ditunjukkan oleh murid dalam aktiviti pembelajaran interaktif dan kursus dalam talian. murid bersikap positif dan mempunyai motivasi yang menggalakkan terhadap e-pembelajaran bagi kursus yang sedang diikuti. Pembelajaran secara dalam talian juga boleh menggalakkan pembelajaran autonomi dan dihubungkan kepada penglibatan murid semasa dalam kelas secara dalam talian. Oleh itu, individu yang berupaya beradaptasi dengan persekitaran akan berupaya mengatasi cabaran atau kesukaran dan mencipta peluang untuk berjaya dalam kehidupan. Tuntasnya, Teori Kesejahteraan Psikologi Ryff 1989 sesuai dihayati dan diaplikasikan oleh murid dan guru dalam situasi mencabar seperti pandemik COVID-19 bagi meredakan rasa tegang dengan pelbagai perubahan dan tuntutan, agar sentiasa yakin dengan kebolehan dan kemampuan diri seterusnya menghadapi persekitaran yang sentiasa berubah-ubah.

Disebabkan aplikasi *Google Meet* mudah dicapai maka tahap kehadiran murid tinggi iaitu min 4.07. Menurut Dwi Yulistyanti, Naely Farkhatin, & Dewi Mustar Kelebihan *Google Meet* yang boleh diakses

menggunakan akaun *Google*. Kebanyakan pengguna android memiliki akaun *Google* menyebabkan akses *Google Meet* akan lebih mudah dan cepat, tanpa harus mendaftarkan diri. Seterusnya, dapatan Mazidah Musa & Nor Aidawati Abdillah (2021) menunjukkan bahawa responden bersetuju bahawa *Google Meet* mudah dicapai di samping mempunyai reka bentuk antara muka pengguna yang mudah dan menarik. Kajian Ugartini Magesvaran & Zamri Mahamod (2021) menunjukkan bahawa penggunaan aplikasi *Google Meet* memudahkan mereka mempelajari Bahasa Melayu dalam talian, mudah membuat latihan, rajin untuk hadir kelas apabila guru mengajar menggunakan *Google Meet*, mudah mengakses bahan pembelajaran yang guru masukan dalam *Google Meet* dan pentaksiran yang guru buat gunakan *Google Meet* mudah dan tepat. Zakaria Saad, Baskaran Subramaniam et. al (2020) mendapati murid-murid bersikap positif terhadap penggunaan *Google Meet* kerana tahap kesediaan yang tinggi.

Pelibatan murid dari segi membuat perbincangan bersama rakan dan guru, mengajukan persoalan, membuat pembentangan dan *share screen* berada pada tahap sederhana menunjukkan murid masih perlu motivasi berterusan. Oleh itu, guru memainkan peranan menyediakan lebih banyak aktiviti yang melibatkan murid lebih banyak berbincang, mengajukan persoalan dan membuat pembentangan. Ini akan meningkatkan keyakinan dan kemahiran murid mengendalikan teknologi dan membuat pembentangan menggunakan aplikasi *Google Meet*. Perkara ini selaras dengan Siti Balqis Mahlan & Muniroh (2020) tugas pensyarah bukan hanya sekadar memberi bimbingan pengajaran secara berterusan, malah pensyarah juga perlu memberi kata-kata semangat supaya para pelajar sentiasa memberi komitmen dan sentiasa bersedia dalam PdP ini terutamanya dalam menghadapi norma pembelajaran baharu.

Tahap Pembelajaran Sejarah Murid Menggunakan Aplikasi *Google Meet* Semasa PdPR

Kesan penggunaan aplikasi *Google Meet* terhadap pembelajaran sejarah menunjukkan kesemua sepuluh item tersebut mempunyai skor yang tinggi, dengan julat min item berada antara 3.68 hingga 4.08. Keseluruhannya menunjukkan skor kesan penggunaan aplikasi *Google Meet* terhadap pembelajaran sejarah murid (min = 3.83, SP = 0.671) dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada pada tahap yang tinggi. Ini menunjukkan murid sudah membiasakan diri dengan norma baharu dalam mengikuti pembelajaran secara atas talian khususnya *Google Meet*. Dapatan ini selaras dengan kajian Muhammad Izzat Mailis, Zuraini Hanim dan Nur Hafizaliyana (2020) murid juga berpendapat bahawa mereka sering menggunakan elemen-elemen serta ikon yang telah disediakan dalam *Google Meet* kerana ia sangat interaktif. Majoriti murid aktif berkomunikasi serta bersoal jawab dengan guru melalui forum dan *chat* yang disediakan dalam *Google Meet*. Seterusnya, kajian Agung Setyawan et. al (2020) *Google Meet* mempunyai pengaruh yang ketara dalam membina pengetahuan dan hasil pembelajaran murid dalam strategi pembelajaran syarahan di sekolah rendah. Kajian Nor Fauziana Mohd Salleh, (2020) yang

menyatakan *Google Meet* akan menjadi satu platform yang menyeronokkan kerana wujudnya komunikasi antara pelajar dan guru, fleksibel serta dinamik di mana pendidik boleh menyampaikan pengajaran dengan berkesan. Meor Ibrahim Kamaruddin & Assaadah Mohamad (2011) yang menjelaskan konsep pembelajaran sebagai seseorang yang berminat dan bertanggungjawab terhadap pelajarannya. Perkembangan ini selaras dengan Teori Humanistik dan Teori Kesejahteraan Psikologi Ryff 1989 yang mana keduanya menekankan aspek penguasaan atau hubungan dengan persekitaran. Murid dan guru berupaya membuat pengubahsuaian diri dan pendekatan pengajaran dan pembelajaran semasa situasi pandemik COVID-19.

Sokongan dari aspek peranti, kuota dan kestabilan data memberikan murid peluang, bersedia, bermotivasi dan selesa mengikuti sesi pembelajaran sejarah secara atas talian menggunakan aplikasi *Google Meet* seterusnya memperoleh pengetahuan. Selaras dengan kajian Muhammad Izzat Mailis et. al (2020) Murid juga berpendapat bahawa mereka sering menggunakan elemen-elemen serta ikon yang telah disediakan dalam *Google Meet* kerana ia sangat interaktif. Majoriti murid aktif berkomunikasi serta bersoal jawab dengan guru melalui forum dan *chat* yang disediakan dalam *Google Meet*. Begitu juga kajian Agung Setyawan et. al (2020) *Google Meet* mempunyai pengaruh yang ketara dalam membina pengetahuan dan hasil pembelajaran pelajar. Perkara ini selaras dengan Teori Kesejahteraan Psikologi Ryff 1989, pertumbuhan sendiri merupakan keupayaan individu untuk terus mengembangkan potensi diri supaya dapat menjadi individu yang berfungsi sepenuhnya. Dalam hal ini, sokongan semua pihak diperlukan bagi memastikan pembelajaran murid. Siti Azura Abu Hassan, Suzana Zainol Abidin, Zulkurnain Hassan (2021) komitmen semua pihak termasuk pihak pengurusan organisasi, pensyarah mahupun pelajar amat diperlukan bagi menjamin keberkesanan pembelajaran dan pengajaran dalam talian. Oleh itu, ibu bapa, penjaga, guru dan pihak sekolah memainkan peranan agar lebih empati dan memberikan sokongan kepada murid.

Berdasarkan dapatan kajian dan perbincangan yang telah dikemukakan, beberapa perkara dapat dirumuskan. Antaranya, keupayaan murid mengikuti pembelajaran melalui aplikasi *Google Meet* menunjukkan murid berupaya mengharungi persekitaran norma baharu. Keupayaan murid menghadapi norma baharu semasa pandemik COVID-19 disebabkan mendapat sokongan dari pelbagai pihak khususnya ibu bapa penjaga yang mahu memastikan pembelajaran anak berterusan walaupun tanpa bersemuka dengan guru. Dalam hal ini, ibu bapa memastikan persekitaran pembelajaran anak-anak disesuaikan dengan keperluan semasa pandemik iaitu dengan menyediakan peranti dan data yang mencukupi bagi membolehkan anak mengikuti pembelajaran. Selain itu, PdPR yang berlangsung dalam tempoh yang panjang menjadikan pembelajaran secara atas talian khususnya aplikasi *Google Meet* dilakukan dengan lebih kerap. Perkembangan ini menjadikan murid semakin selesa dengan pembelajaran menggunakan teknologi aplikasi *Google Meet*. Murid terlibat aktif dalam pembelajaran dengan mengemukakan persoalan dan berbincang bersama guru dan rakan. Ikon-ikon yang terdapat dalam perisian *Google Meet* turut digunakan oleh

murid-murid. Perkembangan ini menunjukkan murid dapat meningkatkan kemahiran dalam penggunaan teknologi.

Dapatan kajian ini menunjukkan tahap pelibatan dan pembelajaran sejarah murid melalui aplikasi *Google Meet* berada pada tahap tinggi. Pada masa akan datang, kajian penggunaan *Google Meet* dalam skala yang besar boleh dilaksanakan di sekolah rendah bagi mata pelajaran sejarah atau mata pelajaran lain. Kajian yang melibatkan peserta kajian dari sekolah di kawasan bandar dan luar bandar juga sesuai dijalankan. Seterusnya, semasa PKP aktiviti kokurikulum juga dilaksanakan secara atas talian. Oleh itu, kajian berkaitan aplikasi *Google Meet* semasa menjayakan aktiviti kokurikulum boleh dilaksanakan.

X. KESIMPULAN

Secara keseluruhannya, tahap penglibatan murid dalam pembelajaran sejarah melalui aplikasi *Google Meet* dalam kalangan murid sekolah menengah di daerah Kota Kinabalu adalah berada pada tahap yang tinggi. Data ini menunjukkan kesediaan guru dan murid dalam melaksanakan PdP secara atas talian menggunakan aplikasi *Google Meet* adalah tinggi. Oleh itu, penggunaan teknologi dalam PdP semasa pasca pandemik wajar diteruskan. Bagi murid yang bermasalah wajar dibantu agar pembudayaan pembelajaran berasaskan teknologi dapat melibatkan keseluruhan murid di daerah Kota Kinabalu. Implikasi daripada dapatan kajian ini ialah dapat dijadikan rujukan atau sumber maklumat kepada guru-guru untuk melaksanakan PdP dalam talian secara berkesan melalui aplikasi *Google Meet*. Selain itu, kajian ini boleh dijadikan sebagai rujukan PPD dan JPN serta ibu bapa bagi memastikan pelibatan murid dalam PdP secara atas talian dengan menyediakan kemudahan yang secukupnya. Kajian ini juga boleh digunakan sebagai rujukan bagi membandingkan penggunaan aplikasi *Google Meet* dalam mata pelajaran atau berdasarkan lokasi. Kajian selanjutnya boleh dilakukan bagi meninjau penggunaan aplikasi *Google Meet* pasca pandemik.

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Psychological Statistics Structure Of Positive Contribution Questionnaire For Chinese Families Of Children With Autism

Zeng Shulan, Shen Renhong, Noor Hassline Mohamed, Tang Shiyuan, Xiu Yunhui

Abstract: Combining the research results actively contributed by families of children with autism abroad and the results of domestic interviews, an initial questionnaire was compiled. Subsequently, a questionnaire test was conducted on 156 parents of children with autism in eastern and western regions of China, and the internal structure of the questionnaire was analyzed by factor analysis, and the final determination included intimacy and happiness, active work, rationality and justice, social expansion, value and meaning, families of children with autism in six dimensions actively contribute to the questionnaire and test its reliability and validity. The results show that the cumulative explanatory variance of the six dimensions of the questionnaire is 65.425%, the Cronbach a coefficient of each dimension is between 0.7 and 0.9, and the Cronbach a coefficient of the total questionnaire is 0.945. Therefore, this measurement tool has good reliability and validity, and is suitable for the assessment of the positive contributions of families of children with autism in my country.

Keywords: children with autism, positive contribution, psychological statistics structure, questionnaire

I. INTRODUCTION

In recent years, the country has vigorously developed special education, and all sectors of society have also paid great attention to special education. The family plays a very important role in the life and education of special children. However, for families with special children, parents often need to experience shock, confusion, denial, sadness, anxiety, fear, anger, acceptance and other long-term adaptation process, and bear pressure from all aspects. Therefore, many scholars start from the perspective of a child with autism as a stressor to measure a series of pressures this child brings to the family.

II. PROBLEM STATEMENT

Studies have pointed out that the biggest source of stress for parents of children with autism is the children themselves, such as children's communication, cognition,

and behavior problems long-term high treatment costs, etc. These specific stressful events will bring continuous and long-term challenges for the entire family. In the relevant researches facing these stressful events, scholars often reveal the difficulties and pains that autistic children bring to their families from a negative perspective. Isenthour's research pointed out that children with autism will have a negative impact on the family (Isenthour, 2010). For example, parents of children with autism have significantly higher stress than normal children (Li Yuan, Fang Jianqun, Ma Xinrong, et al, 2011; Che Wenting, Lei Xiuya, 2013) and parents of other disabled children (Peng Hong, Zhou Haiyan, Chen Shuyun, & Xiong Hanzhong, 2010), it is more prone to depression, marital crisis (Myers, Mackintosh, & Goin-Kochel, 2009), social isolation and other problems (Dunn M E, Burbine T, Bowers CA, & S Tantleff-Dunn, 2001). Therefore, raising autistic children will have a profound impact on the structure and function of the entire family and the way family members interact (King, GA, Zwaigenbaum, L., King, S., Baxter, D., Rosenbaum, P. & Bates, A, 2006; Lee, LC, Harrington, R. A., Louie, BB & News chaffer, CJ, 2008), which will continue to weaken family functions (Ni Chidan, Su Min, 2012), causing family dysfunctions and causing family crises (Abidin, R.R., 1992). The results of these studies fully reveal the negative perceptions of autistic children's parents about autistic children, and also confirm that the discrimination or negative experiences of autistic children's families in a specific social environment are persistent (Davis, J. M. & Watson, N., 2001; Mak, W. W. & Cheung, R. Y. 2008).

However, there are also studies that show that children with autism not only bring "stigma" to the family, they also have a positive impact on the family. For example, the study of Montes and Halterman found that the intimacy between mothers and children with autism is higher than the national average (Montes and Halterman, 2007). Raising a child with autism will encourage couples to establish a closer relationship after facing challenges (Hock R M, Timm T M, & Ramisch J L, 2012; Zhao Fang & Liu Xiaoyu, 2017), thus making the family more harmonious. At the same time, in the process of raising special children, the mother's positive experience emotions can offset and reduce the negative effects of long-term stress on health and interpersonal relationships (Barry Trute, Karen M, Benzies, & Catherine Worthington, 2012). The caregivers of these special children are also growing up when they experience negative pressure. They will become more knowledgeable, more confident, more independent, their social relationships will be expanded and their nursing experience will be improved (Melissa Manninen Luse, 2012).

It can be seen that when families of children with autism face the same stressors, their families get different results. Why is this? The most fundamental reason lies in the perception of parents of children with autism to their children with autism. Parents' positive perceptions of children with autism can enable them to respond positively, ultimately transforming "deficiencies" into "strength" and enhancing the happiness of the whole family. For example, Isenhour's research has shown that the father's positive perception of children with autism can promote parent-child relationship (Isenhour, 2010). Cognitive reconstruction of the parents of autistic children will generate positive beliefs and the ability to actively cope with stress (Yang Tingting & Zeng Fanlin, 2014). Therefore, families with special children not only experience the negative and negative experiences brought by special children, but they also feel the positive and positive power brought by this child (Shirley K. Behr, Douglas L. Murphy & Jean Ann Summers, 1992). Therefore, children with special needs will make positive contributions to the family (Pamela H. Epley, Jean Ann Summers & Ann P, 2011; Eskow K, Pineles L, & Summers J A, 2011; King, G, Zwaigenbaum, Lonnie, Bates, A, Baxter, D and Rosenbaum, Peter. 2011). Positive Contribution of Family is the contribution that parents of autistic children make to the family through positive perception of autistic children (Shirley K. Behr, Douglas L. Murphy & Jean Ann Summers, 1992), that is, family members evaluate autistic children through positive perceptions. Generate positive behaviors and form a good family atmosphere, and this atmosphere will encourage family members to raise autistic children more rationally. The positive generation of this positive and dynamic interactive process is the positive contribution of the family.

III. LITERATURE REVIEW

The current foreign research on the positive contribution of families with special children tends to study the construction of the dimension of the positive contributions of families with special children. For example, the Early Childhood Outcomes Center (ECO) in the United States assesses the positive contributions of families of preschool children with disabilities who receive early intervention programs. It has three indicators: positive social emotions, acquisition and use of knowledge and skills, and use appreciation Behavior (Early Childhood Outcomes Center, 2010). Pamela and others believe that there are five aspects to the positive contributions of families with children with disabilities: family members understand children's rights and publicity; understand children's strengths and weaknesses; help children develop and learn, have a support system; obtain desired services and activities in the community (Pamela H. Epley, Jean Ann Summers & Ann P. Turnbull). In the quantitative research on the positive contributions of families, scholars often use the "Positive Contributions Survey, PCS" compiled by the Beech Center at the University of Kansas. The questionnaire is based on Behr and others using grounded theory to collect information on the positive contributions of families of children with disabilities, and then conduct

a questionnaire test, and finally obtain 9 dimensions: learn more about special knowledge through experience, happiness, close family, personal growth and maturity, pride and Cooperation, understanding of the purpose of life, awareness of future problems, expansion of social relations, and work development. These factors can cumulatively explain 57% of the variation of the scale. The reliability of each dimension of the scale is between 0.56 and 0.86, and the split-half reliability is 0.77. There are 4 scoring points from very disagree to very agree (Behr, S.k., Murphy, D.L. & Summers, J.A, 1992). Among them, Cristina et al. used the "Positive Contributions Survey, PCS" compiled by the University of Kansas Beach Center to investigate 76 parents of children with autism in Spain. The results showed that the positive contribution of the family is an important determinant of adaptation (Cristina Garcia-Lopez, Encarnacion Sarria & Pilar Pozo, 2016).

At present, there are few domestic studies on the positive contributions of families with special children. Only Tian Boqiong and others conducted a survey of 204 parents of preschool children with intellectual disabilities and found that the overall level of positive contributions from families of children with preschool intellectual disabilities is relatively high. Generate positive cognition, thereby exerting positive family functions and improving the quality of life. The "Family Positive Contribution Questionnaire for Preschool Children with Intellectual Disability" used in this study was adapted from the Family Positive Contribution Scale (PCS) in the Kansas Parental Perception Scale (KIPP) as a template. The assessment tool has 39 items in 8 dimensions: active life and work, love and responsibility, value and meaning, intimacy and happiness, rationality and justice, social expansion, willingness to give, and coping ability. The cumulative explanatory variation is 61.889%, each The Cronbach a coefficient of the dimension is between 0.7 and 0.8, and the Cronbach a coefficient of the total questionnaire is 0.944, and the score adopts a five-level scoring system from "strongly disagree" to "strongly agree" (Tian Boqiong, Zeng Shulan, Lu Xiuli & Shen Renhong, 2018).

In summary, domestic and foreign assessment tools have more scientific compilation procedures, and various psychological statistical indicators are good, but the actual situation faced by families of children with autism in China is somewhat different from that of foreigners (such as the opinions of all walks of life in society). The acceptance of children with autism, the awareness of rights protection in families of children with autism, etc.), so foreign assessment tools cannot be applied to China to a large extent. At the same time, children with autism and children with intellectual disabilities have their own characteristics, especially the symptoms of children with autism have long-term, persistent and high heterogeneity characteristics, their positive contributions to the family and the children with intellectual disabilities to the family. The extent and influencing factors may vary. Therefore, the Family Positive Contribution Scale applicable to children with intellectual disabilities cannot be fully applicable to the measurement of family positive contributions of children with autism. In order to improve the adaptability of families of children with autism, researchers believe that it is necessary to develop relevant

testing tools suitable for the active contributions of families of children with autism in China, and then understand the status quo, find ways to improve the positive contributions of families, and enhance family adaptation Ability to promote the improvement of the family's quality of life. Therefore, this study selects parents of children with autism as the research object, uses a combination of theoretical construction and interviews to explore the dimensions of

the positive contributions of families of children with autism, and compiles a questionnaire on the positive contributions of families of children with autism.

IV. METHOD

Preliminary construction of the theoretical structure of the questionnaire

The theoretical framework of the questionnaire has the following four aspects:

Definition of the active contribution of families with

TABLE I: BASIC CONDITIONS OF SUBJECTS(N=156)

| | Basic attributes | Number (person) | Percentage (%) |
|--------|--------------------------|-----------------|----------------|
| parent | Parent age | — | — |
| | Under 35 years old | 37 | 23.7 |
| | 36-44years old | 79 | 50.6 |
| | Over 45years old | 40 | 25.6 |
| | Identity | — | — |
| | Mather | 110 | 70.5 |
| | Father | 46 | 29.5 |
| | Education | — | — |
| | High school and below | 82 | 52.6 |
| | College | 32 | 20.5 |
| | University and above | 42 | 26.9 |
| | Occupational situation | — | — |
| | Civil servants, | 42 | 26.9 |
| | institutions | — | — |
| | Farming | 9 | 5.8 |
| | unemployed | 71 | 45.5 |
| others | 34 | 21.8 | |
| child | Family monthly income | — | — |
| | Below 4000 yuan | 68 | 43.6 |
| | 4000~8000 yuan | 58 | 37.2 |
| | Over RMB 8000 | 30 | 19.2 |
| | Child age | — | — |
| | 3~6years old | 25 | 16 |
| | 7~12years old | 131 | 84 |
| | Health status | — | — |
| | Health | 137 | 87.8 |
| | Frail and sickly | 19 | 12.2 |
| child | Child gender | — | — |
| | Male | 142 | 91 |
| | female | 14 | 9 |
| | Time to find the problem | — | — |
| | Before 3years old | 122 | 78.2 |
| | After 3years old | 34 | 21.8 |
| | Degree of obstacles | — | — |
| | Mild | 20 | 12.8 |
| | moderate | 59 | 37.8 |
| | Severe and above | 77 | 49.4 |

children with disabilities: The CEO believes that "active contributions from families with children with disabilities" refers to the beneficial output of families with children with disabilities after receiving services, that is,

the family's active contributions (Early Childhood Outcomes Center, 2010).

Estimate their family's active contribution. Therefore, when constructing the theoretical dimension of the positive contribution of the family, the family of children with autism should be members' attitudes and values towards children are used as reference content.

Difficulties faced by families of children with autism in China: Research by domestic scholars has shown that families of children with autism are anxious, oversensitive, withdrawn, couples are in crisis, family and social isolation (Chen Yixin, Zhan Mingxin, & Pu Zhengzhang,2010), lack of information, and so on (Lv Xiaotong & Gao Qiaozhi, 2005; Lin Yunqiang, Qin Min, & Zhang Fujuan,2007). This is a study conducted from the inherent negative value orientation.

Relevant dimensions of positive contributions from families of children with disabilities: The Positive Contributions Survey, a questionnaire compiled by the University of Kansas Beach Center, provides a conceptual framework based on cognitive adaptation theory, while family stress theory and dual family stress theory construct the theoretical framework of the scale. The positive contributions of families of children with disabilities are divided into learning more special knowledge, happiness and accomplishment through experience, closer family, personal growth and maturity, pride and cooperation, understanding the purpose of life, awareness of future problems, expanding social relations, and work 9 dimensions of development (Behr,S.k., Murphy D.L. &Summers J.A., 1992).

Interview: The researcher drew up an open questionnaire, interviewed 5 autistic parents in Chongqing and Guangdong each, and collected what they believed was the "positive aspects of autistic children to the family", and then the interview results Carry out classification, group the terms with similar descriptions into a group, and use a noun or a sentence to summarize at the same time. The results show that most parents' positive attitudes towards their children in the family are mainly focused on: learning more about special children's knowledge, faster self-growth, harder work, easier satisfaction, more harmonious relationship between husband and wife, and the future of children Consider more, live every day well, and communicate more with your family and other parents.

Based on the literature and interview results, the positive contributions of families of children with autism are summarized in the following 9 dimensions: (1) Knowing more special knowledge through experience refers to family members' understanding of knowledge about children with disabilities. (2) Happiness and accomplishment refer to the happiness and affirmation felt by family members. (3) Increasing family intimacy refers to mutual dependence and support among family members. (4) Understanding the purpose of life means that family members understand the meaning of life. (5) The ability to perceive the future refers to the consideration of the child's future. (6) Rationality and fairness mean that parents are more rational and fair in their dealings. (7) Social expansion refers to the expansion of the social circle of parents and families. (8) Active work means that parents work actively and motivated. (9) Pride

and cooperation refer to being proud of the honor the child has won and cooperating with other family members.

Compilation of the questionnaire on the positive contribution of families of children with autism

Research object

The subjects of this study are 156 parents of autistic children from Guangdong and Chongqing. Because the sample population of the study is relatively special, the target sampling method is adopted to obtain the research objects. The research objects basically cover families with

TABLE II: ANALYSIS RESULTS OF POSITIVE CONTRIBUTION FACTORS IN FAMILIES OF CHILDREN WITH AUTISM

| ITEM | F1 | F2 | F3 | F4 | F5 | F6 |
|--------------------------------|-------|-------|-------|-------|-------|-------|
| A68 | 0.80 | | | | | |
| A66 | 0.73 | | | | | |
| A70 | 0.66 | | | | | |
| A55 | 0.65 | | | | | |
| A73 | 0.64 | | | | | |
| A56 | 0.62 | | | | | |
| A69 | 0.60 | | | | | |
| A75 | 0.57 | | | | | |
| A65 | 0.49 | | | | | |
| A61 | | 0.71 | | | | |
| A67 | | 0.67 | | | | |
| A62 | | 0.64 | | | | |
| A48 | | 0.59 | | | | |
| A52 | | 0.52 | | | | |
| A27 | | | 0.79 | | | |
| A29 | | | 0.68 | | | |
| A26 | | | 0.67 | | | |
| A28 | | | 0.64 | | | |
| A41 | | | 0.56 | | | |
| A36 | | | | 0.80 | | |
| A32 | | | | 0.70 | | |
| A37 | | | | 0.69 | | |
| A38 | | | | 0.61 | | |
| A54 | | | | | 0.83 | |
| A46 | | | | | 0.54 | |
| A53 | | | | | 0.53 | |
| A51 | | | | | 0.53 | |
| A59 | | | | | | 0.75 |
| A60 | | | | | | 0.68 |
| A57 | | | | | | 0.57 |
| Eigenvalues | 11.75 | 2.26 | 1.76 | 1.48 | 1.30 | 1.09 |
| Explained variation% | 39.15 | 7.52 | 5.85 | 4.93 | 4.35 | 3.63 |
| Cumulative explained variance% | 39.15 | 46.67 | 52.52 | 57.45 | 61.80 | 65.43 |

different economic levels and different levels of obstacles, and the samples are fairly representative and typical. See TABLE I for the basic information of parents and children.

Research tools

Project analysis

The comparison of extreme values and the correlation between each item and the total score of the item are used to test the discrimination of the questionnaire items. The reference standards are as follows: the determination value in the extreme group comparison is ≥ 3.500 , the

correlation between the item and the total score $\geq .400$, and the corrected The total correlation of items is $\geq .400$, the commonality is $\geq .200$, and the factor load is $\geq .450$. There are 76 questions in the preliminary questionnaire, 22 questions are deleted and 54 questions are retained. (Delete 2, 5, 7, 8, 10, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 42, 45, 47, 58, 71, 72, 76)

Exploratory factor analysis

The KMO value of the questionnaire is 0.889, and the P value is $0.000 < 0.05$, which has a significant level, indicating that there are common factors among the items in the questionnaire, and factor analysis can be carried out. When performing factor analysis, the principal component analysis method and the orthogonal rotation method are used to converge at a maximum iteration of 100, the reference factor eigenvalue is greater than 1, each dimension contains at least 3 items, the MSA value is greater than 0.5, and the item commonality is greater than 0.2. 6 factors were extracted, a total of 30 items, and the cumulative contribution rate was 65.425% (see TABLE II). Factor 1 intimacy and happiness refer to a harmonious family atmosphere and harmonious parent-child relationship, factor 2 active work refers to parents working actively and motivated, factor 3 rationality and fairness refers to parents being more rational and fair, and factor 4 social expansion refers to the social circle of parents and family Expanded, factor 5 value and significance refers to the value and significance of autistic children to their families, factor 6 learns more special knowledge through experience refers to family members' understanding of knowledge about children with disabilities. (Deleted questions 1, 3, 4, 6, 9, 11, 15, 20, 21, 25, 30, 31, 33, 34, 35, 39, 40, 43, 44, 49, 50, 63, 64, 74 A total of 24 items, leaving 26, 27, 28, 29, 32, 36, 37, 38, 41, 46, 48, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 65, 66, 67, 68, 69, 70, 73, 75 questions total 30 items)

Reliability analysis

TABLE III: THE POSITIVE CONTRIBUTION OF FAMILIES OF CHILDREN WITH AUTISM TO THE INTERNAL CONSISTENCY COEFFICIENTS OF THE DIMENSIONS OF THE INITIAL TEST QUESTIONNAIRE AND THE TOTAL QUESTIONNAIRE

| Reliability Indicators | Internal consistency coefficient |
|---|----------------------------------|
| Intimacy and happiness | 0.896 |
| Active work | 0.849 |
| Rationality and justice | 0.818 |
| Social expansion | 0.814 |
| Value and meaning | 0.809 |
| Learn more special knowledge through experience | 0.713 |
| overall | 0.945 |

As shown in TABLE III, the Cronbach a coefficient of this questionnaire is 0.945, which has high reliability. The Cronbach a coefficient of each dimension is between 0.7 and 0.9, indicating that the questionnaire and its dimensions have good reliability.

Validity analysis

This study uses Pearson's correlation coefficient to test the relationship between each dimension and between each dimension and the overall positive contribution. It can be seen from TABLE IV that the correlation coefficient of each dimension of the questionnaire is between 0.40 and 0.7, which is in a moderate correlation. The correlation between the dimensions of the questionnaire and the total score of the questionnaire is higher than the correlation between the dimensions, and the correlation between the dimensions is significant ($P < 0.01$). In general, the questionnaire has good structural validity.

Research process

Based on the items in the Positive Contributions Survey scale of the Beech Center at the University of Kansas and the results of interviews, easy-to-understand items were compiled, and then relevant experts were invited to

TABLE IV: CORRELATION COEFFICIENTS OF VARIOUS DIMENSIONS AND TOTAL SCORES OF POSITIVE CONTRIBUTION FROM FAMILIES OF CHILDREN WITH AUTISM

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---------|---------|---------|---------|---------|---------|---|
| 1.Intimacy and happiness | 1 | — | — | — | — | — | — |
| 2.Actively work | 0.666** | 1 | — | — | — | — | — |
| 3.Reason and fairness | 0.512** | 0.624** | 1 | — | — | — | — |
| 4.Social extension | 0.614** | 0.569** | 0.490** | 1 | — | — | — |
| 5.Value and significance | 0.573** | 0.693** | 0.648** | 0.434** | 1 | — | — |
| 6.Learn more special knowledge through experience | 0.507** | 0.509** | 0.469** | 0.410** | 0.494** | 1 | — |
| 7.Overall positive contribution | 0.889** | 0.856** | 0.750** | 0.755** | 0.777** | 0.652** | 1 |

Note: * indicates a significant difference at the 0.05 level; ** indicates a significant difference at the 0.01 level.

evaluate, and finally a questionnaire with 9 dimensions for 76 items was determined. These 9 dimensions are to learn

TABLE V: THE OVERALL SITUATION OF THE POSITIVE CONTRIBUTIONS OF FAMILIES OF CHILDREN WITH AUTISM (N=156)

| | Mean | Standard deviation |
|---|------|--------------------|
| Intimacy and happiness | 3.17 | 0.7 |
| Active work | 3.41 | 0.68 |
| Rationality and justice | 3.76 | 0.53 |
| Social expansion | 3.26 | 0.78 |
| Value and meaning | 3.63 | 0.62 |
| Learn more special knowledge through experience | 3.89 | 0.56 |
| overall | 3.45 | 0.53 |

more about special knowledge through experience, happiness and accomplishment, increase in family

intimacy, value and meaning, ability to perceive the future, rationality and justice, social expansion, active work, pride and cooperation. The questionnaire uses a scoring method of 1-5, with 1 representing "strongly agree" and 5 representing "strongly disagree", and all items are arranged randomly. The scale adopts a self-evaluation method.

Distribute the questionnaire and return it, and use SPSS21.0 for data entry. The questionnaire is distributed by the researcher himself. The researcher first clarifies the purpose of the questionnaire, the dimensions of the questionnaire, and the meaning of each item. Subsequently, parents of children with autism were randomly searched at the Special Children Training Center for testing, and experts judged whether the researchers were qualified. The eligibility criteria include the description of the purpose of the survey, inquiries about the wishes of the parents, promises of confidentiality, notes for answering, explanations of items that parents do not understand, and polite language. After four months, the researchers distributed and returned questionnaires in 16 special education institutions in Chongqing and Guangdong (41 in Chongqing and 142 in Guangdong). This time the questionnaire was distributed by random sampling. First, on the basis of existing resources, we searched for special child training centers in Chongqing and Guangdong and special education schools with early education, contacted their persons in charge, and after obtaining consent, the researchers went to various institutions and schools to conduct questionnaire surveys. Relevant personnel of the institution and school notify parents to arrive at the school office or activity room 30 minutes before the test day, and the school will introduce the purpose of the investigation, and the researcher affirms the voluntariness, confidentiality and precautions of the investigation. It usually takes 7-10 minutes for parents to fill out the questionnaire. In filling out the questionnaire, there are a small number of parents or guardians who are not literate enough. After obtaining their consent, they use oral explanations and inquiries to complete the corresponding answers. In the process of recalling the questionnaire, if a missing questionnaire is found, the researcher will immediately ask the parents to fill it up. However, there were also missed questionnaires and failed to find out in time, resulting in the elimination of questionnaires. The 183 questionnaires returned were eliminated according to the criteria of regular answers, missing or incorrect answers, and a total of 156 valid questionnaires (34 in Chongqing and 122 in Guangdong) were obtained.

After collating the input data, perform project analysis, exploratory factor analysis, and reliability analysis to construct a structure of positive contributions from families of children with autism, and form a measurement questionnaire.

V. FINDINGS

The overall status of the positive contributions of families of children with autism

TABLE VIII: THE IMPACT OF PARENTS' EMPLOYMENT STATUS ON THE POSITIVE CONTRIBUTION OF FAMILIES OF CHILDREN WITH AUTISM (N=156)

| | Unemployed (n=71) | | (Have a job (n=85)) | | t | p |
|------------------------|-------------------|------|---------------------|------|---------|-------|
| | M | SD | M | SD | | |
| overall | 3.33 | 0.56 | 3.56 | 0.48 | -2.73** | 0.007 |
| Intimacy and happiness | 3 | 0.74 | 3.31 | 0.64 | -2.70** | 0.008 |
| Active work | 3.24 | 0.7 | 3.56 | 0.63 | -2.96** | 0.004 |

It can be seen from TABLE V that the overall level of positive contributions from families of children with autism is at a medium level, and the scores are between uncertainty and agreement. Knowing more specific knowledge through experience scores the highest, and this dimension tends to agree.

The main factors influencing the positive contributions of families of children with autism

Monthly household income.

As shown in TABLE VI, the family monthly income of autistic children's families actively contributes to overall, intimacy and happiness, and the dimensions of learning more special knowledge through experience show significant differences. Afterwards, multiple comparisons found that the scores of households with a family income of more than 8,000 yuan in the above dimensions were significantly higher than those of households with a monthly income of less than 4,000 yuan and between 4,000 and 8,000 yuan.

TABLE VI: THE IMPACT OF FAMILY MONTHLY INCOME ON THE POSITIVE CONTRIBUTION OF FAMILIES OF CHILDREN WITH AUTISM(N=156)

| | M | S | F | P | Multiple comparison | | Mean difference | (LS D) P |
|---|------|------|------|------|---------------------|--------|-----------------|----------|
| | | | | | (I) | (J) | | |
| Overall | 3.45 | 0.53 | 3.63 | 0.29 | 800 ≤4000 | 0.31** | 0.008 | |
| Intimacy and happiness | 3.17 | 0.73 | 3.85 | 0.01 | 800 ≤4000 | 0.54** | 0.000 | |
| Learn more about special knowledge through experience | 3.89 | 0.56 | 4.65 | 0.11 | 800 ≤4000 | 0.36** | 0.003 | |
| special knowledge through experience | - | - | - | - | 4000~8000 | 0.30* | 0.017 | |

Note: *p<0.05; **p<0.01; ***p<0.001; the following table is same.

The degree of children's obstacles

As shown in TABLE VII, the degree of obstacles showed significant differences in the overall positive contribution of families of children with autism, intimacy and happiness, rationality and justice, social expansion,

and learning more special knowledge through experience. After multiple comparisons, it was found that families of children with moderate disabilities had significantly higher scores in the above dimensions than families of children with severe disabilities. The employment situation of parents It can be seen from TABLE VIII that the parents' employment status in the family of autistic children's positive contribution to overall, intimacy and happiness, active work, value and meaning dimensions show significant differences, and working parents' scores

TABLE VII: THE INFLUENCE OF THE DEGREE OF CHILD DISORDER ON THE POSITIVE CONTRIBUTION OF AUTISTIC CHILDREN'S FAMILIES (N=156)

| | M | S | F | P | Multiple comparison | | Mean difference | (LS D) P |
|---|------|------|------|------|---------------------|----------------|-----------------|----------|
| | | | | | (I) | (J) | | |
| Overall | 3.45 | 0.53 | 3.89 | 0.00 | Severe | Mode rate | -0.37** | 0.000 |
| Intimacy and happiness | 3.17 | 0.73 | 3.47 | 0.00 | Severe | Mild Mode rate | -0.54** | 0.000 |
| Reasonable and fair | 3.76 | 0.53 | 3.92 | 0.22 | Severe | Mode rate | -0.24** | 0.008 |
| Social expansion | 3.26 | 0.78 | 3.52 | 0.07 | Severe | Mode rate | -0.43** | 0.002 |
| Learn more about special knowledge through experience | 3.89 | 0.56 | 4.16 | 0.17 | Severe | Mode rate | -0.27** | 0.005 |

in the above dimensions are significantly higher than those of unemployed parents.

VI. DISCUSSION

The structure of positive contributions from families of children with autism

1.The bottom-up and top-down approach adopted in this study obtained a preliminary structure of positive contributions from families of children with autism. The basic structure of the family's positive contribution is finally determined through scientific procedures, including six factors such as intimacy and happiness, active work, rationality and justice, social expansion, value and meaning, and learning more special knowledge through experience. The positive contribution of the family obtained in this study and the dimension of the positive contribution of the families of children with disabilities in the University of Kansas Beach study are "same while reserving differences". The six dimensions of social expansion, value and meaning, and learning

more special knowledge through experience are reflected in "Positive contributions" (see TABLE V). "Different" refers to the differences in some elements and the indicators under the elements:

1. The research of Behr et al. puts forward the dimension of pride and cooperation, which is used to show that the family is proud of the honor the child has obtained and the cooperation with other family members (Behr, S.k., Murphy D.L.&Summers J.A., 1992).

However, this dimension is not reflected in this study (it was deleted in exploratory factor analysis). This may be due to the following reasons: (1) Negative knowledge of children. The traditional Chinese culture is that "learning is good and good is official", so being a parent often "seems for children to become dragons" and "seems for daughters to become phoenixes". Children with autism do not meet the expectations of their parents academically. At the same time, the society's acceptance of children with autism is not high. Others often dislike

or reprimand the behaviors that children with autism cannot control, such as turning around or touching other people's hair. These reinforce the negative views of parents towards their children. (2) Attribution: During the interview, the author learned that the vast majority of mothers expressed their own beliefs or the whole family's belief that giving birth to a child with autism is the reason for the mother. Because of this, the mother is in extreme self-blame and guilt, and other members of the family naturally let the mother take care of the child alone.

2. The intimacy and happiness in this study are derived from the "happiness and accomplishment" and "increasing family intimacy" in the study by Behr et al. The sense of happiness and accomplishment refers to the happiness and affirmation felt by family members; the increase in family intimacy refers to the mutual dependence and support between family members. Both of these are showing the relationship and feelings between family members, and through exploratory factor analysis, the results show that "intimacy and happiness" can more refer to the relationship and feelings between family members. This shows that Chinese people attach great importance to family relations.

3. The value and meaning in this study are derived from the "understanding the purpose of life" and "the ability to perceive the future" in the study of Behr et al. Understanding the purpose of life means that family members understand the meaning of life; the ability to perceive the future means thinking about the future of the child. Both of them reflect the meaning of life and future planning of family members because of the family because of the autistic children, which embodies the value of autistic children. Through exploratory factor analysis, the results show that "value and significance" can better refer to the value and significance of autistic children to their families. The reason may be related to the current

"utilitarian" thinking. Most people believe that it is valuable and has meaning.

Psychological statistics of the positive contribution questionnaire for families of children with autism

During the preparation of the questionnaire, the relevant theories of the Positive Contributions of the University of Kansas and the results of the interviews constructed the theoretical dimension of the positive contributions of the families of children with autism, and then further determined the items on this basis, and asked relevant experts to carry out the project. After review, repeated deletions, modifications and analysis, the "Questionnaire for Positive Contributions to Families of Children with Autism" was finally determined, which consisted of 76 items.

On the basis of project analysis, several exploratory factor analysis was carried out, and the structure of the questionnaire was further adjusted. As a result, the dimensions were changed from 9 to 6 (see TABLE IX)

Judging from the results of the test, the reliability coefficients of the total questionnaire and each dimension have reached 0.7 or more, reaching a statistically acceptable standard. Finally, 30 items are obtained, which constitute the final questionnaire.

TABLE IX: COMPARISON CHART OF POSITIVE CONTRIBUTION STRUCTURE OF FAMILIES OF CHILDREN WITH AUTISM

| Positive Contributions | Dimensions of this research |
|--|---|
| Happiness and Fulfillment | Intimacy and joy |
| Strength and Family Closeness | Active work |
| Career/Job Growth | Rationality and justice |
| Personal Growth and Maturity | Social extension |
| Expanded Social Network | Value and meaning |
| Understanding Life's Purpose | Learn more special knowledge through experience |
| Awareness about Future Issues | |
| Learning Through Experience with Special Problem in Life | |
| Pride and Cooperation | |

In summary, it can be considered that the questionnaire compiled in this study has good reliability and validity, can better reflect the positive contribution status of families of children with autism, and can be used as an effective evaluation tool for the positive contributions of families of children with autism .

Analysis of the status quo of the positive contributions of families of children with autism

The overall level of positive contributions from families of children with autism

This study found that the overall average positive contribution of families of children with autism is 3.32, which is at a medium level, and all dimensions are at a medium-to-high level. The possible reasons are as follows: First, the state has given great social support to children with autism. For example, the implementation of the rehabilitation and assistance project for poor autistic children in the "Colorful Dream Action Plan for Rehabilitation and Assistance for Disabled Children" of the Disabled For school-age children with autism, Guangdong has implemented compulsory education. Therefore, the material, professional, and economic

support from the government, schools, rehabilitation institutions, relatives and friends has changed the existing negative concepts of the family, relieved the pressure on the parents of autistic children, and promoted the formation of positive contributions to the family. Secondly, the parents of children with autism who can voluntarily participate in this study may have a better positive perception of children with autism. The results of this research are consistent with the research conclusions of Tian Boqiong et al. (Tian Boqiong, Zeng Shulan, Lu Xiuli & Shen Renhong, 2018).

Analysis of factors influencing the positive contributions of families of children with autism

Family monthly income

This study found that the family monthly income of autistic children's families actively contributes to the overall, intimacy and happiness, and the dimensions of learning more special knowledge through experience show significant differences. The scores of households with a household income of more than 8,000 yuan in the above dimensions are significantly higher than those of households with a monthly income of less than 4,000 yuan and between 4,000 and 8,000 yuan. The possible reasons are as follows: First, family income reflects the difference in resources obtained by the family (Matthews K A & Gallo L C, 2011). Due to the long-term and continuous nature of autism intervention, it requires the family to bear more related expenses. Therefore, the family's monthly income will affect the positive contribution of the family of autistic children to the overall. At the same time, because of the improvement of economic status, the family of children with autism will learn more about relevant information and receive more social support. Therefore, the higher the monthly family income, the more special knowledge and support their parents will learn, and the closer the family members will be.

Degree of obstacle

This study found that the degree of impairment showed significant differences in the overall positive contribution of families of children with autism, intimacy and happiness, rationality and justice, social expansion, and learning more special knowledge through experience. The scores of families with moderately disabled children in the above dimensions are significantly higher than those of families with severely disabled children. The possible reasons are as follows: the more severe the disorder of children with autism, the lower the effectiveness of their intervention, which undoubtedly aggravates the negative cognition of parents of children; at the same time, because one of the core characteristics of autism is communication disorder, and The more severe the obstacle, the worse the communication ability, which makes the parent-child interaction dysfunction, which in turn reduces the parents' positive perception of the child.

Employment of parents.

This study found that the parents' employment status showed significant differences in the overall positive contribution, intimacy and happiness, active work, value and meaning dimensions of the families of children with

autism. Working parents had significantly higher scores on these dimensions than unemployed parents. The possible reasons are as follows: families with autistic children often need a family member to give up work and become a full-time caregiver because of the need for child intervention. When caring for a child with autism, because of the children's various problems, they will have doubts about their own value and meaning. At the same time, they have almost no leisure time. The accumulated negative emotions cannot be vented, which affects the relationship with family members. Therefore, parents of children with autism who are not working have significantly lower positive perceptions of children than those with workers.

VII. RESEARCH LIMITATION

The subjects of this study are parents of families with children with autism, but only one person from a family is included in the survey. Therefore, it is recommended that future research be conducted on the whole family as a unit to collect relevant data on other family members. At the same time, there are fewer subjects in this study, and it is recommended to expand the number of subjects.

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Kajian Dimensi Tahap Kesejahteraan Kerja Guru Sekolah Rendah Di Daerah Kota Kinabalu

Masliah Musa dan Roslee Talip

Abstrak – Kajian ini bertujuan untuk mengenal pasti tahap kesejahteraan kerja guru di Kota Kinabalu. Dalam konteks kajian ini, tahap kesejahteraan kerja guru dioperasikan melalui tiga dimensi iaitu kesejahteraan diri, beban kerja dan pengalaman pengajaran dan pembelajaran (PdP) dalam talian. Kaedah kuantitatif telah digunakan dalam kajian ini melalui edaran instrumen soal selidik atas talian dengan Skala Likert empat mata. Kebolehpercayaan soal selidik pada nilai Alpha Cronbach (α) 0.70. Seramai 54 orang guru sekolah rendah di Kota Kinabalu terlibat sebagai responden kajian. Data dianalisis menggunakan perisian Statistical Package for the Social Sciences (SPSS Versi 28.0) dengan menumpukan kepada analisis statistik deskriptif. Dapatan kajian mendapati kesejahteraan diri guru berada pada min 2.9 (Sp= .40), diikuti dengan pengalaman PDP dalam talian (min = 2.1, Sp= .40) dan beban kerja (min =1.9, Sp= .60). Secara keseluruhan, hasil kajian ini menunjukkan bahawa kesejahteraan kerja guru sekolah rendah di daerah kota Kinabalu berada di tahap rendah iaitu dengan nilai min 2.40 (Sp= .31). Keadaan ini menjelaskan bahawa kesejahteraan kerja guru perlu ditingkatkan. Pemimpin sekolah harus memainkan peranan diperingkat sekolah dalam mempromosikan kesejahteraan kerja guru untuk memenuhi tuntutan profesional dan peribadi mereka.

Kata Kunci – Kesejahteraan kerja guru, kesejahteraan guru, beban kerja, PDP dalam talian

I. PENGENALAN

Guru memainkan peranan penting dalam kehidupan pelajar sebagai salah satu faktor yang menyumbang kepada kejayaan, kepuasan dan pencapaian pelajar dan seterusnya membentuk pemimpin masa hadapan (Viac & Fraser, 2020; Leow *et al.*, 2020) Tanggungjawab guru yang pelbagai dan kompleks menjadikan guru bukan hanya setakat menyampaikan maklumat. Guru perlu memastikan semua pelajar memperoleh pengetahuan, kemahiran dan sikap yang akan membentuk pelajar yang mampu mengharungi cabaran abad ke-21 (Guerriero, 2017). Seiring dengan tuntutan ini, keadaan kerja guru dan proses bilik darjah juga mengalami perubahan. Sistem Pendidikan menuntut guru bekerja dengan persekitaran bilik darjah yang pelbagai dari segi tahap keupayaan pelajar, latar belakang sosio-ekonomi dan komposisi demografi (OECD, 2018). Bertambahnya jumlah tugas pentadbiran, kekurangan kakitangan, kekurangan sokongan, tingkah laku murid, kekurangan kemahiran atau latihan merupakan punca utama beban kerja guru (Ofsted, 2019). Kajian yang dijalankan oleh Kementerian Pelajaran Malaysia pada 2011 mendapati guru-guru di Malaysia secara purata menggunakan 57 jam seminggu untuk melaksanakan tugas mereka. Guru juga didapati mengalami bebanan yang tinggi dari segi tuntutan

dan kekangan masa disebabkan pertindihan pelbagai tugas (Hamdan & M. Al-Muz-Zammil, 2022).

II. LATAR BELAKANG

Dalam beberapa tahun kebelakangan ini, para penyelidik mendapati bahawa guru menghadapi banyak cabaran berkenaan dengan kesejahteraan yang berkaitan dengan pekerjaan mereka (Garrick *et al.*, 2018). Guru sering menghadapi tuntutan emosi yang tinggi di tempat kerja mereka (Huang *et al.*, 2019). Di China, terdapat isu-isu yang menimbulkan tekanan kepada guru, termasuk gaji rendah, cuti yang sedikit, beban kerja berat, masa rehat yang tidak mencukupi, dan pengurusan tingkah laku pelajar yang sukar, telah menjadi norma. Akibatnya, tekanan tinggi yang berkaitan dengan stres, keletihan, kesepian dan keletihan mental adalah masalah emosi yang lazim bagi guru (Li & Zhang, 2019). Dapatan kajian Hamdan & M. Al-Muz-Zammil (2022) menunjukkan secara keseluruhannya guru terbeban terutama dari segi masa kerana pelbagai tugas sampingan yang perlu dipikul guru selain menyampaikan pengajaran.

Tuntutan teknologi dalam perkembangan pendidikan terkini menyebabkan beberapa perubahan dalam kehidupan kerja (Allen, Golden, & Shockley, 2015). Senario global seperti Pandemik Covid 19 yang berlaku baru-baru ini juga menjadi faktor yang memaksa penghirjaan pantas dari infrastruktur fizikal kepada digital. Ini menyebabkan perubahan secara dramatik di mana semua institusi pendidikan perlu beroperasi dengan kaedah yang berbeza bagi memastikan matlamat pendidikan dapat dilaksanakan (Sia & Abbas Adamu, 2020). Perubahan ini menimbulkan persekitaran kerja yang tertekan dan keadaan kerja yang mencabar mempengaruhi motivasi, efikasi sendiri dan komitmen kerja guru (Desrumaux *et al.*, 2015). Kualiti pengajaran dan amalan guru juga berisiko, kerana guru yang tertekan tidak dapat beroperasi dengan berkesan di dalam bilik darjah (Skaalvik & Skaalvik, 2018). Tekanan terhadap guru sebagai kumpulan profesional adalah faktor yang menghalang kesejahteraan kerja guru (McCartney, 2018) dan membawa kepada kesihatan mental yang buruk dan kepuasan kerja yang rendah (Prilleltensky, Neff, & Bessell, 2016). Tahap kesejahteraan guru yang rendah seterusnya boleh menjejaskan organisasi sistem pendidikan secara keseluruhan (McCallum *et al.*, 2017). Peranan penting guru dalam bidang Pendidikan perlu diambil berat kerana bebanan tugas memberi implikasi terhadap kesejahteraan guru dan menyumbang kepada kadar pengunduran dari profession keguruan (Leow *et al.*, 2020).

III. SOROTAN LITERATUR

Terdapat beberapa konsep kesejahteraan dicadangkan oleh pengkaji terdahulu (Taris & Schaufeli, 2015).

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Kesejahteraan dikaitkan dengan kesihatan dalam takrifan WHO iaitu keadaan kesejahteraan fizikal, mental dan sosial yang lengkap dan bukan hanya ketiadaan penyakit atau kelemahan (World Health Organization, 2018). Aelterman *et al.*, (2007) mentakrifkan kesejahteraan guru sebagai keadaan emosi yang positif, yang merupakan hasil keharmonian antara faktor persekitaran di satu pihak, dan keperluan peribadi dan harapan guru sebaliknya. Kesejahteraan guru di sekolah bukan sahaja berkaitan dengan konteks profesional. Keperibadian individu atau latar belakang peribadi boleh mempengaruhi cara guru menangani faktor-faktor dalam sekolah dan dengan tuntutan profesion (Aelterman *et al.*, 2007). Dalam Acton & Glasgow, (2015) kesejahteraan guru ditakrifkan sebagai rasa individu kepuasan profesional peribadi, kepuasan, tujuan dan kebahagiaan, yang dibina dalam proses kolaboratif dengan rakan sekerja dan pelajar.

Kajian lepas telah menyenaraikan faktor-faktor negatif yang berkaitan dengan kesejahteraan seperti keletihan, kepuasan kerja, kesan positif atau negatif dan kesihatan atau penyakit (Pretsch, Flunger, & Schmitt, 2012). Terdapat korelasi yang konsisten antara kesejahteraan guru dan ciri-ciri yang berkaitan dengan pekerjaan seperti beban kerja, tekanan masa, sokongan sosial, dan iklim sekolah, dan ciri-ciri individu seperti keberkesanan guru, ketahanan, neurotikisme, orientasi matlamat, dan strategi mengatasi (Huang & Yin, 2018; Pretsch *et al.*, 2012; Zee & Koomen, 2016).

Di Malaysia, guru bukan sahaja menggunakan masa untuk aktiviti pengajaran seperti membuat perancangan pelajaran, pengajaran di bilik darjah, dan kerja rumah tetapi juga untuk tugas-tugas lain seperti aktiviti kokurikulum, aktiviti pembangunan profesional, tugas pentadbiran yang berkaitan dengan pengajaran dan pembelajaran seperti mengisi kad laporan dan kehadiran pelajar di dalam kelas (Othman & Sivasubramaniam, 2019). Tidak banyak beza dengan kajian Ek Klai & Kamarul Bahrin (2020) dimana dapatan literatur mendapati antara penyebab utama guru mendapat tekanan kerja yang tinggi ialah melalui sikap murid, kekangan masa, persekitaran sekolah, dan juga perhubungan antara staf. Selain itu, tekanan guru juga dikatakan berpunca dari tingkah laku pelajar diikuti dengan kekurangan status di tempat kerja, ketidakstabilan kecemerlangan prestasi, kurang peluang bagi kenaikan pangkat, hubungan yang kurang baik dengan rakan sekerja, sokongan yang tidak mencukupi daripada pemimpin sekolah serta tahap motivasi pelajar yang rendah (Leong & Mohd Nordin, 2021). Kesimpulannya, kebanyakan literatur menunjukkan beban tugas guru merupakan faktor yang menyumbang kadar kesejahteraan guru yang rendah selain daripada tingkah laku murid, sikap pemimpin dan iklim sekolah.

IV. OBJEKTIF KAJIAN

Mengenalpasti tahap dimensi kesejahteraan kerja guru sekolah rendah di daerah Kota Kinabalu.

V. METODOLOGI KAJIAN

Reka bentuk kajian berbentuk pendekatan kaedah kuantitatif jenis deskriptif dan menggunakan instrumen soal selidik. Borang soal selidik yang digunakan telah diadaptasi dan diubahsuai daripada kajian Bee Huat Seng

(2020). Data yang diperoleh melalui instrumen kajian tersebut dianalisis secara statistik deskriptif menggunakan *Statistical Package for the Social Sciences* (SPSS) 28.0 bagi menjawab ketiga-tiga bahagian. Data ini digunakan untuk mendapatkan tahap kesejahteraan guru sekolah di sekitar Kota Kinabalu melalui nilai skor min yang diperoleh daripada setiap item. Sampel kajian ini adalah terdiri daripada guru-guru di sekitar Kota Kinabalu, Sabah. Responden bagi kajian ini adalah seramai 54 orang guru. Saiz sampel bagi kajian ini merujuk kepada jadual penentu sampel kajian Krejcie dan Morgan (1970).

Borang soal selidik diedarkan dalam bentuk *Google Form*. Borang soal selidik ini terdiri daripada 2 bahagian iaitu bahagian A maklumat responden dan Bahagian B menggunakan Skala Likert empat mata untuk menguji 3 konstruk iaitu beban kerja, Kesejahteraan diri dan Pengalaman PDP menggunakan talian. Data yang telah diperoleh dianalisis menggunakan peratus, kekerapan dan min. Interpretasi terhadap min disusun mengikut turutan menaik dari min yang paling rendah hingga kepada min yang paling tinggi. Skor min yang diperoleh akan diinterpretasikan berdasarkan skala Likert empat mata yang diadaptasi daripada Mohd Asri Harun *et al* (2016) seperti dalam Jadual I di bawah.

JADUAL I: INTERPRETASI NILAI MIN

| Skor min | Interpretasi |
|-------------|---------------|
| 1.00 – 1.50 | Sangat rendah |
| 1.51 – 2.50 | Rendah |
| 2.51 – 3.50 | Sederhana |
| 3.51 – 4.00 | Tinggi |

Sumber: Mohd Asri Harun *et.al* (2016)

VI. DAPATAN KAJIAN

Jadual II menunjukkan dapatan bahagian A, iaitu berkaitan demografi responden yang terdiri daripada jantina dan pengalaman mengajar.

JADUAL II: ANALISIS DEMOGRAFI

| Demografi | Item | Kekerapan | % |
|----------------------------|-----------------|-----------|------|
| Jantina | Lelaki | 11 | 20.4 |
| | Perempuan | 43 | 79.6 |
| Tempoh pengalaman Mengajar | 1-5 tahun | 1 | 1.9 |
| | 6-10 tahun | 8 | 14.8 |
| | 11-15 tahun | 12 | 22.2 |
| | 16 tahun keatas | 33 | 61.1 |

Responden terdiri daripada 43 org guru perempuan (79.6%) dan 11 orang guru lelaki (20.4%). Melalui dapatan analisis data demografi, guru perempuan adalah responden yang ramai kerana jumlah guru perempuan di setiap sekolah lebih tinggi berbanding guru lelaki. Dari aspek pengalaman mengajar. Manakala bagi tempoh pengalaman mengajar, responden kebanyakannya mempunyai pengalaman mengajar 16 tahun keatas dengan 61.1%, diikuti dengan tempoh 11-15 tahun iaitu dengan 22.2%, 6-10 tahun mengajar dengan 14.8% dan yang terendah 1.9% yang mempunyai pengalaman mengajar 1-5 tahun.

Jadual III dibawah menunjukkan bahawa beban kerja guru berada di tahap rendah. Ini membuktikan bahawa guru-guru tidak terbeban dengan kerja yang diberikan

dengan skor min keseluruhan menunjukkan 1.99 (SP=.60). Skor min merancang dan menyiapkan aktiviti PDP menunjukkan skor min yang paling rendah iaitu 1.74 (SP=.78), manakala skor min yang tinggi dalam konstruk beban kerja adalah mengajar dengan skor min 2.17 (SP=.96) dan kerja pentadbiran am seperti menyediakan kertas kerja, laporan dan tugas- tugas pengkeranian menunjukkan skor min 2.17 (SP=.94).

JADUAL III: ANALISIS BEBAN KERJA

| Item | Pernyataan | SP | Min | Interpretasi |
|-----------------|---|-----|------|--------------|
| B1 | Mengajar | .96 | 2.17 | Rendah |
| B2 | Merancang dan menyiapkan aktiviti PDP | .78 | 1.74 | Rendah |
| B3 | Penglibatan dalam pengurusan sekolah | .82 | 2.13 | Rendah |
| B4 | Kerja pentadbiran am (termasuk penyediaan kertas kerja, laporan dan tugas pengkeranian) | .94 | 2.17 | Rendah |
| B5 | Komunikasi dengan ibubapa/ penjaga (termasuk emel, whatsapp atau panggilan telefon) | .88 | 1.78 | Rendah |
| Min keseluruhan | | .60 | 1.99 | Rendah |

Jadual IV secara keseluruhannya menunjukkan bahawa kesejahteraan diri guru berada ditahap sederhana dengan skor min keseluruhan 2.91 (SP=.52). Kebanyakan guru bersetuju dengan pernyataan 'saya suka dengan diri saya' dengan skor min 3.20, manakala skor min bagi pernyataan 'saya berasa penuh semangat' menunjukkan skor min 2.69 (SP=.66).

JADUAL IV: ANALISIS KESEJAHTERAAN DIRI

| Item | Pernyataan | SP | Min | Interpretasi |
|-----------------|---|-----|------|--------------|
| K1 | Saya berasa gembira dan ceria | .63 | 2.89 | Sederhana |
| K2 | Saya berasa tenang dan santai | .63 | 2.78 | Sederhana |
| K3 | Saya berasa penuh semangat | .66 | 2.69 | Sederhana |
| K4 | Saya suka dengan diri saya | .52 | 3.20 | Sederhana |
| K5 | Saya berasa optimis dan penuh harapan | .71 | 2.85 | Sederhana |
| K6 | Saya merasakan bahawa apa yang saya lakukan adalah penting dan bermanfaat | .64 | 3.04 | Sederhana |
| K7 | Saya berasa dekat dan sentiasa berhubung dengan orang disekeliling saya | .62 | 2.94 | Sederhana |
| Min keseluruhan | | .52 | 2.91 | Sederhana |

Jadual V menunjukkan responden mempunyai pengalaman yang rendah dengan skor min keseluruhan 2.11 (Sp=.40). Kebanyakan responden bersetuju dengan kos yang berkurangan sekiranya PDP dijalankan dalam talian dengan skor min 2.11 (SP=.40) manakala responden merasakan penglibatan murid dalam PDP adalah rendah dengan skor min 1.78 (SP=.63).

JADUAL V: ANALISIS PENGALAMAN PDP ATAS TALIAN

| Item | Pernyataan | SP | Min | Interpretasi |
|-----------------|---|-----|------|--------------|
| T2 | Cara penyampaian lebih efisien | .52 | 1.94 | Rendah |
| T3 | Bahan pengajaran lebih mudah disediakan | .66 | 2.31 | Rendah |
| T4 | Murid lebih seronok dengan proses PDP | .58 | 2.04 | Rendah |
| T5 | Menglibatkan murid dalam PDP | .63 | 1.78 | Rendah |
| T6 | Kos berkurangan | .74 | 2.48 | Rendah |
| Min keseluruhan | | .40 | 2.11 | Rendah |

VII. PERBINCANGAN

Dapatan keseluruhan kajian menunjukkan kesejahteraan kerja guru berada di tahap sederhana dengan skor min 2.40 (Sp=.31). Dalam kajian ini, kesejahteraan kerja guru diukur melalui konstruk beban kerja, kesejahteraan diri dan pengalaman Pengajaran dan Pembelajaran (PDP) atas talian. Beban kerja diukur dengan melihat kekerapan masa yang diperuntukkan untuk menyelesaikan sesuatu tugas. Dapatan kajian ini menunjukkan walaupun beban kerja guru adalah rendah namun kebanyakan masa yang digunakan oleh responden dalam kerja-kerja yang melibatkan pengurusan sekolah. Tugas guru pada masa kini adalah lebih pelbagai dan bukannya semata-mata mengajar. Antara skop tugas guru, merangkumi pengurusan hari sukan, hari kokurikulum, Mesyuarat Agong Persatuan Ibu Bapa dan Guru (PIBG), hari terbuka, musim peperiksaan, pertandingan peringkat daerah serta negeri, minggu suai kenal dan banyak lagi (Rosnah & Siti Nur Fatimah, 2018). Ini menjejaskan tumpuan guru terhadap tugas hakiki mereka iaitu menyampaikan pengajaran serta memberi kesan negatif yang lain terhadap kesejahteraan mereka (Hamdan & M. Al-Muz-Zammil, 2022).

Pengajaran dan Pembelajaran (PDP) yang dilaksanakan atas talian semasa pandemik juga didapati tidak efisien dari segi penyampaian dan murid kurang berasa seronok dengan proses PDP. Selari dengan kajian Lau *et al.*, 2021 menyatakan penglibatan murid dalam perbincangan semasa PdP atas talian adalah lemah. Sikap pelajar amat mempengaruhi keberkesanan semasa PdP dalam talian dijalankan (Khadija *et al.*, 2020) dan ini sedikit sebanyak akan mempengaruhi kesejahteraan kerja guru dalam tugas mereka.

VIII. KESIMPULAN

Guru merupakan faktor penting yang menyumbang kepada pencapaian pelajar. Kesejahteraan guru pula berkait rapat dengan kualiti kerja mereka. Oleh yang demikian, memastikan kesejahteraan kerja guru adalah perkara kritikal yang perlu diambil berat untuk masa depan pendidikan. Penggubal dasar, majikan, pemimpin sekolah dan semua pihak berkepentingan harus mengambil serius kesejahteraan guru terutama bagi memastikan kualiti kerja guru tidak terjejas.

Oleh yang demikian, amat penting untuk isu-isu yang menjejaskan kesejahteraan kerja guru dikenalpasti dan ditangani dengan segera. Kegagalan untuk mengenalpasti dan memberikan sokongan yang sesuai mungkin menyebabkan ada yang terpaksa mempertimbangkan

untuk berhenti mengajar dan ini mengakibatkan kerugian besar kepada profesion dan sistem pendidikan negara.

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ICREE 2022

Development of Education Management Policy Plan for B40 Pupils Towards Improving ESL Learning

Umairah Jamaluddin and Maslawati Mohamad

Abstract – The advancement in education across the world is moving rapidly as technology and digital learning expand. Many strategies are being used in teaching and learning especially since distance learning has become a norm. Based on one of the cores in the Eleventh Malaysia Plan, the increase in quality of education will increase the pupils' outcome in learning. This core highlights the group of B40 pupils who comes from a low-income family. Past research showed that B40 pupils' lack of attendance in school and unfavourable interest and attitudes towards teaching and learning affect many of B40 pupils' performance in learning. The Covid-19 pandemic further widened the gap between the B40 pupils' condition and the others. Hence, there is a need to develop an education management policy plan for B40 pupils specifically. This study aims to examine the gaps that exist in the existing education management policy toward improving B40 pupils' ESL learning. This study further explores the expectations of parents, pupils, teachers and school administrators. Moreover, the input from this study will aid the process of developing the education management policy plan for B40 pupils. A study using a qualitative approach was conducted on 3 school administrators, 3 English teachers, 3 parents and 3 pupils from a primary school in Selangor. A semi-interview was administered and it was analysed thematically. The findings showed a constructive response toward developing an education management policy plan for B40 pupils. The feedback towards improving B40 pupils' ESL learning is directly related to the school's environment too. Therefore, the findings will be a great help to further refine the National Education Policy in regard to the management of financial assistance to B40 families.

Keywords – Education Management Policy Plan, B40 pupils, ESL learning

I. INTRODUCTION

An education management policy plan is an important document for the planning, implementation and evaluation of quality education. Within the context of Sustainable Development Goal 4, which aims for the right to education and to promote lifelong opportunities for all, the United Nations Educational, Scientific and Cultural Organization (UNESCO, n.d.) supports the national education authorities in developing comprehensible education policies and strategies by Member states of UNESCO. The recent Covid-19 pandemic all around the world has shifted the teaching and learning process from physical to distance learning after the school closures. The shift in teaching and learning makes the education policy go through some changes to suit the new norm. The Ministry of National Education (MoNE) of Turkey took action in

selecting its online platform-EBA (Educational Informatics Network) to continue the education for all teachers and students (Ozer, 2020). Distance learning and digital education go hand in hand as teaching and learning will happen via an online platform. Thus, the education stakeholders should make sure that everyone has access to digital education (Symeonidis et al., 2021).

The wide use of the English language globally prompts the Ministry of Education in Malaysia to reform ESL learning. As stated by Nishanthi (2018), English is one of the most used and dominating languages in the world. Hence, the English Language Education Reform Roadmap 2013-2025 was implemented and it includes the principle of equity, in which the teachers have to ensure that an improved English programme gives a chance to the learners to succeed in learning English regardless of their social background. Throughout time, the socio-economic disparities have been a challenge for ESL learners in Malaysia due to the social environment itself (Azman, 2017). Education is for all but the Covid-19 pandemic had further widened the gap between B40 pupils and the others. According to Schleicher (2020), this crisis has uncovered the insufficiencies and inequities in the education system. For example, the Internet access, the devices needed for online learning, the environment and the resources for learning. This shows that digital learning is becoming the main gap in education that differentiate the B40 pupils and the others more.

The socio-economic status of a family may affect the learning process, especially in ESL learning. Kamala (2021) studied The National Education Policy 2020 in India and emphasized that financial support for various critical elements and components in education is needed for underprivileged and socioeconomically disadvantaged groups for equitable high-quality education. Similarly, the social environment might become one of the factors affecting the B40 pupils' performance in learning in Malaysia. The social environment leads to the pupils' absenteeism in school and uninterested attitudes toward teaching and learning (Mckenzie, 2019). Kearney et al. (2019) agreed with the claim and stated the factors of the absence are related to unconducive house conditions, lack of school materials and problems with transportation as well. The lack of motivation rooted in the social environment needs to be highlighted to help the B40 pupils in learning. Therefore, the aim of this study is to examine the gaps that exist in the existing education management policy towards improving B40 pupils' ESL learning and explores the expectations of parents, pupils, teachers and school administrators as well.

II. LITERATURE REVIEW

Theoretical framework

One of the crucial theories of human motivation is Maslow's Hierarchy of Needs (1943). The social environment of the underprivileged pupils affects the pupils' performance in learning due to their unfulfilled needs in life. Christopher (2000) restated Maslow's Hierarchy of Needs (1943) of five needs in this theory which are physiological, safety, love, esteem and self-actualization as shown in Figure 1. The first need which is physiological needs is a basic human need in life like food, clothes and many more and it will result in the second need which is safety needs. This is because the human feels safe after getting the basic needs. It is followed by the third and fourth needs which are love and esteem. Humans felt the love and try to achieve the goal to improve their life. The last need is self-actualization which happens when the human realizes their own's worth. All five needs are related to each other and it needs to be satisfied for a human to be motivated especially in learning. It was found that the motivation for learning English in Sudan was high and the motivation to learn cannot be affected by the age of the learners (Abdelrahim, 2012). Thus, every human needs the motivation to learn something and improve the social environment.

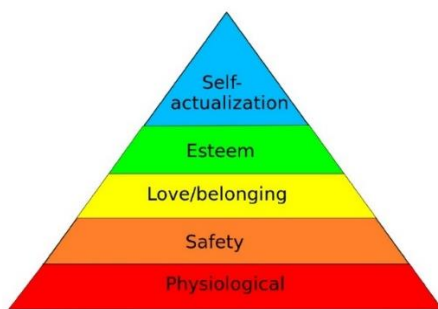


Figure 1. Maslow's Hierarchy of Needs (1943)

Education Policy

Governments in every country set up the overall framework that outlines their education system which is the education policy. Education policies differ for every country but it covers a wide range of issues like equity, the quality of learning outcomes, learning environments, funding, evaluation and assessment and more (OECD, n.d.). Everyone has the right to education regardless of the differences in the background. It is important to close the gaps in access to quality education and many countries with financial constraints opted to reform some areas of education management (UNESCO, n.d.). The sudden Covid-19 pandemic has become a catalyst to adjust the policy sooner. The Ministry of National Education (MoNE) of Turkey is one of the educational stakeholders that makes a quick action in supporting the students academically and socially (Ozer, 2020). The study by Symeonidis et al. (2021) found that many people lack digital skills and attend schools with limited digital infrastructure hence the emergence of new inequalities. The EU needs to examine the policy documents to ensure that no one is left behind following the crisis.

Many countries point out the importance of learning English as it is being used globally. So, ESL learning took place from an early age of education along with the language of the mother tongue. Ministry of Education in Japan introduced Primary School English (PSE) language teaching in elementary schools in 2011 (Ng, 2016) and the curriculum has been improved over the year in the aspect of teaching materials and it is being taught to third until sixth grades classes as well (Carrigan, 2019). The primary curriculum in Indonesia includes the English language under the local content subjects but the study from Jazuly et al. (2019) shows that the teachers wanted to develop students' potential freely in school by expecting the government to return the English language policy as a compulsory subject in the primary school. Furthermore, the National Education Policy 2020 of India has been met with some criticism since English will only be offered from the secondary level. Kamala (2021) stated that underprivileged students will lose out on opportunities since their families cannot afford private tutors to polish up the children's English competence. Learning English will open up equal chances for everyone in career building in the future.

The revolving of the ESL learning indicates that there is still room for improvement towards achieving the aim of producing a good language user. The Common European Framework of Reference for Languages (CEFR) is a guideline used to define the pupils' achievements in languages internationally. The Ministry of Education in Thailand has announced the adoption of the CEFR in the policy to reform the teaching and learning of English at the basic education level in 2014 (Prasongporn, 2017). The English language education system in Malaysia has also made an effort to implement the CEFR and Nur Ashiquin et al. (2020) believed the reform is a complex process and it took time for a total success but it is an important contribution to the better quality of education.

Education policy related programmes in financial supports and aids

All countries have their ways of increasing the quality of education by improving the pupils' education. The National Education Policy 2020 of India emphasizes long-term thrust areas for financing to cultivate the education system. According to Kamala (2021), financial support is given to the critical elements of education like nutritional support, students' well-being and learning resources towards equitable education for underprivileged and socioeconomically disadvantaged groups. Research from Shaturaev (2021) in Indonesia found out financing and poor academic results are one of the major educational issues and suggested changing the social systems that deal with education named systemic solutions. Thus, accommodating the rights and needs of children and improving the accountability and professionalism of schools are parts of the mission to expand the access and quality of education for all citizens (Shaturaev, 2021).

Distance learning is one of the teachings and learning strategies applied and used widely after the Covid-19 outbreak. The education management took action to minimize the impact on pupils' education. The Educational

Informatics Network (EBA) becomes the main platform as a digital education portal and the Ministry of National Education (MoNE) of Turkey provided support to pupils, teachers and parents as well (Ozer, 2020). China's Education implemented the "Suspending Classes Without Stopping Learning" policy to ensure all the pupils continue learning and make adjustments at times after receiving the feedback (Zhang et al., 2020). Similarly, the Education Ministry of Malaysia has implemented the education continuation strategies which are flexible in-class timetables and pedagogies, providing both synchronous and asynchronous lessons, involving the mass media and supporting the teacher's professional development in digital learning (Izhar et al., 2021).

B40 pupils

There are three household groups namely T20, M40 and B40 and it means top 20%, middle 40% and bottom 40% respectively. Generally, B40 pupils are the group of pupils who come from low-income families. The household income is in the lower 40% of the total percentage of Malaysian income. According to the Household Income and Basic Amenities Survey Report (2019), it is stated that B40 household income is below RM4849 and there were 2.91 million of B40 households in Malaysia. In terms of the income distribution, the B40 only covered 16% of total income and it decreased from 16.4% in 2016. The B40 household distribution in Selangor showed the highest percentage followed by Perak and Johor because various job opportunities can be found especially in the manufacturing and services sectors here (Siwar et al., 2019). There is the stress coming from the B40 household's perspective and experience in life with the low income from their work. The research from Arshat et al. (2018) identified three types of stress which are economic, emotional and parenting stress. It may affect the children, B40 pupils in education to buy things for their learning but Arshat et al. (2018) highlighted that communication, financial management and social support are a great help for the harmony of B40 household.

B40 pupils' academic achievement and ESL learning

The socioeconomic backgrounds of B40 pupils may affect their academic achievement. Particularly, the article from Thomson (2018) discussed that academic achievement does get affected by the socioeconomic background but the way the effect is transmitted remains unclear and hard to address. This is because the socioeconomic background can lead to the B40 pupils' lack of attendance in school. As reported by Klein (2021), school absences are detrimental to student achievement in Scotland in general. However, the effects of absenteeism are smaller among the children from the lower socioeconomic background in Scotland. The findings from the rural primary school in Cambodia conducted by Soeung (2020) differed in that they stated that socioeconomic status has no relation to academic achievement. In this context, the reason is due to similar family economics and the socioeconomic status may have less impact on primary pupils. Moreover, OECD

Programme for International Student Assessment (PISA) indicates that students' socio-economic background does not automatically mean poor performance (OECD, n.d.).

B40 pupils need to attend school for their education as it helps the pupils to gain more knowledge, adapt and socialize with others and to lead a better life in the future. The high rate of dropout is related to the lack of interest in school, the not-conducive-house, lack of support from parents and low awareness of the importance of education among the B40 household (Siwar et al., 2019). Aside from that, the case study from Subra et al. (2019) found out that the Indian B40 household has to make the children drop out of school because they cannot prepare the facilities, learning tools and the abilities to support the pupils in learning. Additionally, Nishanti (2018) stated that learning English is important as many children are encouraged to learn English as a second language in various countries even where it is not an official language. In Malaysia itself, the role of the English language is significant as it remains its position as a second language since its independence (Azman, 2017). Misbah et al. (2017) identified that the socio-economic status of the family affects the family's ability to fulfill the educational demands in ESL learning and pointed out the lack of parental involvement in the pupils' learning due to work to support the living cost. Parent involvement appeared significant to influence the pupils' educational performance (Kamal et al., 2022).

III. METHODOLOGY

This study used a qualitative approach in collecting the data. A semi-structured interview and document analysis were conducted to examine the gaps that exist in the existing education management policy towards improving B40 pupils' ESL learning and explores the opinions and perspectives of the participants towards the development of educational management policy plan for B40 pupils. Adams (2015) recommended using semi-structured interviews for probing, open-ended questions to know the thoughts of each individual in a group. A great deal of care and planning before, during and after the interviews are required to conduct semi-structured interviews regarding the ways questions are asked and interpreted (Qu & Dumay, 2011). It is significant to gather the data most accurately and appropriately.

Purposive sampling was chosen to select the participants which are 3 school administrators (SA), 3 English teachers (ET), 3 parents (PA) and 3 pupils (PU) from a primary school in Selangor. The participants were assigned a pseudonym to ensure anonymity. Table I shows the demography of the participants. School administrators have a similar year of service as an administrator while the English teachers have a wider range of years of service as a teacher. All the parents are from B40 families with the number of household income less than RM 2000 and the B40 pupils have the same English proficiency level which is Band 3.

TABLE I: DEMOGRAPHY OF THE PARTICIPANTS

| Participants | Years of service as an administrator |
|-------------------------------|--------------------------------------|
| School administrator 1 (Nora) | 9 years |
| School administrator (Sue) | 8 years |
| School administrator 3 (Ray) | 4 years |
| Years of service as a teacher | |
| English teacher 1 (Sara) | 32 years |
| English teacher 2 (Mia) | 10 years |
| English teacher 3 (Laila) | 4 years |
| Household income | |
| Parent A (Nani) | RM 1600 |
| Parent B (Shida) | RM 1500 |
| Parent C (Alia) | RM 1570 |
| English proficiency level | |
| Pupil A (Faris) | TP 3 |
| Pupil B (Ana) | TP 3 |
| Pupil C (Kamil) | TP 3 |

The interview questions were formed, reviewed and validated by the experts in the education management policy development. The interview was conducted over 4 weeks according to Figure 2. Each participant was interviewed within 30 to 45 minutes. The language used was either Malay or English depending on the participants' preference. However, the participants tended to speak in Malay more or mixed the languages. The document related to the study was analysed and interpreted according to the themes. Triangulation of the instruments was used to determine the reliability of the data.

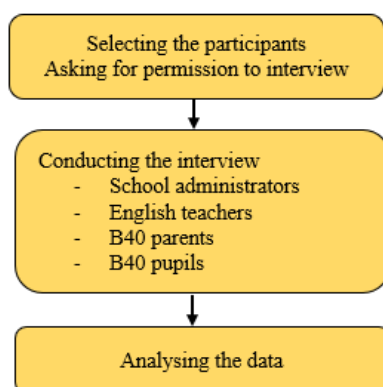


Figure 2. Process of the interview

IV. FINDINGS AND DISCUSSION

The data are categorized using thematic analysis into three key themes during the data analysis and evidenced by the participants' transcription and document analysis: Benefits of the current policy and aids for B40 pupils to improve ESL learning, challenges in the management of

B40 financial assistance and suggested supports and programmes towards improving B40 pupils' performance in ESL learning.

Benefits of the current policy and aids for B40 pupils to improve ESL learning

The school administrators, English teachers and parents were aware of the current policy related to the pupils' education for B40 pupils. Generally, it helps the B40 pupils in ESL learning as the tuition and material resources for English are costly. Kamala (2021) agreed with the cost of tutors to improve English skills because underprivileged families cannot afford it. The financial support and aid for B40 pupils from the education management budget are distributed to every school under the Ministry of Education (MOE) in Malaysia. For example, Supplementary Food Programme (RMT), *Program Susu Sekolah* (PSS), *Bantuan Kumpulan Wang Amanah Pelajar Miskin* (KWAPM), Early Schooling Assistance (BAP) and *Bantuan Pakaian Seragam Badan Beruniform*. Although *Skim Pinjaman Buku Teks* (SPBT) is loaned to all Malaysian pupils, it is one of the important supports to ensure the B40 pupils get the resources in learning.

From the interview, B40 pupils' basic needs like food and clothes need to be met to make sure the B40 pupils can learn at ease and improve ESL learning too. The B40 families have to fill in the form with details and submit it before getting the aid. RMT is the daily food given for B40 pupils in school so that the pupils get balanced and healthy food. Similar to RMT, the PSS which is milk, is given to B40 pupils as additional nutrition early in the morning to improve the healthy habit of drinking milk. One of the teachers, Mia commented that the menu is suitable and it increases pupils' focus when learning in the classroom. One of the parents, Nani stated that these aids relieved them from the worry of the pupils' daily eating habits, and the pupils, Faris and Kamil voiced out that they didn't feel the need to bring pocket money as RMT and PSS is enough for the daily food and milk in school.

As for BAP and KWAPM, it uses the same form. BAP is given one-off to B40 pupils by crediting the money to the pupils' bank account or by cash only. The amount allocated for BAP is RM 100 but in 2022, the amount is increased to RM 150 as announced in the 2022 Budget for the education sector. Picture 1 is extracted from the Ministry of Finance Malaysia (2022) document regarding the Early Schooling Assistance for B40 pupils. Meanwhile, the KWAPM is given with the same method as BAP but it can be converted to non-cash. The decided amount for primary school stated in the Picture 2 is from *Surat Pekeliling Kewangan (SPK) Bilangan 1 Tahun 2019: Bantuan Kumpulan Wang Amanah Pelajar Miskin* (KWAPM). Both financial aids are given to help lessen the burden of the parents on the children's school expenses. The interview from the parents and teacher shows a positive response to the financial support and aid given:

“I can prepare the school’s necessities with the money from KWAPM and BAP and my children will not feel left out at school. My children become more motivated to come to school to learn.” (Alia, PA)

“I have many children in school so this support helps me a lot for the school expenses like stationaries and exercise books.” (Shida, PA)

“The B40 pupils come to school often and participate in the learning especially when there are group projects.” (Sara, ET).



Figure 1 The amount allocated for BAP in 2022.

| DATA | BANTUAN AM PERSEKOLAHAN (BAP) | |
|---------------------------------------|-------------------------------|------------------|
| eKASIH, DMOA dan Data Sedia Ada (DSA) | Sek Rendah | RM100.00 setahun |
| | Sek Menengah | RM150.00 setahun |

Figure 2 The amount allocated for KWAPM.

The school and parent-teacher association (PIBG) took initiatives to help B40 pupils too. The help is given in the form of direct financial support or gets the resources from outside parties like non-Governmental organisations (NGOs) and corporations. Dana Kita, Yayasan Kossan and Cargill were the outside parties that gave some aid to B40 pupils. The pupils received school bags, school and daily necessities and school uniforms. Mia added that YTL also helps the B40 pupils in giving the devices and data plan for digital learning during the Covid-19 pandemic. It is relevant because Izhar et al. (2021) pointed out the concern of the disadvantaged group of pupils who cannot access both the Internet and study through digital learning. Picture 3 showed the poster of YES PRIHATIN shared by the class teacher in the Telegram group. Laila, the English teacher explained that the parents need to apply for it by themselves but they can seek help from the class teacher.



Figure 3 YES PRIHATIN poster in 2021.

It can be concluded that the current policy is beneficial to B40 pupils to ensure the pupils are equipped with the school necessities. The pupils are motivated in learning

when their basic needs are fulfilled following Maslow’s Hierarchy of Needs (1943). The outside parties also help out a lot especially during the Covid-19 pandemic to assist the B40 families in education.

Challenges in the management of B40 financial assistance

The management of B40 financial assistance is handled by the school after receiving the information and dateline to give the list of names of B40 pupils with the forms and documents needed for the evidence. There are several challenges in the management of the existing financial support and aids policy mentioned from the English teacher’s perspective who is a class teacher as well. The findings from the interview covered three aspects which are parents’ cooperation in completing the form within the given timeframe, giving the right information for transparency purposes and misusing the financial support given to other needs aside from pupils’ education. The interview responses are as follows:

“The parents’ lack of co-operation in filling in the form especially when it comes to the income makes it difficult for me to cross-check the information given.” (Laila, ET)

“I found out some of the pupils still didn’t buy the exercise books needed after the financial support is given.” (Sara, ET)

Therefore, the strategies used by the school administrators and teachers are by giving continuous information and update to the parents, calling the parents personally to get the feedback and forms and reminding the parents and pupils to use the aids wisely.

Other than that, the parents agreed that they sometimes didn’t adhere to the given due date as they have to find the time to get the verification and signature from the higher official or village chief for the form. The parents are struggling with the economic stress and it leads to the emotional distress at home to momentarily forget about the pupils’ school needs (Arshat et al., 2018). So, the teachers provided help and information continuously for the input required to fill in the form as one of the parents expressed,

“I always find the information about the financial support and aids from the class teacher in the class Telegram group. The teacher usually updates the information and reminds me personally at times to complete the form as soon as possible.” (Alia, PA)

B40 pupils are often associated with school absenteeism and attitudes towards learning. The absence of young children from school is related to their socioeconomic background (Kearney et al., 2019; Mckenzie, 2019). Misbah et al. (2017) agreed as the socio-economic status of the family affects the family’s ability to fulfill the educational demands in ESL learning. The MoNE of Turkey supported the psychological resilience of parents and students by establishing a helpline during the Covid-19 pandemic (Ozer, 2020). Thus, the management

of B40 financial assistance must be transparent and the B40 families get assisted well because it can lead to pupils' positive attitudes in learning at school.

Suggested supports and programmes towards improving B40 pupils' performance in ESL learning

The challenges faced by B40 pupils further expand after the Covid-19 pandemic. The impact forced the school to close down and digital learning took place within a short time (Schleicher, 2020). It became a major economic crisis for all and B40 pupils were not fully equipped with the changes in education especially due to financial problems. The financial support and aid received by B40 pupils helped them in their education. An insight with one of the school administrators revealed that,

"The school facilities and resources for the teaching and learning need to be updated and enhanced to attract the B40 pupils in learning. A program specifically targeted for B40 pupils can motivate them in learning too." (Nora, SA)

It aligned with the concern of the English teachers in trying to find the roots of the problem for B40 pupils in ESL learning. Hence, the Ministry of Finance Malaysia (2022) allocated RM 900 million from the 2022 Budget for the maintenance and upgrading of schools to more than 10,000 schools under MOE to make sure the school facilities are improved.

Furthermore, the school administrators discussed and planned suitable supports and programmes for improving B40 pupils' performance in ESL learning. There was financial help given to B40 pupils for UPSR tuition in school previously. Due to the lack of English resources and support in the home environment, these activities and programmes are a great help to motivate the B40 pupils in ESL learning continuously. The school administrator, Ray, projected the idea of the outreach programme with NGOs for B40 pupils in improving ESL learning.

ESL learning is equally important as learning the mother tongue language for future use. Nishanti (2018) emphasized the importance of learning English. As the CEFR syllabus has been implemented, it is pupil-centered and aims for pupils to speak the language. The interview with the pupils revealed that three of them enjoyed learning English at school whenever there were projects and teamwork activities with the teacher. Although the level of proficiency is on average, it didn't reduce the pupils' passion for ESL learning. The B40 pupils are highly dependent on the teacher and school environment for ESL learning. One of the pupils, Kamil stated that English is little to non-existent in their home environment. Kamal et al. (2022) highlighted the parents' role as vital as it can affect pupils' performance in learning. Siwar et al. (2019) mentioned the low awareness of the pupils' education among the B40 household. A program with B40 families and the children will give awareness to the importance of education for both parents and pupils. Then, the B40 pupils can improve their performance in ESL

learning gradually. From the findings, it can be concluded that the great school administrators, teachers and parental and community involvement are needed to ensure that the B40 pupils are not left behind in education.

V. CONCLUSION

In conclusion, the study provides an insight into the gaps in the existing education management policy toward improving B40 pupils' ESL learning. There were no specific guidelines and supports for ESL learning for B40 pupils but the B40 pupils' social environment is related to and affects the pupils' performance in school. Despite the benefits, challenges and suggested supports regarding financial assistance to B40 pupils, there is a limitation as the study is conducted at one primary school in Selangor only. It is best to further explore the financial assistance for secondary and tertiary schools too to get a wider set of information. In this day and age, every stakeholder perspective is taken into account so that it can aid the development of the education management policy plan process for B40 pupils. It is essential to have a specific input regarding the management of financial assistance to B40 families so that the gap between B40 pupils and the others can be reduced in learning.

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Developing Education Management Policy Plan for B40 Primary School Pupils on Improving English Language Learning: Sarawak Stakeholders' Perceptions

Vanisa Magasvaran and Maslawati Mohamad

Abstract – The 12th Malaysia Plan (RMK-12) focuses on developing highly skilled talents and improving education quality, in line with the 11-education transformation shift, which aims to provide equal international level education to all pupils including economically disadvantaged pupils (B40 community). The ambiguity of the present Malaysian education policy in regards to B40 pupils' primary education especially on improving English language learning (ELL) justifies the implementation of this research. This study helps to examine the gaps that exist in the existing education management policy for B40 pupils and to explore the perceptions of the educational stakeholders. A qualitative study design was employed. A semi structured interview was conducted, involving 1 educational officer, 4 teachers, 4 parents, and 4 pupils from Sarawak, Malaysia. An adopted semi structured interview question was used. The data was triangulated using field notes and document analysis. The data gathered was analysed thematically. The findings were divided into three themes which are the benefits of current school assistance, challenges faced to manage pupils and supports that pupils require to improve ELL. Parents have difficulty meeting the pupils' demands at school, which go beyond fundamental necessities that includes providing adequate updated resources to assist 21st century education, mental and emotional support for today's generation. B40 pupils are concern on demanding resources such as devices connected to the internet and references book. The limitations of B40 pupils are more apparent now, due to vast technological advancements in education. The educational officer viewed that the existing assistance is sufficient to meet a pupil's fundamental needs, such as food and stationery. Teachers believe that the system can provide more beneficial support to B40 families by offering more motivational, educational, and financial programmes, as well as the compulsory involvement of NGO. This study will assist the relevant authority in developing a policy on managing support to B40 households for educational purposes.

Keywords – Primary Education, English Language Learning, B40 pupils, Education Management, Policy Plan

I. INTRODUCTION

Education is a valuable asset since it is a tool that can change people's life depending on the amount of education received, Allang, B.A. (2019). Students' capacity to achieve Malaysia's National Educational Philosophy, which aims to produce individuals who are intellectually, spiritually, emotionally, physically, and psychologically balanced and harmonious, is influence by a variety of

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variables. The aptitude and ability of students to accept and master the lessons gained in school is referred to as their academic achievement level, Norzahida (2013). In relation to acquiring English language as the second language in Malaysia, the importance of studying English as a second language in Malaysia cannot be overstated, as it has become increasingly crucial in a range of professions, including medical, engineering, and education, result of technological advancements, Nishanthi (2018).

The socioeconomic status of students is the most important factor in predicting their academic success, Andrabi and Jabeen, (2018). In Malaysia people are categorised into three different income groups which are top 20% (T20), middle 40% (M40) and bottom 40% (B40). The B40 group is defined as the lowest earning group which is also broken down into 4 levels of B1 with median income of rm1929, B2 RM2786, B3 RM3556 and B4 Rm4387. Department of Statistics Malaysia, (2020). The poverty level for low-income households was set to RM910 in west Malaysia and RM710 in east Malaysia in 2017. (e-kasih 2014). Poverty is characterised as a lack of essential material resources, which can have a direct impact on a student's entire development, Andrabi and Jabeen, (2018).

In the Malaysian Education Development Plan (PPPM) 2015-2025, student academic accomplishment is a reform agenda for excellent education. The Malaysian Education Blueprint's initial shift focuses on providing all Malaysians with an equal opportunity to get an international standard education, ensuring that no one is left behind. This includes economically disadvantaged students, particularly those in the B40 community. In the previous Eleventh Malaysia Plan 2016-2020 (RMK11), B40 was chosen as a focus group. Education was one of the government's methods for increasing B40 household income and closing the socioeconomic gap (Bakar et. al 2020). As they have the lowest income, the B40 has less access and capacity to meet their family's needs. Low-income Malaysians confront a slew of problems relating to their poor mental, physical, and nutritional well-being. Shahar et. al (2019). As English is a second language and it acquisition is not as simple, it needs extra efforts. Yunus, M. M. et al., (2013). High-income families would have additional alternatives for helping struggling students improve their English language skills. Low-income families, on the other hand, would have to work a little harder to shift their focus to options like tuition, purchasing English references, and taking classes to better their acquisition. It is critical to have a policy in place to aid low-income pupils in achieving academic success. To address the challenges, a long-term intervention plan is required. It's also worth noting that decreasing socioeconomic inequalities in education would include policy changes aimed at both the components of

socioeconomic status (income, education, and employment) and the paths via which they influence education Allang, B.A. (2019).

The education of B40 students should begin with attempts to improve a positive attitude toward schooling, particularly in learning the English language, by addressing the physiological needs, love, safety, appreciation, and self actualization of students, as defined by Maslow's theory of needs. The slogan "Maslow first, then Bloom" serves as the foundation for the development of the B40 pupils Education Policy Plan, which is expected to aid in the formation of prosperous human capital in society for a sustainable Malaysian economy, in accordance with the Sustainable Development Goals (SDGs), which emphasise no poverty, quality education, and quality education. (Economic Planning Unit, 2021).

II. PROBLEM STATEMENT

In reality, when it comes to education policy, the Malaysian school system makes no differentiation between different economic classes of pupils, including pupils in the B40 group in rural areas. The policy is differentiated based on the student's degree of competence rather than their economic state. However, in managing the education of B40 pupils, the issues of dropouts, absenteeism and low academic achievement are often discussed (Juliana & Mohd Izham, 2020). The latest study by Asyraf, M and Salwana, B (2020) in the state of Kelantan, namely in the Eastern Zone, found that the incidence of B40 pupils is still at a low level. The study also found that the interest and attitude of B40 pupils towards teaching and learning (T&L) was also not very encouraging. This supports the findings of Ngrambang's (2012) study that most pupils with low academic achievement are poor Malay pupils (B40). Previous studies have also revealed that there is a gap in academic achievement between B40 pupils in rural areas and other pupils in urban areas, and that one of the variables contributing to this low academic accomplishment is the low percentage of B40 pupils attending school (Education Policy Planning and Research Division, BPPDP, KPM (2017)).

In addition, the Movement Control Order (MCO), which was previously imposed on all school children to prevent the spread of the COVID-19 pandemic, has presented new challenges for B40 students in terms of organising effective T&L sessions. Magasvaran, et al., (2022). The COVID-19 outbreak, which mandates a transition in implementation from face-to-face to online, creates additional challenges when parents and teachers are inadequately prepared (Dong & Bouey, 2020). As a result, to make English language teaching and learning more interesting and relevant, English teachers employ a range of tactics. Students, on the other hand, feel demotivated when they are unable to understand the subjects and activities offered during English class, according to a study done by Yacob and Yunus (2019).

Pupils' academic achievement has declined, notably among B40 students, as a result of the negative impact of online learning, which has been identified as a barrier for economically disadvantaged students due to limited access to resources such as gadgets and the internet, Zainol, S. et

al., (2021). These pupils has shown their level of mastery for English language in class is averagely up to Band 3 based on the School Based Assessment, *Bahagian Pembangunan Kurikulum* (2018) in this school. Despite the fact that the subject of COVID-19 has prompted numerous investigations, there are lack of studies concentrating on B40 students' accomplishment in the current educational climate.

This study is being carried out with the understanding that assistance in achieving quality education for B40 students is required. The fact that there is still ambiguity in the education policy for B40 pupils also provides justification for this study to be implemented. An education policy plan for B40 pupils is necessary to help increase a positive attitude towards education, specifically English language and in turn address the issue of absenteeism and low academic achievement. The study's goal is to assist in the development of an education policy plan for B40 pupils, specifically on improving English Language Learning (ELL) by conducting research to analyse existing education policy documents, exploring the perceptions of B40 parents, B40 primary school pupils, education officer and teachers on appropriate education plans for B40 pupils in primary education. Hence, this study answers the research questions below:

1. What are the gaps that exist in the existing education management policy for B40 primary school pupils in regards to improve English language learning?
2. What are the perceptions of parents, pupils, teachers and the education officer on the development of the Education Management Policy Plan for B40 primary school pupils to improve English language learning?

III. LITERATURE REVIEW

Local and International Government's Education Policy

Below are the important views on educational policy and practices in Singapore, Thailand, Finland and Malaysia to see the significant differences each policy provide for all students.

Singapore's education system has evolved over the years, from "survival-driven" to "ability-driven", and then "efficiency-driven". Tony, B. et al., (2021). Government financial aid in the form of scholarships is not tied to the family's financial difficulties. The fact that the brightest students have a more diverse educational environment and, in many cases, well-educated parents. Mukhopadhyaya, P. (2000). Furthermore, a network of community-based kindergartens operates on a low-fee basis and serves a high number of children from low-income households, Ting, T.C. (2007). In Thailand, The Equitable Education Fund (EEF) under the Equitable Education Act 2018 is established to give financial assistance to the most vulnerable children and youth, to minimise educational inequity via collaboration with other groups, and to perform rigorous research to support and enhance the efficacy of instructors. OECD/UNESCO (2016). Finland provides free welfare, health, school meals, transportation for students who live far from school, and textbooks and other resources to primary school students. The state and

municipalities jointly support primary education. The degree to which schools have financial autonomy varies by municipality. The educational department of a municipality determines how much budgeting autonomy schools have. Frequently, communities grant a budget to each school, and the schools determine how to spend it on their own. Furthermore, low-income families are exempt from paying any fees for early childhood education and care. European Commission 2022

The Malaysia Education Blueprint (MEB) 2013-2025 is the country's main modern education policy document. The Malaysian Education Board (MEB) proposes a system-wide educational change in Malaysia. It consists of eleven "shifts" or elements, each of which is intended to contribute to a shift in school and student outcomes. Accessibility, values, ICT, work procedures, relationships with parents and communities, and open accountability are among the primary levers of school and system. It also places a strong emphasis on language acquisition, with the objective of ensuring that every child can speak in both *Bahasa Melayu* and English. Malaysia has long used a top-down communication system (Signé 2017a), with policies and decisions sent down through states and districts to schools. Tony, B. et. al., (2021) Smaller unitary systems, such as Singapore's, have fewer tiers and hence less possibility for misunderstanding as all levels has their own roles and demands. Infrastructure concerns, a lack of equipment, and a lack of teacher training all serve to hinder successful policy implementation. In order to help people who have fallen behind in terms of socioeconomic mobility, the government has developed a preferred educational policy. Tony, B. et. al., (2021). Scholarships and a more straightforward path to higher education are granted to the Bumiputera, a Malaysian term for the Malay race and other indigenous peoples of Malaysia.

Socioeconomic and Education Relationship

In education, the issue of socioeconomic status (SES) has gotten a lot of attention. SES refers to a person's or a group's social position or class. Education, income, and occupation are the three extant SES indicators. Typically, these measurements focus on health, education, and human welfare. (APA, 2006; Bradley & Corwyn, 2002; White, 1982).

Parents with more financial resources may provide their children with better learning settings and opportunities, (Willingham, 2012). Most families, especially B40 households, cannot afford to buy the necessary gadgets or internet packages for their children's online learning. Lee (2020) Some people argue that investing money on a computer and increasing internet costs has no worth in terms of performance. Furthermore, disadvantaged family groups such as the B40 group experienced challenges since they lacked sufficient gadgets for their children to attend lessons. Zainol, S. (2021) Most families, even B40 households, cannot afford to buy the necessary gadgets or internet packages for their children's online learning. Furthermore, some people tend to assume that investing in a computer and increasing internet costs has little benefit in terms of performance-to-price. (Lafraxo et al., 2018)

Socioeconomic factors have a significant impact on students' educational achievement. Families with a higher income level, in particular, were shown to have a higher propensity for pupils to be intrinsically motivated to achieve. (Green et al., 2016). Motivation is one of the most important aspects of second language learning. A desire to learn something new is motivation. It is incredibly difficult to teach a second language in a classroom environment when a pupil lacks enthusiasm to learn a language. According to Abraham Maslow's theory of human motivation, people are motivated by five basic needs: physiological, safety, love, esteem, and self-actualization. Meeting a person's basic needs might help them progress farther until they attain self-actualization. In educational circles, the expression 'Maslow before Bloom' is widely used. (Pokhrel & Chhetri, 2021). While, The Taxonomy of Educational Objectives by Benjamin Bloom (1913-1999) defines a system of verb levels that categorise higher- and lower-level cognitive skills for learning. Our most fundamental requirements, such as food, water, and shelter, as well as security to rest socially and financially, are addressed by Maslow's two lowest rung physiological and safety needs. How a person progresses through Maslow's hierarchy has a direct influence on their ability and attention to learn, both academically and socially. Bloom's taxonomy defines three types of learning that cover all aspects of human learning in any situation. C. Mutch (2021). It's difficult to concentrate on the cognitive parts of learning until the student's fundamental human needs have been fulfilled.

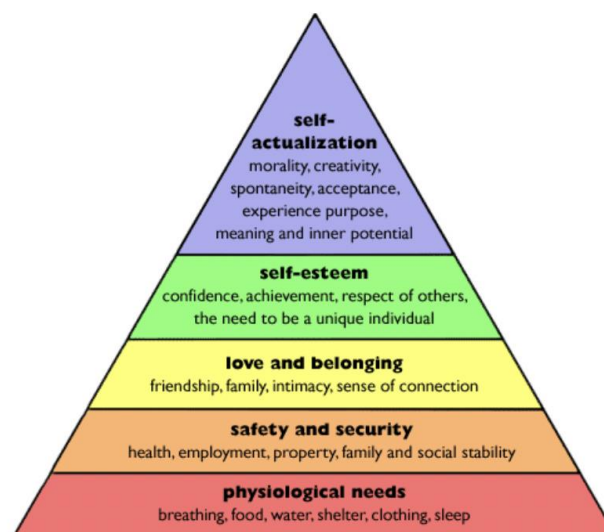


Diagram 1: A Theory of Human Motivation. A. H. Maslow (1943)

Low Income Primary School Pupils and ELL

ESL (English as a Second Language) is the use or study of English by speakers of other native languages. Education in Malaysia uses English as a second language. Generally, English language is not the pupils' native language, hence, more assistance is needed in terms of additional classes, extra classes, courses and reference books (Renandya et al., 2018).

Family's financial and educational background is also an issue worth looking it. Parents with low financial ability can be translated to not being able to support their children

to go to tuition classes and buying extra learning materials compared to parents that is not in the B40 group. Besides that, parents' low educational attainment means that they also cannot support their children in learning from home (Lamb, 2008). Therefore, it was shown that learners who live below the poverty line lacked educational resources at home (Pettigrew, 2009). Parents with lower income have to work longer hours and this left them with little time to get involved in their children's learning processes (Gratz, 2006). Parents have the greater influence on their children compared to schools (Jackson, 2010). In primary education, families have the greatest impact on their children's studies as that is the time where they need family support the most. Although family's economic status and education background do matter, family's involvement in children's studies still reigns the top spot. As mentioned, 'parents' involvement is important for children's learning, attitudes about school and aspirations (Dauber & Eipstein, 1993).

Lie (2017) said many studies have indicated that technology can help teachers and students develop language skills and competencies at all levels of school. Furthermore, learners should be taught using a 21st-century teaching method to equip them with 21st-century skills (Pamela et al., 2016), and ICT may be employed as a learning tool in education (Yunus et al., 2013). Hence, providing the essentials for a digital learning in the year 2022 is indeed a necessity Graham et al (2019). Pupils' academic success has decreased as a result of the negative impact of online learning, which has been highlighted as a barrier for economically disadvantaged pupils due to restricted access to resources such as gadgets and the internet, according to Zainol, S. et al (2021). The majority of families, particularly those in the B40, are unable to afford the essential equipment or internet subscriptions for their children's online schooling.

IV. METHOD

Research Design

This study employs a qualitative research approach in which a face-to-face interview was conducted. Qualitative research by Creswell (1994) indicated that an investigation of a social or human problem based on the construction of a comprehensive, holistic image, words, the reporting of specific viewpoints of informants, and the conduct of the investigation in a natural environment. The interview took place in Kuching, Sarawak, from March to April 2022. To properly triangulate the data, a review of current documentation and field notes is used. This interview gathers information on primary level educational stakeholder's perceptions on the development of an education policy plan for B40 pupils on Improving English Language Teaching and Learning using semi structured interview questions. In addition, the study will look at the present education management policy plan and get public feedback on what needs to be improved for B40 students in school.

Research Participants

A purposive sampling is used in this study which focuses on the mainstream primary education level. The interviewees consist of 4 mainstream primary school pupils aged 12 from a B40 family, 4 B40 parents, 4 primary school teachers with the majority of B40 students in school, and an educational officer were employed to better understand the different sorts of stakeholders' perceptions. These interviewees are from Kuching, Sarawak, Malaysia. Given the limited sample size, the study's general purpose is to enrich a theoretical and empirical knowledge of the dynamics of improving ELL through a specific development education policy for the low-income community.

Research Instrument

A semi-structured interview is a method of data collection in which questions are asked within a thematic framework. Depending on the key questions, semi-structured interviews allow for more in-depth explanations. Cheng, L. et al., (2016). The interview questions were adopted from Bity Salwana's study on the *Pembangunan Pelan Dasar Pengurusan Pendidikan Murid B40*. The interview was held in Malay language because it is Malaysia's official language, and it helps parents and students who are unable to express themselves adequately in English since it is not their first language. The interview was guided by a list of questions that were based upon the two research questions which consist of 16 questions to the parents, 6 questions to the pupils, 12 questions to teachers and 10 questions to the education officer. The interview was carried out for 4 weeks in the month of March- April, 2022 in Kuching, Sarawak, Malaysia. To confirm the validity of the instruments, two experts in the fields of education management and TESL reviewed the first versions of the questionnaire and interview procedure. All interviews were conducted and written with the respondents' informed agreement; respondents were presented anonymously. Related documents, such as official circular and letters regarding special assistance for B40 students in the primary school context, are examined to further triangulate the data. Field notes also utilised to investigate any gaps that may occur.

Research Procedures

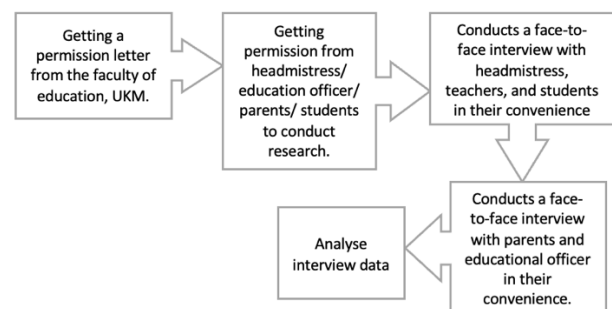


DIAGRAM 2: RESEARCH PROCEDURE

A consent letter was prepared by the Faculty of Education, University Kebangsaan Malaysia (UKM) for the researcher to conduct the interview. The interview was conducted face-to-face by meeting each interviewee at a different time and date which lasted for 4 weeks.

Research Analysis

Thematic analysis is used to examine the results. Braun and Clarke's (2006) thematic analysis technique was used to analyse the interviews: (1) familiarise with the data set, (2) produce initial codes, (3) construct coding framework by refining codes and comparing them against coding extracts and the larger dataset, (4) define and clarify significant themes. Finally, by analysing each group of respondents: parents, pupils, teachers, and education officers, interview excerpts were lightly modified for readability. To further analyse the shortcomings in the present policy plan for B40 students, the response was triangulated using document analysis and field notes.

V. FINDINGS AND DISCUSSION

The purpose of this study was to identify the stakeholder's perceptions namely educational officer, teacher, parents and pupils towards the Education Management Policy Plan for B40 pupils to Improve ELL. In addition, the study was also embarked to identify the gaps in the current education management policy for B40 pupils, specifically ELL implementation within an English learning environment. The following are the results and discussions of the findings. The research instruments were interviews and document analysis.

Benefits of Current Policy for B40 pupils in Improving ELL

B40 pupils are currently supported by the Ministry of Education. Generally, English is not the students' first language, more support is required in the form of supplementary lessons, extra classes, courses, and reference materials. (Renandya et al., 2018).

Semi structured interviews with the teachers, educational officer, B40 parents and B40 pupils indicated that the assistance provided for B40 pupils in school are in terms of basic daily needs such as food and financial assistance. Teacher 1, indicated that the government has been providing assistance to the pupils under the *Rancangan Makanan Tambahan* (RMT) which is to provide supplementary food to primary school pupils, from low-income groups to improve their health, physical condition and nutrition. The allocation is RM 3.00 per pupil based on Financial Circular Letter 20, 2020. Picture 1 shows an example of a meal received by the B40 pupils. An unsupportive environment and low self-concept can hinder the process of development of a pupil's potential (Larsen et al., 2018).



Figure 1: Example of RMT Meal

Pupil 4 stated that they were given RM100 each year, which he used to purchase exercise books and sportswear. The assistant is named Poor Student Trust Fund Assistance (KWAPM) which is given to pupils by crediting it directly to the pupil's account or in cash or non-cash. Please refer Picture 2 below for a better understanding of the word "non-cash," which depicts non-cash items such as school uniforms, school equipment, and other student school supplies.



Figure 2 Poor Student Trust Fund Assistance @ *Bantuan Kumpulan Wang Amanah Pelajar Miskin* (KWAPM)

Next, the Early School Assistance or *Bantuan Awal Persekolahan* (BAP) aims to reduce the burden of children's school expenses borne by parents or guardians especially at the beginning of the year. The education officer perceived that the amount is almost sufficient to provide basic needs. Furthermore, according to parents, pupils are given assistance in terms of free transportation to and fro school. However, it is an initiative created by the school authority to help low income pupils. B40 pupils too explained that they received *Program Susu Sekolah* (PSS), that is given along with RMT. This program is implemented for pupils in order to get a balanced diet while in school. The B40 pupils are provided with all of a human's fundamental necessities. According to the Maslow Hierarchy of needs, present support is focused on addressing fundamental needs such as breathing, eating, drinking, sheltering, and dressing. It is also said that the MOE is the sole provider of current help, with NGOs having just a minor role in assisting B40 pupils in achieving academic success in Sarawak, Malaysia. As according to the interviewed educational officer, the involvement of NGOs is voluntary and not mandatory. According to Parent 2, he said that these assistances actually gave pupils comfort going to school.

Pupil 2 said that:

"I feel at ease knowing my parents do not need to give pocket money daily for food during recess time."

As a result, the current support can help students with basic needs, which Maslow defines as a basic need for motivation that governs one's behaviour. After their fundamental needs are met, students will be encouraged to attend school. Language accomplishment in terms of linguistic outcomes, which generally comprise the language's cognizance structure, such as vocabulary, grammar, and pronunciation, as well as the language's four core abilities in language acquisition, is also influenced by motivation (Gardner, 1985 cited in Xu 2008). Motivation is an important factor in the cognitive process of learning a second language P. Adwani and S. Shrivastava (2017).

Challenges Faced to Manage B40 pupils

There are no specific guidelines to manage B40 pupils in school because the education management in Malaysia is more focused on pupil's level of achievement. These individuals, on the other hand, require more attention in order to be at par with other pupils. They come from different backgrounds which are prone to be more challenging. Youths in the lower socio-economic category are often associated with truancy as they often face domestic and neighbourhood violence, unhealthy housing environment, lack of school facilities, housing and transportation problems as well as security problems to attend school (Kearney et al., 2019).

B40 is a household income which range below RM4237. However, the assistance provided are not for B40 pupils but instead the B1 group in the B40 group, which is the lowest among the lowest. there are the critical groups with very low financial income that needs more financial assistance in comparison to others. However, B40 is still considered as the lowest level of people hence they too need similar assistance. Picture 2 is a snippet from Financial Circular Letter 20, 2020 indicating the range of income that is qualified for the *Bantuan Awal Persekolahan* as well as KWAMP.

KPM.800-4/4/28 JLD. 3 (62)

LAMPIRAN I

PENDAPATAN GARIS KEMISKINAN (PGK)-2016

| WILAYAH | MISKIN (RM) | | MISKIN TEGAR (RM) | |
|-------------------------|---------------|------------|-------------------|------------|
| | PER/ISI RUMAH | PER KAPITA | PER/ISI RUMAH | PER KAPITA |
| SEMANANJUNG MALAYSIA | 960 | 244 | 604 | 151 |
| SABAH & W.P. LABUAN | 1,180 | 259 | 722 | 154 |
| SARAWAK | 1,020 | 255 | 681 | 167 |

Sumber : Unit Penyelarasan Pelaksanaan (ICU)
 No. Rujukan : UPP:BP/K/177/174/1/KL/20(51)
 Tarikh : 31 Disember 2018

Figure 3: Poverty Line Income

Parents also explained that the documentations needed is a hassle as they need to fill in forms and be endorsed by a higher government officer as the application requiremnet. Appendix 3 shows the form needed to be filled. In the contrary of teacher's view, the form is already simplified for the parents. Furthermore, according to the educational officer the obvious issue raised is the truthfulness of parent's transparency about their income especially those that do not have an official pay slip. This issue is also supported by teachers where they express their concern on this matter. The educational officer also mentioned about the deterioration of attendance and deterioration of discipline, especially among B40 pupils as supported by Saudi, M. H. (2021) on factors affecting truancy in his paper. In general, truancy stems from three different key str uctures, namely individual, family and school factors (Reid, 2005; Keppens & Spruyt, 2020). According to Teacher 3, despite of giving help, it is the initiative of the pupils themselves to improve on their academic performance.

Teacher 3,

"...there have been instances where pupils in the B40 group have excelled in the present support and assistance offered..."

Types of Support Pupils' Need to Improve ELL

Despite of the ongoing assistance provided, there are rooms for improvements in assisting the B40 pupils. As a result of ongoing improvements in digital technology, online interactions have become possible. As a result, much work has gone into designing innovative teaching methods or materials that increase students' interest and passion while also increasing their information acquisition, particularly in ESL classes, Magasvaran et al., (2022).

Furthermore, learners should be taught using a 21st-century teaching method to equip them with 21st-century skills (Pamela et al., 2016), and ICT may be employed as a learning tool in education (Yunus et al., 2013). According to Teacher 4, the types of assistance the B40 would need is the ICT assistance in terms of gadgets and internet connectivity. This statement is also supported by the pupils themselves as they put forward their concern in continuing their studies in accordance with the flow of time. Especially during the COVID-19 era where online learning is being normalised and utilised.

Furthermore, as we emerge from the COVID-19 pandemic and face an uncertain future, we may genuinely rethink education by using self directed learning and altering the role of the teacher from single commander of information to facilitator of material and skills. Relevant online learning will become more popular, and it may become a regular component of many students' daily routine. It's important to realise that not all children have equal access to technology, both in terms of hardware and digital abilities. It's vital that we use technology to reimagine education and come up with new ways to make it more inclusive, including closing the digital divide, Zhao, Y & Watterston, J (2021). Teacher 3 said that while support in the form of a tablets and a YES mobile number

with internet access is available, the distribution of it is questionable, since some schools received it while others did not, and her school did not. She further stated that the gadgets given to the pupils are not of sufficient quality to facilitate basic online surfing and application use.

The pupils themselves have expressed a desire for help in terms of morale and support for the digital learning environment. Pupil 3 claims that using the internet to complete assignments makes him more productive. According to pupil 1, classes focusing on utilizing digital learning in the form of online educational games and websites should be held on a regular basis. Learning a second language with the aid of technology will be ideal by then. According to parents, the system requires an upgrading of the school facilities and supplies available to the pupils. Basic necessities are important, but pupils must be an independent learner in order to support Bloom's taxonomy, which encourages higher-order thinking.

According to parent 4, in addition to financial and material aid, B40 pupils require morale support and additional encouragement in order to maintain a good mindset. Furthermore, student needs is a stable mental which is lacking of support in our education system. According to parent 1, a motivation camp, a psychological awareness campaign, and a self-management campaign are all effective ways to develop one's quality attributes. Schools must be a peaceful environment where education is not only academic but also non-academic. The educational officer suggested that NGOs support schools by making motivational speeches and engaging in educational activities rather than merely providing cash assistance.

In addition, the B40 students stated that having additional reference books available for their study would be beneficial. English storybooks and reference books, for example. They stated that the money contributed to BAP is primarily utilised to purchase the school's workbook and uniforms. As a result, individuals must seek out other options in order to obtain additional English reference books. Reading also aids pupils in increasing their accuracy while using English in their daily life. Reading helps students learn a lot. Hashim, H. U., & Yunus, M. M. (2018).

VI. CONCLUSION (OR LIMITATION OR SUGGESTION FOR FURTHER STUDIES)

Conclusively, there are gaps in the current assistance provided for the B40 pupils in school. The perceptions of the stakeholders has shed lights on their thoughts of improvements needed as well as the current benefit of the current assistance given. Financial aid, shelter, food, and beverages are the additional special help offered for low-income students or B40 students, according to the findings of this study. However, stakeholders continue to encounter issues in managing the B40 community in schools, such as the extremely low poverty line set as a qualification for these extra aid, as well as unsupportive digital and 21st century education for B40 students. We also learnt through this study what sorts of supports and help B40 students require in their education today, which include ICT support in their studies, morale support in today's competitive environment, and more reference material.

In a nut shell, it is indeed necessary to produce a paragraph of proper guidelines or a specific policy to address and assist these low income pupils or B40 pupils in order for them to have better opportunities and better learning environment. Given that policy reform is mostly implemented in schools and classrooms, stakeholder participation, particularly from teachers, is likely to improve the chances of policy adoption success. Professional "ownership" of the reform agenda is required for effective execution, even in centralised education systems, as the debate above shows, Becher (1989, p. 56)

Malaysia has always used a top-down communication strategy, with policies and decisions being disseminated to schools through states and districts, mostly through Ministry of Education circulars, (B. Tony et al., 2021), implying that a policy developed for B40 pupils is necessary to ensure that it is implemented in schools. The implementation of this B40 student education policy plan is meant to improve B40 students' attitudes toward education and to solve problems such as absenteeism and disciplinary difficulties, as well as to improve the quality of education, using "Maslow first then Bloom" as the fundamental theory.

Finally, future research studies should go more deeply into each stakeholder's perspectives. Additionally, future studies should conduct similar study on a larger scale. This study is limited to responses from stakeholders in Kuching, Sarawak, Malaysia, and cannot make general assertions, but it does give input to aid in the development of an educational policy plan for B40 pupils by expanding theoretical and empirical knowledge in this area.

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Kemahiran Sosial Kanak-kanak Autisme Melalui Main Koperatif

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Abstract – Kemahiran sosial merupakan kebolehan yang diperlukan untuk bergaul dengan orang lain bagi mengekalkan hubungan erat. Namun bagi kanak-kanak autisme, kemahiran sosial merupakan satu aspek yang paling sukar. Hal ini kerana gangguan neurologi yang memberi kesan kepada perkembangan mereka. Menyedari masalah ini, satu kajian kes dilaksanakan untuk melihat perkembangan kemahiran sosial kanak-kanak autisme melalui main koperatif. Kaedah penyelidikan kualitatif menggunakan pemerhatian telah dilaksanakan ke atas empat orang kanak-kanak autisme dalam lingkungan umur sembilan hingga dua belas tahun di salah sebuah sekolah di daerah Tuaran. Senarai semak digunakan untuk meneroka aspek kemahiran sosial yang dapat dilakukan dan sukar dilakukan oleh kanak-kanak autisme melalui main koperatif serta meneroka aspek kemahiran sosial kanak-kanak autisme yang sangat dominan, dominan dan kurang dominan melalui main koperatif. Selain itu, kaedah temu bual separa berstruktur dilaksanakan terhadap empat orang guru pendidikan khas. Kaedah analisis dokumen juga digunakan bagi menyokong dan melengkapkan maklumat yang diperoleh melalui pemerhatian. Dapatan pemerhatian menunjukkan bahawa aspek kemahiran sosial yang dapat dilakukan kanak-kanak autisme melalui main koperatif ialah kelakuan yang sesuai dan fleksibiliti, manakala aspek kemahiran sosial yang sukar dilakukan ialah kebolehan berkomunikasi. Dapatan lain daripada kaedah pemerhatian ialah aspek kelakuan yang sesuai dan fleksibiliti berada pada tahap sangat dominan. Kebolehan berinteraksi, kesedaran ruang badan dan kesedaran sosial berada pada tahap dominan manakala aspek kemahiran sosial yang berada pada tahap kurang dominan ialah kebolehan berkomunikasi. Dapatan temu bual bersama guru menunjukkan guru berpandangan positif terhadap kemahiran sosial yang mampu diperoleh oleh kanak-kanak autisme melalui main koperatif. Keseluruhannya, dapatan kajian ini menunjukkan bahawa dalam perkembangan kemahiran sosial kanak-kanak autisme, aktiviti main koperatif tidak boleh dikecualikan.

Kata kunci - kemahiran sosial, kanak-kanak autisme, main koperatif

I. PENGENALAN

Autisme merupakan sejenis kecelaruan perkembangan (Hasnah Toran, Salmiah Bujang dan Fadliana Chiri, 2013). Salah satu ciri utama autisme adalah ketidakupayaan dari segi kemahiran sosial di mana mereka tidak menunjukkan minat untuk bergaul dengan kanak-kanak lain, tidak meniru perbuatan orang lain dan tidak memberi respons apabila nama mereka dipanggil. Menurut Moore (2017), kemahiran sosial adalah mengenai keupayaan untuk mengubahsuai kelakuan kita secara fleksibel dalam keadaan tertentu. Apabila kanak-kanak autisme tidak mempunyai kemahiran berinteraksi dan bersosial yang

sewajarnya, mereka lebih cenderung bersikap menyendiri, beremosi, serta menunjukkan masalah tingkah laku. Justeru, kemahiran sosial amat diperlukan dalam kalangan kanak-kanak autisme.

Bermain merupakan asas yang kukuh untuk perkembangan sosial kanak-kanak autisme (Kate Wall, 2009). Melalui bermain, ia memberi peluang kepada kanak-kanak autisme untuk memahami dunia sebenar, di samping berlatih untuk menggunakan bahasa yang boleh difahami oleh rakan-rakannya, berlatih untuk meluahkan idea dan mendengar idea orang lain. Dengan ini, ia membantu perkembangan kemahiran sosial kanak-kanak autisme yang optimum. Perkembangan kemahiran sosial kanak-kanak autisme boleh dilihat daripada pelbagai aspek, khususnya aktiviti bermain (Lew Moi Mooi, Norliza Jaafar dan Norulazilah Nordin, 2015). Sementara Mohd Sharani Ahmad (2011) menyatakan bahawa kemahiran sosial akan menghasilkan satu tingkah laku. Ini bermakna tingkah laku melalui bermain dapat mempamerkan kemahiran sosial yang dapat dicapai oleh kanak-kanak autisme. Ruth Herron Ross & Beth Roberts-Pacchione (2011) mengatakan kemahiran sosial melalui bermain boleh dilihat daripada beberapa aspek iaitu kebolehan berinteraksi, kebolehan berkomunikasi, kelakuan yang sesuai dan fleksibiliti, kesedaran sosial dan kesedaran ruang badan.

Kajian ini diharapkan dapat memberi gambaran jelas tentang kepentingan aktiviti bermain dan kemahiran sosial kanak-kanak autisme

II. PERNYATAAN MASALAH

Kanak-kanak autisme mempunyai ketidakupayaan perkembangan yang menghalang pembelajaran, komunikasi, bahasa, perkembangan emosi dan sosial kanak-kanak sepanjang hayat mereka. Kanak-kanak autisme mempunyai kesukaran dalam tiga aspek sosial iaitu interaksi sosial, komunikasi sosial dan imaginasi sosial (Persatuan Kebangsaan Autisme Malaysia, 2013). Hal ini turut dialami oleh pengkaji di mana murid-murid autisme menunjukkan kemahiran sosial yang lemah semasa berada di sekolah. Kemahiran bersosial menggunakan cara yang betul tidak dapat ditunjukkan oleh kanak-kanak autisme yang menyebabkan aktiviti kumpulan semasa pengajaran dan pembelajaran terjejas. Masalah kemahiran sosial kanak-kanak autisme yang lemah ini juga telah dikenal pasti sebagai satu cabaran dalam dunia pendidikan khas yang sejajar dengan konsep pendidikan untuk semua (Liyana Binti Ahmad Afip, Nurul Fatimah Binti Hanapi dan Khuzaiton Binti Zakaria, 2013). Sesungguhnya, masalah kemahiran sosial ini memberi impak dari aspek sosialisasi apabila mereka mengalami kesukaran bersosial dengan orang lain. Walau bagaimanapun, Mistrett dan Bickart (2009) menyatakan bahawa aktiviti bermain dapat menjadi landasan kepada

kanak-kanak autisme untuk berkembang secara optimum. Justeru, satu kajian perlu dilaksanakan bagi mendapatkan maklumat yang terperinci terhadap kemahiran sosial kanak-kanak autisme melalui main kooperatif.

III. LITERATURE REVIEW

Kanak-kanak autisme dikenali sebagai golongan yang mempunyai kemahiran sosial yang lemah. Oleh itu, bermain merupakan medium untuk memperhatikan kemahiran sosial kanak-kanak autisme, sebagaimana dalam kajian Tan Teck Bee dan Loh Sau Cheong (2018). Mereka menjalankan aktiviti bermain membalik bola untuk kanak-kanak autisme. Berdasarkan hasil kajian tersebut, peserta kajian A dan peserta kajian B telah menunjukkan semangat kerjasama dan secara sukarela mereka membantu untuk menyediakan dan mengemas alat sebelum dan selepas latihan. Mereka juga menolong rakan memungut bola ketika bermain. Malah, peserta kajian C seorang pelajar autisme yang pasif, juga boleh menolong apabila diarahkan untuk berbuat demikian. Ini telah mempamerkan perkembangan kemahiran sosial kanak-kanak autisme melalui bermain. Tegasnya, perkembangan kemahiran sosial kanak-kanak autisme dapat jelas diperhatikan melalui bermain.

Kajian Mohd Sharani Ahmad (2011) juga menjelaskan bahawa kegiatan bermain pada peringkat awal kanak-kanak berlaku secara beransur-ansur iaitu dari tahap berseorangan ke peringkat persosialan. Lazimnya, gerak balas sosial yang berkembang pada peringkat ini akan menentukan perubahan yang diinginkan pada masa akan datang. Oleh itu, menurut beliau, situasi bermain menyediakan peluang yang sangat baik untuk pertumbuhan sosial kanak-kanak autisme. Hal ini demikian kerana kanak-kanak autisme didedahkan dengan banyak peluang untuk bersosial apabila mereka bermain dengan rakan mereka. Kesimpulannya, kemahiran sosial kanak-kanak autisme berkembang apabila mereka bermain.

Dalam usaha melihat perkembangan kemahiran sosial kanak-kanak autisme, permainan sosial, iaitu bermain kooperatif merupakan permainan yang sesuai untuk dilaksanakan. Kaedah kooperatif mengambil kira aspek sosial kanak-kanak autisme. Berdasarkan kajian Shahabuddin Hashim *et.al.* (2007), kaedah kooperatif dapat memupuk sifat penyayang, kerjasama, hubungan yang erat dan sebagainya. Dengan itu kemahiran sosial juga meningkat. Berdasarkan hasil-hasil positif yang diperoleh, maka kaedah kooperatif ini merupakan salah satu kaedah yang amat sesuai digunakan dalam membantu kemahiran sosial kanak-kanak autisme. Tegasnya, kebaikan pelaksanaan aktiviti main kooperatif ini adalah guru-guru dapat memberi laluan dan galakan kepada kanak-kanak untuk berinteraksi dengan rakan sebaya mereka. Sonia Mastrangelo (2016) mentakrifkan kanak-kanak autisme mempunyai masalah kemahiran sosial, iaitu kontak mata yang minimum dan keaktifan untuk mengelakkan kontak sosial. Mereka juga dikenali sebagai golongan yang mempunyai ketidakupayaan untuk membuat pilihan dan tingkah laku yang berulang. Beliau juga menyatakan bahawa peluang yang luas untuk bermain adalah penting supaya kesedaran sosial kanak-kanak autisme dapat dipertingkatkan. Justeru, dalam usaha untuk meneroka perkembangan kemahiran sosial kanak-kanak autisme,

bermain merupakan landasan yang sesuai. Kajian Caroline Bond, Wendy Symes, Judith Hebron, Neil Humphrey dan Gareth Morewood (2016), membuktikan bahawa interaksi sosial dan penglibatan dalam permainan kolaboratif kanak-kanak meningkat selepas menjalankan intervensi permainan lego. Kajian ini telah membuktikan bahawa bermain secara berkumpulan membawa keberkesanan dalam usaha untuk meningkatkan kemahiran sosial kanak-kanak autisme.

Kesimpulannya, hasil kajian dalam dan luar negara telah memberi pendedahan tentang peranan penting bermain dalam usaha meningkatkan perkembangan kemahiran sosial kanak-kanak autisme. Aktiviti bermain yang sesuai perlu dilaksanakan untuk membantu perkembangan kemahiran sosial kanak-kanak autisme yang optimum.

IV. METADOLOGI KAJIAN

Reka bentuk penyelidikan kualitatif bagi kajian ini ialah kajian kes. Menurut Lee Keok Cheong, Zakri Abdullah dan Chua Lay Nee (2018), kajian kes merupakan kajian deskriptif secara menyeluruh. Kajian ini dibuat secara terperinci dan intensif ke atas satu unit kecil sosial, iaitu kemahiran sosial kanak-kanak autisme melalui main kooperatif.

Dalam kajian ini persampelan bertujuan digunakan di mana empat orang kanak-kanak autisme yang berumur dalam lingkungan 9 hingga 12 tahun serta empat orang guru Pendidikan Khas yang mempunyai pengalaman mengajar murid berkeperluan khas melebihi lima tahun telah dipilih sebagai sampel kajian. Kajian ini dijalankan di sebuah sekolah rendah yang mempunyai Program Pendidikan Khas Integrasi (PPKI) di daerah Tuaran.

Pengkaji telah menggunakan tiga jenis instrumen, iaitu pemerhatian, temu bual dan analisis dokumen bagi mengumpulkan data. Selain itu, triangulasi digunakan bagi memastikan kesahan data yang dikumpul dan dianalisis.

Bagi tujuan pengumpulan data, tiga kaedah utama digunakan iaitu pemerhatian secara langsung, temu bual separa berstruktur dan analisis dokumen yang berkaitan. Semasa mengumpul data melalui pemerhatian, pengkaji menggunakan senarai semak dan rakaman video bagi memudahkan pengkaji untuk menganalisis data. Kaedah pengumpulan data bagi temu bual pula dilaksanakan terhadap empat orang guru pendidikan khas. Setiap kali, temu bual mengambil masa selama 15 hingga 25 minit dan rakaman audio dilakukan. Selain itu, bagi mengumpul data melalui analisis dokumen, pengkaji mendapatkan laporan perkembangan murid daripada guru kelas. Ini memudahkan proses pengumpulan data untuk memahami perkembangan kanak-kanak autisme yang diperhatikan.

Dapatan hasil pemerhatian dianalisis secara deskriptif bagi melihat aspek kemahiran sosial yang dapat dilakukan dan sukar dilakukan oleh kanak-kanak autisme melalui main kooperatif. Dapatan daripada pemerhatian ini juga dapat menunjukkan aspek kemahiran sosial yang berada pada tahap sangat dominan, dominan dan kurang dominan. Selain itu, dapatan hasil temu bual pula dianalisis dengan cara data mentah dalam bentuk audio ditranskrip secara verbatim terlebih dahulu dalam bentuk teks sebelum dianalisis. Hasil temu bual seterusnya dibahagikan kepada tema-tema. Hasil dapatan daripada analisis dokumen pula

dianalisis untuk melihat kesesuaiannya dipadankan dengan soalan-soalan kajian yang dibina terlebih awal. Kandungan yang sesuai dimasukkan mengikut tema tertentu sebagai bahan sokongan.

| | | |
|----|------------------|---|
| 2. | Tingkah Laku | <ul style="list-style-type: none"> ● Pendiam. ● Menunjukkan tingkah laku yang positif apabila diberikan ganjaran positif. |
| 3. | Masalah Disiplin | <ul style="list-style-type: none"> ● Murid tidak mempunyai masalah disiplin. |

V. DAPATAN

Dapatan kajian dibincangkan berdasarkan soalan kajian yang telah dibina. Bagi memudahkan perbincangan, pengkaji menggunakan singkatan bagi aspek-aspek kemahiran sosial yang diberi tumpuan dalam kajian ini seperti ditunjukkan dalam Jadual 1.

JADUAL 1: SINGKATAN BAGI ASPEK-ASPEK KEMAHIRAN SOSIAL

| Aspek Kemahiran Sosial | Singkatan |
|---------------------------------------|-----------|
| Kebolehan Berinteraksi | KB1 |
| Kebolehan Berkomunikasi | KBK |
| Kelakuan yang Sesuai dan Fleksibiliti | KSF |
| Kesedaran Sosial | KS |
| Kesedaran Ruang Badan | KRB |

Ruth Herron Ross & Beth Roberts-Pacchione (2011)

Soalan 1: Apakah aspek kemahiran sosial yang dapat dilakukan oleh kanak-kanak autisme melalui main koperatif?

Aspek kemahiran sosial yang dapat dilakukan oleh kanak-kanak autisme melalui main koperatif telah dilaksanakan melalui pemerhatian seperti ditunjukkan dalam Jadual 2.

JADUAL 2: ANALISIS SENARAI SEMAK PEMERHATIAN KEMAHIRAN SOSIAL KANAK-KANAK AUTISME MELALUI MAIN KOPERATIF

| BIL PEMERHATIAN | ASPEK KEMAHIRAN SOSIAL | | | | |
|-----------------|------------------------|---------|---------|---------|---------|
| | KB1 | KBK | KSF | KS | KRB |
| 1 | 18 | 8 | 28 | 16 | 18 |
| 2 | 20 | 8 | 25 | 17 | 17 |
| 3 | 18 | 9 | 27 | 16 | 18 |
| 4 | 20 | 9 | 24 | 17 | 18 |
| 5 | 19 | 13 | 26 | 14 | 17 |
| 6 | 20 | 10 | 24 | 13 | 18 |
| 7 | 19 | 10 | 27 | 12 | 17 |
| 8 | 20 | 10 | 25 | 12 | 17 |
| 9 | 23 | 12 | 28 | 14 | 19 |
| 10 | 22 | 11 | 27 | 16 | 15 |
| 11 | 20 | 11 | 28 | 16 | 17 |
| 12 | 21 | 8 | 28 | 15 | 18 |
| 13 | 21 | 11 | 27 | 15 | 18 |
| 14 | 22 | 11 | 28 | 16 | 17 |
| 15 | 22 | 12 | 28 | 17 | 19 |
| Jumlah | 305/420 | 153/420 | 400/420 | 226/420 | 263/420 |

Jadual 2 merupakan analisis hasil pemerhatian secara keseluruhan aspek kemahiran sosial yang dapat dilakukan oleh kanak-kanak autisme melalui main koperatif. Analisis adalah berdasarkan jumlah kekerapan tertinggi yang diperolehi. Dapatan pemerhatian menunjukkan bahawa kekerapan yang paling tinggi ialah sebanyak 400, iaitu aspek kelakuan yang sesuai dan fleksibiliti. Secara keseluruhannya, analisis dapatan menunjukkan aspek kemahiran sosial yang dapat dilakukan oleh kanak-kanak autisme ialah kelakuan yang sesuai dan fleksibiliti.

Analisis dokumen terhadap laporan perkembangan murid telah dijadikan sebagai sebahagian daripada data bagi tujuan triangulasi dalam usaha pengkaji untuk mengesahkan aspek kemahiran sosial yang dapat dilakukan oleh kanak-kanak autisme melalui bermain seperti ditunjukkan dalam Rajah 1, 2, 3 dan 4.

Rajah 1: Analisis Dokumen Bagi Laporan Perkembangan K1

| Bil. | Aspek Penilaian | Catatan Perkembangan |
|------|-----------------|--|
| 1. | Tingkah Laku | <p>Lazimnya, semasa di awal pagi (sebelum masa rehat) murid dapat mendengar dan mengikut arahan dengan baik. Murid kadang-kala menunjukkan tingkah laku hiperaktif (mengikut mood) terutama selepas rehat yang boleh mengganggu perjalanan sesi Pengajaran dan Pembelajaran (PdP).</p> <p>Diantara tingkah laku yang biasa dilakukan ialah:</p> <ul style="list-style-type: none"> - Suka bermain di bawah meja belajar. - Kerap keluar kelas ketika sesi PdP sedang berlangsung. - Sesuatu yang berlaku diluar kawalan murid seperti berlari keluar kelas secara tiba-tiba. - Kerap berkhayal - Kurang dapat memberi fokus dalam masa yang panjang <p>Walaupun demikian, ianya masih berada pada tahap yang boleh dikawal.</p> |

Rajah 2: Analisis Dokumen Bagi Laporan Perkembangan K2

| Bil. | Aspek Penilaian | Catatan Perkembangan |
|------|-----------------|---|
| 1. | Tingkah Laku | <p>Murid boleh mendengar arahan dan mengikut arahan guru dengan baik.</p> <p>Diantara tingkah laku yang biasa dilakukan ialah:</p> <ul style="list-style-type: none"> - Sering termenung dan hanya sedar apabila dipanggil. - Kerap keluar kelas ketika sesi PdP sedang berlangsung. <p>Walaupun demikian, ianya masih berada pada tahap yang terkawal.</p> |

Rajah 3: Analisis Dokumen Bagi Laporan Perkembangan K3

| Bil. | Aspek Penilaian | Catatan Perkembangan |
|------|-----------------|--|
| 1. | Tingkah Laku | Murid dapat mendengar dan mengikut arahan dengan baik. |

Rajah 4: Analisis Dokumen Bagi Laporan Perkembangan K4

Rajah 1, Rajah 2, Rajah 3 dan Rajah 4 merupakan hasil dapatan analisis dokumen berdasarkan laporan perkembangan murid. Dapatan analisis dokumen ini menunjukkan bahawa kesemua kanak-kanak autisme yang diperhatikan mempunyai tingkah laku pada tahap terkawal. Dapatan ini membuktikan kemahiran sosial yang dapat dilakukan kanak-kanak autisme melalui main koperatif dapat dilihat dari aspek kelakuan yang sesuai dan fleksibiliti.

Soalan 2: Apakah aspek kemahiran sosial yang sukar dilakukan oleh kanak-kanak autisme melalui main koperatif?

Analisis dapatan pemerhatian dalam Jadual 2 menunjukkan bahawa aspek kemahiran sosial yang sukar dilakukan oleh kanak-kanak autisme melalui main koperatif ialah kebolehan komunikasi iaitu kerap kemahiran sosial paling rendah. Analisis dokumen terhadap laporan perkembangan murid telah dilaksanakan bagi menyokong data pemerhatian seperti ditunjukkan dalam Rajah 5, 6, 7 dan 8.

| | | |
|----|-----------------------------------|---|
| 4. | Reaksi Murid apabila Marah/Kecewa | <ul style="list-style-type: none"> ● Merajuk ● Menangis |
| 5. | Pergaulan dengan Rakan dan Guru | <ul style="list-style-type: none"> ● Kurang memulakan perbualan, introvert |

Rajah 5: Analisis Dokumen Bagi Laporan Perkembangan K1

| | | |
|----|---------------------|---|
| 2. | Sosial & Komunikasi | Murid ini selalu bersendirian dalam proses PdP. Kebolehan berkomunikasi murid ini lemah. Murid kurang dapat berkomunikasi dengan baik. Murid ini hanya boleh mengulang perkataan yang didengar ataupun bercakap satu perkataan. Aktiviti komunikasi murid perlu dirangsang. Contohnya, membuat sesi berkomunikasi secara ringkas bersama rakan sekelas, aktiviti bermain, memberi bimbingan supaya kemahiran berkomunikasi murid dapat dipertingkatkan. |
|----|---------------------|---|

Rajah 6: Analisis Dokumen Bagi Laporan Perkembangan K2

| | | |
|----|---------------------|--|
| 2. | Sosial & Komunikasi | Secara amnya, murid ini merupakan seorang murid yang pendiam dan introvert. Di dalam sesi PdP, murid perlu kepada rangsangan supaya murid lebih aktif berkomunikasi. Contohnya, membuat sesi berkomunikasi secara ringkas bersama rakan sekelas seperti memberi ucapan selamat, bertanya khabar, berjabat tangan dan sebagainya sambil melihat wajah orang yang sedang bercakap supaya kemahiran berkomunikasi murid dapat dipertingkatkan. Selain itu, aktiviti bermain boleh dipraktik untuk merangsang komunikasi dua hala yang baik. Murid sering memberitahu dan meminta izin daripada guru jika ingin berbuat sesuatu. |
| 2. | Sosial | Secara amnya, murid dapat berkomunikasi secara verbal dengan baik. Walaupun demikian, aktiviti komunikasi murid perlu dirangsang. Contohnya, membuat sesi berkomunikasi secara ringkas bersama rakan sekelas seperti memberi ucapan selamat, bertanya khabar, berjabat tangan dan sebagainya sambil melihat wajah orang yang sedang bercakap supaya kemahiran berkomunikasi murid dapat dipertingkatkan. |

Rajah 8: Analisis Dokumen Bagi Laporan Perkembangan K4

Dapatan analisis dokumen yang dipaparkan dalam Rajah 5, 6, 7 dan Rajah 8 menunjukkan kanak-kanak autisme mempunyai masalah komunikasi. Berdasarkan dapatan analisis dokumen, didapati K1 merupakan seorang yang introvert. K2 pula hanya dapat mengulang perkataan yang didengar atau satu perkataan sahaja yang dikeluarkan dalam komunikasinya. Dapatan analisis dokumen juga menunjukkan kemahiran komunikasi dua hala bagi K3 perlu dirangsang dan perlunya aktiviti bermain dipraktikkan dalam meningkat kebolehan berkomunikasi. K4 pula dikenal pasti bahawa perlunya aktiviti komunikasinya dirangsang. Rumusan hasil analisis dokumen ini juga menunjukkan

bahawa kebolehan komunikasi kanak-kanak autisme yang lemah dalam proses pengajaran dan pembelajaran dapat dirangsang melalui aktiviti bermain.

Soalan 3: Apakah aspek kemahiran sosial kanak-kanak autisme yang sangat dominan, dominan dan kurang dominan melalui main koperatif?

Bagi membincangkan aspek kemahiran sosial kanak-kanak autisme yang sangat dominan, dominan dan kurang dominan, kaedah pemerhatian menggunakan senarai semak telah digunakan seperti ditunjukkan dalam Jadual 3.

| Aspek-aspek Kemahiran Sosial | Jumlah Kekerapan |
|------------------------------|------------------|
| KSF | 400 |
| KBI | 305 |
| KRB | 263 |
| KS | 226 |
| KBK | 153 |

JADUAL 3: ANALISIS SENARAI SEMAK PEMERHATIAN PERKEMBANGAN KEMAHIRAN SOSIAL KANAK-KANAK AUTISME MELALUI MAIN KOPERATIF

Berdasarkan analisis dapatan Jadual 3, aspek kemahiran sosial yang sangat dominan ialah kelakuan yang sesuai dan fleksibiliti iaitu 400 kekerapan. Aspek kemahiran sosial yang dominan ialah kebolehan berinteraksi sebanyak 305 kekerapan, diikuti kesedaran ruang badan, sebanyak 263 dan kesedaran sosial, sebanyak 226. Aspek kemahiran sosial yang kurang dominan pula ialah kebolehan berkomunikasi, hanya 153 kekerapan. Bagi menyokong data pemerhatian, temubual separa berstruktur telah dilaksanakan seperti ditunjukkan dalam Jadual 4 dan 5.

JADUAL 4: TRANSKRIP TEMU BUAL SEPARA BERSTRUKTUR BAGI PANDANGAN GURU PENDIDIKAN KHAS TENTANG ASPEK KEMAHIRAN SOSIAL YANG SANGAT DOMINAN

| Subtema: | G1 | G2 | G3 | G4 |
|---|---|---|---|---|
| Aspek Kemahiran sosial yang sangat dominan | Kalau saya, mengikut pengalaman yang sebelum-sebelum ini guna teknik bermain...ermm... lebih kepada interaksi. | Untuk murid autisme ini adalah kelakuan yang sesuai dan fleksibiliti. Ermm...Sebab masa PdP, saya memang terapkan tingkah laku yang sesuai. | Saya rasa dalam peraturan itu penting, Saya rasa murid akan lebih cepat faham, iaitu kelakuan yang sesuai dan fleksibiliti. Cumanya, seperti saya cakap tadi bergantung kepada autisme tu lah sebab dia ada kategorikan. | Erm...Seperti yang kita sedia tahu, kelakuan yang sesuai dan fleksibiliti melibatkan permainan kumpulan. Jadi, kita dapat melihat cara murid bermain. Seterusnya, kalau tingkah laku yang positif okay. Kanak-kanak autisme biasanya dia orang suka bersendirian. Bila kita guna permainan, kita boleh nampak, dia mula bergaul dengan rakan-rakan yang lain... |

Jadual 4 merupakan respon daripada empat orang guru tentang aspek kemahiran sosial yang sangat dominan untuk dilakukan oleh kanak-kanak autisme melalui main koperatif. G1 menyatakan kebolehan berinteraksi merupakan aspek yang sangat dominan. Manakala, terdapat tiga orang guru yang mencapai kesepakatan, iaitu kelakuan yang sesuai dan fleksibiliti merupakan aspek kemahiran sosial yang sangat dominan. Secara umumnya, terdapat seramai tiga daripada empat orang guru telah berpendapat sama tentang aspek kemahiran sosial kanak-kanak autisme yang sangat dominan ialah kelakuan yang sesuai dan fleksibiliti. Justeru, dapatan analisis temu bual membuktikan aspek kemahiran sosial kanak-kanak

autisme yang sangat dominan melalui main kooperatif ialah kelakuan yang sesuai dan fleksibiliti.

JADUAL 5: TRANSKRIP TEMU BUAL SEPARA BERSTRUKTUR BAGI PANDANGAN GURU PENDIDIKAN KHAS TENTANG ASPEK KEMAHIRAN SOSIAL YANG KURANG DOMINAN

| | | |
|---|-----------|---|
| Subtema: | G1 | Saya rasa...kesedaran ruang badan kali. Sebab bila sudah terlalu <i>excited</i> , kesedaran ruang badan itu di...abaikan. |
| Aspek Kemahiran sosial yang kurang dominan | G2 | Erm..kalau yang kurang dominan ni mungkin kebolehan komunikasi tu kut.. Sebab..yalah.. dia orang pun adanya terlalu yang <i>hiper</i> kan. Jadi, kita susah untuk panggil dia untuk bercakap secara bersemuka. |
| | G3 | Yang paling kurang dominan, saya rasa erm.. kesedaran sosial, sebab tidak dapat menunjukkan penghargaan "terima kasih" atau minta maaf. Sebabnya, autisme ini penghargaan atau minta maaf ni, dia kena diajar. |
| | G4 | Erm..komunikasi. Seb...bila berkomunikasi ni..walaupun tadi saya cakap satu hala tapi bila dua hala, dia akan kurang. Sebab kadang-kadang kanak-kanak autisme kita sedia tau dia di dunia sendiri. Jadi, kalau komunikasi dua hala memang kurang. |

Jadual 5 menunjukkan respon daripada empat guru tentang aspek kemahiran sosial yang kurang dominan untuk dilakukan oleh kanak-kanak autisme melalui main kooperatif. G2 dan G4 yang mencapai kesepakatan bahawa kebolehan berkomunikasi merupakan aspek kemahiran sosial yang kurang dominan. Manakala, G1 menyatakan aspek yang kurang dominan ialah kesedaran ruang badan. G3 pula berpendapat kesedaran sosial merupakan kemahiran sosial yang berada pada tahap kurang dominan. Walau bagaimanapun, separuh daripada guru yang ditemu bual telah menyatakan aspek kemahiran sosial yang kurang dominan ialah kebolehan berkomunikasi. Justeru, dapatan kajian ini membuktikan bahawa aspek kemahiran sosial kanak-kanak autisme yang kurang dominan ialah kebolehan berkomunikasi.

Rumusannya, berdasarkan transkrip temu bual dalam Jadual 4 dan Jadual 5 menunjukkan dapatan keseluruhan mengenai aspek kemahiran sosial yang sangat dominan ialah kelakuan yang sesuai dan fleksibiliti. Aspek kemahiran sosial yang kurang dominan pula ialah kebolehan berkomunikasi. Manakala, kemahiran sosial yang dominan ialah aspek-aspek lain iaitu, kebolehan berinteraksi, kesedaran ruang badan dan kesedaran sosial.

VI. PERBINCANGAN

Aspek Kemahiran Sosial Yang Dapat Dilakukan Kanak-kanak Autisme

Dapatan kajian menunjukkan aspek kemahiran sosial yang dapat dilakukan oleh kanak-kanak autisme melalui main kooperatif ialah kelakuan yang sesuai dan fleksibiliti. Dapatan ini seiring dengan kajian Arnold (2019) yang menyatakan bahawa bermain dapat mengurangkan masalah tingkah laku dan memberi manfaat kepada kemahiran sosial kanak-kanak autisme. Kanak-kanak autisme terdorong untuk bersosial seperti menggunakan perasaan yang tenang semasa bermain dengan rakan dan memberi respon kepada rakan dengan cara yang baik. Tambahan juga, sebagaimana yang telah dijelaskan dalam

teori Pembelajaran Sosial dan Sosial Kognitif bahawa kanak-kanak autisme meniru tingkah laku yang positif melalui main kooperatif (Noriati A. Rashid, Boon Pong Ying dan Sharifah Fakhirah Syed Ahmad, 2015). Pendek kata, kanak-kanak autisme dapat memperlihatkan kemahiran sosial mereka apabila mereka menunjukkan aspek kelakuan yang sesuai dan fleksibiliti semasa bermain.

Aspek Kemahiran Sosial Yang Sukar Dilakukan Kanak-kanak Autisme

Dapatan kajian juga menunjukkan kemahiran sosial yang sukar dilakukan kanak-kanak autisme melalui main kooperatif ialah aspek kebolehan berkomunikasi. Dapatan ini juga menunjukkan persamaan dengan dapatan kajian Driver (2015) yang menunjukkan bahawa kebolehan untuk berkomunikasi sering sukar atau mustahil bagi kanak-kanak autisme. Pernyataan ini boleh disokong berdasarkan lapisan sistem kronsistem yang ditekankan dalam teori sistem Bronfenbrenner. Bronfenbrenner (1917) telah menjelaskan bahawa sejarah sosial kanak-kanak dapat menjejaskan kemahiran sosial kanak-kanak (Noriati A. Rashid, Boon Pong Ying dan Sharifah Fakhirah Syed Ahmad, 2017). Ini bermakna hasil kebolehan komunikasi kanak-kanak autisme yang terhad berlaku disebabkan gangguan perkembangan neurologikal yang memberi kesan kepada tahap dan peringkat kefungsiannya mereka, dalam aspek kebolehan berkomunikasi.

Aspek Kemahiran Sosial Yang Sangat Dominan

Aspek kemahiran sosial kanak-kanak autisme yang sangat dominan melalui main kooperatif ialah kelakuan yang sesuai dan fleksibiliti. Dapatan ini selaras dengan saranan Mwakalinga (2015) bahawa bermain adalah penting untuk membantu kanak-kanak autisme belajar kelakuan yang positif, seperti kemahiran bertoleransi dan bekerjasama serta menyesuaikan diri. Kanak-kanak autisme juga didapati menjadi kurang agresif dan sebaliknya menjadi lebih mesra terhadap rakan sebaya selepas mengikut intervensi bermain (Kossyvakki dan Papoudi, 2016).

Aspek Kemahiran Sosial Yang Dominan

Dari aspek kemahiran sosial, kajian ini juga menunjukkan aspek kemahiran sosial yang dominan ialah kebolehan berinteraksi, kesedaran sosial dan kesedaran ruang badan. Ketiga-tiga aspek kemahiran sosial yang telah dipamerkan tersebut telah menunjukkan kemahiran sosial kanak-kanak autisme dirangsang melalui main kooperatif. Namun demikian, ketiga-tiga aspek kemahiran sosial ini adalah kurang apabila berbanding dengan kemahiran bersosial dari aspek kelakuan yang sesuai dan fleksibiliti. Sebagaimana yang dikatakan oleh Jillian, Miller dan Dominguez (2018) bahawa bermain membolehkan kanak-kanak mempelajari pelbagai kemahiran. Walau bagaimanapun bukan semua kanak-kanak autisme terlibat dalam permainan yang sesuai perkembangan mereka. Namun demikian, peningkatan dalam kemahiran sosial kanak-kanak autisme dapat dilihat secara ketara melalui intervensi bermain sekiranya berbanding dengan aspek kemahiran kognitif dan psikomotor.

Aspek Kemahiran Sosial Yang Kurang Dominan

Dapatan kajian juga menunjukkan kebolehan berkomunikasi merupakan aspek kemahiran sosial kanak-kanak autisme yang berada pada tahap kurang dominan. Kajian Cadette (2015) telah menyatakan gangguan spektrum autisme ialah kecacatan perkembangan yang menyebabkan cabaran komunikasi yang ketara. Ketidakeimbangan perkembangan neurologi pada kanak-kanak autisme menjejaskan kanak-kanak autisme untuk mencapai perkembangan secara optimum

VII. KESIMPULAN DAN CADANGAN

Kemahiran sosial kanak-kanak autisme dapat dilihat melalui main kooperatif. Pelaksanaan main kooperatif adalah amat digalakkan dalam kurikulum sekolah kerana tiada intervensi lain yang dapat memenuhi keperluan semua kanak-kanak autisme. Sememangnya, kemahiran sosial kanak-kanak autisme banyak meningkat melalui main kooperatif, berbanding dengan perkembangan mereka semasa dalam proses pengajaran dan pembelajaran.

Antara cadangan kajian lanjutan yang boleh dilaksanakan ialah penetapan kumpulan bagi kanak-kanak autisme ini perlu dalam saiz kecil semasa bermain (Mwakalinga, 2012). Apabila mereka mula selesa, maka boleh membiarkan mereka cuba bermain dalam kumpulan besar. Seterusnya, menyedari limitasi neurologi yang ada pada kanak-kanak autisme, kajian lanjutan yang dijalankan perlu mengaplikasikan pelbagai strategi bermain seperti *Floor Time* dan *video modeling*. Selain itu, kajian lanjutan perlu mengkaji kesan bermain terhadap perkembangan kemahiran sosial kanak-kanak autisme dalam jangka masa yang lebih panjang. Dengan ini, inisiatif berkesan yang dibangunkan dapat disebarkan ke dalam kurikulum pendidikan kanak-kanak autisme.

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Co-Curriculum Feasibility Through Extra Curriculum Activities In Teacher Education Institutions

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Abd Halim bin Md. Salleh

Abstract- Institut Pendidikan Guru Malaysia (IPGM) is an institution that serves as a leader in teacher education excellence which emphasizes the quality of world -class teacher education. Extra Curriculum is a value -added activity that contains components of Uniformed Units, Clubs/ Associations, Sports and Games and Joint Programs of External Agencies (NGOs) which do not involve any academic assessment. The feasibility of Extra Curriculum depends on the willingness of the lecturers in implementing it. To achieve this goal, the improvement of Extra Curriculum is very important for the continuity of it in Institute of Teacher Education. In relation to that, this study was conducted to examine the level of feasibility of Extra Curriculum in Raja Melewar Institute of Teacher Education (IPGKRM). This study is a quantitative survey in the form of a survey using a readiness questionnaire consisting of 6 items. The feasibility aspects studied are against the time set by the management and improvements in the implementation of Extra Curriculum. To carry out this study, a total of 74 lecturers who were randomly selected were easily involved in this survey. Study data were obtained from a set of questionnaires and were analyzed using descriptive methods. The results show that the level of feasibility of Extra Curriculum activities in IPGKRM is high. The results of the study can also identify improvements in the implementation of Extra Curriculum throughout the implementation of it. It is important that the implementation of Extra Curriculum is continued so that teacher students are given exposure to various skills so that future generations can receive versatile educators in terms of curriculum and co -curriculum.

Keywords – Feasibility, improvement, Extra Curriculum

I. INTRODUCTION

Curriculum and co -curricular activities at the Institute of Teacher Education (IPG) Campus are based on organized, planned work and is a program that is beneficial either in or lecture interaction towards the formation of physical, emotional, spiritual and intellectual quality teacher students at the Institute level. Teacher Education. This

involvement provides an opportunity for teacher students to add, strengthen and apply knowledge and skills as a complement to the soft development of students. There are eight (8) co -curricular cores implemented in the Soft Skills element. Through the soft development of students, namely 4K (Figure 1) which is designed to achieve the aspirations of the National Philosophy of Education (FPK) and the Philosophy of Teacher Education (FPG) to produce competent teachers and educators.

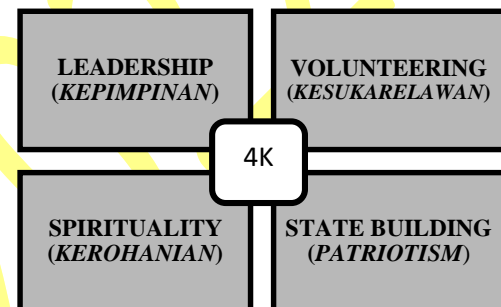


Figure 1: Four (4) Co-curriculum thrusts in the Soft Skills

Therefore, the Institute of Teacher Education Malaysia (IPGM) in general and the IPGKRM in particular are serious about this aspect of co -curriculum. In IPGKRM, co -curriculum is embodied in Extra Curriculum (EK). EK is a value -added that contains components of Uniformed Units, Clubs and Associations, Sports and Games and Joint External Agency (NGO) Programs which do not involve any academic assessment. These important co -curricular activities are followed by students to enable them to gain as much experience, skills and knowledge to develop the credibility they have in themselves (Shiamila Chupramaniam & Jamal@Nordin (2021).

Shelman (2016) also explains that co -curricular activities also known as hidden curriculum emphasize more on hidden things and aspects such as values, talents, roles, leadership, social and so on. Yahya Don & Ibrahim (2019) explained that school co -curricular activities in Malaysia is a form of learning that must be attended by students because it is included in the national curriculum. According to Abu Bakar Nordin (2013) and supported by Herppich, S. (2017) that co -curricular activities aimed at mind development include knowledge, skills, norms, values, cultural elements and beliefs to help the development of well -educated students outwardly and inwardly.

Extra Curriculum emphasizes the 4K aspect (Figure 2) which is applied in line with co -curricular objectives in schools. Teacher students will be exposed to areas in EK

and given basic skills education, staffing, management and coaching so that teacher students are not clumsy and awkward when they start conducting School-Based Experience (PBS) and Practicum in school later.

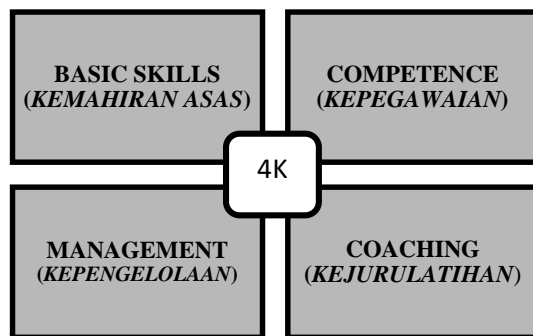


Figure 2: Four (4) Co-curriculum Core in the Soft Skills elements

II. PROBLEM STATEMENTS

The Malaysian Education Development Plan (PPM) 2013-2025 states the importance of teachers developing students holistically by strengthening the need for student participation in uniformed units, associations/clubs and sports & games (Ministry of Education Malaysia, 2022). Co-curricular activities can encourage the development of students' talents and creativity. Therefore, co-curricular activities are given attention as the national goal to produce quality human capital. Every teacher must be involved for the purpose of ensuring the effectiveness of co-curricular activities in the school as stated in Sub-item 5.2 in SPI No. 1/1985 (Ministry of Education Malaysia, 2022).

To respond to the call in PPM 2013-2025, the entire Institute of Campus Teacher Education (IPGK) needs to implement Extra Curriculum (EK) as an added value of the existing co-curriculum to give teacher learners a better opportunity to develop their own teacher learners. When a program is introduced, it is found that the people in the organization themselves are not ready to implement the change. Therefore, the issues and problems of teacher readiness are very important in schools.

Feasibility is the ability for a program to be implemented continuously without obstacles that can stop the program from being implemented. The feasibility of a program can be seen from 5 aspects, namely fulfilling the aspirations, feasible, viable, practical, sustainable. The findings of Hall & Hord (2011) state that the influence of teachers is very significant in determining the outcome of a change.

In addition, with the involvement of teacher students in EK, at the same time can shape their future in IPGK. In leading the world of education today, we must want to see results for students to teach teachers what they have learned. At the end of school, each student teacher should have achieved the goal based on the objectives that have been determined by the lecturer/advisor. Student

development is a result that we want to see until the end of school.

The definition of the term student development is too broad to discuss. In this study, the intended students are students who are holistically educated in efficient school management and able to achieve their full potential in the mastery of knowledge and skills, skilled, virtuous, responsible and able to achieve personal well-being outlined in the fifth Standard in the Standard Malaysian Education Quality second wave (SKPMg2).

This study focuses on the concept of becoming a teacher student which is a continuation of their involvement in co-curricular activities that is to improve self-discipline and create a healthy culture in school (Irwan et al. 2015).

Apart from that, the implementation of the lecturer during the R&D process also shapes the student's personality from the aspect of personality development. Now in the context of the COVID-19 pandemic, educators around the world and in Malaysia in particular are faced with various challenges in implementing co-curricular activities. Therefore, lecturers need to be prepared to lead teacher students in EK so that they have the courage to face changes in the environment and be able to adapt to the changes that occur.

III. RESEARCH OBJECTIVE

The objectives of this study are to:

1. Identify the Co-Curriculum feasibility against the time set by the management of IPGKRM.
2. Identify the factors of improvements based by the lecturers' opinion for the implementation of Extra Curriculum in IPGKRM.

IV. RESEARCH METHODOLOGY

This study is a quantitative survey by using a questionnaire. This descriptive study is suitable to describe and explain a situation or phenomenon that is happening (Mohd. Majid Konting, 2000). Descriptive study is a research on a phenomenon by analyzing the descriptive data obtained from the questionnaire and is a study that can survey a sample at random independently.

The descriptive analysis looks at the extent to which this study looks at the percentage (%) of the readiness of academic lecturers towards extra-curricular activities carried out. This study uses an independent random sampling questionnaire distributed to 74 lecturers at the Raja Melewar Campus Teacher Education Institute online. This study uses a questionnaire that has been developed by two lecturers in the Co-curriculum Unit, Department of Health Physical Education and Co-curriculum and has gone through the instrument validation process by 3 instrument evaluators.

Respondents

The survey study consisted of 74 respondents consisting of IPGKRM academic lecturers. Respondents are from 11 departments and units in IPGKRM. A total of 45 female respondents (P) and 29 male respondents (L) answered this questionnaire.

Research Instruments

According to Jones (1973), questionnaires are a commonly used instrument in descriptive studies. Tuckman (1988) suggested that the questionnaire method is easier to get cooperation from respondents, they are free to choose and express their views, evaluation according to the requirements of the questionnaire and know what to think to answer. For this study, researchers use the questionnaire method because it can facilitate researchers to obtain simple data from respondents to be analyzed from other survey methods.

The research instrument used in this study is in the form of a questionnaire that includes several items based on the objectives of the study.

This set of questionnaires is divided into two parts, namely Part A which contains questionnaire items that include questions related to the lecturer's personal information and Part B consists of items related to the research questions to be achieved.

Validity/ Construct

The questionnaires used are in descriptive form. The questionnaire items were validated by 3 experts on content, questionnaire items and language suitability.

V. RESEARCH FINDINGS AND DISCUSSION

The data obtained are described descriptively through percentages based on gender as in the table below.

Gender Demographics:

TABLE 1: RESPONDENTS BY GENDER

| Item | | Frequencies(f) | Percentages (%) |
|--------|-------|--------------------|--------------------|
| Gender | Man | 29 | 39.2 |
| | Women | 45 | 60.8 |

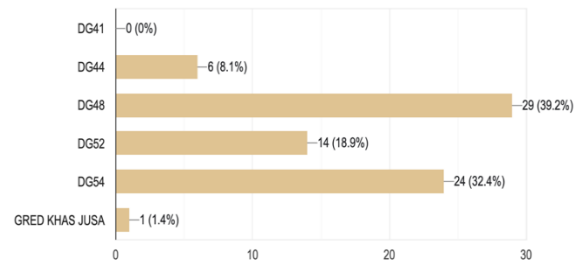
Referring to table 1, a total of 45 (60.8%) respondents consisted of women and 29 (39.2%) men. It can be concluded that female respondents outnumber males.

Grade Demographics

As for the grade demographics of lecturers who answered the questionnaire, a total of 29 people (39.2%) respondents of this study consisted of DG48 grade, 24

people (32.4%) from DG54 grade, 14 people (18.9%) from DG52 grade, and 6 people (8.1 %) of post grade DG44. (Table 2)

TABLE 2: RESPONDENTS BY POST GRADES



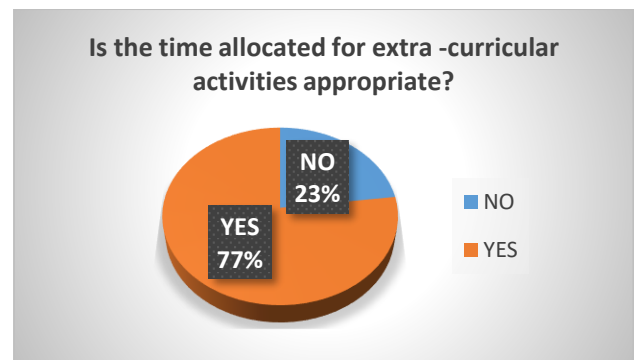
Respondents by Departments

As for the demographics of the number of lecturers who answered according to the Department, the Department of Physical Education, Health and Co-curriculum was 12 people (16.2%), the Department of Education was 11 people (14.9%), the Department of Islamic and Moral Education 10 people (13.5%), the Department of Excellence Academic as many as 8 people (10.8%), Language Department 7 people (9.5%), Student Affairs Department as many as 6 people (8.1%), Malay Studies Department as many as 5 people (6.8%), Teacher Academy Training Center Department as many as 4 people (5.4%), the Department of Social Sciences as many as 3 people (4.1%) and the Department of STEM as many as 2 lecturers (2.7%).

Research questions 1: Identify the Co-Curriculum feasibility against the time set by the management of IPGKRM.

Is the time allocated for extra -curricular activities appropriate?

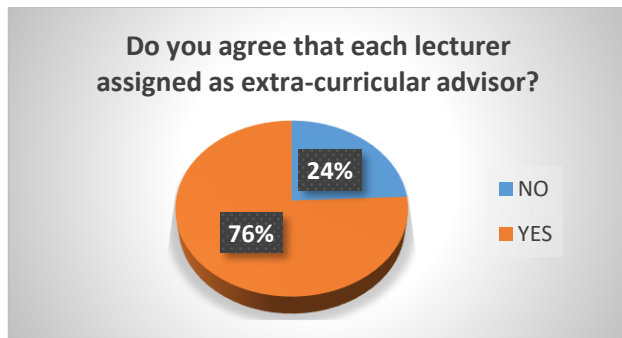
TABLE 3: DESCRIPTIVE ANALYSIS OF THE TIME ALLOCATED FOR EXTRA- CURRICULAR ACTIVITIES AMONG LECTURERS.



From the analysis of the questionnaire conducted, a total of 57 lecturers (77%) stated a high level of feasibility for

the implementation of Extra Curriculum in IPGKRM. The time allocated by the management is appropriate and can be done by most lecturers in IPGKRM. It is common knowledge that these extra-curricular activities are the main needs that need to be balanced by trainee teachers in shaping themselves and their personalities towards the professional development of teaching.

TABLE 4: DESCRIPTIVE ANALYSIS OF LECTURER CONSENTMENT AS EXTRA-CURRICULUM ADVISOR AMONG LECTURERS.



The analysis of the questionnaire showed that a total of 56 lecturers (76%) agreed as extra-curricular advisor in IPGKRM.

From the questionnaire given to the lecturers, there are also few factors of improvements based by the lecturers opinion for the implementation of Extra Curriculum in IPGKRM. Lecturers as EK advisor suggest are as below;

“Make a research to study the level of competence of lecturers to implement extra curriculum in IPGKRM”.

“The advisor lecturer in the extra curriculum needs to get relevant training in order to become an expert in the field held”.

“Students should be assigned to one sport only so that they can get more experience and become experts in that one particular sport”.

“Appreciation given to the students and lecturers involved in Extra Curriculum (EK)”.

From the data obtained, it shows how important EK activities in IPGKRM need to be continued for the students to become teachers as well as give them experience and knowledge on how co-curricular activities are implemented in schools in the future. Abroad, co-curricular activities are also emphasized in the teaching and learning process. For example, Kingston International College in Australia provides a variety of co-curricular activities for its students to participate in during semester breaks. This, in turn, means that the learning process takes place throughout the learning period even during holidays. Thus, students are able to add skills and knowledge that

cannot be learned in class during the holidays without feeling stressed while preventing their students from spending the holidays with unprofitable activities (Kingston International College, 2007). Carol C. Teitz et al., (1997) stated that teachers play an important role in applying certain skills that are not acquired in the classroom, but rather through outdoor activities participated by students such as summer-camp and scouting.

Mohd Asran (2011) defines student development as an indicator of knowledge acceptance that can be measured through behavior change, or better known as student development and this process continues until the end of school. Simply put, "discipleship" is the "outcome" or human form that will be produced. The human form we want has been perfectly outlined and written in the FPK. As for the implementation of EK in IPGKRM, which the lecturers strongly agree that with the EK in IPGKRM can shape the future of teacher students who are in IPGKRM.

VI. SUMMARY

In education, co-curriculum is additional learning in addition to formal classroom learning and teaching. It contains a variety of activities aimed at enhancing students' understanding and skills and these benefits greatly impact students. Co-curricular activities implemented outside the classroom are seen as having an impact on students. This is because the co-curricular learning process can strengthen students' understanding of routine activities that are done in practice. In addition, the learning time only involves a few hours, but the co-curricular activities are very important as educating students to face future challenges.

To meet the needs of personality values and teacher students, the Department of Health Physical Education and Co-curriculum took the initiative to maintain EK at IPGKRM with the continuous involvement of teacher students throughout the semester. This is because without the implementation of EK in IPGKRM, teacher students will not be able to develop and strengthen 4K and 4K which are the main pillars in developing their soft skills.

The provision of competitive human capital, mentally, physically, emotionally resilient is essential to face today's global challenges. However, there are things that can be proposed to be improved in terms of the implementation of EK in IPGKRM. Improvements from time to time will be made to strengthen and intensify EK in IPGKRM so that all lecturers who are advisory lecturers can implement EK with excellence to shape the future of teacher students in IPGKRM.

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Level Of Students' Motivation To Learn Chemistry After Learning Nanotechnology Topic In Secondary Level Chemistry

Voo Lee Ha

Abstract – The previous secondary school chemistry curriculum, the Integrated Curriculum for Secondary School (*Kurikulum Bersepadu Sekolah Menengah, KBSM*), was rolled out in 2021 and replaced with the Standard Curriculum for Secondary School (*Kurikulum Standard Sekolah Menengah, KSSM*), which began in 2017 in stages. There have been major changes that include the hydrogen bond and metallic bond in the types of chemical bonds, the introduction of cutting-edge chemistry technological applications, and nanotechnology applications, as well as some reorganization of chemical reaction topics. While students' enrolment in chemistry courses has dwindled in recent years due to the abstract nature of most chemistry concepts and learning, the incorporation of nanotechnology into the chemistry curriculum is thought to be able to increase students' motivation to learn chemistry because it is more cutting-edge and applied in students' everyday consumer products. Including nanotechnology into the curriculum is a smart step as nanotechnology is taking over the manufacturing industry and sooner or later everyone would need to be aware of the application of nanotechnology in their daily lives. The aim of this research is to identify the level of students' motivation to learn chemistry when they were introduced with the topic of nanotechnology. This research is conducted using Chemistry Motivation Questionnaire-II, (CMQ-II) to students who are taking STEM A course in secondary school in Kota Belud, Sabah. As per data analysis, the introduction of nanotechnology in the classroom to 54 students over three sessions resulted mean score for career motivation ranging from 3.22 to 3.65. While for intrinsic motivation, the mean score ranged from 3.15 to 3.65. This research also reported that intrinsic motivation can contribute to career motivation. It is hoped that the implications of these findings would provide educators with insights into how to connect what students learn in the classroom with contemporary scientific and technological breakthroughs, resulting in a more meaningful learning experience for students, particularly in science. As a bonus they will be versed in the nanotechnology field, which will prepare them for a future profession. In conclusion, teachers should devote more time and effort to improving their pedagogical skills and bringing real-life experiences into the classroom so that students' learning can nurture them into competent and literate workers in the field of science and technology.

Keywords – Chemical education, nanotechnology, students' motivation, science education, chemistry curriculum

I. INTRODUCTION

The previous secondary school chemistry curriculum, the Integrated Curriculum for Secondary School (*Kurikulum Bersepadu Sekolah Menengah, KBSM*), was rolled out in 2021 and replaced with the Standard Curriculum for Secondary School (*Kurikulum Standard Sekolah Menengah, KSSM*), which began in 2017 in stages. Major changes have been integrated, including the addition of types of chemical bonds, and the introduction of cutting-edge chemistry technological applications, the nanotechnology applications, besides some reorganization in chemical reaction topics. The reorganization of the curriculum is not limited to chemistry; it also affects other topics. The reconstructions were significant for the education system and teachers because they could determine the direction of Malaysian education in producing future workforce and expertise capable of coping with the Industrial Revolution 4.0 while also mastering the 21st century skills required to mitigate 21st century problems, the majority of which do not yet exist. The addition of nanotechnology in the chemistry subject is necessary as there were increasing products in the market based on nanotechnology and it is impacting human daily life. Hence, the industry demanded more manpower skilled in nanotechnology (Lin et al., 2015). The new curriculum is intended to promote classroom activities that strengthen student-centered learning and students' authority in their learning, as well as inquiry-based learning, problem-based and project-based learning, as well as the use of information technology and multimedia as a medium.

The reconstruction of curriculum was part of the Malaysia Education Blueprint 2013-2025. Another focus of this blueprint is to increase students' enrolment in STEM including increasing students' literacy in science, mathematics, financial, and reading. While the enrolment in STEM courses in upper secondary levels was low in the early installment of the blueprint, it has been gradually increased by the year 2020 as more criteria was incorporated into the STEM courses to give students more job exposure and opportunities in the future. The first criterion is STEM A courses that includes all three science disciplines, physic, chemistry and biology and Additional Mathematics while STEM B courses offered at least two of the science disciplines and Additional Mathematics. The third criterion, STEM C offered more applied sciences, vocational and technology subjects. By the year 2020, the enrolment for STEM courses was only 47.18 percent. However, the enrolment for science stream course

is only 20.51%. Currently, STEM enrolment is falling short from the target set by the Malaysia Education Blueprint, which calls for a 60:40 ratio of STEM to non-STEM pupils enrolled in upper secondary school (Unit Pelaksana Pelaksana Pendidikan (PADU), 2020).

Despite the relatively low enrolment yet in STEM, since 2015, the scientific literacy has been gradually increased as reported by PADU in 2020. By the year 2019, the score for literacy in science was 523 and increased to 556 by the year of 2020. The increase in literacy is an indicator that the initiatives taken by the blueprints has been fruitful so far. However, since the new curricula was only executed in full force in 2021, there has been little to no research addressing the effect of introducing the contemporary science i.e. nanotechnology in secondary school to students' motivation or their perception towards learning about this new topic. The slow increase of enrolment of students particularly in STEM A has always been related to students' perception and motivation towards learning science by scholars (Blonder & Sakhnini, 2017; Nor Fariha et al., 2019; Shwartz, 2014) therefore, researcher will focus on the students' motivation in learning chemistry after learning the topic that is recently added to chemistry curriculum, the application of nanotechnology.

II. PROBLEM STATEMENT

Younger learners have a keen interest in their surroundings and the science that underpins them, and they generally keep this interest until they reach secondary school. Unfortunately, when these curiosity does not met or delayed in fulfilling it, the curiosity declines resulting in students avoiding pursuing science courses in the upper secondary level (Akram et al., 2017). Though this decline of interest may be seen in other science areas as well, chemistry always showed the weakest performance of all. What has been contributing to students' weak performance in chemistry has been the lacking of resources, numeracy skills, scientific literacy that add up to students' inability to understand the fundamental chemistry concepts (Atagana et al., 2014). Though most teachers are content expert, they are not creative enough to utilize models, charts and teaching methods that can greatly aids in students learning especially when the concepts that must be learnt in this subject are neither visible nor abstract. Besides pedagogy skills being unhelpful, the students themselves are found to be anxious when working with unknown chemicals during laboratories activities, and mostly anxious when solving difficult problems in chemistry test, learning new topics, and reading chemistry formula (Nor Fariha et al., 2019).

From these statements of problems, it appears that there is still a lot of work to be done in terms of teaching and learning chemistry if we want to see students' performance in this subject improve over time. We often seek major intervention to solve particular problems, but the work that needs to be done is to shift the learners' mindsets about chemistry from being a foreign subject to a subject that brings awareness to them of how things work in their daily lives and surroundings, and to use the knowledge for their benefit, particularly in improving the quality of life for the future and assisting

them in making important decisions when they are scientifically literate. As Malaysia's education system is implementing the blueprint strategy with the larger objective which is being able to offer skilled and knowledgeable workforce for the Industrial Revolutions 4.0, nanotechnology has been included to the chemistry curriculum at the upper secondary level. Globally, it has been demanded by various advocates, including the government and public administrations, industry and commerce, civic organizations, nano scientists and engineers, science and technology educators and social scientists for the education system to introduce the nanotechnology in all levels of educations as sooner or later every citizen would have to be some kind of nano-literate to navigate science related issues in daily lives and society. Considering nanotechnology has gained a lot of attention from society in the last decade, it might indirectly stimulate young students to pursue related subjects if they are offered in the classroom (Laherto, 2010). Therefore, this research hopes to present that the introduction of nanotechnology into the chemistry curriculum able to address the disconnection of school science and students' preoccupations and by integrating the modern science into the curricula it would be a noteworthy to be motivational for the learners to enroll in STEM courses.

This research aims to answer the following questions;

- 1) To what extent does the students motivated to have career in chemistry upon learning nanotechnology?
- 2) To what extent does the students intrinsically motivate in learning chemistry upon learning nanotechnology?
- 3) Does intrinsic motivation in learning chemistry affect student's career choice in chemistry?

III. LITERATURE REVIEW

Students' Motivation

Students' curiosity and interest towards science declining as they grow older. According to Montes et al., (2018), there are two reasons attributing to this declining interest. The first one as per mention in problem statement, would be the delay or absence of fulfilment for their curiosity cause their interest in science to be declining as they move to higher level of education. When teachers are not aware of this or do not take this as an advantage to nurture students' interest towards science courses, students would instead be developing anxiety due to teaching styles, lack of encouragement, less teaching aids and opportunities to manipulate surrounding things in daily life. Second one would be that the learning scope in science has become more complex and abstract like when they take chemistry course, they would learn redox reactions, thermodynamics, nuclear chemistry, and polymers. When these topics are presented as the way they are, all chemical equations and no non-sense objects, it would feel irrelevant by the students causing them to lose interest. Mentioned in the prior section too, they acknowledge that chemistry is an interesting subject, yet it is the toughest among other science disciplines namely biology and physics. G. Mahdi (2014) in his research on 70 students in

Cardiff, UK found that students disfavor chemistry as they do not see career in it and that chemistry concepts are seen as being irrelevant to them and unable to promote higher order cognitive skills. For students to be motivated to participate in the learning activities, it has to be their interest in the investigation activities, the results and its implications (Edelson et al., 1999). G. Mahdi recommends that teachers should put in various activities in the classroom and focus on hands-on activities to keep students interested in learning chemistry. Baepler et al. (2014) also stated the same that students were more motivated to learn when they can be actively involved in investigations during the learning process and appreciate flexible and flipped classroom approach as they feel more confident to be involved in the learning rather than attending amphitheater class of chemistry.

The student's perception that chemistry is the toughest subject is the driving factor to student's declining interest in learning this subject. Students who felt incompetent in this subject would not enjoy to learn it thus would put in less effort in the learning process, the reason why poor performance in chemistry is persistent (Teppo et al., 2021). As Libao et al. (2016) reported in their research on learning motivation, students have highest score in motivation when it comes to task value followed by intrinsic motivation. These two are synergy to each other as task value would constantly trigger the intrinsic motivation. Students must recognize the connections between what they learn in class and what they may use in their daily life. This sense of connectedness with what they are learning in classroom would encourage self-efficacy within them to learn. Students were more motivated to participate in activities that they saw as useful with their future career when they were not being pushed through assignments by the teachers (Shwartz, 2014).

With new insights into student motivation, the whole educational department of our country, including teachers and scientists, would have had a lot on their plates to steer our younger generation towards meaningful careers that would also define our country's socioeconomic prospects. As a conclusion, this would only be possible if the educational system and curriculum were modified to reflect contemporary scientific and technological developments and were able to entice students to enroll in science and technology courses. As a result, a high school introduction to nanotechnology would have shown youngsters that there are several promising and profitable careers in science and technology for them to pursue in the future.

IV. METHOD

This research is a descriptive study that aims to describe students' motivation in terms of intrinsic motivation and career motivation after learning the topic Applications of Nanotechnology in chemistry class in three sessions during a period of three weeks.

Sampling

The sample is 54 secondary school students of Form Four from three schools in the district of Kota Belud in Sabah. This sample are selected using homogenous purposive

sampling method whereby all students that enroll in STEM A courses in the selected upper secondary schools were all participated into this intervention. The schools are chosen based on school average grade score in chemistry from the mid-year examination in 2021 whereby all the schools that participated in this research possess equivalent average grade scores. None of these students have learnt nanotechnology before in classes or any extracurricular activities. Even though topic of application of nanotechnology was introduced, but it only included in Form Five Chemistry.

Questionnaire

Researcher used a questionnaire that consist of 10 statements that was adapted from the Chemistry Motivation Questionnaire-II. This questionnaire was developed by Salta & Koulougliotis (2015) and hold internal consistency of .70 and .90 Cronbach Alpha values for each factor of motivation considered in this research, the intrinsic motivation and career motivation. This questionnaire was originally constructed with three other constructs which is grade motivation, self-efficacy, and self-determination. Researcher does not include these as instrument items as these constructs would need a longitudinal study to be effectively assessed on as people can only judge their efficacy and so on that they can perform in a consistent manner over a designated periods of time (Bandura, 2006). The questionnaire was developed with four-point Likert scale with all items solely positive statements.

The questionnaire consists of three parts – (1) Students' background (2) Career motivation and (3) Intrinsic motivation. The background information included the following information:

- School
- Where do you live?
- Gender

To learn about students' motivation towards career related to chemistry after nanotechnology lesson for the second part of the questionnaire, included the following statements:

- Understanding chemistry will benefit me in my career
- My career will involve chemistry
- I will use use chemistry problem-solving skills in my career
- Learning chemistry will help me get a good job
- Knowing chemistry will give me a career advantage.

Students' intrinsic motivation when learning chemistry after learning nanotechnology included the following statements:

- I enjoy learning chemistry
- Learning chemistry makes my life more meaningful
- I am curious about discoveries in chemistry
- Learning chemistry is interesting
- The chemistry I learn is relevant to my life.

Data collection

Data for this study consisted of teachers’ lesson plan, and whole class of students taking STEM A courses in upper secondary level. Teachers developed lesson plan for learning Nanotechnology based on the 5E learning model which took place in three weeks due to the limitation of chemistry subjects per week allocated timetable. Chemistry only been allocated for 70 minutes x 2 period at the most. To gain students’ motivation to learn chemistry after introduced with nanotechnology, researcher disseminate the modified MCQII questionnaire to students through Google Form with no allocated time limit to be completed.

V. DATA ANALYSIS AND FINDINGS

Data analysed through mean, standard deviation, percentages, and multiple regression test using the SPSS 17.0 program to answer the research questions.

To what extent does the students motivated to have career in chemistry upon learning nanotechnology?

TABLE I: ANALYSIS OF STUDENTS’ CAREER MOTIVATION

| Item no. | Career motivation | Mean (SD) | SA | A | D | SD |
|----------|--|-------------|------------|------------|------------|----------|
| 1 | Understanding chemistry will benefit me in my career | 3.65 (0.59) | 38 (70.4%) | 13 (24.1%) | 3 (5.6%) | - |
| 2 | My career will involve chemistry | 3.22 (0.74) | 22 (40.7%) | 22 (40.7%) | 10 (18.5%) | - |
| 3 | I will use chemistry problem-solving skills in my career | 3.33 (0.75) | 26 (48.1%) | 21 (38.9%) | 6 (11.1%) | 1 (1.9%) |
| 4 | Learning chemistry will help me get a good job | 3.57 (0.57) | 33 (61.1%) | 19 (35.2%) | 2 (3.7%) | - |
| 5 | Knowing chemistry will give me a career advantage | 3.52 (0.67) | 33 (61.1%) | 16 (29.6%) | 5 (9.3%) | - |

Students’ career motivation was high but not extraordinary after learning nanotechnology in chemistry. 70.4% students strongly agree that understanding chemistry will benefit them in their career (M=3.65, SD=.588). Second highest percentage of students, 61.1%

selected strongly agree to the statements, “learning chemistry will help me get a good job”(M=3.57, SD=.570) and “ knowing chemistry will give me career advantage”(M=3.52, SD=.666). The first statement has only two students disagree to this statement while the latter had five students disagreed. While 47 students strongly agree (48.1%) and agree(38.9%) to the statement, “I will use chemistry problem-solving skills in my career” (M=3.33, SD=.752), there are seven students disagree (11.1%) and strongly disagree (1.9%) to this statement. There were also 10 students disagree that their career will involve chemistry and 40.7% has each agree and strongly agree that their career will involve chemistry. This statement has the lowest mean score, M=3.22 (SD=.744) in the career motivation construct. The mean score for each item is shown in Table 1.

Does the students have intrinsic motivation to learn chemistry after learning application of nanotechnology?

Students generally has high intrinsic motivation after learning nanotechnology. The statement “I am curious about in chemistry” (M=3.65, SD=0.59) showed the strongest agreement among the students, which has the highest percentage of students strongly agree, 70.4% and 24.1% agree. There were 66.7% students strongly agree to the statement, “Learning chemistry is interesting” and 31.5% agreed with second highest mean, 3.63 (SD=0.59). 66.7% students had also strongly agree to the statement, “the chemistry I learn is relevant to my life”(M=3.56, SD=0.72). There were 50% of students strongly agree and 44.4% agree to the statement, “I enjoy learning chemistry” (M=3.44, SD=0.60) while the statement, “learning chemistry makes my life more meaningful” has the lowest mean, 3.15 (SD=0.76) with 16.7% students disagree and 5.6% strongly disagree to this statement. There were however, 46.3% students agree and 35.2% agree that chemistry makes their life more meaningful. Table 2 shows the analysis of students’ intrinsic motivation to learn chemistry after learning nanotechnology in the classroom.

Does intrinsic motivation in learning chemistry affect student’s career choice in chemistry?

Researcher used multiple regression analysis to answer the third research question. Table 3 showed regression model that contains all the items in intrinsic motivation scale that can explained significantly 37.4% from the variance in students’ career choice (F = 5.748, k < .05). However, only students’ curiosity towards discoveries in chemistry (Beta = .329), (t = 2.018, k < .05) is the only significant predictor to students’ career choice in chemistry. This finding showed that students who are curious towards discoveries in chemistry tend to choose a career involving chemistry.

VI. DISCUSSION

Motivation has been the trending topic of discussion when it comes to educational societies. Research involving motivation is broad and it is believed to be the main driving factor of students’ self-efficacy to learn. However,

concept of motivation does not naturally exist without any stimulators. Stimulators usually provided by teachers and the responsibility always fall to the teachers. Though students at their younger age are naturally curious, this curiosity becomes weaker as they grew up when their curiosity is not met sufficiently. Explained by Montes et al., this could be due to the lack of effective teaching styles as well as less opportunities for them to explore their surrounding with concepts they learnt in the classroom. Yet, in this research it has found that students generally curiosity to learn more discoveries in chemistry particularly have high motivation to learn chemistry, hence, have high in science and technology.

TABLE II: ANALYSIS OF STUDENTS' INTRINSIC MOTIVATION

| Item no | Career motivation | Mean (SD) | SA | A | D | SD |
|---------|--|----------------|---------------|---------------|--------------|-------------|
| 6 | I enjoy learning chemistry | 3.44 (0.60) | 27 (50.0%) | 24 (44.4%) | 3 (5.6%) | - |
| 7 | Learning chemistry makes my life more meaningful | 3.15 (0.76) | 19 (35.2%) | 25 (46.3%) | 9 (16.7%) | 1 (1.9%) |
| 8 | I am curious about discoveries in chemistry | 3.65 (0.59) | 38 (70.4%) | 13 (24.1%) | 3 (5.6%) | - |
| 9 | Learning chemistry is interesting | 3.63 (0.59) | 36 (66.7%) | 17 (31.5%) | 1 (1.9%) | - |
| 10 | The chemistry I learn is relevant to my life | 3.56 (0.72) | 36 (66.7%) | 13 (24.1%) | 4 (7.4%) | 1 (1.9%) |

TABLE III: INFLUENCE OF INTRINSIC MOTIVATION TOWARDS STUDENTS' CAREER CHOICE IN CHEMISTRY

| Intrinsic motivation | t | Sig. | B | F value | R square |
|--|-------|------|------|---------|----------|
| I enjoy learning chemistry | .685 | .497 | .119 | 5.78 | .374 |
| Learning chemistry makes my life more meaningful | .189 | .851 | .025 | | |
| I am curious about discoveries in chemistry | 2.018 | .049 | .329 | | |
| Learning chemistry is interesting | .193 | .848 | .035 | | |
| The chemistry I learn is relevant to my life | 1.384 | .173 | .177 | | |

This is due to them feel relevant to what they had learnt in application of nanotechnology topic with their daily lives. This topic which covered one fundamentals concept of nano science, surface area to volume ratio and the sophisticated technology development that related to their gadgets and daily life has becomes interesting to them. As mentioned by Baepler and G. Mahdi, when students had opportunities to explore themselves, the flexibility of the classroom tasks made them feel more confident in the learning process. In this research, students explored the application of nanotechnology through reading materials provided by teacher by online platform. Performing the task with their pace and using the ICT gadgets that felt close to them pulled them to get involved in the classroom activities and enjoyed these during the lesson.

Ironically, this research found that students' perceived chemistry as being interesting subject which also supported the findings from G. Mahdi that students acknowledged that this subject is an interesting yet one of the toughest. This explained the findings from this research that the students would not choose chemistry as their career.

Furthermore, this research documented that there were more students do not perceive that chemistry gives a more meaningful lives to them, these students still believed that it is an interesting subject upon learning nanotechnology. This circumstance provides evidence that enjoying the lesson is important as it is the first factor that will get them interested to learn the subject. Teppo et al. pointed out that this kind of perception that chemistry is interesting and relevant can determine students' performance in chemistry, while students who felt unable in the lesson will put in less effort thus contributing to poor performance in the subject. A limitation of this current study is the fact that it is unable to correlate students' motivation to their academic performance in chemistry. Researcher would have to perform a pre-posttest for chemistry that is not specified in the topic of nanotechnology alone, and thus the extended research would require extended period of field study to address these questions.

VII. CONCLUSIONS AND RECOMMENDATIONS

This research has focused on students' feedback on the subject after short period of time to introduce them cutting edge science topic, but the tools used to measure students' motivation quantitatively, give insight to educators on how to connect what students learnt in the classroom with contemporary scientific and technological breakthroughs. When students becoming more versed in nanotechnology field, it would be easier for them to prepare themselves for future profession in scientific field. This insight can also be a guidance for teachers when modifying their teaching styles and methods so that it can meet students' minimum requirement to be intrinsically motivated to legitimately participate in learning process in the classroom by their own self-regulating manner. Furthermore, this tool can provide a rubric for teachers to assess their own lesson, perform reflection and to improve their pedagogical skill

so that the lesson become more meaningful learning experiences for the students.

This research demonstrated that students' have high career motivation and intrinsic motivation after the lesson of applications of nanotechnology in chemistry subject and results suggested that intrinsic motivation is a significant predictor in their career choice. Thus, researcher suggested that teachers utilized modelling as regular activity in the classroom especially in this subject. Besides this activity is highly engaging among the students, modelling can promote higher order thinking skills. Students who are trained to build models are nurturing their manipulative skill and critical thinking skill and hopefully these skilled students would embrace career involving chemistry in the future. There is a necessity for the chemistry curriculum to be enriched with more topics related to current development in science and technological industry and involving the teachers with more workshops and seminars discussing about contemporary science and technological development as Edelson et al. reported that students are motivated to learn topics that has relevance to them with its results can implicate them.

In conclusion, the level of intrinsic motivations and career motivation are significantly high after students participated in the Application of Nanotechnology topic in chemistry. This research has shown that intrinsic motivation can contributes significantly to career motivation, thus telling that contemporary science and technological development that relates to students can contribute to students' motivation to learn chemistry despite it being perceived as the hardest subject among other science disciplines.

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Pengintegrasian Al-Quran dalam Pembelajaran Sains Bagi Meningkatkan Kerohanian dan Kemahiran Berfikir Secara Kritis

Rukiah Mohamed Ibrahim, Rose Amnah Abd Rauf dan Mohd Nor Syahrir Abdullah

Abstrak- Kerohanian merupakan salah satu daripada enam tunjang yang dijadikan asas untuk membina KSSM Sains. Asas kerohanian ini juga turut ditekankan dalam Falsafah Pendidikan Kebangsaan selain dari elemen jasmani, emosi dan intelektual. Dalam konteks pendidikan sains, kualiti murid yang dihasratkan dapat lahir dari sistem pendidikan sains kebangsaan ialah murid yang berfikir sains iaitu mempunyai ciri murid yang mampu berfikir secara kritis untuk menilai sesuatu idea secara logik dan rasional untuk membuat pertimbangan yang wajar dengan menggunakan alasan dan bukti yang munasabah. Asas kerohanian dan kemahiran berfikir secara kritis ini jika tidak disulami atau dibangunkan tanpa panduan yang benar iaitu Al-Quran, menyebabkan berlaku kepincangan nilai. Unsur kerohanian dipisahkan hanya kepada kajian keagamaan dan tidak diintegrasikan merentasi mata pelajaran yang lain khususnya Sains. Sains berkonsepkan tauhid memainkan peranan yang amat penting sebagai sumber yang efektif untuk mengenali Tuhan yang mencipta alam dan membimbing manusia melakukan kajian serta berfikir secara kritis berasaskan bukti yang telah tertulis dalam Al-Quran. Kertas konsep ini bertujuan membincangkan pengintegrasian Al-Quran dalam mata pelajaran Sains yang mampu meningkatkan kemahiran berfikir secara kritis dan membentuk nilai kerohanian yang tinggi dalam diri modal insan. Kertas konsep ini dijalankan dengan menganalisis kandungan sumber-sumber rujukan dan artikel yang berkaitan pengintegrasian Al-Quran dan Sains atau dinamakan sebagai konsep sains tauhidik. Hasil analisis menunjukkan penerimaan yang positif dalam kalangan guru untuk mengintegrasikan Al-Quran dan sains namun menghadapi masalah kekurangan sumber dan bahan pengajaran, kurang latihan dan tidak yakin untuk mengintegrasikan sumber Al-Quran dalam sains. Beberapa artikel juga menunjukkan dapatan positif bahawa dengan pengintegrasian Al-Quran dan sains memberi impak perubahan personaliti murid menjadi lebih mengingati Allah dan meyakini kebesaran Allah serta mengubah tingkah laku kepada lebih baik. Justeru, kertas konsep ini diharap dapat menjadi sumber rujukan untuk kajian lanjut bagi melihat tema-tema yang sesuai dalam Al-Quran yang dapat diintegrasikan dalam silibus KSSM Sains.

Kata kunci: Sains tauhidik, Pengintegrasian Al-Quran, Sains

I. PENGENALAN

Pendidikan Sains adalah penting kerana ianya meliputi setiap aspek kehidupan seharian dan dunia di sekeliling kita. Permintaan yang tinggi dalam bidang Sains berbanding bidang yang lain menunjukkan kepentingan bagi menyediakan murid menceburi bidang Sains

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(Thibaut L. et al., 2018). Ini bertepatan dengan visi dalam Pelan Pembangunan Pendidikan Malaysia (PPPM, 2013-2015) menyatakan hasrat menjadikan negara Malaysia sebuah negara yang mempunyai modal insan dalam bidang STEM khususnya dan Sains amnya yang berkualiti dan mencukupi bagi memacu ekonomi.

Elemen penting yang turut ditekankan dalam Falsafah Pendidikan Kebangsaan selain aspek jasmani, intelektual dan emosi ialah aspek kerohanian. Menurut perspektif Islam, aspek kerohanian tidak akan mampu dibangunkan tanpa panduan yang benar iaitu Al-Quran. Kajian oleh Norfadilah Abdul Rahman (2010) mendapati isu penyimpangan nilai dalam kalangan masyarakat adalah disebabkan peribadi insan yang memiliki masalah dalaman jiwa seperti sifat materialistik, sombong dan bangga diri, bosan, marah, takut dan sebagainya. Akibat jiwa yang tipis dengan rasa keimanan kepada Allah SWT, maka manusia tidak dapat membezakan di antara kebenaran dan kebatilan, sekali gus mendorong dirinya melakukan perkara kemaksiatan hingga terhakisnya sifat perikemanusiaan.

Kajian oleh Shamsiah Banu Hanefar, Saedah Siraj, Che Zarrina Sa'ari (2015) pula menyatakan bahawa aspek rohani kurang dititikberatkan dalam kalangan muda mudi. Misi Pendidikan Malaysia ke arah mencapai wawasan bagaimanapun kelihatan samar-samar kerana terdapat jurang yang besar di salah satu elemen penting dalam pendidikan holistik, iaitu elemen rohani. Majoriti sekolah dan institusi pendidikan di Malaysia lebih menekankan pada elemen intelektual dan sebahagian lagi elemen emosi. Unsur rohani dipisahkan dan dikurangkan hanya kepada kajian keagamaan dan moral. Ketidakeimbangan di antara pendidikan jasmani (material) dan rohani dalam membangunkan sumber modal insan menyebabkan berlakunya ketempangan pembangunan insan yang holistik serta tahap masalah sosial yang semakin meruncing. Ini disokong oleh Makmur Harun (2015) yang menyatakan bahawa system pendidikan pada hari ini kebanyakannya diimport dari barat dan dimasukkan unsur-unsur Islam di dalamnya namun masih terdapat ketandusan aspek-aspek kerohanian.

Kajian Mohd Ismial (2004) di sekolah agama di Johor Bharu mendapati wujud kebingungan pada ibu bapa kerana berlakunya masalah sosial yang kian meningkat dalam kalangan pelajar semasa di sekolah atau asrama. Pelbagai masalah sosial yang berkaitan dengan sekolah seperti ponteng sekolah, gengster, mencuri, membuli, merokok, melawan pihak sekolah, melanggar disiplin sekolah dan penglibatan pelajar dengan jenayah dalam konteks yang lebih luas. Masalah sahsiah murid dan

perlanggaran disiplin semakin merosot dan terdapat pihak yang mahukan kaedah tradisional iaitu penggunaan rotan (Zainal, 2009). Ketandusan nilai kerohanian iaitu masalah dalaman membawa kepada masalah-masalah sahsiah murid dalam kajian tersebut. Salasiah Hanin Hamjah (2016) turut menyokong masalah manusia juga berpunca daripada masalah dalaman (rohani). Sehubungan itu, dengan memberikan tumpuan dalam aspek kerohanian merupakan langkah efektif bagi mengatasi segala masalah manusia yang bersifat kerohanian. Kajian oleh Saedah Siraj (2012) dalam Abdul Rahman et. al., (2020) mendapati bahawa kurikulum persekolahan arus perdana kini masih kurang memberi tumpuan terhadap kerohanian. Dapatan daripada hasil kajian-kajian lepas yang dinyatakan menunjukkan kepincangan dalam membentuk kerohanian dalam diri modal insan kita. Hasil kajian oleh Mohd Fuad Othman et. al., (2017) mendapati bahawa sains Al-Quran memainkan peranan yang amat penting sebagai sumber pendidikan yang efektif untuk mengenali Tuhan yang mencipta alam dan membimbing manusia melakukan kajian dan penyelidikan berasaskan akhlak dan etika Islam serta menghasilkan produk yang boleh memberi manfaat dan kesejahteraan kepada manusia dan alam.

Jelas bahawa, dengan menggunakan ayat-ayat Al-Quran dapat membantu dalam membentuk kerohanian modal insan. Mengapa perlu disangkal sedangkan sebenarnya telah diulang-ulang dalam surah Al Qamar ayat 17, 22, 32 dan ayat 40 yang bermaksud: "Sesungguhnya telah kami memudahkan Al- Quran (bagi manusia) untuk jadi pengajaran. Adakah orang yang mengambil pengajaran (daripadanya).? Penegasan Allah SWT dalam surah Al-Qamar ini sangat jelas membuktikan kebenaran mengkaji ayat-ayat Allah akan mendatangkan impak yang sangat bermanfaat kepada manusia terutama membentuk yang benar dalam diri seseorang serta dapat meningkatkan nilai tauhid kepada Allah.

II. PERNYATAAN MASALAH

Mata pelajaran Sains yang dipelajari dalam sistem pendidikan adalah berkiblatkan sains moden yang agak tempang kerana telah membelakangkan agama dan mewujudkan ketidakseimbangan dalam pembangunan sains. Pendekatan ke arah menerapkan pengajian sains Al-Quran dalam kurikulum sains mampu melahirkan saintis dan teknokrat yang kukuh mengamalkan Tauhid (Mohd Fuad et. Al, 2017). Sharina, 2017 dan Kamal Azmi, 2021 pula mengatakan bahawa sains moden tidak lagi dapat menjawab persoalan dalam sains kontemporari yang lahir daripada pasca-modernisme dan menutup kebenaran Al-Quran dan sunnah sebagai tulang belakang kepada fakta-fakta saintifik. Hal ini membawa kepada cadangan diperkembangkan sains kepada konsep Sains Tauhidik. Sains yang berteraskan konsep sekularisme ini telah membawa kepada penyampaian isi pengetahuan sains yang terhad kepada ilmu akal sahaja tanpa dikaitkan dengan aspek ketauhidan Allah SWT.

Permasalahan dalam nilai dan kurangnya pemupukan aspek kerohanian (Abdul Rahman, 2020) serta murid tidak memiliki pemahaman yang baik tentang sains dan Agama Islam, iaitu bagaimana hubungan antara kedua mata pelajaran tersebut terjalin (Alexis Stone dalam

Zainun, 2021). Dalam konteks di Malaysia, kedua-dua mata pelajaran tersebut terasing dan diajar secara terpisah. Manakala dalam kalangan guru, kajian berkaitan pendidikan Sains Tauhidik ini menunjukkan persepsi positif dalam kalangan guru apabila didedahkan dengan konsep dan model pendidikan sains tauhidik ini (Zainun Mustafa, 2015 & Sharina, 2017). Manakala kajian di sebuah sekolah Tinggi Agama di Jawa Barat, Indonesia menunjukkan pengintegrasian Al-Quran dalam Sains atau disebut sebagai Pendidikan Sains Tauhidik dapat mengubah personaliti murid menjadi lebih mengingati Allah dan meyakini kebesaran Allah serta mengubah tingkah laku kepada lebih baik (Abdul Madjid Latief, 2017). Pengintegrasian Al-Quran dalam STEM ini perlu ditonjolkan dalam buku teks dengan mengintegrasikan bahan berkaitan ayat-ayat Al-Quran, gambar nilai-nilai murni, nasihat, panduan, kesan dan akibat sesuatu perbuatan (Mohd Fuad Othman, 2017 & Fatma, 2019).

Di Malaysia, kajian dijalankan oleh Norshariani (2020) menunjukkan guru berhadapan dengan kekurangan kemahiran dan ketiadaan sumber untuk mengintegrasikan Al-Quran dalam aktiviti pengajaran dan pembelajaran. Dapatan ini disokong oleh kajian yang dijalankan oleh Riski Munandar Hutapea (2021) di sebuah sekolah agama menunjukkan guru mempunyai impian untuk mengintegrasikan Al-Quran dalam mata pelajaran sains. Namun kekangan dan cabaran yang dihadapi seperti guru kurang keyakinan diri, kurang kompetensi dan kekurangan masa kerana perlu mengejar silibus mata pelajaran sedia ada. Guru juga berhadapan dengan cabaran tiada sokongan dari sudut teknikal dan sumber iaitu guru tidak berkemahiran untuk menyediakan bahan bagi mengintegrasikan elemen tauhid dalam topik sains. Bahan pengajaran adalah penting bagi membantu guru dalam melaksanakan proses pembelajaran yang berkesan (Prastowo 2012, Twyman dan Heward 2016, Fatma 2019).

III. PEMIKIRAN KRITIS DALAM KSSM SAINS DAN KEPENTINGAN PENGINTEGRASIAN AL-QURAN

Pemikiran kritis menurut Zainorah (2015) dalam kajiannya bertajuk Elemen Pemikiran Kritis Menurut Perspektif Al-Quran: Kajian Surah Al-Rum menemukan beberapa tema iaitu idea pemikiran kritis dikenali dengan berbagai nama seperti pemikiran saintifik, *deep thinking* atau pemikiran mendalam, pemikiran ilmiah, pemikiran logik, pemikiran rasional, pemikiran jelas dan pemikiran kritikal. Menurut Som dan Mohd Dahlan (1999) dalam Afkar (2007), pemikiran kritis ialah kecekapan dan keupayaan menggunakan minda untuk menilai kemunasabahan atau kewajaran sesuatu idea, menilai kebernasan, kebaikan dan kelemahan sesuatu hujah dan membuat pertimbangan yang wajar dengan menggunakan alasan dan bukti yang munasabah. Muhammad Yusof Haji Othman pula menyatakan bahawa pemikiran kritis merupakan suatu sifat yang dimiliki oleh seseorang untuk berhujah, membuat kesimpulan dan juga mendatangkan suatu keputusan berdasarkan fakta atau maklumat yang telah dianalisis. Definisi pemikiran kritis berdasarkan sarjana Barat ialah meliputi pelbagai kemahiran kognitif dan intelektual yang diperlukan bagi mengenal pasti,

menganalisis dan menilai hujah dan kesahan sesuatu idea dengan berkesan. Manakala menurut sarjana tempatan, pemikiran kritis digunakan untuk mengenal pasti kesilapan, kelemahan, kekurangan dan kesalahan pada cara berfikir yang digunakan pada apa-apa idea dan cadangan (Ainon Mohd dan Abdullah Hassan (2005).

Berdasarkan definisi dan tema yang dikemukakan dapat dirumuskan di sini bahawa pemikiran kritis adalah berkaitan dengan akal dan berkait rapat dengan individu yang mampu membuat keputusan atau pendapat hasil daripada pencerapan, pemerhatian, pendengaran dan proses tapisan yang dibuat. Individu yang berfikir kritis tidak akan membuat keputusan membuat tuli tanpa penilaian.

Dalam konteks sistem pendidikan kita, pemikiran kritis dalam Dokumen Standard Kurikulum dan Pentaksiran (2016) didefinisikan sebagai kebolehan untuk menilai sesuatu idea secara logik dan rasional untuk membuat pertimbangan yang wajar dengan menggunakan alasan dan bukti yang munasabah. Elemen dalam pemikiran kritis adalah mencirikan, membandingkan dan membezakan, mengumpulkan dan mengelaskan, membuat urutan, menyusun mengikut keutamaan, menganalisis, mengesan kecondongan, menilai dan membuat kesimpulan. Namun dalam kertas konsep ini, fokus adalah pada satu komponen sahaja iaitu komponen menilai di mana pelajar yang dilahirkan atau modal insan tersebut dapat membuat pertimbangan dan keputusan menggunakan pengetahuan, pengalaman, kemahiran, dan nilai serta memberi justifikasi.

Menurut Siti Sarah (2021) implementasi kemahiran berfikir secara kritis memperlihatkan bahawa keupayaan murid untuk menilai sesuatu idea secara logik dan rasional. Elemen menaakul untuk membuat pertimbangan yang wajar dengan memberikan alasan dan bukti yang munasabah penting semasa proses berfikir secara kritis. Kemahiran berfikir kritis sangat penting dalam menyelesaikan masalah aras tinggi. Kemahiran berfikir secara kritis ini amat penting untuk diterapkan dalam usaha untuk membentuk pelajar yang berdaya saing terutamanya apabila berdepan dengan sesuatu masalah.

Ironinya di sini, jika bersandarkan pada idea secara logik dan rasional sahaja tanpa disandarkan pada Al-Quran, maka kita melahirkan modal insan yang tidak dapat menggunakan akal dengan cara yang sebaik-baiknya. Pengajaran dan pembelajaran dalam Sains tentang sesuatu topik contohnya Nutrisi seharusnya dapat membimbing pelajar mengaitkan dengan kebesaran Allah, menilai kejadian dan sumber makanan yang dikurniakan Allah kepada hambanya. Proses penilaian yang menjadi komponen berfikir secara kritis ini jika diintegrasikan bersama Al-Quran dapat menolak keraguan dalam perkara yang pasti, tidak mengikut hawa nafsu dan emosi serta menolak ketaksuban sesama manusia. Ini bertepatan dengan hasrat Kementerian Pendidikan Malaysia yang menggagaskan pemikiran kritis sebagai satu elemen yang perlu dimiliki oleh pelajar. Kemahiran ini mampu menjadi benteng yang menyelamatkan seseorang individu daripada serangan pemikiran, ideologi dan unsur-unsur berbentuk negatif.

IV. IRONI PENGINTEGRASIAN AL-QURAN DALAM PEMBELAJARAN SAINS

Hasil dapatan beberapa kajian literatur menunjukkan keperluan pengintegrasian Al-Quran dalam pembelajaran Sains bagi melahirkan modal insan yang mampu berfikir secara kritis dalam membuat keputusan berpandukan Al-Quran. Berdasarkan konteks kertas konsep ini, topik yang paling hampir dengan fisiologi murid dipilih iaitu topik Nutrisi dan topik ini juga turut terkandung dalam Al-Quran dan sangat bertepatan dengan simbolik agama iaitu makanan mencerminkan agama seseorang (Adam B. Cohen, 2021). Maka, topik Nutrisi berkaitan makanan dan amalan pemakanan ini dapat membuka minda murid dan menarik minat murid kerana ianya adalah aplikasi dalam kehidupan seharian murid.

Dalam topik Nutrisi Sains KSSM Tingkatan Dua, murid didedahkan dengan kelas makanan seperti karbohidrat, protein, vitamin, garam mineral, lemak dan juga air. Murid akan dibimbing untuk membuat penilaian berdasarkan aktiviti bagi topik tersebut dan menghubungkaitkan dengan Al-Quran sebagai panduan. Pengintegrasian ini akan memberi kesedaran tentang kebesaran Allah, di mana kitab Al-Quran yang diturunkan pada zaman Rasulullah telah menyentuh bab makanan seperti Surah Al-Maidah ayat 88 yang bermaksud "Dan makanlah makanan yang halal lagi baik dari apa yang Allah telah rezekikan kepadamu, dan bertakwalah kepada Allah yang kamu beriman kepada-Nya". Begitu juga dalam Surah Al-A'raaf ayat 31, yang bermaksud "makan dan minumlah, dan janganlah berlebih-lebihan. Sesungguhnya Allah tidak menyukai orang-orang yang berlebih-lebihan". Ironinya di sini, murid akan membuat penilaian berdasarkan surah yang dinyatakan tadi dengan bimbingan guru perkaitan antara topik yang sedang dipelajari dengan panduan yang telah diberikan dalam Al-Quran iaitu manusia perlu mengambil makanan mengikut kelas makanan dalam kuantiti yang sesuai dan mempunyai semua kelas makanan, ini juga dikatakan sebagai gizi seimbang, bertepatan dengan ayat Al-Quran yang menyatakan makan jangan berlebihan bermaksud murid perlu membuat penilaian tentang maksud berlebihan, dengan perkaitan tentang nilai kalori.

Namun proses pengintegrasian ini tidak berlaku kerana menurut kajian-kajian yang telah dilakukan sebelum ini berlakunya kekangan seperti kurangnya kemahiran dan keyakinan guru sains untuk membuat penerangan tentang surah dalam Al-Quran yang sesuai dengan topik sains yang diajar, kekangan dari segi mengejar masa pengajaran dan pembelajaran kerana berhadapan dengan silibus yang banyak yang perlu dihabiskan serta iada bahan dalam buku Sains yang menyelitkan bahan berkaitan ayat Al-Quran, gambar, nasihat dan panduan, kesan dan akibat sesuatu perbuatan dari sudut agama (Mohd Fuad Othman 2017, Fatma 2019),.

Hasrat murni pengintegrasian Al-Quran dalam pembelajaran sains ini adalah satu langkah yang dapat menjadikan modal insan lebih tawaduk dan nilai kerohanian dapat dipertingkatkan. Pengintegrasian Al-Quran atau disebut sebagai Sains Tauhidik ini adalah satu langkah untuk mengurangkan sekularisme dalam pendidikan sains kerana ia masih mempunyai ciri-ciri

sains moden iaitu tidak menyatakan nilai kepercayaan kepada Tuhan walaupun terdapat unsur penerapan nilai murni dalam kurikulum (Nurazidawati, 2019). Sains tauhidik ini juga dapat mempertingkatkan domain kerohanian dalam nilai murni dengan cara mengaitkan fenomena sains dengan Pencipta kerana dorongan iman merupakan asas dalam membangunkan nilai murni seterusnya membina dan mempertingkatkan nilai kerohanian dalam diri murid.

V. KESIMPULAN

Salah satu nilai Islam yang berpotensi untuk dihayati dalam mata pelajaran sains ialah akhlak yakni nilai kerohanian kerana akhlak berkaitan dengan tingkah laku yang dapat diamalkan dalam kehidupan sebenar. Pengintegrasian Al-Quran dalam mata pelajaran Sains dapat memberikan kefahaman dan ilmu agama kepada pelajar, supaya pelajar dapat menerangkan dan mengetahui al-Quran bukan hanya mengandungi tentang agama sahaja tetapi juga ilmu tentang sains.

Pengintegrasian Al-Quran atau Sains Tauhidik ini pasti dapat meningkatkan kefahaman tentang Al-Quran, Sunnah dan ilmu sains yang berpandu dan tidak sekular dan membina jati diri pelajar yang tawaduk serta meningkatkan kompetensi pelajar dalam memahami dengan baik ayat-ayat

Al-Quran dan tema-tema Sains yang bertepatan. Pelajar dapat menerangkan tema dalam bidang sains semula jadi. Pelajar juga dapat membina asimilasi mengikut pendekatan sains semula jadi, mampu menjamin pertumbuhan iman dan taqwa kepada Allah, meningkatkan penguasaan kemahiran hidup, mampu berfikir secara kritis dalam membuat keputusan dan penilaian serta meningkatkan kebolehan bekerja.

Maka, untuk merealisasikan sains tauhidik di sekolah, memerlukan sumber manusia terutamanya guru yang berkelayakan, sekolah menyediakan tenaga pengajar yang mampu melaksanakan kurikulum bagi pengintegrasian sains berdasarkan al-Quran, penambakan penyeliaan dan penilaian terhadap kualiti pendidikan di sekolah, selain dari mewujudkan program latihan pembangunan guru untuk meningkatkan keupayaan dalam pengurusan pembelajaran untuk memberi penekanan kepada peningkatan profesionalisme dan pemahaman guru tentang integrasi sains ilmu dengan al-Quran agar penerapan ilmu kurikulum sains berasaskan al-Quran dapat dijalankan dengan sebaik mungkin dan menghasilkan produk yang berkualiti.

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Pengaruh Sikap, Pengetahuan Dan Kemahiran Guru Terhadap Pengurusan Disiplin Norma Baharu Sekolah Menengah Di Sabah

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Abstrak – Kertas konsep ini membincangkan berkenaan sikap, kemahiran dan pengetahuan guru mengurus disiplin pelajar-pelajar sekolah menengah dalam keadaan norma baharu. Selain mengajar, guru berperanan dalam melaksanakan disiplin di sekolah sama ada dalam bilik darjah, persekitaran sekolah dan di dalam kegiatan-kegiatan di luar sekolah. Justeru itu, pengurusan disiplin yang baik akan melihat kepada sikap, pengetahuan dan kemahiran guru. Sikap, pengetahuan dan kemahiran guru adalah amat penting bagi memastikan disiplin pelajar dapat diurus dengan baik dan berkesan untuk mewujudkan serta mengekalkan persekitaran sekolah yang kondusif dan melahirkan pelajar yang berdisiplin tinggi sesuai dengan matlamat Kementerian Pelajaran Malaysia iaitu meningkatkan kemenjadian pelajar. Setiap sekolah mempunyai sistem pengurusan disiplin yang diolah mengikut keperluan sekolah untuk tujuan membendung masalah disiplin pelajar. Oleh itu, guru-guru memerlukan pendedahan yang luas berkaitan dengan sikap, pengetahuan dan kemahiran untuk menangani masalah termasuklah tatacara disiplin, prosedur tindakan disiplin, kaunseling pelajar, komunikasi berkesan dengan pelajar bermasalah dan ibu bapa pelajar, kemahiran menyiasat, pengetahuan moral dan agama, dan sebagainya yang disesuaikan dengan *Standard Operating Procedure (SOP)* masa kini. Keadaan ini memerlukan guru bersikap menyesuaikan diri dengan pengurusan akademik dan pengurusan disiplin pelajar dalam keadaan norma baharu. Beban dan masalah berkaitan disiplin merupakan beban yang paling berat terpaksa dipikul oleh guru-guru. Ini bermakna, keperluan penguasaan sikap, pengetahuan dan kemahiran di dalam pengurusan disiplin pelajar menjadi keutamaan di kalangan guru pada masa kini bagi memastikan segala program di sekolah berjalan dengan lancar.

Kata Kunci – Sikap, pengetahuan, kemahiran guru, pengurusan disiplin norma baharu

I. PENGENALAN

Menghadapi era kehidupan norma baharu akibat pandemik Covid-19 bukanlah satu perkara yang mudah terutamanya di dalam dunia pendidikan apatah lagi ianya secara tidak sedar sebenarnya melibatkan aspek pengurusan disiplin pelajar yang disesuaikan dengan *Standard Operating Procedure (SOP)* susulan usaha untuk menghindari penularan wabak Covid-19 yang kini menjadi satu keutamaan di dalam pengurusan sekolah. Namun,

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walaupun dalam keadaan norma baharu masalah disiplin dalam kalangan pelajar masih sahaja berlaku melibatkan pelbagai kesalahan disiplin yang dianggap serius.

Kembali kepada pengajaran dan pembelajaran menerusi kelas fizikal mungkin menimbulkan cabaran yang berat, lebih-lebih lagi kerana guru dan murid perlu menyesuaikan diri semula dengan rutin aktiviti sekolah dan dalam masa yang sama perlu mematuhi peraturan-peraturan sekolah yang sedia ada yang terikat kepada *SOP* norma baharu. Norma baharu menuntut kebijaksanaan dan kesanggupan guru untuk menggalas beban tugas yang semakin meningkat dari masa ke semasa. Guru harus bersedia sepenuhnya menghadapi pelbagai cabaran ketika mengurus disiplin pelajar. Pengurusan disiplin yang cekap amatlah penting di dalam usaha untuk menangani isu-isu disiplin secara teratur dengan berpandukan tatacara yang telah ditetapkan oleh Kementerian Pelajaran Malaysia. Kecekapan dalam pengurusan disiplin banyak membantu kerja guru dalam menyelesaikan masalah disiplin pelajar. Walaupun diakui tiada satupun pendekatan yang boleh dianggap paling sesuai, tepat dan efektif namun, kecekapan guru disiplin terhadap kerja-kerja disiplin dengan menggunakan model-model teori berkaitan dengan sikap, pengetahuan dan kemahiran boleh menjadi satu kelebihan dalam membantu meningkatkan keberkesanan pengurusan disiplin.

II. KONSEP KAJIAN

Sikap

Menurut Newcomb dalam Notoatmojo (2007) melalui kajian Ragil Retnaningsih (2016), sikap merupakan kesiapan atau kesediaan untuk bertindak dan bukan merupakan pelaksanaan motif tertentu. Sikap adalah penting dalam kehidupan seharian, kerana jika sikap telah dibentuk dalam diri seseorang maka sikap itu boleh mengambil bahagian dalam menentukan tingkah laku terhadap sesuatu. Sikap untuk menjadi perubahan sebenar memerlukan syarat-syarat tertentu yang mungkin termasuk kewujudan kemudahan dan sokongan (Roza Mulyani (2014) dalam kajian Notoatmojo, 2003).

Dalam kajian ini, sikap guru disiplin dilihat dalam dua aspek iaitu (i) sikap guru terhadap meningkatkan pengetahuan asas disiplin dan (ii) sikap guru terhadap peranan moral guru disiplin. Kedua-dua aspek ini terkandung di dalam instrumen kajian oleh Osman Said (2020). Aspek sikap guru terhadap meningkatkan pengetahuan asas disiplin meliputi keinginan untuk mengetahui konsep keadilan, ganjaran, hukuman dan hak individu pelajar, keinginan untuk mengetahui falsafah disiplin yang tersurat dan tersirat, keinginan untuk mengetahui prosedur disiplin yang tepat dan betul, keinginan untuk menggunakan pendekatan tingkah laku

yang berkesan dalam menangani masalah disiplin pelajar, keinginan untuk mengetahui dan mengenali pelajar yang bermasalah disiplin dari segi nama, latar belakang keluarga, dan tempat tinggal, keinginan untuk merekod sebarang salah laku pelajar dengan tepat ke dalam Rekod Penalti, keinginan memperbaharui dan meningkatkan segala kemahiran berkaitan pengurusan disiplin, dan keinginan untuk berkomunikasi lebih cekap dan berkesan dengan ibu bapa pelajar yang bermasalah disiplin pada bila-bila masa.

Aspek sikap guru terhadap peranan moral guru disiplin pula memerlukan kesanggupan guru untuk melakukan tugas berkaitan disiplin pelajar tanpa batasan masa dan tempat, keinginan untuk mengambil peduli setiap aktiviti pelajar di dalam dan di luar sekolah, keinginan untuk memantau perkembangan diri pelajar selepas selesai menerima hukuman disiplin, menunjukkan inovasi dan komitmen yang tinggi di semua aktiviti badan disiplin, proaktif merancang program berkaitan pembinaan sahsiah dan akhlak, kemahuan berdikari, tanpa perlu diarah dan diselia dalam melakukan tugas-tugas disiplin, kerap berbincang dengan rakan-rakan guru lain tentang hal-hal disiplin, keinginan mengikuti kursus-kursus berkaitan disiplin, kesanggupan berkerja secara berpasukan, sentiasa menjalin kerjasama erat dengan pihak luar, dan kesanggupan mendahulukan kepentingan pelajar.

Pengetahuan

Berdasarkan kajian Aida Silfia, Slamet Riyadi & Pahrur Razi (2019), pengetahuan menurut Benyamin Bloom (1908) dalam Notoatmodjo (2007) adalah hasil mengetahui, dan ini berlaku selepas orang merasakan objek tertentu. Mengikut Donsu (2017), pengetahuan adalah hasil daripada rasa ingin tahu melalui proses deria, terutamanya pada mata dan telinga objek tertentu.

Guru-guru perlu mengetahui prinsip-prinsip disiplin seperti falsafah dan matlamat disiplin, jenis-jenis hukuman yang sesuai, jenis-jenis salah laku, prosedur disiplin yang betul, ciri-ciri pelajar bermasalah, had batasan bidang kuasa guru disiplin, perkembangan disiplin pelajar semasa di dalam dan di luar sekolah, dan pengetahuan tentang maklumat surat pekeliling berkaitan hal-hal disiplin. Selain itu, guru juga perlu mahir dalam program pemantapan disiplin seperti merancang aktiviti pembangunan moral dan sahsiah pelajar, merancang kaedah pemantauan disiplin pelajar yang berkesan, pengetahuan tentang model-model tingkah laku pelajar menangani disiplin pelajar (Humanistik dan Interpersonal), mengendalikan kursus-kursus pengawas, mengendalikan program pencegahan dan pemulihan, memberi dorongan dan galakkan kepada pelajar bermasalah disiplin, pengetahuan memberi motivasi yang berkesan dan merangka atau membina peraturan sekolah yang berkesan.

Kemahiran Guru

Menurut Azhar (2012) kemahiran merupakan kebolehan semulajadi yang diperolehi oleh manusia yang menjadikan ia pintar, pandai dan cekap dalam melakukan sesuatu. Manakala Laili Farhana Md Ibarim, Maizatul Hayati Mohamad Yatim (2014) melalui Pusat Rujukan Persuratan Melayu (2013) mendefinisikan kemahiran sebagai kecekapan dan kepandaian dalam melakukan

sesuatu. Menurut Rick. Rick van Echtelt (2018), kemahiran merupakan keupayaan untuk melaksanakan tugas atau aktiviti tertentu ke tahap kecekapan yang tinggi. Dapat disimpulkan bahawa kemahiran merupakan kecekapan yang tinggi di mana manusia berupaya dan pandai dalam melakukan sesuatu tugas.

Tugas sebagai pengurus khusus di dalam bidang disiplin pelajar memerlukan pelbagai kemahiran. Di samping menyesuaikan diri dengan norma baharu di dalam dunia pendidikan, profesion perguruan juga berhadapan dengan pelbagai cabaran dan keadaan ini memerlukan setiap guru menjadi lebih cekap, bersifat profesional dan menguasai pelbagai kemahiran supaya guru dapat melaksanakan tugas dengan penuh tanggungjawab dan dalam masa yang sama dapat menangani pelbagai masalah.

Dalam konteks pengurusan disiplin pelajar, kemahiran yang perlu dikuasai oleh setiap guru adalah kemahiran proses disiplin. Guru perlu mahir dalam komunikasi terutamanya kepada pelajar, mempengaruhi orang lain, merekod secara tersusun dan sistematik, membuat keputusan dengan betul dan tepat, menggunakan budi bicara dengan betul, menerapkan nilai-nilai agama dan moral dalam diri pelajar, membina hubungan yang positif dengan pihak luar, dan mahir dalam pemantauan keadaan semasa pelajar.

Pengurusan

Ahmad Shazrin (2013) dengan merujuk penulisan Muir (1995) menyatakan bahawa pengurusan adalah suatu komposisi sumber-sumber supaya sesuatu kerja itu dapat dilakukan dengan efisien dan mencapai objektifnya dalam tempoh masa yang ditentukan. Komposisi utama dalam organisasi adalah strukturnya, yang mana ia mempunyai lapisan ahli atau anggota yang diketuai oleh pengurusan tertinggi. Ketua organisasi perlu bertanggungjawab terhadap semua aspek di dalam pentadbiran organisasi.

Menurut Ahmad Shazrin Mohamed Azmi (2013), pengurusan di semua organisasi akan menggabungkan elemen-elemen seperti (i) kemahiran insaniah dalam menggerakkan dan mengaturkan setiap individu di dalam organisasi untuk bekerja bagi mencapai objektif, dan (ii) prinsip asas untuk merancang, mengatur, mengarah dan memantau individu dalam organisasi. Kedua-dua elemen yang dinyatakan ini haruslah mencapai tahap efisien dan efektif yang maksimum bagi menjamin sesuatu perkara itu dilakukan dengan betul dan menghasilkan satu keluaran yang berkualiti sejajar dengan objektif organisasi.

Disiplin

Menurut Raisah Armayanti Nasution (2017) disiplin ialah pematuhan kepada peraturan atau tertakluk kepada penyeliaan dan kawalan. Fatkhur Rohman (2018) bahawa disiplin ialah suatu keadaan yang diwujudkan melalui proses latihan yang dikembangkan menjadi rangkaian tingkah laku yang di dalamnya terdapat unsur kepatuhan, kepatuhan, kesetiaan, ketertiban dan semua itu dilaksanakan sebagai tanggungjawab yang bertujuan. untuk menjadi seorang yang utuh.

Berdasarkan Laporan Jawatankuasa Kabinet Mengkaji Perlaksanaan Dasar Pelajaran (1979) Perkara 216, disiplin didefinisikan sebagai kesanggupan

seorang menghormati dan mematuhi undang-undang sama ada disiplin itu dikenakan di luar atau dengan kerelaan diri sendiri, kesanggupan bekerja atau membuat sesuatu dengan cukup tertib, kesanggupan menghormati hak individu lain dan tidak mengganggu kepentingan orang lain, mengamalkan tingkah laku yang baik, mempunyai semangat tolong menolong, dan kesanggupan membaiki keadaan yang sedia ada menerusi usaha-usaha yang membina, dan sanggup berkhidmat kepada masyarakat.

Kesimpulannya, disiplin sekolah merupakan satu bentuk undang-undang atau peraturan yang menjadi panduan asas dalam melakukan segala perkara dan perlu dipatuhi oleh semua pelajar bagi memastikan sekolah berada dalam keadaan kondusif dan selamat sebagai tempat untuk menyampaikan ilmu.

Norma Baharu

Mengikut Dewan Bahasa dan Pustaka (2020), norma baharu dalam bidang sosiologi dan undang-undang diistilahkan sebagai peraturan baharu yang diterima atau diguna pakai oleh masyarakat disebabkan berlakunya sesuatu perkara seperti pandemik penyakit berjangkit Covid-19. Sehubungan dengan itu, sebagai langkah persediaan untuk pembukaan sekolah secara bersemuka Kementerian Pendidikan Malaysia telah mengeluarkan Garis Panduan Pengurusan dan Pengoperasian Sekolah 3.0 yang telah dikemas kini berdasarkan Garis Panduan Pengurusan dan Pengoperasian Sekolah Dalam Norma Baharu 2.0 sebagai rujukan kepada pihak sekolah. Garis panduan ini disediakan dengan mengambil kira Pelan Pemulihan Negara (PPN). Keselamatan dan kesihatan warga sekolah serta persekitaran sekolah yang selamat merupakan aspek yang diberi perhatian menerusi garis panduan tersebut.

Oleh itu, pengurusan disiplin norma baharu merujuk kepada tugas-tugas guru yang bertindak sebagai guru disiplin melaksanakan peranan mereka dengan merancang, mengelola, mengarah, mengawal sumber-sumber dengan cekap, berkesan dan perlu disesuaikan dengan peraturan baharu yang mengambil kira aspek keselamatan, kesihatan warga sekolah dan mewujudkan persekitaran sekolah yang selamat bagi mengurangkan masalah disiplin dan dalam masa yang sama mengekang penularan penyakit berjangkit Covid-19.

III. PERNYATAAN MASALAH

Masalah disiplin pelajar merupakan antara isu utama yang cepat tersebar dan diberi tumpuan oleh masyarakat. Walaupun dalam keadaan norma baharu namun seperti yang kita maklum masalah pelanggaran disiplin tetap berlaku dalam kalangan pelajar sama ada kesalahan disiplin itu berlaku di dalam atau di luar kawasan sekolah. Ini dapat dilihat terdapat beberapa laporan di dada akhbar, disebarkan melalui medium media massa seperti *Facebook*, *Whatsapp*, *Telegram* dan sebagainya. Persoalannya sekarang, bagaimana setiap guru dapat melaksanakan pengurusan disiplin sekolah melalui sikap, pengetahuan dan kemahiran yang ada pada mereka untuk disesuaikan dengan beban tugas yang bertambah dari masa ke semasa, pengenalan peraturan baharu atau SOP

norma baharu dan dalam masa yang sama terpaksa menjaga diri sendiri untuk mengekang penularan virus Covid-19.

Guru berdepan dengan pelbagai beban tugas dan tekanan kerja sehingga mempengaruhi sikap guru terhadap pengurusan disiplin pelajar. Manak Ek Klai, Farhana Kamarul Bahrin (2020) menyatakan bahawa tugas sebagai seorang guru bukanlah sekadar mengajar sahaja, malah mereka juga perlu menguruskan kelangsungan operasi di sekolah. Kenyataan Manak *et.all* ini menyokong Lee, *et.all* (2012) bahawa guru dibebani pelbagai tugas seperti tugas-tugas perkeranian, disiplin pelajar dan menghadapi karenah rakan guru di sekolah. Selain itu, Sire Etum *et.all* (2021) berpendapat guru keliru sama ada mahu memberi tumpuan kepada proses pengajaran dan pembelajaran atau untuk mendisiplinkan pelajar kerana kekangan masa. Nor Safwan Saiful Hizan & Shazaitul Azreen Rodzalan (2020) menyatakan bahawa guru juga **sering** tertekan kerana terpaksa berhadapan dengan kerenah pelajar atau salah laku murid. Selain itu dalam kajian Manak *et.all* (2020) menyokong bahawa penyebab utama para guru menerima tekanan kerja yang tinggi ialah sikap murid, tekanan terhadap masa, suasana di persekitaran sekolah, dan hubungan antara staf.

Kemahiran guru terhadap tugas-tugas berkaitan disiplin pelajar haruslah secara menyeluruh. Ia bukan sahaja mengenai kebolehan guru menentukan dan mengenakan tindakan kepada pelajar tetapi sebaliknya ia turut melihat kebolehan guru memproses, merekod, menilai, menyiasat, merancang program, dan sebagainya. Kenyataan ini disokong oleh Nasrul Hisyam Nor Muhamad dan Zarina A Rashid (2017) di mana guru-guru mestilah diberikan panduan dan tunjuk ajar tentang perkara sebegini kerana tidak semua guru mempunyai kemahiran dan pengetahuan dalam mendisiplinkan murid khususnya guru-guru baru.

Menurut Roharza Binti Rozali, Jamalul Lail Abdul Wahab (2020) terdapat beberapa pendapat menyatakan isu disiplin dalam kalangan pelajar timbul berikutan terdapat segelintir guru yang tidak bertanggung jawab dalam mendisiplinkan pelajar dengan menggunakan kekerasan tanpa sebarang rujukan dalam memberi pengajaran kepada pelajar. Selain itu, Noradilah Abdul Wahab, Najmi Muhammad dan Mohd. Sani Ismail (2019) dalam kajian Bowen (2012) menyatakan bahawa faktor-faktor yang mendorong pelajar-pelajar melanggar peraturan disiplin ialah pelajar mendapati guru kurang memberikan tumpuan kepada mereka, pelajar kurang selesa untuk berada di sekolah, pelajar memikirkan masa depan mereka untuk berjaya, pelajar kurang prihatin dengan hukuman hasil daripada tingkah laku kurang bermoral mereka dan prosedur tindakan terhadap masalah disiplin pelajar adalah mengambil masa yang panjang.

Sire Etum *et.all* (2021) melalui Raskaukas & Modell (2011) menyatakan bahawa keberkesanan pengurusan disiplin sekolah dapat dilihat melalui pengurangan kadar kes-kes yang berlaku di persekitaran sekolah. Oleh itu, Syahril dan Hadiyanto (2018) menegaskan bahawa kecemerlangan pengurusan disiplin sekolah terbentuk melalui kecekapan pentadbiran sekolah yang sama-sama sentiasa cakna bagi mengatasi setiap permasalahan berpunca dari tingkah laku negatif murid dan perspekitif

negatif penilaian murid terhadap pengurusan disiplin sekolah.

Sire Etum *et.all* (2021) dalam kajian Lawa, Wijoyo dan Supriyanto (2019) menegaskan bahawa pihak sekolah harus menyusun atur sistem pengurusan disiplin supaya lebih sistematik. Murid memerlukan kesejahteraan hidup ketika berada di kawasan sekolah. Menurut Sire Etum *et.all* (2021) lagi, sekolah melalui pengurusan disiplin harus memainkan peranan supaya memastikan persekitaran sekolah adalah tempat paling selamat untuk dikunjungi dan mewujudkan perspektif penilaian murid terhadap pengurusan disiplin secara positif.

IV. SOROTAN KAJIAN

Secara umumnya, masih kurang kajian lepas yang memfokuskan pengurusan disiplin norma baharu. Kajian-kajian lain lebih banyak tertumpu kepada isu-isu seperti penyampaian pengajaran dan pembelajaran secara online (PDR), masalah gajet, internet dan masalah kemahiran guru dan murid di dalam kelas secara maya. Walau bagaimanapun, terdapat kajian-kajian lepas yang mengkaji pengurusan disiplin yang ada kaitannya dengan sikap, pengetahuan dan kemahiran guru sebelum era pandemik Covid-19 yang boleh dijadikan bahan rujukan dalam kajian ini.

Kajian tahap kecekapan pengurusan disiplin dalam kalangan guru-guru sekolah rendah daerah Baram oleh Jaelyn Ding dan Mohd Izham Mohd Hamzah memberi fokus kepada dua aspek utama iaitu mengenai tahap pengetahuan dan kemahiran guru-guru dalam pengurusan pendidikan. Dapatan kajian menunjukkan tahap kecekapan pengurusan disiplin dalam kalangan guru adalah tinggi dengan nilai min (3.62). Hasil dapatan ujian-t menunjukkan tiada perbezaan yang signifikan kecekapan pengurusan disiplin berdasarkan jantina dengan nilai $p=0.140 > \alpha 0.05$. Manakala dari segi tempoh perkhidmatan pula hasil kajian menunjukkan bahawa terdapat perbezaan yang signifikan dengan nilai $p=0.00 < \alpha 0.05$. Ini bermakna tahap pengetahuan dan tahap kemahiran guru mempunyai hubungan yang kuat di dalam pengurusan disiplin pelajar.

Osman Said (2020) menjalankan kajiannya pengaruh sikap ke atas kompetensi pengurusan disiplin sekolah kebangsaan di Sabah. Kajian tersebut bertujuan mengenal pasti hubungan dan pengaruh sikap ke atas disiplin, tahap pengetahuan dan tahap kemahiran ketua guru disiplin terhadap kompetensi pengurusan disiplin Sekolah Kebangsaan (SK) di Sabah dengan menggunakan instrumen soal selidik yang digunakan untuk mengukur sikap ke atas disiplin, tahap pengetahuan, tahap kemahiran ketua guru disiplin dan kompetensi pengurusan disiplin sekolah. Responden kajian tersebut adalah semua ketua guru disiplin Sekolah Kebangsaan di Sabah. Dapatan kajian mendapati tahap sikap ke atas disiplin berada pada tahap tinggi dengan nilai min (4.050) manakala pemboleh ubah yang lain berada di tahap sederhana tinggi dengan pengetahuan menunjukkan nilai min (3.770), kemahiran nilai min (3.953) dan kompetensi pengurusan disiplin sekolah kebangsaan pada nilai min (3.899). Ini menunjukkan bahawa tahap pengetahuan, kemahiran ketua guru disiplin dan kompetensi pengurusan disiplin sekolah kebangsaan perlu dipertingkatkan dan perlu

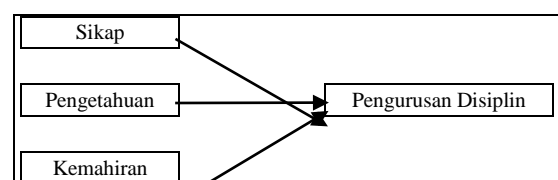
penambahbaikan dari semasa ke semasa. Dapatan kajian juga menunjukkan terdapat hubungan yang signifikan antara sikap ke atas disiplin dengan kompetensi pengurusan disiplin di sekolah ($r=0.653, p<0.01$), pengetahuan dengan kompetensi pengurusan disiplin ($r=0.739, p<0.01$) dan kemahiran dengan kompetensi pengurusan disiplin ($r=0.746, p<0.01$).

Kajian dilaksanakan oleh Steve Richard Nobes dan Muhammad Hussin (2021) bertujuan untuk mengenal pasti tahap pengetahuan dan kemahiran guru mengenai pengurusan disiplin pelajar di sebuah sekolah rendah di daerah Song, Sarawak dengan menggunakan kaedah temubual. Kajian tersebut memfokuskan kepada tahap pengetahuan guru terhadap prinsip asas disiplin, program peningkatan tahap pengetahuan guru disiplin dan tahap kemahiran guru ke arah strategi pengurusan tata tertib. Dapatan kajian meringkaskan penerangan guru mengenai tahap pengurusan disiplin di sekolah ini adalah sangat tinggi dan mahir. Kesimpulannya, kecekapan guru dalam menguruskan disiplin pelajar di sekolah mempunyai hubungan yang kuat dengan tahap pengetahuan dan tahap kemahiran guru.

Sire Etum *et.all* (2021) memfokuskan kajiannya dengan melihat pengaruh pengurusan disiplin sekolah, tingkah laku buli murid dan estim sendiri murid terhadap kualiti kehidupan murid. Dapatan kajian menunjukkan bahawa tahap pengurusan disiplin sekolah adalah tinggi ($M=4.09$), manakala kualiti kehidupan murid turut berada pada tahap yang tinggi ($M=3.94$). Keputusan kajian turut mendapati terdapat hubungan positif yang sederhana di antara kedua-dua pemboleh ubah dengan nilai kolerasi $r=0.45$. Dapat disimpulkan bahawa pengurusan disiplin sekolah mempunyai pengaruh dalam membentuk kualiti kehidupan seseorang murid.

Setelah membuat beberapa penelitian holistik terhadap kajian-kajian lepas, pengkaji mendapati kurangnya kajian tentang norma baharu yang dikaitkan dengan sikap, pengetahuan, dan kemahiran guru terhadap pengurusan disiplin sebagai fokus utama kajian. Terdapat kajian yang dirujuk menggunakan ciri-ciri metodologi yang berbeza dengan pengkaji. Namun begitu, kajian-kajian yang dirujuk masih boleh dikaitkan dengan kajian pengaruh sikap, pengetahuan, dan kemahiran guru terhadap pengurusan disiplin norma baharu di sekolah menengah.

V. KERANGKA KONSEPTUAL



RAJAH 4: KERANGKA KONSEPTUAL

Dalam keadaan norma baharu, disiplin pelajar perlu diurustabir dengan baik untuk mewujudkan sekolah yang sejahtera dan selamat bagi pelajar, guru dan warga sekolah. Proses penerapan disiplin pelajar ini bukan sahaja semata-mata mewujudkan situasi sejahtera dan selamat di dalam sekolah malah diharapkan akan diamalkan di rumah dan dalam masyarakat itu sendiri.

Kertas konsep ini menggunakan komponen sikap, pengetahuan, kemahiran dan pengurusan disiplin norma baharu sebagai pemboleh ubah kajian. Komponen sikap, pengetahuan dan kemahiran merupakan alat indikator di dalam usaha untuk meningkatkan pengurusan disiplin norma baharu sekolah menengah di Sabah. Komponen-komponen yang digunakan pernah diadaptasi di dalam kajian berkaitan dengan pengurusan disiplin. Walau bagaimanapun, komponen tersebut belum pernah digunakan di dalam pengurusan disiplin norma baharu. Pelaksanaan pengurusan disiplin di sekolah menengah Sikap, pengetahuan dan kemahiran guru adalah pemboleh ubah tidak bersandar, manakala pengurusan disiplin sekolah pula adalah pemboleh ubah bersandar di dalam kajian ini. Pengkaji ingin melihat adakah pemboleh ubah-pemboleh ubah bebas ini mempunyai pengaruh dan hubungan dengan pelaksanaan pengurusan disiplin norma baharu di sekolah menengah yang telah ditetapkan.

VI. PERBINCANGAN

Kajian-kajian lepas yang diutarakan oleh para pengkaji lebih menekankan tentang cabaran dan halangan yang dihadapi oleh guru sehingga secara tidak sedar isu-isu yang diutarakan telah menimbulkan isu penyebab lain kepada masalah disiplin sekolah yang dikaitkan dengan sikap guru, kurang pengetahuan dan kemahiran mengurus disiplin di sekolah. Berdasarkan kajian Noradilah Abdul Wahab, Najmi Muhammad dan Mohd. Sani Ismail (2019) menyatakan bahawa terdapat bukti-bukti sokongan daripada kajian lain yang mengaitkan masalah disiplin pelajar berpunca daripada pihak sekolah. Masalah disiplin pelajar ini terjadi disebabkan oleh pelbagai faktor, termasuklah pihak sekolah.

Pada keseluruhannya, kajian ini dijalankan berdasarkan keperluan untuk mengenal pasti hubungan dan pengaruh antara sikap, pengetahuan dan kemahiran guru terhadap pengurusan disiplin norma baharu di sekolah menengah. Sikap, pengetahuan dan kemahiran setiap guru di dalam melaksanakan pengurusan disiplin di sekolah amatlah penting bagi membendung masalah disiplin pelajar dalam keadaan negara dilanda pandemik covid-19. Jika diamati, kajian pengurusan disiplin norma baharu adalah masih kurang mendapat perhatian daripada pengkaji lain walaupun keadaan disiplin pelajar semakin hari semakin meruncing dan merisaukan. Oleh itu, diharapkan ramai pengkaji akan membuat kajian dalam segala aspek yang boleh membantu mengatasi masalah disiplin pelajar yang bukan sahaja tertumpu kepada pihak sekolah tetapi juga memberi perkongsian ilmu pengurusan disiplin kepada semua pihak.

Diharapkan agar hasil penyelidikan ini akan dapat dimanfaatkan sepenuhnya sebagai panduan dan rujukan kepada peningkatan kesedaran pengurusan disiplin norma baharu yang efisien dan efektif dalam kalangan guru di semua institusi pendidikan di Malaysia terutamanya di sekolah menengah.

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Relationship Between Financial Literacy And Financial Well-Being

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and Abd Halim Md. Salleh

Abstract- Increased variety of products and the instability of the global economy in twenty first century caused increasing complexity of financial decisions. Hence consumers faced with the challenge in economic and financial activities. The importance of financial management skills in personal and work life has increased and researches in this area has been conducted. This paper examines the relationship between the levels of financial literacy (Financial Knowledge, Financial Behaviour and Financial Attitude) and financial well-being among students at Institute Pendidikan Guru Raja Melewar. A quantitative approach was adopted to determine the relationship between variables of financial literacy and financial well-being. Questionnaires from previous studies were used to determine the levels of financial literacy and financial well-being of 227 students. Data was analyzed using correlation test. The results showed that financial literacy and financial wellbeing are positively correlated ($r = 0.457$, $p < 0.01$), proved that literacy leads to greater financial well-being.

Keywords- Financial literacy, financial well-being, financial knowledge, financial behaviour, financial attitude

I. INTRODUCTION

Financial literacy is able to build infrastructure and systems to bridge economic gaps, give society the freedom to innovate and increase opportunities to achieve equality in line with Sustainable Development Goals (Jayaraman & Jambunathan, 2018). Several factors of financial literacy have been identified in achieving financial well-being namely knowledge of financial knowledge, financial behaviour attitude and financial attitude finance. According to the Organization for Economic Co-operation and Development (OECD) financial literacy contains knowledge, behavior and attitudes towards finance (Jayaraman & Jambunathan, 2018).

II. PROBLEM STATEMENT

The Malaysian Department of Insolvency (2021) reported that the number of bankruptcy cases increased fivefold from 324 bankruptcy cases in December 2020 to 1864 cases in the first quarter of 2021. The majority of bankrupts were among those aged between 35 and 44 years. The statistics displayed are very worrying because the youths who are supposed to be more productive to generate the country's economy are facing a worrying financial crisis.

According to the study, financial literacy factor is the main factor influencing the increase of loan defaults on personal debt (Rubayah Yaakob, Hawati Janor, & Nurain Khamis, 2015). In addition, findings from the Credit

Counseling and Management Agency (AKPK, 2015) found that the lack of knowledge in personal financial literacy was a factor that spurred the increase in total household debt. Based on the problem statement, the study to obtain information on the influence of financial literacy on financial well-being among students of Raja Melewar Campus Teacher Education Institute (IPGKRM) is important.

III. RESEARCH OBJECTIVE

The study was conducted to achieve the following two (2) objectives, namely:

1. To identify the level of financial literacy among students PPISMP and PISMP at IPGKRM.
2. To find out the relationship between financial literacy and financial well-being among students PPISMP and PISMP at IPGKRM.

Depending on the research objectives above, this study seeks to achieve the following research questions are as follows:

1. Is there a positive relationship between financial literacy with financial well-being among PPISMP and PISMP students at IPGKRM.

IV. LITERATURE REVIEW

Financial literacy had been explained as a combination of knowledge, attitudes, behaviours, awareness and capabilities required to make financial decisions and for individuals achieving wealth (OECD, 2012). The scholars of this field of study have been agreed that financial literacy is used to refer to financial education and financial knowledge. However, Potrich, Vieira, and Mendes-Da-Silva (2016), has pointed that financial literacy is conceptually has a deeper meaning which defined it as the level of financial knowledge and the capability to use the knowledge to increase financial position (Lusardi & Mitchell, 2014).

FINANCIAL KNOWLEDGE (FK)

The understanding of financial knowledge is what individuals know about their personal financial matters (Kholilah and Iramani, 2013).

FINANCIAL BEHAVIOUR (FB)

Students' behaviour towards financial are able to develop their financial literacy (Isomidinova, G., Singh, J., & Singh, K, 2017). According to Fazli and Haeheo (2006),

an individual behaviour towards financial is vary based on gender diffrences. Taneja (2012) further explained that financial is a multidimensional concept. Additionally, Kamakia, Mwangi and Mwangi (2017), financial literacy would be able to influence an individual financial well-being which in return will help in making the financial decision. Consequently, the financial knowledge will give a positive impact toward financial well-being.

FINANCIAL ATTITUDE (FA)

Qamar, Khemta, and Jamil (2016) expressed financial attitude as one’s judgement of money, in which an individual may define money as an instrument capable of influencing their money management activities. Additionally, Nga and Yeoh (2015) explained that one’s attitude towards money is influenced for purchasing and saving, thus ultimately affecting the fulfilment of life objectives.

Financial education and attitudes have found to be a predictor towards one’s financial literacy. Family influence, financial attitude and financial knowledge have significant positive relationship towards financial literacy (Sholehah Abdullah, Nor Hafiza Mohammedet, Suzila Mat Salleh & Kartini Mat Rashid (2017). Albeerdy and Gharleghi (2015) in their earlier works showed that financial education, financial socialization instruments and the attitudes towards money had a direct impact on financial literacy of university students in Malaysia. Thus, supported that financial education is a predictor towards one’s financial literacy. Furthermore, Ergun (2017) have found the existence of relationship between financial behaviour and financial knowledge of university students across five European countries. They have found that students who took finance subject were more knowledgeable as to compared with those students who got the information about financial issues from social media. This have proved that financial education is an important predictor to financial literacy.

FINANCIAL LITERACY (FL)

The concept of financial literacy has been discussed in a wide range of studies (OECD, 2012; Mahdzan & Tabiani, 2013; Mahdzan, Zainuddin, Sukor, Zainir & Wan Ahmad, 2019) is a state when an individual has the ability to make a comprehensive judgements thus able to provide an effective decision in using and managing money. Up to this date, the definite definition of financial literacy is in fact not clear and has never been generally agreed.

According to the financial literacy concept, the way an individual manage money can be seen in terms purchasing insurance, making an investment, savings and in terms of budget preparation (Mahdzan & Tabiani,2013). In addition, financial literacy focuses on three dimensions or three aspects: financial knowledge, financial attitude and financial behaviour (OECD, 2012; Atkinson & Messy, 2012). Undeniably, there many factors affected an individuals’ financial literacy. The demand for different types of financial products will certainly stimulate the abilities of one’s financial literacy.

FINANCIAL WELLBEING (FW)

Financial situation plays an important role in individuals psychological well-being. In relation to this, an important part of overall psychological well-being is satisfaction with various aspects of life. Thus, the aability to manage financial wisely were able to help from being trap in a debt situation and further increased psychological well-being (Olsen, McCubbin, Barnes & Larsen, 1989).

Meanwhile, financial well-being is a sense of satisfaction with the current financial position and one’s view of theirs’ future financial situation (Mahdzan, Zainuddin, Sukor, Zainir & Wan Ahmad (2019).

Financial literacy also had been defined as a financial capability, which refers to the ability to use financial knowledge and perform desirable financial behaviours to achieve financial wellbeing (Xiao, Chen & Chen, 2014). Anjali (2016) showed that financial literacy level of an individual depends on one’s financial needs and behaviour, thus, will stimulate financial well-being.

V. RESEARCH FRAMEWORK

The construct of financial literacy consists of three dimensions which are financial knowledge, financial behaviour and financial attitude. Financial literacy is considered as independence variables. Meanwhile, financial well-being is considered as dependence variable.

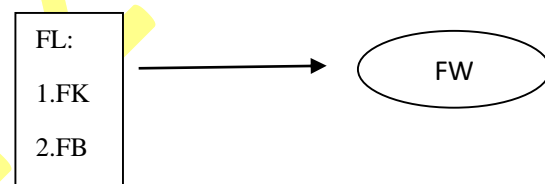


Figure 1: Research Framework

VI. RESEARCH METHODOLOGY

A structured questionnaire was distributed to students for data collection to measure the financial literacy level and relationship between financial literacy and financial well-being. The quantitative survey was conducted and involved with students from Semester 3 Year 1 in theirs Bachelor degree and 104 students of Semester 2 in theirs foundation Program for Bachelor of Education (PPISMP) at IPGKRM. Thus, the total number of IPGKRM students involved is this survey is 316 people.

Questionnaires that have been administered and received, are a total of 227 respondents. The normality value (Kolmogrov-Smirnov) obtained was 0.07. The finding of this value exceeds the significance level of 0.05 then normality is assumed (Coakes, 2013). According to Krejcie and Morgan (1970) the sample size required only 175. This means only 227 students are accepted as respondents is to complete this research.

Descriptives analysis used to see the frequency, percentage, mean and standard deviation. Meanwhile, for inferential analysis, this study used correlation. Data were analyzed using SPSS statistical software version 26.

VII. RESEARCH INSTRUMENTS

The questionnaire was adopted from Hairunnizam Wahid and Siti Aisyah Zahari (2020) for financial literacy. Whereas, financial well-being instrument has been adopted from Zaimah Ramli, Sarmila Md. Sum and Habib Ismail (2013). Five (5) point Likert scale was used to dimension of financial literacy and financial well-being. To analyse financial literacy level, twenty-two questions were asked from the respondents. The relationship financial literacy and financial well-being five questions were asked to the from the respondents. The format of the questionnaire instrument for this study is as shown in Table 1.

TABLE I: FORMAT OF QUESTIONNAIRE

| PART | NO. ITEM | SUBJECT | DESCRIPTION |
|------|----------|---------------------|---|
| A | A1-A2 | Program Gender | Demographics Variable |
| B | B1-B5 | Financial Knowledge | 1. I know that rising inflation means the cost of living will increase. 2. I know that rising prices of goods reduce the purchasing power of consumers. 3. I understand that all forms of investment can provide returns in the form of profit or loss 4. I think the bank's rate of return affects the value of future savings. 5. I know the difference between liabilities and asset |
| C | C1-C6 | Financial Behaviour | 1. I have received a notice of arrears of any bill. 2. I have full control over my spending/free to spend at all times. 3. I borrow money from friends or family to buy necessities. 4. I often compare the prices of goods. 5. I often wait for the low price offer time when buying something. 6. I have enough cash for emergencies. |
| D | D1-D11 | Financial Attitude | 1. I always record my expenses every day. 2. I often compare my purchases every month. 3. I prepare a financial budget every month 4. I save regularly and regularly 5. I set spending goals each month 6. I set aside expenses for savings, expenses and emergency use/ I am prudent in spending 7. I often do estimates of financial needs for my future. 8. I am interested in financial literacy. 9. I am interested in sharing my financial literacy knowledge with other friends. |

| | | | |
|---|-------|----------------------|---|
| E | E1-E5 | Financial Well-Being | 10. In the event of financial problems I am responsible for my financial problems. 11. My financial results depend on myself./ I trust my own opinions more than my family/ closest people. 1. I am satisfied with my current financial situation. 2. I am confident I can control my personal finances. 3. I am sure I have enough cash for emergency purposes/get RM1000 for emergency purposes. 4. I am confident that my finances are not affected when it is necessary to purchase gifts or alms 5. Overall, I am confident of being able to control my personal finances. |
|---|-------|----------------------|---|

In this study, the questionnaire used was tested for validity through content validity by referring to two (2) experts. All comments and remarks received from these experts are taken into account and used to further strengthen the meaning, language and content of the questionnaire used.

Table 2 shows the list of experts selected to review and validate the instruments of this study.

TABLE 2: LIST OF CONTENT VALIDITY EXPERT PANELS

| PANELS | POST | EXPERTISE |
|---------|---|------------------------------------|
| Panel 1 | SENIOR LECTURER Jabatan Perancangan Penyelidikan Inovasi IPGKRM | Mathematics and Research Education |
| Panel 2 | SENIOR LECTURER Jabatan Ilmu Pendidikan IPGKRM | Philosophy of Education |

The reliability of the research instrument refers to the internal stability and consistency of the questionnaire (Cresswell, 2012). The reliability of the study is important because measurement errors can be reduced and relationships between items or variables can be measured accurately. To measure the internal consistency of a construct, Cronbach Alpha values are often referenced (Cronbach & Shavelson, 2004).

Accordingly, in the pilot study, data were collected and the level of reliability was measured using Cronbach Alpha Statistical Test in IBM SPSS software. Pallant (2013) stated that Cronbach's Alpha values in excess of 0.60 are often used in measuring the reliability index of a research instrument. Table 3 shows the Alpha (α) values for the reliability test for the items of the construct financial literacy (financial knowledge, financial behaviour and financial attitude) and financial well-being.

TABLE 3: RELIABILITY OF INSTRUMENTS

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .878 | 27 |

Table 3 shows that the alpha (α) reliability value is good which is between 0.849. This means that all items meet the minimum value above 0.60, which is at an acceptable level of reliability.

VIII. ANALYSIS AND FINDINGS OF THE STUDY

All data collected were analysed by using the SPSS version 26, whereby all statistical results obtained for the independent and dependent variables would be described accordingly. Table 4 and 5 displays a summary of the descriptive results obtained in this research.

(a) Gender

Table 4 shows the gender of students at IPGKRM.

TABLE 4: GENDER

| Gender | Numbers | Percentages (%) |
|--------------|------------|-----------------|
| Male | 56 | 24.70 |
| Female | 171 | 75.30 |
| Total | 227 | 100 |

Based on Table 4, the findings show that a total of 227 students of IPGKRM with a breakdown of 56 (24.70%) male and 171 (75.30%) female students.

(b) Programs

Table 5 shows programmes at IPGKRM

TABLE 5: PROGRAMS AT IPGKRM

| Programs | Numbers | Percentanges (%) |
|--------------|------------|------------------|
| PPISMP | 56 | 24.70 |
| PISMP | 171 | 75.30 |
| Total | 227 | 100.00 |

Based on Table 5 the finding shows that 56 (24.70%) respondents from PPISMP program and 171 (75.30%) respondents from PISMP.

(c) Analysis of financial literacy level among students PPISMP and PISMP at IPGKRM.

TABLE 6: LEVEL OF FINANCIAL LITERACY AMONG STUDENTS AT IPGKRM

| | Dimension | Mean | Std Deviation | Level |
|-------|---------------------|------|---------------|----------|
| 1 | Financial Knowledge | 3.99 | 0.71 | High |
| 2 | Financial Behaviour | 3.26 | 0.53 | Moderate |
| 3 | Financial Attitude | 3.47 | 0.67 | High |
| Total | | 3.53 | 0.51 | High |

Financial Literacy

| | | | | | | | |
|---------|-----------|-----|-----------|----------|-----------|------|-----------|
| Lowest | 1.00-1.80 | Low | 1.81-2.60 | Moderate | 2.61-3.40 | High | 3.41-4.20 |
| Highest | 4.21-5.00 | | | | | | |

Findings from table 5 shows that dimension financial knowledge among students IPGKRM is high (Mean= 3.99; SD=0.71), followed by financial attitude (Mean= 3.47; SD=0.67) is high. However, financial behaviour (Mean=3.26; SD=0.53) is at moderate level. Overall, the mean of financial literacy is 3.53 and the standard dimension is 0.51. This shows that all respondents are in high level of financial literacy.

(d) Analysis relationship between financial literacy and financial well-being among students PPISMP and PISMP at PGKRM.

A Pearson product-moment correlation coefficient describes the relationship between two continuous variables (Coakes, 2013). There is a positive relationship exists between financial literacy and financial well-being among students at IPGKRM ($r = 0.457, p < 0.01$). Therefore, the increased of financial literacy will increase financial well-being.

Overall, the findings of the study showed that all respondents are in a high level of financial literacy and there is a significant relationship between financial literacy with financial well-being

IX. DISCUSSION

Based on the descriptive analysis, financial knowledge is at a high level, which mean most respondents know the basic knowledge of financial knowledge. Thus, proved education plays an important role in improving one's financial literacy. This result has been supported by Wagner (2015) and Nurul Liyana and Liyana Syazwina (2019) who stated that financial knowledge was positively related to the level of financial literacy. Additionally, financial knowledge will lead people to act in the right financial behaviour and financial attitude (Lusardi, 2008).

Throughout analysis, financial attitude is also at a high level which showed respondents value money because it is difficult to obtain money (Wagner, 2015). Schreiner (2002) found people tend to behave more saver when he/she had attended college.

Financial behaviour is an important variable in influencing financial outcome (Mahfuzur, Che Ruhana, Muhammad Mehedi, Moniruzzaman and Nazreen (2021). Individuals who were able to manage their financial in a proper conduct will be able to avoid any excessive debt which bring to financial burden. It is also in line with Wagner (2015), when financial education appeared to be effective in long-term behaviour, but conversely it had not a role in short term behaviour.

Stated that good financial behaviour is achieved through the development of knowledge and skills that provide the basis for informed decision-making. Mandell & Klein, (2009) found that financial education has less certain on financial behaviour. It has been supported by Kaiser and Menkhoff (2017) who found financial education was less effective to influence specific financial behaviour, specifically handling a debt.

The result showed financial literacy is at high level. This explained that students at IPGKRM aware of their financial. Lusardi (2019) stated that financial literacy reduces bankruptcy and avoids poor financial decision making.

There was a significant relationship between financial literacy and financial well-being. This explained that individual with high financial literacy will have positive financial well-being. This has been supported by Xiao, Chen and Chen (2014) and Anjali (2016), with the increased financial literacy will increased financial well-being. In addition, individual with higher level of financial well-being also were likely to report better health (Kim, Sorhaindo, & Garman (2003). Hence, increasing financial literacy would be necessary to assure financial well-being of lower-income group people in Malaysia (Mahfuzur, Che Ruhana, Muhammad Mehedi, Moniruzzaman and Nazreen (2021).

X. CONCLUSION

Financial literacy is able to influence individual's financial well-being thus, help in making better financial decisions. Individual with a better financial literacy have a positive impact on financial well-being. Consequently, students were encouraged to acquire more knowledge on financial literacy in order to achieved financial well-being. Individuals should be exposed with financial programs to raise awareness on the importance of financial literacy and to avoid financial problems.

Financial literacy is crucial in providing students with the knowledge and skills needed to optimally manage their personal finances. Study from Zaimah Ramli, Sarmila Md Sum and Habib Ismail (2013) explained that financial well-being is directly related to job satisfaction and work productivity. Therefore, this study should be further conducted among lecturers in IPGKRM to find the relationship between financial well-being and work productivity.

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The Challenges In Conducting Assessments And Evaluations For English Courses During Emergency Remote Teaching And Learning (ERTL): A Case Study At Universiti Kebangsaan Malaysia

Lynne Collin and Maslawati Mohamad

Abstract - With the prevalence of the COVID-19 pandemic and concerns about social isolation, many universities in Malaysia have started incorporating emergency remote teaching and learning (ERTL). ERTL is regarded as the best alternative to replace the traditional educational system during the pandemic. Hence, many language educators, particularly English Language Educators, face various challenges in planning their lessons, carrying out their activities, and conducting online assessments. As a result, numerous studies have prompted to investigate the challenges English language educators and their students encounter during ERTL. Thus, this study embarked on investigating the challenges experienced by language educators while performing online assessments and evaluations during ERTL. The qualitative data for this case study was gathered via online interviews with ten English educators from Universiti Kebangsaan Malaysia. The main findings indicate that the challenges are technological issues, lack of student engagement, and academic dishonesty. Suggestions were made by the participants could be used as a guide for future references to facilitate and conduct online evaluations.

Keywords - Emergency Remote Teaching and Learning (ERTL), online assessments and evaluations, challenges, tertiary institution

I. INTRODUCTION

The advancement of technology, social media, and the COVID-19 epidemic has sparked a worldwide rise in online classrooms. The coronavirus outbreak has altered the teaching and learning process by replacing the traditional classroom environment with virtual ones. Suddenly without surprise, everyone began working remotely.

All students all around the globe were compelled to be introduced to online learning. According to Mohammed et al. (2020), online teaching and learning is the most suitable and effective alternative when students are compelled to study from home due to the pandemic. Therefore, Malaysia's higher institutions have embarked on Emergency Remote Teaching and Learning (ERTL) in response to the necessity to continue the education process so students may study efficiently throughout the pandemic.

Nonetheless, as a result of the ongoing digital revolution, numerous tools and platforms are accessible to facilitate the transition of emergency remote teaching and learning, which requires the educators and students to quickly equip themselves with the necessary skills and resources to accommodate this transformation (Mohammed et al., 2020). Abduh (2021) adds that technology in education may be a challenging and challenging undertaking for specific instructors under the effect of social and environmental variables. Furthermore, the most significant challenges for educators and students are the absence of advanced technology and expertise in developing online learning platforms and the challenges in conducting and sitting for online assessments and evaluations.

Consequently, many language educators, especially English Language Educators, confront a variety of issues when it comes to lesson preparation, the execution of activities, and the administration of the online assessment. Hence, many researchers have been inspired to study the difficulties English language instructors and their students have when participating in ERTL. As a result, this research aimed to investigate the challenges encountered by language lecturers while conducting online assessments and evaluations during ERTL. This case study's qualitative data was collected via online interviews with ten English lecturers from Universiti Kebangsaan Malaysia (UKM) and transcribed in Verbatim.

II. PROBLEM STATEMENT

Because of the COVID-19 epidemic, virtual online education has replaced traditional in-person courses. This Virtual teaching and learning class has prompted educational institutions, including tertiary institutions in Malaysia, to seek the most efficient means of online course distribution, student engagement, and assessment (Hosseini et al., 2021). For instance, English Language students in UKM follow various directions provided by the lecturer during ERTL. The instructions could be synchronous learning, in which the students interact in real-time via video conferencing using platforms such as Google Meet, Microsoft Teams, and Zoom. Another instruction is asynchronous learning, in which students interact in different time zones or time-separated communication via email, Google forms, streaming video content, and social media platforms (Cahyadi et al., 2021). In addition to the method of instruction, the COVID-19 pandemic revealed the challenges of remote learning assessment (Almeida & Monteiro, 2021). Therefore, the objectives of this study are:

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1. To explore the challenges experienced by Universiti Kebangsaan Malaysia English educators in conducting online assessments and evaluations during the ERTL period.
2. To identify the Universiti Kebangsaan Malaysia English educator's suggestions on the suitable online assessments and evaluations during the ERTL period.
3. Thus, the research questions addressing the objectives of this study are:
4. What challenges did the English educators face in conducting online assessments and evaluations during the ERTL period?
5. What are the suggestions of the English educators on the measures needed in designing better online assessments to cope with the challenges of pandemics?

III. LITERATURE REVIEW

A. Malaysia Tertiary Education

Education in Malaysia ranges from Pre-School through University. The government is responsible for an effective educational system. Pre-Tertiary education overseen by the Ministry of Education (MOE), while tertiary or higher education is the responsibility of the Ministry of Higher Education (MOHE).

| Education | School/Level | Grades | Age | Years | Notes |
|------------|---------------------------|--------|-----|-------|--|
| Primary | Primary | 1-6 | 6 | | |
| Middle | Lower Secondary | 6-9 | 3 | | |
| Secondary | Upper Secondary Education | 9-13 | 4 | | |
| Vocational | Vocational | 11-13 | 1-2 | | Admission based on Malaysian Certificate of Education (grade 11) |
| Tertiary | Undergraduate | 12-16 | 4-6 | | |
| Tertiary | Graduate (Master's) | 16-18 | 1-2 | | |
| Tertiary | Graduate (Doctoral) | 17-20 | 3-4 | | |

Figure 1: Education system in Malaysia
 (Resource: Malaysia Ministry of Education)

Education in Malaysia ranges from Pre-School to University. The government is responsible for an effective educational system. Pre-Tertiary education (pre-school through secondary education) is overseen by the Ministry of Education (MOE). In contrast, tertiary or higher education is the responsibility of the Ministry of Higher Education (MOHE). With the development of digitalisation and technical advancement, job adverts increasingly indicate that all applicants must have a bachelor's degree or above to be considered (Chan, 2019). Despite the rising availability of education, the absence of a particular paper credential is still seen as a significant hindrance for many individuals entering the workforce. To address this problem, the government has established a comprehensive education plan, Malaysia Education Blueprint 2015-2025 (Higher Education), aimed at enhancing the quality of education in the nation. Multiple causes have contributed to the growth of higher education in Malaysia. Universiti Malaya (UM) in Kuala Lumpur,

Universiti Kebangsaan Malaysia (UKM) in Bangi, Universiti Sains Malaysia (USM) in Penang, Universiti Teknologi Malaysia (UTM) in Kuala Lumpur, and Universiti Putra Malaysia (UPM) in Serdang are among Malaysia's best universities. For this study, ten English lecturers from Universiti Kebangsaan Malaysia have been selected as the respondents for the interview.

B. English Language in Malaysia Tertiary Education

In the Malaysia Education Blueprint 2015-2025, the significance of English in Malaysia's higher institutions was recognised. The Ministry of Higher Education emphasised the necessity for students to be fluent in English and the national language, Bahasa Melayu. Additionally, students were encouraged to study other world languages. (Malaysia Education Blueprint 2015-2025). The value of Bahasa Melayu in building students' communication and knowledge abilities is regarded as a reason for the significance of English in the Malaysian educational system. Due to its colonial past, English has been a vital aspect of Malaysia's educational system. Too (2018) asserts that as a reflection of the country's economic and political progress, the significance of English language education at Malaysia's post-secondary institutions is now recognised. Multiple policies and teaching techniques to enhance the quality of English language education in the nation are proof of this.

C. English Language Proficiency in Job Opportunities

According to the Malaysian Employers Federation (MEF) English proficiency is one of the top five abilities potential workers must possess to get employed and advance their careers (Kaur, 2021). In addition, the association's 2021 study of executive and non-executive wages revealed that the top five abilities required for hiring applicants were critical thinking, English fluency, interpersonal skills, flexibility, and adaptability. Furthermore, a survey of salaries of executives and non-executives showed that the top five skills needed for candidates to be hired were critical thinking, English proficiency, interpersonal skills, flexibility and adaptability skills. The statement conveyed by MEF shows that English language proficiency is a crucial skill that assists Malaysian in getting more job opportunities after they graduate from the university. Even though Malaysia is in the midst of the COVID-19 pandemic, the government and the stakeholders insist on sustaining the teaching and learning process. Due to that, the implementation of Emergency Remote Teaching and Learning (ERTL) is the most appropriate solution to keep the education system running.

D. An Overview of Emergency Teaching and Learning (ERTL)

As a consequence of the pandemic, emergency remote teaching-learning (ERTL) is a temporary shift from traditional physical classroom instruction to remote online learning (Salifu & Wok, 2021). Emergency remote teaching and learning (ERTL) differs from online learning in that online learning is methodically planned and organised, and it existed prior to the COVID-19 epidemic (Bozkurt et al., 2020). According to Hodges et al. (2020), emergency remote teaching is a kind of education that

occurs when normal operations are suspended due to a crisis or an emergency. This mode of delivery is often carried out utilising entirely remote teaching solutions. One of the most severe challenges that might jeopardise the quality of emergency remote training courses is a lack of accessible learning materials. To summarise, an emergency remote-teaching and learning solution should be seen as a temporary workaround for an immediate necessity.

E. Type of Assessment and Evaluation during Emergency Remote Teaching and Learning (ERTL)

According to Aina & Ogegbo (2021), it is essential to comprehend the assessment strategies used by lecturers to evaluate students' knowledge, understanding, and ability to apply what they have learned. Ragupathi (2016) mentioned that assessment is an element that improves the overall quality of teaching and learning in higher education. Adding to that, assessment should be an integral component of the instructional process. It should demonstrate how well students have attained the learning objectives assessment during online learning need to balance the formative and summative assessment to achieve the course's goal. One of the primary objectives of formative assessment is to assist students in retaining information and improving their performance throughout their schooling (Yulia et al., 2019). According to Black & William (1998), aside from improving students' learning outcomes, formative assessments are also commonly utilised to develop effective teaching and learning practices to help improve the interaction between students and their instructors. Online formative assessments and evaluations benefit students by providing them with essential feedback to help them improve their comprehension and performance.

Additionally, they may assist them in reducing their anxiety levels before taking the summative test. In addition, students may use this option to complete exams at their convenience since the deadline has been established in advance. Examples of formative online assessments and evaluations are online quizzes, virtual presentations, and virtual exercises. On the other hand, summative evaluation can be a possible one-time, thorough, and integrated review (Iliya, 2014). Summative assessment is a sort of evaluation that is often administered after a course or project to determine the student's academic accomplishment and learning. The summative assessments are tests, assignments, or final year projects.

F. Challenges in Online Assessment and Evaluation during ERTL

Technological Issues

Despite the many advantages of distance education, enforcing evaluation constraints is challenging due to the daily technological and logistical challenges students face. According to the World Bank (2021), many students in low- and middle-income countries lack the resources and infrastructure to launch and participate in distant learning programmes and activities. Consequently, this issue is especially prevalent in remote places with inadequate financial and technical resources (Zhang et al., 2020).

Another issue that many students face is a lack of computer skills and suitable facilities. Hence, it may be difficult for them to complete online exams and quizzes and many students may not have access to the resources they need to finish their studies due to the high cost of internet service. (Cahyadi et al., 2021). Due to a lack of suitable infrastructure, students participating in remote learning programmes are more prone to academic misconduct than regular students.

Dishonesty Acts

One of the challenges in conducting an online assessment is that students engage in dishonest practices despite being aware of the repercussions. In their study, Chen et al. (2021) stated that dishonesty in academics is now a global problem being researched in a significant number of nations. According to Thomas (2017), academic dishonesty is a comprehensive word that encompasses a variety of sorts of misbehaviour, such as plagiarism which is the act of stealing another person's work and passing it off as one's own. Plagiarism is one of the most typical types of dishonesty act that students may conduct, which is one sort of academic fraud. Cardina & Sangka (2022), in their study, mentioned that the action of plagiarism, cheating on tests, trading answers, fabricating papers, and other forms of dishonesty act are all examples of academic dishonesty.

Studies on the integrity of online assessments may be less developed than those on face-to-face assessments. However, indicators are starting to emerge that online assessments represent significant threats to academic integrity. (Comas-Forgas et al., 2021). In 2020, the academic publisher Wiley surveyed over 800 university educators from various countries and found out 93% of the participant agreed about the increasing number of students who cheat on online assessments. The results indicated that the problem was not as severe as during the COVID-19 pandemic (Wiley, 2020). Thus, the COVID-19 pandemic and the advent of ERTL have resulted in a significant increase in the number of tests, projects, and quizzes performed online. Additionally, increased online coursework leads to more possibilities for students' dishonesty acts.

Lack Students Engagement During Synchronous Learning

The implementation of ERTL during the pandemic requires good internet connectivity so that the class activities could be running smoothly. Class activities such as presentation, group discussion, and peer-review are performed during synchronous learning. However, when performing classroom interaction during online class assessments, it is challenging to design acceptable ways of student involvement since interaction, and collaborative learning among students are not guaranteed (Megawati et al., 2021). A study conducted by (Chuah & Mohamad, 2020) reveals that during synchronous learning, the respondents highlighted how network accessibility concerns presented educational difficulties for both instructors and students, particularly those teaching in rural or distant places with low internet connectivity. Therefore, the internet constraints during ERTL contribute to the lack of student engagement during ERTL classes.

IV. METHOD

The purpose of this study is to find out how English lecturer at Universiti Kebangsaan Malaysia (UKM) felt about conducting online assessments and evaluations during COVID-19. Interviews were the major data gathering strategy for this investigation.

Research strategy

This study uses a qualitative case study technique to conduct its research. Qualitative case study approach is often connected with a more in-depth investigation than quantitative case study. Researchers may use data from a number of sources to analyse complicated events in their own context. In addition to survey and experiment, case study is among the three traditional methods for doing real-world research. The case study of Universiti Kebangsaan Malaysia was conducted in order to understand that how the assessment and evaluation challenges were faced by the lecturers during emergency remote learning of English course.

Research approach

This study used a qualitative approach. The participants consist of ten English educators serving at UKM. The methods used are interviews via zoom platform with the respondents. The researcher then gathers, reads, and highlights each lectures answer that they believe is significant for further investigation.

Data collection

The study used primary and secondary data in order to conduct the study. The secondary data was collected from various published sources within the outbreak of pandemic in order to get the current information about covid-19, online learning and emergency remote teaching. An interview-based approach is used to collect primary data for this research. As part of the interview, the interviewer engages in discussion with the interviewee in order to get specific data.

Sample

The sample of 10 UKM English lecturers was selected in order to conduct the interview.

Data analysis

Qualitative content analysis was used to extract meaning from the raw data in the research. Content analysis is a kind of qualitative data analysis that focuses on analysing a large amount of text data and finding the most essential themes and patterns. Because of its capacity to draw accurate conclusions, this method was selected as an analytical tool. In order to interpret the analysis from the interview as well as from the literature review, the content and thematic analysis was helpful for the study.

V. FINDING

Theme 1: Challenges of remote learning at Universiti Kebangsaan Malaysia

A common theme throughout those who took part in this round of the research was the belief that online English

courses should pay greater attention to providing students with specialised training and feedback.

"It is more hard to guide the students through the lesson-design process." said one respondent.

One instructor said, *"I encourage them all to communicate with me. I think only this time around, with this online learning, I have started having WhatsApp groups and Telegram groups with my class."*

"Students would not want to feel they are forward by themselves."

Another respondent said while discussing the emotional requirements of students. According to some respondents, online English courses at Universiti Kebangsaan Malaysia may not be equal in quality. Such concerns included making sure both sets of undergraduates took objective tests under the same circumstances.

Finally, the respondents were asked if they believed teaching online at Universiti Kebangsaan Malaysia has affected their evaluation methods. Respondent 3 said that *"online assessment is a challenge because some students would result in copying. And then we do not really have a way to identify them. Sometimes we know that they are copying, but we cannot accuse them of doing so. But my biggest challenge was actually giving feedback, not only during the assessment but also during practices, because I think students appreciate the feedback very much. So, I find it very difficult to give feedback on online learning"*.

Theme 2: Assessing in evaluating students at distance for English course at Universiti Kebangsaan Malaysia

The COVID-19 pandemic also highlighted the difficulty of remotely assessing students at Universiti Kebangsaan Malaysia. Many writers in the higher education sector have emphasised the relevance of formative & summative assessments in the online English teaching and learning process.

As per respondent 4, *"we can never be 100% sure whether they are recycled or copied and pasted the speech outline from other students."*

"they can just recycle from their seniors but take from a different instructor so that when they use that with another instructor"

"I think one of the ways we can tell whether they are lying or not is on the presentation day".

Another respondent says, *"it is quite difficult to filter out plagiarism, the cheating of the system, and so on."*

With the emergence of mass online education comes a chance to reconsider current approaches and uncover new ways of evaluation that are appropriate for the virtual world. Remoting examination should be considered as a type of diagnostic rather than categorisation, according to Tsai (2009).

Deciding on a learning environment is an important step, and it is best to go with tools that allow for a variety of ways of engagement.

Continuous assessment is facilitated by the distant learning style, which challenges the conventional paradigm of semester-end written examinations. With this method, students get rapid feedback on their performance. It is also possible to correct students' work automatically, which saves the time the lecturer spends on administrative tasks. Forums encourage students and teachers to engage in

active learning by providing opportunities for dialogue. Encourage the student to build projects that need collaboration with other students and use a wide range of technical instruments (e.g., audio, videos, etc.). Student engagement may be further enhanced via the use of game mechanics. It fosters healthy competition among students and celebrates students' achievements.

When respondents were asked about overcoming challenges, respondent 8 said that *"Actually, I was very excited because it was something different."* *"I had done a little bit of this experiment using WebEx last time with my KL class, just before COVID-19."* *"And I always bring the light stick to the class or get them to sing with me. I get motivated by them. They get motivated by me. It is normally infectious."*

According to Alomari et al. (2019), gamification may be used to alter work or study habits, making individuals more engaged in their job or studies. The interdisciplinarity of content is another aspect of distant education that should be encouraged. As a result, students should have a more holistic perspective of the topics instead of focusing just on the grading methods. As a result, the student's knowledge may be used across different disciplines in an integrated manner by identifying places of convergence across disciplines. As per the learning objectives of each class, the student's assessment should take into account their performance from numerous viewpoints.

Theme 3: Distance learning and overcoming the problem at Universiti Kebangsaan Malaysia

According to García-Peñalvo et al. (2021), distance education provides people with educational settings that are independent of both time and location. This is made possible by the development of web-based platforms and technology. Institutions adopt distant education for a variety of reasons, including accessing teaching and learning, updating skills training, increasing cost efficiency, enhancing the quality of the educational structure, increasing the capability of the network of learning, balancing imbalances between age groups, giving education to particular target groups, offering emergency case education to target groups, growing the capacity of learning in new subject areas, and associating with other institutions.

As per respondent 5; I remembered that at first, I was like, *"This is very time-consuming because I happen to have 23 students in my class, and I have to make appointments with the students because it is a pair work."* First-order hurdles have to do with things like equipment, education, access, time, and technical assistance, but second-order barriers (which are unique to instructors) have to do with things like pedagogy, belief, and personal preferences. According to Elzainy et al. (2020), student obstacles to online learning could include misinterpreting expectations, poor time management, and ineffective interpersonal communication.

On the other hand, instructor barriers could be related to the recognition of expectations, providing feedback, and cultivating positive interpersonal relations. According to Gamage et al. (2020), three obstacles prevent web-based distance education from being used in teacher education: a limitation of high-speed internet and long-lasting

technology, a lack of skills on the part of both trainers and students, and a lack of support services.

Theme 4: Perceptions from Teachers Community regarding academic integration at Universiti Kebangsaan Malaysia

One of the challenges felt at the beginning of the process was that not all educators were at the same level of preparation for distance learning. Respondent 7 shared about plagiarism checks that the free ones are not accurate. *"I don't think that I will believe our students who have zero plagiarism. I doubt it, honestly. Right. So, that's one of the methods, actually number one, using all those plagiarism checkers. And secondly, because we monitor from the very beginning, for example, the process and teaching and learning, that's why they are not, we are not just evaluating their final product. So, we monitored from the very beginning. That's why we have conferencing sessions. They have to submit their work in stages. That's where we monitor their progress. And we know that's their work to some extent"*.

Because the transition to distant learning had not been planned, there was little time for planning and coordination on the topic. Many educators, particularly those with a less natural affinity for technology, felt confused and disoriented. In addition to this more formalised technical help, the educators collaborated informally to discuss a variety of platform experiences and solutions that may be used in their online classrooms. One of the concerns that surfaced was the appropriate method by which students should be evaluated. There was an undue concentration on the summative element of assessment due to the models that were selected and were based on a classroom approach; these models were overly concentrated in this procedure of competency evaluation. In and of itself, none of the possible answers is adequate. Each potential solution needs to be included as a component of an integrated evaluation strategy that uses both formative and summative methods. In addition, the students' buy-in is required before the instructors can go on with the remedies they have offered.

Students are required to participate in these activities to guarantee that the established evaluation model considers the growth of students' abilities as well as their diverse patterns of educational progress. Because different students may not have the same technological available resources, the presented technical breakthrough must consider the diversity of the equipment that students use.

VI. DISCUSSION

When the challenges of conducting online assessment and evaluation encountered by Universiti Kebangsaan Malaysia English lecturer were investigated, it was discovered that the primary challenge presented by online tests compared to those administered in conventional settings was the issue of cheating. In assignment and project studies, students copied and pasted information they obtained on the internet or duplicated one another's projects. The lecturers said they also faced similar problems in an assignment and project studies and that students cut and pasted things they found on the internet. Tarkar (2020) states that they encounter the same

issues in the same environments when they are online and that it is impossible to stop this from happening. The lecturer reveal that it was impossible to exert any control over the students in an online setting and that this prohibited them from getting to know the pupils and watching them in all areas. When viewed from a different angle, the lecturer made it clear that it was impossible to assess students' successes and overall performance in the allotted amount of time during the final examinations.

According to these data, the lecturer do not consider online assessments credible, while they believe that conventional exams cannot evaluate students' levels of success and performance adequately.

When the lecturers' preferences for online assessment and evaluation are investigated, it is found that online tests were the method used the majority of the time. It has been observed that homework is handed out after online examinations.

When the opinions and assessments of lecturers on alternative evaluation and assessment techniques are analysed, it is discovered that the majority of lecturers' state that they stay abreast of the most recent advancements in evaluation and assessment and that they favour using evaluation techniques that are student-centered (Rahim, 2020). This is one of the findings that emerge from the investigation of these topics. Additionally, lecturers believe that students will become more active and enthusiastic during the process of learning, that it will become simpler to implement the learning experience of the student, that it will become simpler for students to demonstrate their performance, and that it will improve both interaction and collaboration among students (Kamal et al., 2021). From this vantage point, it is clear that instructors are aware of possible advantages that may result from using different assessment and evaluation procedures. When lecturers are asked why they do not use these alternative assessment & evaluation procedures despite knowing about them, they say it takes a lot of time and effort to prepare and evaluate them.

VII. CONCLUSION AND SUGGESTION

Universiti Kebangsaan Malaysia was chosen as a case study to examine the problems of remote assessment of English courses in higher education institutions during the COVID-19 lockout period. Researchers analysed the sorts of remote assessments that may be used, how they can be prepared, and the quality standards for remote assessments. Using the Zoom platform for the interview with English faculty members was performed better to understand the difficulties of remote evaluation in the field.

It is commonly known that instructors teaching through distance education need to be familiar with, and preferably have some experience with, a variety of different evaluation and assessment strategies. The educators encourage students to practise taking exams online for the reasons given above. Similar results were reached in research carried out by Khan and Jawaid (2020). It was revealed that although the effort that conventional assessment put on lecturers is consistent, the workload brought on by online evaluation has an unpredictable character.

The preparation of seminars for students and lecturers on how to use assessment instruments and evaluation practices in the evaluation process, as well as the introduction of the benefits and drawbacks of each alternative technique, as well as the provision of guidebooks and other materials, will prove to be beneficial (Chakraborty et al., 2021).

In addition, the implications of combining formative and summative assessment strategies in determining success and performance may be investigated further. Students at Universiti Kebangsaan Malaysia might be given access to an online formative evaluation here, so they could be required to evaluate themselves to determine what they were unable to comprehend. When it comes to the formative assessment process, it is often believed that there will be no issues at all if students engage in cheating activities (Abduh et al., 2021). According to Tuah (2021), using the same teaching and assessment activities in conventional contexts would produce quality and satisfaction concerns in remote education.

Furthermore, at this stage, the formative assessment will have accomplished its purpose and contributed to the student's overall educational experience. On the other hand, a summative assessment may include tasks such as creating an e-portfolio or analysing completed projects. Considering the level of acceptance and conviction held by lecturers, the summative evaluation process might be assisted by activities within the standard assessment and evaluation umbrella. It is possible to investigate the usefulness of an assessment model that combines these components (Mumtaz et al., 2021).

In this study, a fundamental limitation is that the participants prefer to respond through interviews only; therefore, one-directional data was generated. In order to keep track of their students' development and provide them helpful feedback, they have to utilise technology, manage their time, and keep tabs on their students' progress while also managing their own. Further research is needed in each of these areas. Another area where more research would be beneficial is how instructors think and decide about evaluation, including how they measure the effectiveness of their assessments. Because digital discussion has been so frequently used as an evaluation tool in online learning, so much work on how to do it would probably be beneficial to address some of the issues faced in this paper. As far as the upcoming research is concerned, the role of survey questions is noteworthy to extract relevant factual information.

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Challenges Faced By English Lecturers In Maldives During The Covid-19 Pandemic

Sara Ruran Fabian and Maslawati Mohamad

Abstract – In the wake of the Covid-19 pandemic, educational institutions throughout the world have been forced to shut, prompting the establishment of the Emergency Remote Teaching and Learning project (ERTL). In recent years, online schooling has quickly supplanted conventional classroom instruction. The quick adoption of virtual classrooms has had an impact on both students' and lecturers' ability to receive and to impart knowledge. Previous study shown that lecturers at higher education institutions were faced with a wide range of issues, including the necessity for lecturers to design and employ with innovative and creative approaches to adjust course content and delivery. However, only few research has been carried out in the Maldives. As a result, the purpose of this study is to examine the challenges encountered by English lecturers at an Islamic institution in Maldives. A focus group interview was conducted, and the results indicated that both students and lecturers encounter a variety of challenges as a result of their insufficient grasp of fundamental technical abilities as well as constraints in student-teacher interaction, limited access to technological resources, and lack of motivation in during online classes. The implication of this study is to facilitate the policy makers to develop better training for teachers and students.

Keywords – emergency remote teaching and learning, challenges, Covid-19 pandemic

I. INTRODUCTION

The Covid-19 pandemic sent global tremors and significantly impacted human life. Lockdowns have occurred in most countries, resulting in the closing of common areas, social gathering spots, sporting venues, and places of business. As a result, approximately 168 million students throughout the globe have been impacted in their education for almost a year (UNICEF, 2021; Pokhrel & Chhetri, 2021). To ensure safety, students are not permitted to attend schools. The pandemic has also had a significant influence on educators, who have worked to mitigate its effects. Due to the importance of their roles in driving education, they were among those most impacted by the pandemic as it caused changes in the education sector.

Although technological advancement has made the world ready for online learning practices (Reyes-Chua et. Al., 2020) in most parts of the world, the urgency for online classes were not felt until schools had to close during the pandemic period as a control measure to prevent further spreading of the virus. However, the online teaching and learning process was left as the only option

that could ensure education progression in many regions around the world. This required the installation of devices and networks in education institutions. Providing the institutions with sufficient online learning resources was a formidable issue.

Furthermore, students in certain areas had to find ways to keep in touch with their lecturers during the critical period due to their remoteness. As a result, educators had to acquire new tools to keep students engaged in learning. They had to take on additional obligations, such as scheduling lessons outside of their usual learning hours in order to communicate with the students.

Virtual environments have been welcomed (Nambiar, 2020) and used by students during their learning process through the use of technology devices as well as the World Wide Web, as the teaching mode shifted. Students must adjust to this new norm by completing their classes and courses remotely (United Nations, 2020). Students must get acquainted with the online learning process in order to continue their education throughout the Covid-19 pandemic.

However, not every educator is totally prepared to deal with the sudden adjustment. Carrying out online lectures requires mental and physical preparation on the part of the lecturers in order to modify themselves in communicating, administering evaluations, and delivering the learning material (Borotis & Poulymenakou, 2004; Junus et.al, 2021). They must be prepared and put out effort in creating and teaching the courses, as well as monitoring the students' learning process and evaluating their academic success. However, there were only a few teachers who had received online training in order to host the classes digitally (Reyes-Chua ET. Al, 2020).

The pandemic period was a great challenge for students across the world. This especially affected English educators and students because the subject requires a considerable amount of practice in speaking and listening which is more effective when carried out on a face-to-face basis. Covid-19 restricted face-to-face interactions and brought about difficulties in the learning process. As a result, new systems had to be adopted for the education system to ensure progressive learning even during the challenging period (Oumar & Wok, 2021). However, this became especially tough to incorporate through online learning because some of the areas in the region are significantly inaccessible, thus having the lack of the proper technological features and devices that have the capacity to facilitate learning. The problem was made more difficult for English educators and students by the fact that, despite the availability of suitable technology, remote teaching of learners might be rather difficult owing to the likelihood of varying interpretations of the instructions by various learners. Furthermore, technical competence was required to use the technology for

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effective teaching. The fact that the majority of educators lacked fundamental technological knowledge made online learning much more onerous. This is due to the fast global proliferation of technology, which has led to the creation of complex systems (El-Sakran, Salman & Alzaatreh, 2022).

II. PROBLEM STATEMENT

Following the Covid-19 outbreak in 2020, there was an upsurge in interest in studies made on Emergency Remote Teaching and Learning (ERTL) (Rahiem, 2020). However, there have been few studies on ERTL, particularly in the Maldives. Studying teachers' perspectives is important since they are the foundation of education, and by recognising the challenges they face, the education system may be improved. Therefore, this research aims to examine the challenges faced by English lecturers in Maldives during the Covid-19 pandemic. The following is the research question that has been addressed in this study:

1. What are the challenges faced by the English teachers serving in the Islamic University of Maldives (IUM) in their teaching and learning during the Covid-19 lockdown period?

III. LITERATURE REVIEW

The widespread closing of schools due to the COVID-19 spread created substantial disruptions in education systems all around the globe. According to a number of studies, the pandemic has resulted in decreased levels of educational attainment and even contributed to a greater degree of socioeconomic disparity in nations with both low and high incomes (Rahiem, 2020). Because of the unexpected shift in the status quo regarding education, both administrators and educators found themselves unprepared for the impending transformation. As a result, they were compelled to immediately put in place emergency and remote learning. The absence of face-to-face communication between educators and students was one of the most significant limitations of ERTL that was used during the pandemic. This was particularly alarming for those who taught English, a subject that relies heavily on communication and interaction between students and educators for optimal performance in both domains. The ability for this form of engagement is not there in broadcasts, social media platforms, email, or the telephone (Oumar & Wok, 2021).

Various issues with teaching and learning techniques during the pandemic are highlighted by researchers (Fabian et. al., 2021; Dhawan 2020; Vu et. al., 2020). These include infrastructural flaws that severely slowed down the implementation of online learning techniques. In addition, educators had inadequate experience with online instruction. There was a significant knowledge gap, and the setting was not conducive to conduct remote learning.

Pedagogy For Continuing Remote Learning

The use of Covid-19 control tactics including lockdowns and social isolation ultimately resulted in the closing of educational facilities in every country on earth.

As a direct consequence of this, there was a paradigm change in the ways in which educators were able to provide students with a quality education by using the many online platforms that were accessible. Therefore, online and remote learning have developed into a remedy for the global pandemic, despite the difficulties encountered by both educators and students. The transition from learning face-to-face to learning entirely online was a completely new experience for the majority of learners and educators, and they had no choice but to adapt to it because there were no other learning and teaching methods available during the pandemic that would not be hazardous to the health of the educators and the students (Oumar & Wok, 2021).

E-learning resources, in particular, have been particularly important in terms of the role they play in enabling student learning across a variety of educational levels. When it came to adjusting to the changes, the most difficult component was determining whether or not the students and educators were ready to adapt since this factor impacted whether or not learning would occur via the available channels. In this particular learning technique, certain of the topics needed a greater amount of focus than others; one of these topics was learning English. Therefore, it was the responsibility of the teachers to ensure that the requirements of each and every student were satisfied (El-Sakran, Salman & Alzaatreh, 2022).

Overview of Emergency Remote Teaching and Learning (ERTL)

In an attempt to prevent the spread of the Covid-19 virus, all educational institutions worldwide were closed. This resulted in innovative problems for the education system, in which emergency remote teaching and learning is employed to ensure education continuity (Hodges, Moore, Lockee, Trust and Bond, 2020; Dong, Cao & Li, 2020). As the majority of higher education institutions opted for emergency remote teaching and learning, the rapid and unanticipated move to emergency remote teaching put everyone under enormous strain.

As a result of the Covid-19 pandemic, ERTL has emerged as a transitory shift from the conventional classroom to distance learning. ERTL existed prior to the Covid-19 pandemic and involves the use of remote teaching as a substitute for face-to-face instruction (Hodges et al., 2020; Golden, 2020). This is reinforced by Barbiur et al. (2020), who stated that the major objective of ERTL is not to rebuild an education system, but rather to provide temporary access to education in times of crisis.

Emergency Remote Teaching and Learning versus Online Learning

Emergency Remote Teaching and Learning (ERTL) is a temporary transition in instructional delivery to an alternative delivery medium owing to an emergency circumstance, as opposed to planned and intended online teaching and learning. It consists of using remote teaching to supplement face-to-face learning and will resume after the emergency has passed. Remote teaching during an

emergency should be seen as a temporary solution to an urgent situation (Hodges et al., 2020; Golden, 2020).

Online learning has existed for decades as a means of enhancing the learning process through the integration of new pedagogical techniques and technology (Hiltz & Turoff, 2005). However, in comparison to ERTL, online learning is planned and used in everyday teaching instruction. Online learning is tailored suitably for its purpose and well-trained assistance are available.

Challenges Faced by English Teachers during ERTL

Teachers encountered a slew of challenges as a result of the Covid-19 outbreak. A significant obstacle that teachers face in conducting classes online during the ERTL is the wide disparity of technical resources. There are many students who do not have access to the internet. Many students reside in places where there is no reliable internet connection, making it difficult for them to attend class. Additionally, students who come from low-income homes are less likely to have the necessary technology to study online (Fansury et al., 2020; Morgan, 2020; Mahyoob, 2020). Due to the restricted access to technology makes it incredibly difficult for teachers to provide engaging and fascinating online lessons (Atmojo & Nugroho, 2020; Vu et al., 2020). This will in turn affect the teaching and learning process.

The lack of experience in using technology in the classroom setting also poses as a challenge for teachers. They must not only be ready and prepared for ERTL, but they must also assist students in being able to cope in an online working environment. Furthermore, students with poor proficiency may face challenges during ERTL, which in return will be a challenge for teachers. Students may have difficulties in comprehending the instructions given by teachers, which may result in disinterest (Atmojo & Nugroho, 2020; Rapanta et al., 2020).

ERTL fundamentally requires educators to adapt immediately in order to be prepared to educate students, which may result in a deterioration in the quality of the lessons delivered. Institutions throughout the globe are put on hold during the Covid-19 pandemic. Higher education institutions in Maldives have decided to halt all face-to-face lessons and instead use ERTL to ensure teaching and learning continuity (Shameem & Rauf, 2021).

IV. METHOD

Research Design

This study employs a qualitative method whereby it contributes to the understanding of the human condition in a variety of situations and settings. Qualitative research is described as a tool for investigating and assessing the relevance that people or groups attach to a social or human problem (Creswell, 2009; Lune & Berg, 2017).

Research Participants

This study makes use of purposive sampling, which is a technique in which the researcher selects just the information that is required from the participants (Etikan,

Musa & Alkassim, 2016). Purposive sampling will enable the researcher to be more prepared since the information gathered from the participants will be relevant to the study's objectives. Participants for this study are selected based on a few criteria that are consistent with the study's objectives.

When it comes to selecting participants, McCracken (1988) believes that "less is more," especially in qualitative research where researchers aim to discover cultural categories and assumptions that determine how one culture perceives the world. Four of the eight English academics who took part in this study met the criteria established by the researcher. The selection criteria were as follows: i) English lecturers working at tertiary institutions in Maldives and were conducting online classes in the ERTL during the pandemic; and ii) willingness to participate in an online video call interview.

Research Instrument

An interview is a research tool that is used to get information from participants on a certain subject. Clausen (2021) emphasised that a focused interview stresses on the interviewees known experience and how it has affected them. This form of interview allows the interviewer to develop questions as they see fit. The interview was conducted via video conference.

Research Procedures and Analysis

The results are analysed by using thematic analysis (Braun & Clark, 2006). According to Boyatzis (1998), thematic analysis depicts in-depth data and addresses a wide scope of subjects with the use of interpretations. It is a tool for analysing categories and presenting data-related themes. The researcher will transcribe the data and study the transcripts in order to find relevant themes. Once the researcher has determined the themes, the researcher will then analyse the data.

V. FINDINGS

Technological Challenges

This research seeks to determine some of the challenges that lecturers went through in teaching English in Maldives during the pandemic. After the closure of learning institutions, all learning institutions had to rely on technology to ensure that learning continued remotely in such a way that the health of the students and lecturers will not be at risk. However, this study found that there was a considerable lack of technical knowledge with regards to the use of learning technologies. One respondent mentioned that one of their students were not familiar with using technology. It was also mentioned that most of the students were uncomfortable using the internet and that some of them ended up dropping the module altogether, '... we had to cancel a few classes in the beginning because they could not do it ...'

Another respondent agreed that most of the students struggled with technology features such as emails and that, a lot of the students were not able to complete their module to such challenges. The respondent also

acknowledged that lecturers were also having difficulties implementing online learning because it was a new practice that they hadn't experienced before,

“... Even as lecturers and teachers, we were also having difficulties because it was new for us. We were also not much to be able with so much tools...of online teaching tools because it was difficult for us...”

This is consistent with Koo's (2008) results that insufficient technology access has a somewhat substantial influence on preparedness. Lecturers must be provided with tools and skills that will let them adopt online teaching.

Internet Connectivity Challenges

Connectivity to the internet is an essential component in the process of putting online learning methods into reality. Almazova et. Al. (2020) noted that students experienced difficulty in regards to internet connection. According to the findings of this research, however, internet connectivity caused considerable difficulties not only for the students but also for the lecturers. According to one of the respondents, students felt that studying online was difficult owing to technical difficulties with the internet. The respondent mentioned that the quality of the internet in their region was subpar, which made it almost impossible to conduct instruction through the internet. Aside from lecturers, students have trouble connecting to the internet which makes online learning difficult (Mahyoob, 2020). They would most likely get disoriented when attempting to access online classes.

Facilities and Infrastructure

The implementation of online learning requires a number of different things, including facilities and infrastructures. These included things like as laptops and smartphones, in addition to access to the internet. According to one of the respondents, some of the students lacked essential tools for online learning such as smartphones and internet connectivity as mentioned below,

“... Some of my students, they were haven't smartphones. Let's say not a laptop but they didn't have the smartphones so some of them, I guess they have to borrow or buy the smartphones just to have the classes...”

This made learning quite difficult for some of the students because they were forced to either buy the devices or continue borrowing them in order to attend the classes. This is in line with a study conducted by Dhawan (2020), which indicated that the learning opportunities available to students are limited by availability of gadgets or tools and the inconsistent internet connectivity.

Online Platforms

Online platforms supported the interactions between lecturers and students during the online learning processes. These included platforms such as Zoom, Google Meet, Microsoft Teams and Webex (Quezada et. Al. 2020). Lecturers were responsible for selecting the

most effective platforms, which may take a substantial amount of time,

“... I started off with a Zoom but then with a Zoom it was like within one hour it gets disconnected and it wasn't very easy for the students and for myself also. And it wasn't very easy...”

The findings show that unfortunately, most lecturers are inexperienced with the use of online teaching platforms. This is supported by Shaharane et. Al. (2020) as it was mentioned that lecturers do not have the necessary expertise or training to make use of offere platforms such as Webex as a result, the lack of familiarity made it challenging for the lecturers to offer successful lectures to the students. Lecturers must be familiar with online platforms in order to properly utilise them in online classes.

Interaction and Student Motivation

The lecturers acknowledged that it was difficult to attempt to encourage the students during the pandemic since the students were experiencing a myriad of challenges in their learning methods, and some of the students even had to withdraw from the courses entirely. Face-to-face connection is extremely important to the educational process, particularly in situations in which students need to be inspired to cultivate the kind of mentality that would allow them to be successful.

Respondents highlighted the lack of face-to-face connection between students and instructors as a barrier. A respondent claimed that the absence of physical connection worsened the knowledge gap in the classroom since lecturers were unable to determine whether or not students comprehended what they had been taught. The absence of webcams that may enhance student involvement and contact with professors was identified as a contributing factor,

“... Interaction was pretty limited because in classroom we see their facial expressions. We can guess when they are off something that we are saying. When they are in doubt, we can make that guess. But yes, most of them want using webcams they didn't have it...”

Qunfei et. Al (2020) emphasised that online learning lessens students' motivation as students had difficulty adjusting to the online learning scene owing to the absence of technical equipment. This demotivation affected the students' interest in learning.

VI. DISCUSSION

The purpose of this study was to investigate the challenges that English lecturers experienced in their classrooms during the Covid-19 outbreak. Covid-19 originated in Wuhan, China in December 2019 and quickly spread around the globe, causing severe consequences in a variety of industries. The pandemic's negative effects were felt all around the globe. In the education sector, these negative effects resulted in school closures and a period of paralysis in learning activities until online remote learning could be effectively established and deployed throughout the industry. The acquisition of resources was necessary for the formation

of online learning, and the students and their lecturers needed to be committed to its effective implementation. Despite this, there were a great range of challenges to learning throughout the pandemic. The challenges include a lack of understanding about online teaching, an improper working space, outdated computer systems, and inadequate internet access (Tajuddin et.al, 2020).

The most significant challenge faced by educational institutions was the difficulty of implementing remote learning systems capable of facilitating online learning for both lecturers and students. Lecturers need training to improve their preparation to facilitate online learning and to aid students in preparing to study in an online setting (Ncube et al 2014, Nwagwu 2020, Caliskan 2020). Some remote areas, on the other hand, face difficulties with internet access due to a lack of adequate infrastructure. When it came to generational gaps, some students had the technical know-how and skills necessary for online learning, but some of the lecturers and other students lacked the skills and knowledge related to technology, delaying the online learning process. Students who lacked these skills were generally behind in the learning progress, while lecturers' need to first acquire the technical know-how to be able to teach online classes slowed down the implementation of remote learning.

In addition, internet connection may be rather poor in a number of locations, which might either slow down browsing or make it impossible to access some websites. Students that come from such locations were, for the most part, unable to continue with the remote learning because of the limits imposed by such locations. These kinds of constraints made it impossible for the lecturers and the students to engage with one another, which substantially slowed down the learning process.

VII. CONCLUSION

Covid-19 significantly impacted the global education industry by prompting the closure of learning institutions. Learning advancement was made possible due to advancement of innovative technologies and their applications, which led to the establishment of remote learning systems. The capabilities of ERTL were still in their infancy in most regions of the globe, including the Maldives since they had not been sufficiently developed before the pandemic. For this reason, both educators and students had a great deal of difficulty throughout the process of putting into practise emergency remote learning.

The results of this research have shed light on some of the most significant challenges associated with acquiring new knowledge during the pandemic. These primarily consist of a lack of technological knowledge and skills on the part of both educators and pupils, an inadequate infrastructure and equipment used to facilitate online learning, limited interactions between the educator and the learner, as well as challenges relating to internet connectivity. The challenges have shed light on the limitations of the capabilities of ERTL, which can then be utilised to further develop the field in a manner that is beneficial to both the students and the educators who are providing the instruction.

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The Use Of English Language Amongst B40 students In Community College

Larry Cassidy Anak Banta and Maslawati Mohamad

Abstract - Malaysia's education needs to ascertain a high standard of English Language at all schools to keep abreast with the global ever-changing economy and employment market. Access to good quality and affordable education is a fundamental human right. Thus, the government, community, and institution authorities, should work collaboratively to achieve the aim. One of the Eleventh Malaysia Plan priorities is to shift the B40 family group into a middle-income society. The study will be carried out on B40 students in one of the community colleges in Sabah. This conceptual paper examines the developments and initiatives in the use of English language proficiency in terms of education management policies in community colleges amongst the B40 students enrolled in community colleges. The objective of this study is to examine the gaps that exist in the education policy for B40 students especially in learning the English language. In this paper, the researcher used a qualitative research method, specifically structured interviews. Individual interviews were conducted to highlight the parents' and students' perceptions and opinions about English language learning.

Keywords: B40, English Language, Perceptions & Opinions, Community College, Education Policy

I. INTRODUCTION

Technical Vocational Education and Training (TVET) is critical for skill and technical training to produce a skilled workforce that meets the country's national development needs. Consequently, TVET delivery in Malaysia must incorporate an ongoing quality improvement process to ensure that quality is not compromised in areas such as course and programmed offering and management, teaching and learning components including the competency of lecturers, research, development, and innovation by industry standards. The goal of the TVET introduced is to fulfill industry needs and contribute to economic growth through globalization, a knowledge-based economy, technological advancement, and global labor mobility. TVET, by enabling an industry-led approach, is critical to providing the skilled human capital required by industry, particularly to assist the economic sector's shift to knowledge-based activities. In

order to achieve Vision 2020 and the Malaysian Education Development Plan 2013-2025, numerous challenges in TVET still need to be solved, Noorazman et al. (2017). The Malaysian

Ministry of Education stated in 2012 that the problem of

TVET in Malaysia extends beyond developing quality human capital in sufficient numbers. It is also critical to meet the country's aim of preparing 1.6 million people for the labour market through TVET by 2020. While, Ramlee (2017) stated that negative perceptions of TVET, governance bodies, TVET frameworks, teaching staff competency, job mismatch, not being driven by industry, limited allocation, and uncompetitive salaries for TVET graduates are some of the challenges that are associated with TVET. However, Aminuddin (2011) said, the success of the TVET ecosystem is dependent on tight collaboration and industry-driven efforts that include technology and knowledge transfer, practical experience, intense instructor training, and industrial training for students. Ashari & Rasul (2014) also agree that the strategic and tactical methods used by technical institutions and industry as joint venture partners will determine the success of this relationship. Liew et al. (2012) said, without a doubt, a collaborative network of vocational institutions and industries will need to demonstrate mutual value. Various programs, such as research or research studies, staff engagement, student training, student placement, and other forms of collaboration, might result in a win-win situation for both parties.

This study examines the Malaysian government's developments and initiatives in terms of education management policies in community college programs aimed at improving the use of communicative English lessons. According to Ramiza & Peter (2013), the Malaysian educational system has placed equal emphasis on the importance of English as a required subject at all levels of education, including primary, secondary, and tertiary education, as well as the inclusion of other subjects' areas and courses. The objective of the Community Colleges is to provide dynamic and high-quality education to all members of the community in order to prepare them for work and enhance their socioeconomic condition. Besides that, the objective is to tap into the potentials of postsecondary school leavers and develop excellence among them through education and training. The goal is to achieve through education and training. Students are taught fundamental technical skills and general knowledge at the Community Colleges, including Communicative English, which is a two-semester course that focuses on spoken English communication. Communicative English in community college is designed to help students build and improve their English language skills and confidence so that they can

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convey basic personal and non-personal information as well as engage in a variety of basic social activities. Additionally, students are required to increase their verbal and non-linguistic abilities. Finally, students should be able to function as basic users of the English language at the CEFR levels A1 to A2. The students at the community college do not speak English. Despite the fact that English is known as the second language in Malaysia. In reality, English was a foreign language to all of the Community College students, who communicated mostly in their mother tongue. Students face a significant employment disadvantage as a result of this condition.

Malaysia's economy has progressed significantly through time, from a concentration on agriculture to a focus on industry. To guarantee that Malaysians get the full benefits of becoming a high-income country, the government must ensure that the economy is pushed sustainably, minimizing the potential negative consequences of doing so. The cost of living has become a serious problem for Malaysian citizens, particularly those in the bottom 40% of the family income group. Malaysians are primarily concerned about the growing costs of housing, education, and healthcare. Malaysians are becoming more sensitive to their money management as a result of the growth in living costs, which would eventually affect their financial status. Furthermore, the economic transformation has changed consumer consumption and financial behaviour in terms of spending, saving, investing, and risk management to secure their living standards, particularly in the long run. Having financial issues such as high debt, low income, and poor financial literacy may have a negative influence on the financial vulnerability of households. Families are anxious about their financial security. Financial vulnerability serves as a foundation for making important financial and life-altering decisions. In the case of socially acceptable welfare standards, a household is said to be vulnerable to future losses as a result of unpredictable events such as short-term or long-term economic crises. According to DeBelle (2004), although financial risks vary and can originate from a variety of places, changes in family income have a big influence on the wider economy, such as changes in employment levels.

II. LITERATURE REVIEW

Polytechnics & Community Colleges

Both polytechnics and community colleges offer technical and professional programs that lead to a Diploma or a Certificate. Polytechnics and Community Colleges aim to be one of the top TVET institutions to produce holistic, entrepreneurial, and balanced human capital. Based on current needs, six strategic thrusts have been developed and each of them focuses on aspects that have been identified as important elements in the context of National Higher Education. The strategic thrust is the foundation of implementation planning that is translated based on the vision, mission, and direction of the organization. It serves to navigate the Strategic Plan of Polytechnics and Community Colleges to achieve the desired goals. There are 36 polytechnics all over Malaysia and 105 Community Colleges. Alias and Hassan (2013), in 2010, 5,000

businesses hired 7,800 community college students.

TVET Education In Malaysia

In Malaysia, industries are an important part of the TVET (Technical Vocational Education and Training) ecosystem, which produces skilled graduates that benefit both the country and the industry. Understanding the industry's perspective on TVET issues in Malaysia is critical because it will aid policymakers in developing successful strategies for competitive TVET. From the standpoint of industry, TVET challenges are more difficult to identify. Understanding how the industry views TVET in Malaysia would assist technical institutes in preparing their students for the demands of industrial placements. Students will be more prepared for employment if they are aware of potential concerns or problems. Technical and Vocational Education and Training (TVET) was initially introduced in Malaysia through the establishment of Politeknik Ungku Omar in Ipoh in 1969, as part of the United Nations Development Program. The teaching approach used in TVET education must be suited to the desired learning goals of TVET training, which are occupational orientated skills. As a result, TVET students are exposed to learning approaches that emphasize job-related activities and tasks. Mohamad et.al (2014) said TVET education is a type of educational activity that aims to offer the essential information and abilities to accomplish a specific occupational task while also connecting the processes of technology transfer, innovation, and development.

The B40 in Malaysia

In Malaysia, economic inequality may be easily recognized based on visual observation of people's lifestyles, which vary depending on a variety of characteristics such as age, occupation, urbanization of the living, and marital status. Samsudin & Nadzrulizam (2020), Malaysians are classified into three classes based on their family income level: T20, M40, and B40. Income categorization was developed to assist the government in monitoring the economic growth of the people via various groupings, allocating aid to those in need, and minimizing income gaps among the people. The B40 category refers to the aspirations of very poor and impoverished households, Osman et.al (2020). B40 refers to households with monthly earnings of less than RM3,860. Rebecca (2021), B40 refers to the bottom 40% of Malaysian family income. They have a monthly income of less than RM4,850. B40 groups are found not just in rural areas, but also in urban areas, and they contribute to Malaysia's poverty rate. The term "middle-income trap" refers to the scenario in which some developing countries have been stuck in the middle-income group for a long time due to their inability to achieve higher income levels as in industrialized countries. Overcoming the middle-income trap is the most challenging difficulty for emerging countries, as it necessitates the convergence of numerous factors and situations. Malaysia's population reached 30 million in 2014, with the middle-class representing 54 percent of the population, with a per capita income of around \$10,000. Moving up from 24th in 2014 to 20th in 2015 in the Global Competitiveness Index, World Economic Forum (2012, 2014). The sustainability of a family institution is determined by its economics. The overall income and how well the household finances are

managed are indicators of this.

According to Zainol (2022), the Eleventh Malaysia Plan will focus on further developing the people's economy while ensuring the capital economy continues to thrive. Several recommendations have been made to increase B40's standard of living and household income by empowering human capital, physical capital, and financial capital, strengthening the economy by increasing consumer purchasing power, and better managing poverty. Zakariah Abdul Rashid (2016) said, the government's attempts to lower and control the price of products and services while also increasing household income is a positive step toward ensuring that everyone can fulfill their basic necessities in a more comfortable manner.

The Malaysian Education system

Prior to independence, the Malaysian educational system followed the Barnes Report of 1951. The plan was to create a national school system in British Malaya by offering six years of elementary education in both Malay and English. Other communities were outraged by the notion, believing that Chinese and Tamil people should have been included as well to symbolize Malaya's new national identity. The Barnes Report was deemed ineffective. As a result, the British permitted bilingual education in Malay schools as well as trilingual education in Chinese and Tamil schools. According to Hazri & Nordin (2010), the overall education process, from primary to tertiary, has relied on ethnic markers, and education policies are generally defined in terms of racial segregation. The government, through the Ministry of Education (MOE), is involved in providing Malaysians with a high-quality education. Malaysian education begins with pre-school and continues through university. Malaysia's educational administration is highly centralized, with four levels of administration: federal, state, district, and school. Policymaking in education is frequently influenced by varied goals valued by many stakeholders at the local, regional, and even worldwide levels, Berry & Adamson (2014). However, having a good understanding of how each country has changed its education policy is very important for making future policy decisions. Neither Malaysia nor any other country is an exception to this rule. Indeed, the Malaysia Education Blueprint 2013-2025 contains various policy initiatives.

English As A Second Language In Malaysia

In Malaysia, teaching English is a difficult task. Even after eleven years of learning the language at the primary and secondary levels, students are still unable to acquire or grasp the language. Malaysia has designated English as a second language, as specified in Article 152, and has given it the respect it deserves. There have been various studies on the status of English among Malaysian students. A study by Hazita Azman (2004), that students' English proficiency, can be related to their attitude, geographical location, and ethnic background. According to Rashid et.al. (2017), the use of English in Malaysian society and education originates from the country's colonial history. As a former British colony with close current diplomatic ties to the United Kingdom and the role of English in today's modern world, English has high prestige and utility in Malaysia, demanding the

country's standard of English language education and learning. In terms of mastering English and its relationship to the Malaysian context, Jalaluddin et.al (2008) claimed that understanding the English language in Malaysia is difficult. However, there have been complaints that many EFL students lack EFL reading proficiency and hence are unable to read and comprehend English language materials, David & Govindasamy (2006) and Stapa et.al (2007). In general, teaching a second language to those who have never been exposed to the target language's environment is difficult. The majority of them do not use the target language in their daily lives and are only exposed to it at school and in the target language classroom. Teaching English as the target language becomes more challenging in rural parts since local residents' converse using ethnic dialects. Pal et.al (2016) supported that by saying, ineffective classroom communication happens when teachers and students do not share the same comprehension level, making it difficult for teachers to transmit messages in classroom activities.

III. OBJECTIVE

This study aims to examine the gaps that exist in the education policy for B40 students especially in learning the English language.

IV. METHODOLOGY

To gather information for use as research findings, this study will employ a qualitative approach. According to Creswell (2012), when reviewing a social problem, qualitative research is defined as a process of investigation into the direction of understanding based on data gathering methods. The uses a qualitative technique to examine the environment of diverse fields based on the B40 students' experiences. In-depth interviews and social interactions with students were conducted to ascertain their observations, knowledge, experience, and perspectives about learning English as a B40 student in Malaysia.

Participants

The study participants, in this case, consisted of students and parents from B40 families, the participants are selected randomly, as well as the administrator, lecturers, and the financial aid officers.

Instruments

Data were collected using a structured interview. The interview will be conducted, individually. Montoya (2016), the questions in a semi-structured interview allow participants to react freely. At the same time, it allows the researcher to create new questions on the spot to guarantee that the data is as rich as possible.

Data Collection Procedures

Financial assistance officers identified participants in this study based on the recommended criteria. Following that, all participants were contacted via text message and phone call. Semi-structured interview methods were utilized as a guide to help participants deliver unbiased and independent perspectives during the interview sessions.

The interview will be conducted in their mother tongue. The purpose and different terms of the interview will be explained before the sessions were conducted. The participants were told that the information they provided would be kept private and utilized solely for study.

Data Analysis

All of the interviews will be transcribed and coded to identify the key concerns and challenges that B40 students in community college have when learning English, as well as suggestions and potential solutions. The data was then organized into categories based on the developing theme. To assess the dependability of qualitative data in the form of interviews, in which the approach specifies that two (or more) evaluators independently categorize unit samples and establish the amount, importance, and stability of their consent sampling

V. DISCUSSIONS

Numerous studies have been carried out on the attitudes and motivation of foreign language students. These studies support the importance of these issues and help the researcher identify the factors that influence their choice of language. Some studies have also been conducted on the motivation of college students. These studies help the researcher identify the factors that influence their decision to study English. According to Ebata (2008) and Bernard (2010), many studies have found a link between the learning environment and student motivation, with optimal learning environments helping to enhance learning outcomes as well as inspiring and boosting the learning spirit.

VI. CONCLUSIONS

Finally, the B40 should take a part in addressing rising living costs and poverty in order to improve their lives. The government's responsibility, on the other hand, is to assist businesses not just during the planning stage, but also during implementation and monitoring. The administration must act quickly to come up with a temporary solution. Without it, the ambition of becoming a developed and high-income country that provides welfare to its citizens will remain a pipe dream. A policy must be revised in order to remain relevant. In the age of globalization, proper planning of the English language will be extremely beneficial economically. As a result, the following recommendations may be considered. First and foremost, Malaysia's economic objective should be highlighted and updated. Second, it is logical that resistance will exist in order to protect these communities' ethnic, linguistic, and cultural identities. Thus, English learning should be properly presented and rationalized, and it should be used to bridge the urban-rural gap by using English in a way that makes teaching and learning accessible and relevant to all groups of society. Language teaching and learning, on the other hand, should avoid boring lessons in order to stimulate students' interest and motivation. Interactive components in English lessons, such as game changers, enhance learners' enthusiasm for learning the language. Furthermore, school administrators, in collaboration with lecturers and parents, can offer a calm learning atmosphere for students, which increases students' willingness to learn the language and overcomes their

nervousness to talk in it. As a result, it is suggested that a qualitative research approach be adopted in future studies. This can be carried out by conducting a semi-structured interview with students, as well as observation and document analysis, in order to build a larger corpus from which to investigate the factors and reasons that contribute to students' challenges in learning English.

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The Impacts Of Suggestopedia On Learning English Vocabulary

Priscilla Rebecca Elvis, Helen Anak Abang, and Alhaji Malah Galti

Abstract - Suggestopedia has existed in the 1970s and was founded by Bulgarian psychologist Georgi Lozano. The idea of Suggestopedia is incorporating reading and playing instrumental music at the same time. This method has acted as a medium to improve vocabulary memorization. However, in the Malaysian context, minimal studies have been made regarding Suggestopedia in teaching reading to enhance vocabulary memorization among language learners. Therefore, this study investigates the impacts of Suggestopedia in teaching English vocabulary. This study intends to determine if teaching using Suggestopedia would produce a measurable difference in the English vocabulary achievement of Year 3 students in SK Kulai, Johor and to determine the significant difference in students' achievement between teaching vocabulary in a classroom and without Suggestopedia. The research design for this study is an experimental research design. This part of the research is planned for Primary 3 school students with intermediate proficiency in English in SK Kulai, Johor. The research sample has comprised a total of 20 students, which is divided into two groups. The first group consisted of 10 students, whereas the remaining 10 students will be in the experimental group. Overall, the findings showed that pupils who studied with Suggestopedia or music as the background scored higher than students who did not study using this method.

Keywords - Suggestopedia, vocabulary memorization, teaching reading, instrumental music

I. INTRODUCTION

A crucial instructional aim for teachers in all content areas in middle grades schools is learning vocabulary (Harmon, Wood & Kiser, 2009). Recent research has found that teaching language is complex, particularly vocabulary in the classroom, because most teachers are not "confident about best practice in vocabulary instruction and at times do not know where to begin to form an instructional emphasis on word learning" (Berne & Blachowicz, 2008, p. 315).

Zimmerman (1997) stated that as teachers assume that students will learn words incidentally, they thus teach either little or completely neglect teaching vocabulary. Some researchers (Laufer, 1986; Richards, 1976) argued that since the 1980's vocabulary has attracted increased interest; however, language researchers and teachers remain giving vocabulary less attention than syntax and phonology (as cited in Zimmerman, 1997). "Several leading scholars in the field of vocabulary believe that the

amount of words known is one of the crucial factors in second or foreign language learning, especially in the initial stages of second language learning where learners possibly have only a small amount of vocabulary" (as cited in Al-Khasawneh, 2012, p. 1).

"Vocabulary has been recognized as crucial to language use in which learners' insufficient knowledge of vocabulary may lead to difficulties in their second language learning" (Asgari & Mustapha, 2012, p. 751). Vocabulary knowledge and reading comprehension are strongly correlated. The level of students' understanding of the texts they read in high school can be predicted from their word knowledge in primary school (Stahl, 1999). Yet, Malaysian students have difficulty learning English vocabulary regardless of English being the second language in Malaysia instead of as a foreign language compared to most countries.

II. BACKGROUND OF STUDY

Vocabulary is essential to English language teaching. When language learners have mastered vocabulary, they will start learning many other language skills. Thus, a lack of English vocabulary will cause students to have difficulty using the language. Without knowing the vast vocabulary, students will have trouble understanding others or expressing their ideas. As Wilkins (1972) has mentioned, without grammar, someone can hardly convey the message meaning; without vocabulary, people could find it hard to bring their meaning across. According to Haynes and Baker (1993), instead of the lack of reading comprehension practice, the significant disadvantage for second language learners is the scant comprehension of English vocabulary.

The importance of vocabulary acquisition in second language learning has posed some challenges to the classroom teacher on how best to assist learners in storing and retrieving words in the second language (Sokmen, 1997). Georgi Lozanov, a Bulgarian psychotherapist, developed suggestopedia as one of the teaching methods based on the study of suggestology. According to Lozanov (1978), this method can accelerate teaching languages approximately three to five times as quickly as conventional methods. "The idea that listening to background music boosts learning has a long tradition and has especially been proposed by Georgi Lozanov, a Bulgarian psychotherapist who developed a teaching method (suggestopedia) in which background music (mostly classical music) during learning plays a pivotal role" (Jäncke *et al.*, 2014, p. 1). Thus, this study will investigate whether there is a significant difference in using suggestopedia (classical

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music) to enhance vocabulary memorization compared to a traditional setting (non-music classroom).

III. STATEMENT OF PROBLEM

Despite English being the second language in Malaysia, one of the challenges Malaysian students face is the inability to memorize the target vocabulary; copious ways were introduced to teach vocabulary. Still, students could not acquire vocabulary successfully. According to Priyatmojo (2009), suggestopedia is advantageous in the teaching of vocabulary to young learners. The usage of the suggestopedia method in teaching has assisted the students in memorizing well in vocabulary (Kharismawati, 2014). Therefore, this study investigates the impacts of suggestopaedia in teaching English vocabulary.

IV. STATEMENT OF PROBLEM

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V. PURPOSE OF STUDY

The purpose of this study is to:

- i) To determine if teaching using suggestopedia would produce a measurable difference in the English vocabulary achievement of Year 3 students in SK Kulai, Johor.
- ii) To determine the significant difference in students' achievement between teaching vocabulary in a classroom with and without suggestopedia.

VI. RESEARCH QUESTIONS

This study will be carried out to answer the following research questions:

- (a) Does teaching English vocabulary using Suggestopedia have a measurable difference in the English vocabulary achievement of Year 3 students in SK Kulai?
- (b) Is there any significant difference between teaching using and without using suggestopaedia in learning vocabulary?

VII. SIGNIFICANCE OF STUDY

The findings of this study will create awareness among school administrators in using suggestopedia as a vocabulary instruction based on its effect in learning English vocabulary.

VIII. LITERATURE REVIEW

This section presents the meaning of suggestopedia in teaching, Vocabulary Teaching, suggestopedia versus Krashen's Affective Filter Hypothesis, and Classical Music in suggestopedia Class.

Suggestopedia

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used to learn foreign languages, especially English. Physical surroundings and atmosphere in the classroom are the main factors to make sure that the students feel comfortable and confident while learning. Teachers use various techniques such as art and music as the background. Music is a standard instructional tool in teaching a second language (Speckman, 2004). Saglam and Kayaoglu (2010) stated that music is an essential device in promoting language abilities. According to Cengiz (2004), the best environment in the classroom is learning with music, drama, and kinaesthetic elements. These elements accelerate subconscious learning. Rhythm, melody, stress, and tone are effective in encoding information in long-term memory. Dwi Prasetya and Khanifatul Safitri (2020) found that suggestopedia method helps to stimulate the brain because students feel relaxed and free.

The lesson of suggestopedia consists of three phases: deciphering, concert session, and elaboration. Lazanov (1978), cited in Lica (2008), said that learners have difficulties acquiring English as a second language because of the fear of making mistakes. When the learners are in this situation, their heart and blood pressure rise; Lazanov believes there is a mental block in the learner's brain (affective filter). This filter blocks the input, so the learners have difficulties acquiring language caused by their fear. The combination of desuggestion and suggestion is to lower the affective filter and motivate students' mental potential to learn, aim to accelerate the process by which they learn to understand and use the target language for communication to achieve super learning. Using this method, students can get memorization 25 times faster than conventional methods (Bowen, 2009). In addition, DePorter (2005) assumed that the human brain could process significant quantities of material if given the proper condition for learning in relaxation and claimed that most students use only five to ten percent of their mental capacity. In this case, suggestopedia helps students to be positive and it encourages them to think that learning will be easy and fun (Astutik, 2019).

According to Lozanov, the main goal of suggestopaedia is not to guide the students in the memorization of vocabulary and the acquisition of

speaking habits but to develop communicative tasks (Jane, 1994). In addition, to create motivation about language learning, suggestopaedia emphasizes the affective side of the human brain. The humanistic philosophy behind it is that "if students are relaxed and confident, they will not try hard to learn the language as learning the language will just come easily and naturally" (Larsen & Freeman, 1985). According to Maria Luisa Cruz (2005), music is an effective instructional supplement in teaching vocabulary. Based on Lozanov's claimed, students would set psychological barriers when learning. This is because students are afraid of the circumstances when they cannot perform well in class and have limited ability to learn and, more importantly, fear of failing. Lozanov built this method based on extrasensory perception to help students improve their limitations when learning a language and provide a much more relaxing environment to decrease students' affective filter. Students will have a peaceful mind and strengthen their self-image, and thus, it will help students enhance thinking and cognition skills to develop learning progress (Hansler, 1985). Lozanov stated that students usually used half of their thinking capacity, and by using this method, students will be able to learn three times faster than they typically do.

Therefore, the following paragraph will discuss suggestopaedia and the impact of using suggestopaedia to encourage a low affective filter among students when learning a second language that will help enhance vocabulary memorization.

Vocabulary Memorization

According to Lozanov (1978), two main linguistic problems in teaching a second language are memorization of the words and patterns of the language. Therefore, suggestopaedia was designed primarily to make these two processes more effective. Memorization in learning through this approach would be accelerated up to 25 times compared to conventional learning methods. Lozanov (1978) has given classes where the students achieved a memorization rate of 1000 words an hour. Lozanov researched in 1978 also showed that classical music positively impacted memorizing compared to traditional pedagogy, where memorization happened through drilling. According to Cengiz (2004), it is stated that vocabulary memorization level of individuals in music increases 16% compared to others in an experimental study done in Hong Kong. It is said that music enabled students to learn new vocabulary better and store them in their minds for a more extended period. According to Lucas and Chapman (2021), suggestopedia is an approach that can create a calm environment.

Maria Luise-Cruz (2005) stated that music could be an effective instructional supplement for teaching grammar and vocabulary. It is supported by Medina (2000) that music and rhythm have been shown to benefit the rote memorization process. When various types of verbal information have been presented with music, memorization has been enhanced (Siskova, 2008). Cengiz (2004) found that vocabulary memorization level of individuals in music increases up

to 16% compared to others in a study done in Hong Kong. It is concluded that music enabled students to learn new vocabulary easier and store them in their minds for a more extended period. In suggestopedia, teachers help students reinforce or memorize new vocabulary or grammar at an unconscious level. According to Dini Deswani and Setiawati (2018), suggestopedia helps to create a pleasant environment where it can help to build students' to learn better.

Therefore, the following paragraph will discuss Suggestopedia and the impact of using Suggestopedia to encourage a low affective filter among students when learning second language that will help enhance vocabulary memorization.

Suggestopedia versus Krashen's Affective Filter Hypothesis

According to Krashen (1985), students with a low affective filter will allow the input 'in' in which it has the same goal with suggestopaedia that it is crucial when students can have a relaxed state of mind. Krashen 1981 (cited in Henter, 2013) mentioned that affective filter is made of three affective factors: anxiety, self-confidence, and motivation that can influence second language achievement. Besides, anxiety and low self-esteem can affect learning a second language (Kirova *et al.*, 2012). Language learning can increase students' anxiety, stress, and also threat. However, these situations can be encountered by having a peaceful mind and self-confidence (Holt, 1983). According to Palmer and Kelly (1992), Mora (2000), Medina (1990), and Cengiz (2004), music and language should be incorporated in teaching, especially in language learning.

Most significantly, music can change and make new information meaningful by appealing to students' interests (Stansell, 2005). Similarly, music also enables students to comprehend word stress, develop attention span, anticipation skills, and memory in stress and accent. (Stansell, 2005; Siskova, 2008; Volin, 1997). The role of music in learning can be described as an enhancement of social harmony, motivation force, and tool for learning (Mashayekh & Hashemi, 2011). Thus, the use of Suggestopedia will provide an insight in enhancing the progress of learning a second language.

Thus, the following paragraph will explain a type of music suitable for Suggestopedia. It can be said that the type of music can enhance students' ability to memorize and learn better and can also be used to help to decrease students' affective filter.

Classical Music in Suggestopedia Classroom

In his words, Lozanov (1978) observed that learners need a relaxed and serene environment to maximize learning ability. In suggestopedia, music plays an important role (Licà, 2008). A suggestopedia class will be created to be relaxed and use soothing, rhythmic music. Hagiwara (2020) mentioned that suggestopedia serves its purpose in creating a peaceful environment for the students. A comfortable and relaxing environment should be the strategy to be employed when applying this method. Research by Lozanov (1978) revealed that

classical music positively affects the memorization of vocabulary because it is a piece of rhythmic and melodic music, unlike voice and instrumental music that can distract the students when reading.

In an article written by Jäncke *et al.* (2014), ten studies conducted in 1993 supported Lozanov's idea of using background music, especially classical music, while learning a language plays a pivotal role. Nine of the ten studies concluded that using classical music as the background, particularly Baroque music, was the most efficient to enhance learning. According to Ostrand and Schroeder (1979), Baroque music creates a kind of "relaxed concentration" for active learning.

On that account, the following paragraph will discuss vocabulary teaching when teaching a second language. Teaching vocabulary using suggestopedia and how suggestopedia can help language teachers to enhance students learning outcomes, especially when it comes to vocabulary learning among second language learners.

Vocabulary Teaching

Vocabulary is essential to English language teaching. Research studies have shown that an extensive vocabulary has strong links with understanding the grammatical structures of a language and the contents (Crow & Quigley, 1985). Without ample vocabulary, students will have difficulty in trying to comprehend others or expressing their ideas. Wilkins (1972) stated that without grammar, it is hard to convey a message; however, without vocabulary nothing can be conveyed.

According to Haynes and Baker (1993), instead of the lack of reading comprehension practice, the significant disadvantage for L2 learners is the scant comprehension of English vocabulary. Crow and Quigley stated that the teaching of vocabulary to the learners of ESL (English as a Second Language) is an area of great concern to many because ESL learners tend to search for the meaning of a new word in the dictionary, which makes them spend more extended time. A reading task of 10-20 minutes for a native speaker may last for 1 to 2 hours for the non-native speaker (Crow & Quigley, 1985).

Lozanov (1978), as cited in Licà (2008), assumed that the only major linguistic problem in the language classroom is retaining the new words; therefore, students often instinctively recognize the significance of vocabulary to their language learning. Schmitt (2010) emphasized that language learners carry around dictionaries, not grammar books. Sundari *et al.* (2021) mentioned that suggestopedia method creates a tranquil atmosphere, which makes it easier for students to concentrate. As such, there is a need to make the acquisition of the vocabulary easy and exciting. Therefore, suggestopedia was developed to make the processes of vocabulary retention or memorization is effective.

Conclusion

Suggestopedia is a teaching method developed by Bulgarian psychotherapist Georgi Lozanov, which is very useful for vocabulary memorization in teaching a

second language. This method can teach vocabulary, grammar, speaking, and other elements in a second language classroom. Music and songs play an essential role in suggestopedia. In this study, we have chosen classical music as a background to teach vocabulary in the classroom. We want to determine whether students can memorize vocabulary through suggestopedia and how far this teaching method or approach effectively acquires new vocabulary.

IX. METHODOLOGY

This section presents the Research Method, which are divided into Research Design, Respondents of the Study, Research Instruments, Data Collection, and Data Analyses.

Research Design

The research design for this study was an experimental research design because was appropriate for the study.

Respondents of the Study

The teaching method that was used in this study was suggestopedia. Therefore, selective sampling for the respondents was necessary. All respondents were of the same proficiency level. This part of the research was planned for Primary 3 school students with intermediate proficiency in English in SK Kulai, Johor. The research sample comprised a total of 20 students, which were divided into two groups. The first group consisted of 10 students, whereas the remaining 10 students were in the experimental group.

Research Instrument

The data for this study was collected using: (a) Narrative text from Year 3 textbook. (b) Classical music. (c) Teacher-made test at the end of teaching process (post-test). The post-test was developed based on English Year 3 syllabus.

Data Collection Frameworks

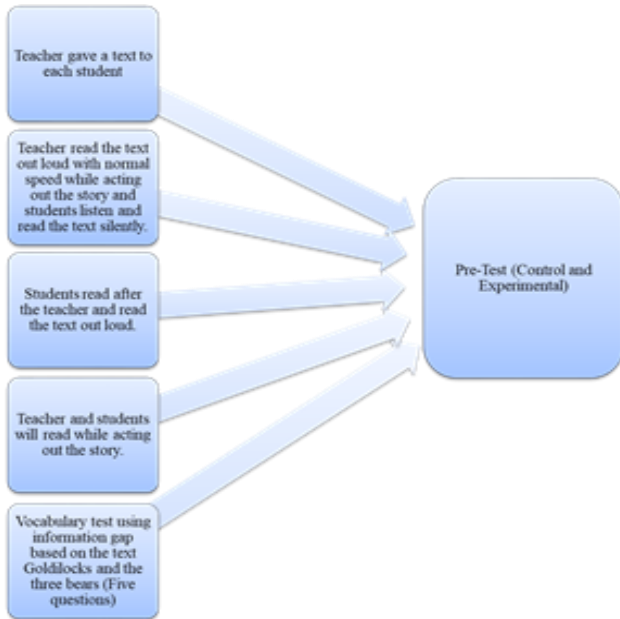


Figure 1. Pre-Test Conceptual Framework of Research Methodology for Control and Experimental Groups

The students were briefed accordingly about the task. The teacher distributed the texts to each student and the text entitled 'Goldilocks and Three Bears'. Next, the teacher read the text while acting out the story. The teacher read the text with average speed. The students then read after the teacher. After that, the teacher and students read the text together while acting out the story. One English teacher was assigned to teach both groups in a different environment and time. At the end of the lesson, the students were assessed using the information gap test. After the reading session, the students were given five questions on the new vocabulary based on the narrative text in Year 3 textbook.

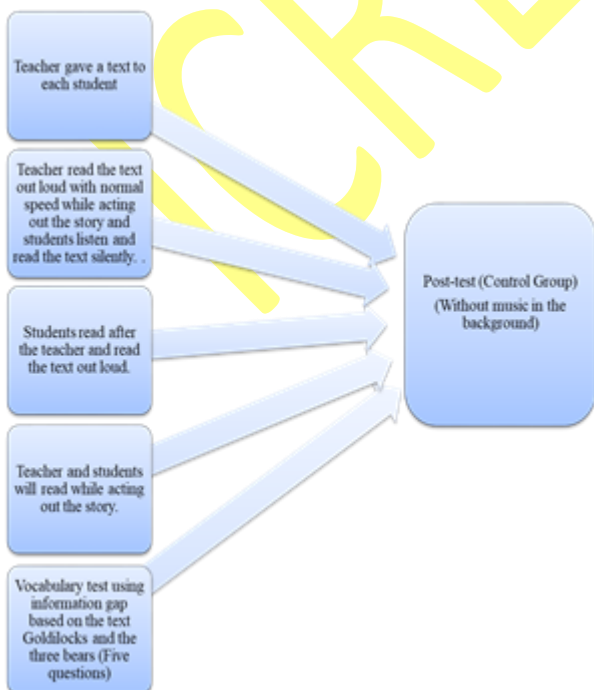


Figure 2. Post-test Conceptual Framework of Research Methodology

for Control Group

The students were briefed accordingly about the task. The teacher distributed the texts to each student and the text entitled 'Goldilocks and Three Bears'. Next, the teacher read the text while acting out the story. The teacher read the text with average speed. Then, the students read after the teacher. After that, the teacher and students read the text together while acting out the story. One English teacher was assigned to teach both groups in a different environment and time. At the end of the lesson, the students were assessed using the information gap test. The students were given five questions on the new vocabulary based on the narrative text in Year 3 textbook.

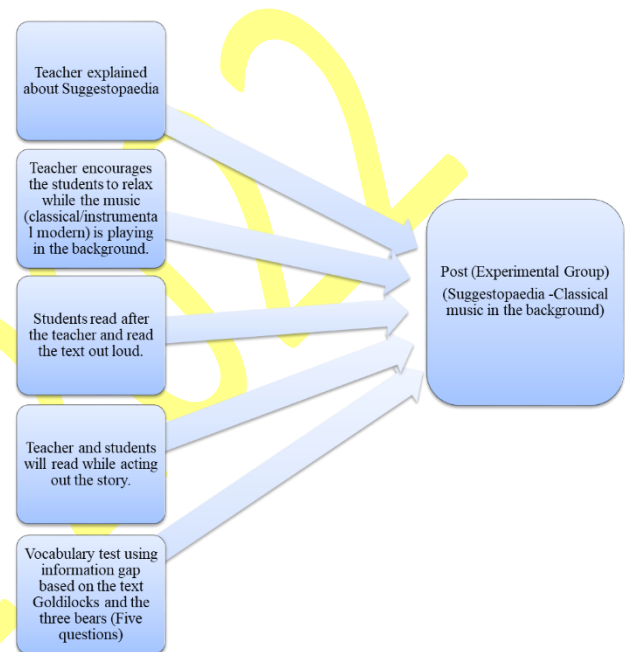


Figure 3. Post-test Conceptual Framework of Research Methodology for Experimental Group

The students were briefed accordingly about the new method that was suggestopedia. Next, the teacher encouraged the students to relax while the music (classical/instrumental modern) played in the background. The teacher distributed the texts to the students entitled 'Goldilocks and Three bears'. Then, the teacher read the text while acting out the story. The teacher read the text with average speed. The students read after the teacher. Then, the teacher and students read while acting out the story. One English teacher was assigned to teach both groups in a different environment and time. At the end of the lesson, the students were assessed using the information gap test. The students were given five questions on the new vocabulary based on the narrative text in Year 3 textbook.

X. DATA ANALYSIS

The researchers analyzed the data by using Statistical Package for Social Sciences (SPSS). Mean and frequency were determined, while percentage and frequency obtained were used to summarize the study's

findings. The findings were used to determine to what extent suggestopedia affects teaching vocabulary among Primary 3 students in SK Kulai, Johor and to determine any significant difference between classical and instrumental modern music teaching vocabulary.

Finding and Analysis

The data collected for this study were analyzed using SPSS to answer the research question:

- a) Does teaching English vocabulary using Suggestopedia have a measurable difference in the English vocabulary achievement of Year 3 students in SK Kulai?

And the T-test was employed to answer the research question:

- b) Is there any significant difference between teaching using and without using Suggestopedia in learning vocabulary?

The analysis is presented in tables and illustrated graphically in Figures 4 to 6.

TABLE 1: PRE-TEST AND POST-TEST DATA FOR CONTROL GROUP

| Groups/ Participants | Control | |
|-------------------------|----------|-----------|
| | Pre-Test | Post-Test |
| Student A | 0 | 2 |
| Student B | 0 | 3 |
| Student C | 1 | 3 |
| Student D | 1 | 1 |
| Student E | 1 | 3 |
| Student F | 1 | 2 |
| Student G | 3 | 4 |
| Student H | 3 | 5 |
| Student I | 5 | 6 |
| Student J | 5 | 5 |

Table 1 shows the individual students' scores in pre-test and post-test for the control group. The result offers some level of improvement in the post-test given to the students. In the pre-test, only respondents I and J performed averagely well, scoring 5, but their score in the post-test showed very little significant progress, as shown in the table above.

TABLE 2: PRE-TEST AND POST-TEST DATA FOR EXPERIMENTAL GROUP

| Groups/ Participants | Experimental | |
|-------------------------|--------------|-----------|
| | Pre-Test | Post-Test |
| Student K | 0 | 3 |
| Student L | 0 | 5 |

| | | |
|-----------|---|----|
| Student M | 1 | 5 |
| Student N | 1 | 8 |
| Student O | 2 | 4 |
| Student P | 2 | 6 |
| Student Q | 4 | 7 |
| Student R | 5 | 9 |
| Student S | 3 | 8 |
| Student T | 5 | 10 |

Table 2 above is showing the results of the pre-test and post-test for the experimental group. There seems to be a significant improvement in their post-test results. Those that scored average in the pre-test have performed better in the post-test. This is due to the treatment (use of the suggestopedia method) before post-test. Respondent R and T, for example, have performed much better in the post-test compared to their pre-test scores, as shown in the table above.

Pre-test

TABLE 3: PRE-TEST MEAN AND STANDARD DEVIATION RESULTS FOR CONTROL AND EXPERIMENTAL GROUPS

| Statistics | | | |
|----------------|---------|---------|--------------|
| | | Control | Experimental |
| N | Valid | 10 | 10 |
| | Missing | 0 | 0 |
| Mean | | 2.00 | 2.30 |
| Std. Deviation | | 1.886 | 1.889 |

In the table above, not one respondent is missing in this study. Twenty respondents participated in this experiment. There were ten students in the control group and another ten in the experimental group. The mean score for the pre-test of the control group is 2.00, and that of the experimental group is 2.30. The standard deviation for the control and experimental groups is 1.886 and 1.889, respectively. Based on table 3, the pre-test result shows that there is little difference between control and experimental groups. From the results, the researchers can say that students' performances in both groups are the same without the implementation of suggestopedia in the experimental group and control group.

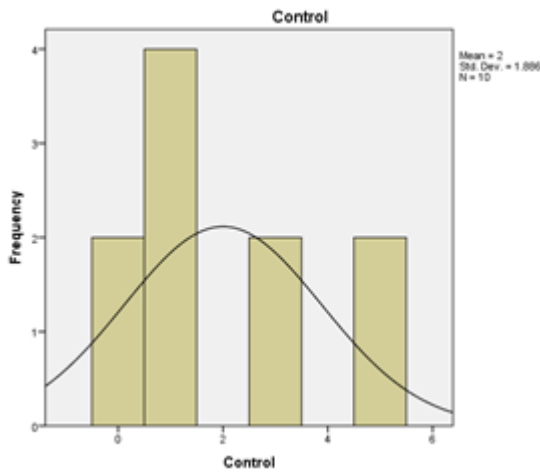


Figure 4. Histogram of Pre-test for Mean and Standard Deviation for Control group

Figure 4 shows the histogram of the pre-test for the mean and standard deviation of the control group. The mean is 2, while the standard deviation is 1.886. The slight standard deviation shows that the data are clustered closely, which indicates that the data is reliable.

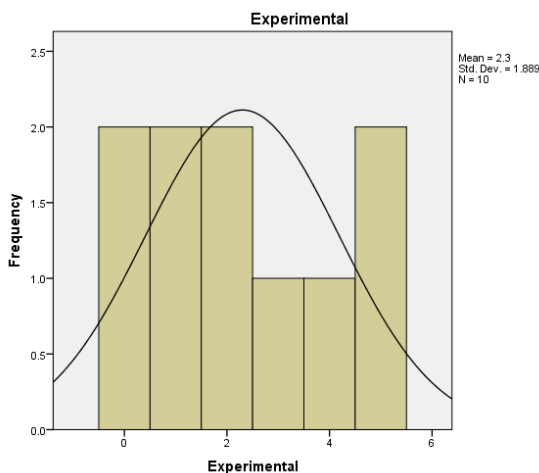


Figure 5. Histogram of Pre-test for Mean and Standard Deviation for Experimental group

Figure 5 shows the histogram of the pre-test for the mean and standard deviation for the experimental group. The mean is 2.3, while the standard deviation is 1.889. The slight standard deviation shows that the data are clustered closely, which indicates that the data is reliable.

Based on figures 4 and 5, pre-test results for Control and Experimental groups do not show a vast difference between the two groups. The results offered very little difference, and the histograms shows that students have the same level of proficiency during the pre-test, and their score in the pre-test does not show different proficiency. According to Kirova *et al.* (2012), the researchers can conclude that students may have developed anxiety during the pre-test, and their affective filter may have increased (Krashen, 1985).

Post-test

TABLE 4: POST-TEST MEAN AND STANDARD DEVIATION RESULTS FOR CONTROL AND EXPERIMENTAL GROUPS

| Statistics | | | |
|----------------|---------|---------|--------------|
| | | Control | Experimental |
| N | Valid | 10 | 10 |
| | Missing | 0 | 0 |
| Mean | | 3.40 | 6.50 |
| Std. Deviation | | 1.578 | 2.273 |

The table above shows the post-test mean score and standard deviation for both groups. There is a significant difference in the result. The standard deviation for the control group was 1.578, and that of the experimental group is 2.273, with a different value of 0.695. Both standard deviations indicate a smaller number compared to the difference between the two means (Difference of means=3.1). The results show that the hypothesis is supported. The graph is as below.

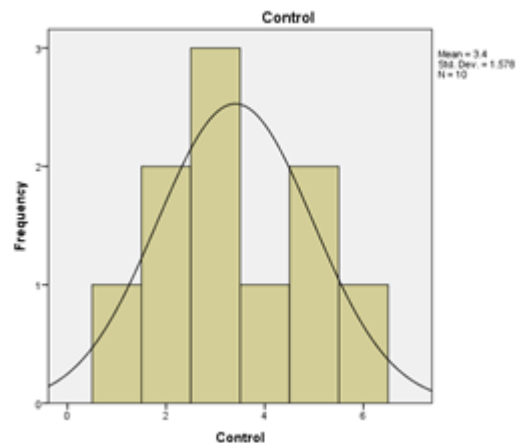


Figure 7. Histogram of Post-test Mean and Standard Deviation for Control group

The figure above shows the histogram of the post-test for the mean and standard deviation of the control group. It shows a decrease in standard deviation during the pre and post-test. The pre-test indicates a standard deviation of 1.886, while the post-test indicates a standard deviation of 1.578. Based on Table 4, the post-test result shows a lower mean and standard deviation than the result in the pre-test. Therefore, it can be concluded that students were not aware of what they were doing and that their brains were not in a relaxed state of mind (Holt, 1983).

T-test

TABLE 5: T-TEST OF ONE-SAMPLE STATISTICS FOR PRE-TESTS AND POST-TESTS FOR CONTROL AND EXPERIMENTAL GROUPS

| One-Sample Statistics | | | | | |
|-----------------------|--------------|----|------|----------------|-----------------|
| Test | Group | N | Mean | Std. Deviation | Std. Error Mean |
| Pre-Test | Control | 10 | 2.00 | 1.886 | .596 |
| | Experimental | 10 | 2.30 | 1.889 | .597 |
| Post-Test | Control | 10 | 3.40 | 1.578 | .499 |
| | Experimental | 10 | 6.50 | 2.273 | .719 |

TABLE 6: T-TEST OF ONE-SAMPLE TEST FOR PRE-TESTS AND POST-TESTS FOR CONTROL AND EXPERIMENTAL GROUPS

| One-Sample Test | | | | | | | |
|-----------------|--------------|----------------|----|-----------------|-----------------|---|-------|
| Test | Group | Test Value = 0 | | | | | |
| | | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | | Lower | Upper |
| Pre-Test | Control | 3.354 | 9 | .008 | 2.000 | .65 | 3.35 |
| | Experimental | 3.851 | 9 | .004 | 2.300 | .95 | 3.65 |
| Post-Test | Control | 6.815 | 9 | .000 | 3.400 | 2.27 | 4.53 |
| | Experimental | 9.043 | 9 | .000 | 6.500 | 4.87 | 8.13 |

There is a significant difference between the control (sig. =0.008) and the experimental (sig. =0.004) group in the pre-test.

Based on Table 5 and Table 6, the t-value for the control group during pre-test is 3.354, and the t-value for the experimental group during pre-test is 3.851. The pre-test results for control and experimental groups show that students have the same proficiency level, and students scored relatively the same result. However, as for the post-test result, the t-value for the control group 6.815, while the t-value for the experimental group is 9.043 as shown in table 5 and table 6. The post-test results for the two groups show a considerable difference of 2.228. The pre-test and post-test results for the control group may have increased; however, pre and post-test results in experimental groups show more significant improvement.

Therefore, Lozanov's (1978) idea on using suggestopedia to help students memorize better is valid based on this study. During post-test, students in the experimental group were eager to learn using music because the result shows that their brains function better because they did not feel any threats during the test (Henter, 2013). The post-test result for the experimental group also shows that the use of suggestopedia indeed

increased students' ability of vocabulary memorization. As yang and Dai (2011) observed, the traditional method of teaching vocabulary through rote learning in Chinese cannot yield positive and desired results. Therefore, Nemati (2009) also questioned about the method that could be used to make teaching and learning vocabulary better. From the findings, it is clear that the traditional way of vocabulary teaching method is not as effective as the suggestopedia method.

Lozanov (1978) stated that suggestopedia would help vocabulary memorization up to 25 times compared to the conventional learning method (Lozanov, 1978). Cengiz (2004) also noted that the vocabulary memorization level of individuals in music increases 16% compared to others. Cengiz agreed with what Lica (2008) stated, that using the suggestopedic method can significantly improve learning and memory (retention). He further claimed that some of the techniques of suggestopedia could be used to attain good results in learning and memory. He concluded that music in the background, suggestopedia, can serve as motivation and relaxation. The findings of this study have revealed that the suggestopedia method has a positive effect on teaching vocabulary. In conclusion, suggestopedia has a massive impact on vocabulary teaching and learning.

Conclusion

Data collected showed that pupils who studied with suggestopedia or music as the background scored higher than students who did not study using this method. Based on the results, we could conclude that students who studied with musical backgrounds could perform better and memorize well. It is proven that music creates an enjoyable environment and motivates students to learn a second language effectively. According to Medina (2000), music and rhythm helped in the memorization process. A study done by Cengiz (2004) stated that the usage of music affected students' achievement. Students can learn new vocabulary and store in their mind for a longer time. At the same time, they have more confidence and less stress. To achieve the desired result, teachers should play their role in implementing suggestopedia in their teaching. They should utilize the audio-visual materials in their classroom available. Though suggestopedia in Malaysia is still new and not implemented fully, its importance cannot be ignored. More research should be carried out to determine its effects on different elements of language learning like grammar.

XI. CONCLUSION

This section presents the Limitations of Study and Suggestions and Future Direction of suggestopedia in language teaching.

Limitation of study and Suggestions

The limitation of this study is the number of updated journals related to the field of suggestopedia in language learning particularly on vocabulary memorization are limited and researchers had to rely on outdated journals available for this study. This shows that suggestopedia

is an under-researched field and therefore there is a need to conduct further studies on this method of teaching.

To make this method a success, teachers need to encourage students to have a relaxed mind, but first and foremost, teachers also should help students desuggesting their psychological barriers. Students' mental powers will be empowered by desuggesting their psychological barriers. To desuggesting students' psychological barriers, teachers need to activate some part of students' paraconscious mind to trigger the fully conscious mind.

Furthermore, being the authority in the classroom, the teacher should gain more cooperation from students and have more control of the classroom. It is crucial to build trust from teacher to students and respect from students to their teacher. This way it will be able to retain information from someone they trust. It will be easy for them to push aside their insecurities, especially when it involves vocabulary memorization.

In the teaching and learning of suggestopedia and vocabulary memorization, students will eventually make mistakes. However, the teacher should tolerate the errors because the focus is not on the content but on structures. Thus, to create a better learning environment to implement suggestopedia, the facilities in schools should fulfill the criteria. As we can see in schools, the classrooms are not built specifically for suggestopedia, and when language teachers have to use this method, they would have to use different rooms such as language labs. Although there is nothing wrong with using language lab so that the loud music will not disturb the other classes, it will need a longer time to conduct suggestopedia. Going to the language lab probably will consume more time. Therefore, it is best to have a soundproof classroom. Not only is it suitable for suggestopedia, but it is also essential for listening tests.

Besides, the classroom for teaching suggestopedia should be uncrowded and aesthetically pleasing to attract students' attention in learning a second language. It can be well lighted with pots of plants located in the classroom. Students will be motivated to learn in the fresh air and calm environment. Teachers can also put posters, pictures, chants, and illustrations to make the classroom look more pleasant and attractive. And teachers also should play an essential role in implementing suggestopedia in their second language classrooms. They should be trained well on delivering a speech or text with good voice intonation, facial and body expression. It could be an additional attraction and encouragement for students to acquire second language acquisition in the classroom.

Future Directions

Suggestopedia is not a well-known method in schools, especially in Malaysia; therefore, researchers can see that this method should be used more often because of its effectiveness, especially when learning vocabulary. Hence, this method can be a solution for English teachers in Malaysia to teach vocabulary, especially for low proficiency students who love music and songs. They could memorize well if the lesson is taught with musical background. On the other hand,

music motivates and inspires young learners to learn a second language in their classroom. Therefore, the Ministry of Education should consider including suggestopedia as one of the future teaching methods in primary schools.

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Reshaping Tourist Industry: The Role Of Virtual Tourism In The Covid-19 Pandemic Recovery In Malaysia

Sanan Waheed Khan and Hui Geng

Abstract – A devastating epidemic known as COVID-19 wiped out decades worth of development in tourism industries throughout the world. The global tourist sector has been severely impacted by the COVID-19 outbreak. Technological innovation (e.g., virtual tourism) can help the travel industry meet its issues. During the pandemic in Malaysia, this study intends to analyze the elements that influence people's willingness to use virtual tourism and investigate how virtual tourism might promote the recovery of the Malaysian tourist business. Initial inability to travel and following the fallout from border closures, vaccination challenges as well as the changing demands of visitors to travel targeted tourism's fundamental. Whilst the tourist industry is known for its ability to withstand past crises, this one has lasted for an unprecedented length of time and taxed even the strongest sectors. According to our findings, the Stimulus-Organism-Response (SOR) model and TAM theory may also explain the use of virtual tourism. Domestic tourism has been prioritized as part of Malaysia's recovery plan for the tourist sector. However, prior to the pandemic-induced catastrophe, the domestic tourism sector's performance warranted more investigation. Due to the disruption that was caused, this crisis has created an opening for new ideas to emerge. While virtual tourism advances may be appropriate, an investigation of the desire of visitors to engage in virtual tourism is needed. The COVID-19 epidemic has a significant impact on the decision-making processes of potential visitors, and virtual tourism may be able to aid in the advertising of a location. Virtual tourism may be a kind of entertainment that allows individuals to get a taste of a trip without having to leave their homes. People are still interested in virtual tourism, even after the epidemic is finished.

Keywords – Virtual tourism, COVID-19, Sustainable tourism, Stimulus-Organism-Response (SOR), TAM theory, Malaysia

I. INTRODUCTION

Tourism in virtual reality (VR) (Yung & Khoo-Lattimore, 2019) often known as "VR travel", is a technology-driven method of travel that offers visitors virtual experiences via a three-dimensional environment built utilizing computer technologies (Beck et al., 2019). It is possible to experience a location online without actually visiting it. Travelers may experience deep, realistic and true sensory engagement via virtual reality (VR) technology. Based on visitors' active participation, VR is a virtual and interactive world (Wei, 2019). According to Tussyadiah et al. (2017), previous research

has examined VR tourism in-depth, looking into VR experiences to differentiate between fully, semi, and non-immersive VR.

Interplanetary journeys, fantasy world tours, theme park visits, and athletic events are just some of the tourist experiences that may be delivered by virtual reality (Tussyadiah et al., 2018). For the most part, these virtual realities (VR) experiences may be accessed via a smartphone app or a headset like the Oculus Rift or PlayStation VR. Virtual reality (VR) demos have promoted travel-related goods and services (Loureiro et al., 2020). Like Airbnb, Carlson, Hilton, and others, tourism and hospitality companies are increasingly using virtual reality tourism as a marketing strategy (Yung & Khoo-Lattimore, 2019). Even though virtual reality tourism has been effectively used as a marketing tool, the COVID-19 epidemic has enhanced its relevance and use (Flavián et al., 2019a).

People throughout the globe were unable to travel because of sanitary control measures put in place by governments around the world (Selvanathan et al., 2021). It has been suggested that the pandemic's origin has affected the demand for touchless travel beneficially for those who want to avoid being infected (Sulu et al., 2021). Since Pestek and Sarvan (2020) detected this pattern in February of that year, the average monthly search for "virtual reality tours" has increased by 476 percent. Between February and April of 2020, the number of queries into virtual reality in the United Kingdom was much greater than in the United States during the same time. We will have to wait and see if this rise in virtual reality travel will continue after the epidemic. Studies on the impact of the COVID-19 epidemic on virtual reality tourism have lately risen in number (Dobson-Lohman & Potcovaru, 2020; Mohanty et al., 2020). Virtual reality travel during the epidemic and its impact on well-being has been the primary focus of these investigations.

However, there has not been much research that looks at visitors' post-pandemic use intentions regarding VR travel. We argue that post-pandemic VR tourism is a phenomenon with a variety of subtleties, all of which need to be taken into consideration before evaluating whether or not it will continue to exist as an ex-situ form of tourism around the globe after the pandemic (Errichiello et al., 2019). Our support for this proposition comes from reports in the media and findings that have already been gathered. We argue that to properly appreciate how people react to VR tourism in the post-pandemic era, it is necessary to define, evaluate, and explain VR tourism's numerous dimensions. This goes beyond seeing VR tourism through the linear lens of fears connected to COVID-19. According to the Globe Travel and Tourism Council's (WTTC 2020) research, in order for there to be

a successful rebirth of tourism anywhere in the world after a pandemic, there has to be an alignment of four critical pillars. These pillars are healthcare, sustainability, stability, and technology. Therefore, post-pandemic consumer behavior toward virtual reality tourism must be examined through the lens of sustainability (that is, the environmental factor), technology, and health-related concerns. At this time of the COVID-19 pandemic, virtual reality (VR) tourism is a technical innovation that addresses passengers' concerns about sustainability while simultaneously alleviating their security concerns, such as the safety of life and protection from infection. This is in line with the existing body of research, which discusses virtual reality tourism as an environmentally responsible kind of tourism (Beck et al., 2019; Yung & Khoo-Lattimore, 2019).

The widespread presence of COVID-19 over the globe, including in Malaysia, has created a nightmare for the tourist sector. As a result of the pandemic, several stakeholders in the tourist industry were impacted (Flavián et al., 2019a; Pestek & Sarvan, 2020). The tourist sector in Malaysia has come to a complete halt due to the execution of the first Movement Control Order, which commenced in March 2020. The participants in the tourism industry have used a variety of creative strategies to maintain the focus of guests on their respective tourist sites (Neuburger et al., 2018). It is recommended by Khalid Harun (2021), President of the Malaysian Travel Agencies Association, that the tourism sector try and explore the use of virtual 3D tour, which is already widely used by other countries to pull tourists back into the tourism sector and experience the new norm of tour activities during the pandemic (Amin et al., 2021).

Virtual tours (VTs) are one way that several tourism stakeholders have used to keep their attractions fresh in the eyes of prospective tourists. The virtual tour is no longer a novel concept for Malaysia's tourist industry, which already employs this kind of experience as a fresh angle in its promotional materials (Kwok & Koh, 2021). According to one study, interplanetary journeys, fantasy world visits, athletic events, and major theme parks all benefit from virtual tours and virtual reality (M. J. Kim, Lee, & Jung, 2020). Furthermore, in travel motivation research, tourists choose locations based on consumer motivation, decision-making and total holiday experience satisfaction. The enjoyment of the vacation environment and contact with local people are also important factors. In today's world, where everyone is required to maintain a certain degree of social distance, there are fewer opportunities for travel and new experiences, so all tourism operators should consider using a little creativity and assistance from technology to convince tourists that travel is not always physical but can also bring in an interesting moment.

II. PROBLEM STATEMENT

Research on VR tours has focused on visitor behavior, looking at things like how much people like the content of virtual tours and how they decide which locations to visit based on what they see in virtual tours. Kim and Hall (2019) believe that although the virtual tour technology has demonstrated its capability and potential as a useful

marketing tool, additional theoretical studies on tourist responses toward the virtual tour are necessary to identify which factors affect the tourist experience during the virtual tour that they presented to get their confidence in using this platform. This is because although the technology has demonstrated its capability and potential as a useful marketing tool (Kim et al., 2020), there is a lack of studies that have been found when it comes to the factors that should be taken into consideration by tourism stakeholders when they decide to use virtual tour technology as the new norm due to the COVID-19 outbreak, even though evidence from many empirical studies found that most researchers highlighted on the impact of virtual reality technologies on tourist experience. Even though many empirical studies revealed evidence that most researchers emphasized the influence of virtual reality technology on visitor experience, this was discovered to be the case.

III. THEORETICAL BACKGROUND

The pandemic of Covid-19 and the Tourism Industry in Virtual Reality

There has been much research on the impact of VR tourism on hotels and destinations, VR features and consumer behavior, and VR as a form of tourist promotion in the past (Mohanty et al., 2020; Park & Stangl, 2020). Numerous studies have studied the importance of different components in boosting VR experiences and the impact of VR on customer attitudes and engagement and experiences (Flavián et al., 2019b; Samala et al., 2020). The design of immersive material has also been examined by certain researchers, who have found that it has an impact on consumers' perceptions and mental images (Bec et al., 2021) and their behavioral intents (Kim, Lee, & Preis, 2020). There is a dearth of VR tourism research that examines how VR might be used to draw visitors to specific locations, leading academics to advocate for further study to shed light on VR's potential in tourism in general (Park & Stangl, 2020). People's attitudes toward virtual reality tourism had shifted since the outbreak of the COVID-19 pandemic when it was seen as a legitimate alternative mode of travel rather than just a novelty (Mohanty et al., 2020). Scholars have taken advantage of this chance to investigate connected topics. Studies like this one may provide light on VR tourism in the COVID-19 outbreak environment. For example, Kim et al. (2022) and Rather (2021) used the protection motivation theory to show that visitors' COVID-19-induced social distancing behavior is connected with their self-efficacy, reaction efficacy, and perceived threat intensity. During the epidemic, the social distance increases people's interest in using virtual reality tours and decreases their interest in attending site visits in person.

Despite this, there is no discernible impact on customers' intentions to utilize VR following the epidemic. Similarly, Flavián et al. (2019a) and Zeng et al. (2020) examined the determinants of people's choices to adopt virtual reality tourism as a temporary alternative during times of crisis using the dual theoretical lens of the protective action decision model and the technology acceptance model (TAM). According to their findings,

consumers are more inclined to utilize VR tourism if they perceive the danger of COVID-19, the pleasure of VR tourism, the utility of VR tourism and the usefulness of VR tourism. Also, how fascinating virtual reality tourism is seen has a favorable impact on how risky it is perceived.

Additionally, adoption intentions toward VR tourism positively boost the probability of physically visiting a location, and this link is regulated by both the perceived pleasure and utility of VR tourism. This finding demonstrates the need to combine these two aspects of VR tourism. In a manner analogous to this, Alkhatib and Bayouq (2021) suggested an extended TAM to investigate people's intentions to engage in VR tourism while the pandemic was in progress. In addition to the research that has been done on the use of virtual reality tourism during the pandemic, El-Said and Aziz (2022) investigated the prospect of virtual reality tourism substituting in-situ tourism as a response to the epidemic. According to the research findings, a positive correlation exists between the intention to use virtual reality tourism and perceptions of the simplicity of use, usefulness, and substitutability of VR tourism. The findings also showed a mediating influence caused by people's interest in virtual reality tourism.

According to the research findings, there is a correlation between how beneficial something is regarded to be and a person's behavioral intentions. This confirms that customers want to utilize VR tourism during and after the COVID-19 epidemic. After the pandemic, Rather (2021) and Selvanathan et al. (2021) emphasized the importance of human-machine interaction technology in recovering the tourist business. This technology includes virtual reality tourism applications. According to their results, the willingness of visitors to use these gadgets in the post-pandemic era will be driven by perceived value enhancers, empathy, and the sharing of updated information. According to Tussyadiah et al. (2018) who presented a different viewpoint, virtual reality tourism's peripheral, core, and pivotal characteristics are positively associated with presence during virtual reality experiences. This, in turn, has a positive impact on the perceived value of virtual reality tourism, measured through functional and emotional values. These values have been shown to have a positive association with satisfaction, which has been shown to have a positive link with visitors' perceived levels of well-being when the epidemic was in effect. Furthermore, Errichiello et al. (2019) and Guttentag (2010) investigated whether or not virtual reality tourism has the potential to alleviate the psychological strain brought on by the pandemic.

Stimulus-organism-response (SOR) Theory

A theoretical framework that may explain consumer behavior can be found in the SOR theory. The theory has its origins in environmental psychology. It proposes a sequential process in which stimuli (S) cause internal organismic states (O), which, in turn, lead to approach or avoidance reactions (R) (Thomas et al., 2021). The theory provides a solid foundation upon which to build our conceptualizations for this investigation for the reasons that are detailed below. First, it has been used by researchers in a variety of settings to explain consumer

behavior, in particular behaviors that are beneficial to the environment (Şahin & Kılıçlar, 2022) as well as behaviors related to virtual travel (Fakfare & Sangpikul, 2022), and behaviors related to actual travel. The selection of SOR is relevant since we are conceiving a connection between the pandemic, VR tourism, and environmentally conscious behavior, and thus the option was made.

Virtual Tour

The travel and tourism industry, which has traditionally catered to travelers' yearning for newness and direct experience, responded to the crisis innovatively. Even though they disagreed, Flavián et al. (2022) agreed that cultural and historical destinations could only give virtual tours (VTs) during the pandemic as the only product they could sell during this epidemic circumstance. According to Flavián et al. (2019b), virtual reality is a new technology that uses a three-dimensional (3D) environment generated by incorporating visual, kinematic, and aural aspects to allow users to experience a real thing genuinely. Moreover, Pestek and Sarvan (2020) define a virtual tour as a visitor seeing a film of a tourist location and responding properly. According to Han et al. (2022), a virtual tour is best defined as a video-based recreation of a real-world area. Malaysian tourists are unfamiliar with virtual tours, but Western tourists are more interested in virtual reality.

Due to the pandemic that began in March 2020, Malaysians have turned their attention to this kind of approach in which they can entertain themselves from the comfort of their own homes, as well as the Movement Control Order that Malaysia's National Security Council has implemented with a few months' gaps in between. By providing a wide range of experiences, Guttentag (2010) and Han et al. (2022) believe the virtual world may benefit stakeholders by promoting tourism. After the MCO finished and the travel industry returned to normal, operators that were able to get a high level of interaction from their web customers would undoubtedly be able to entice them to come in person (Shen et al., 2022). In some ways, it is tough to discover what makes customers happy and respond effectively to the virtual tour operator. In this study, the researcher chooses to utilize TAM theory as a guideline to fill the vacuum in the literature by investigating user motivations that also impact engagement with the virtual tour experience, which motivates users to visit the place in reality soon (Mathew & Soliman, 2021).

IV. METHODOLOGY

Methods for Collecting Literature

This conceptual paper is based on research and data from previous empirical studies reviewed and analyzed. Researchers looked at several journals for the literature and found that only a few had good writing and relevant journals that could be used as the main source for building this conceptual paper. The Google search engine and digital books found on the Internet were also used.

Data Collection for Future Research

In order to go on with this research, a qualitative study will be used, and the population that will be investigated will consist of the respondents that have previously experienced any kind of virtual tour as the focus group. We employed a method called stratified random sampling to make sure that the demographics of our sample would be accurate. Participants will be asked to read and sign a permission form confirming that they freely participated in the research and that any responses supplied will be used as data and collated into a report. This will be done for ethical reasons and participants will be requested to read and sign the form. In addition to this, the participants will be notified that their participation in the survey is entirely optional, will be kept in strict confidence, and that they are free to quit at any moment.

V. FINDINGS

Findings from Literature

The works of literature that were discovered were of great use to the researcher in aiding them to comprehend this conceptual paper very well and led the researcher to some relevant discoveries. According to the findings of the empirical studies, it can be agreed upon that the perceived usefulness and the perceived ease of use are the important factors in influencing the virtual tour users and, as a result, turning them into repeat customers or customers who only use the service once for the tourism stakeholders.

Practical Implications

This research reveals four actionable takeaways that relevant stakeholders might benefit from. First, the research suggests and provides evidence for the function that virtual reality tourism, also known as ex-situ tourism, plays in fostering environmental sustainability within the tourist industry. Our research has also shown that customers are aware of this fact and are willing to give up the hedonic pleasure and happiness that may be gained by traveling to the actual location of an attraction. In point of fact, the people who took part in our research have stated their desire to keep utilizing virtual reality tourism to satisfy their wanderlust even after the epidemic has been contained (Talwar et al., 2022a, 2022b). According to the findings, governments and tourist organisations should try to profit from the growing interest in virtual reality (VR) tourism. Of course, these efforts must take into account the fact that revenues earned by in-situ travel are larger than those generated by travel to and from the location.

We propose the following approach as a potential method for achieving the required equilibrium between environmental and economic considerations: restricting access to heritage and cultural sites, which are deteriorating due to the pressure of over-tourism (El-Said & Aziz, 2022) for in-situ tourist visits, and increasing funding to various establishments in order to develop one-of-a-kind virtual reality (VR) experiences, for which prospective virtual tourists could pay separately. As a result of the COVID-19 epidemic, many individuals who were working in the tourist industry in these areas have

likely sought new employment, which might make the implementation of such a solution more feasible at this point in time. Second, our findings, which are supported by the most current research in the field (Kim et al., 2022) demonstrate that virtual reality tourism is a viable and sustainable kind of tourism that is quickly gaining popularity among customers. Our finding that consumers are willing to use virtual reality tourism not only as an alternative during the pandemic but also as a first choice following the pandemic serves as a signal for concerned service providers to increase their efforts to engage consumers and, as a result, ensure that consumers' intentions to participate in virtual reality tourism after the pandemic translates into actual behavior. During the pandemic, consumers are willing to use virtual reality tourism not only as an alternative during the pandemic but also as a first choice following the band. One thing that can be done to move in this direction is to improve the virtual reality (VR) experience to the point where it provides virtual tourists with such a high level of fulfilment that their devotion, intentions to continue using the service and behaviors continue far into the foreseeable future.

For this purpose, we recommend that creators of virtual reality apps place a greater emphasis on the creation of experiences that are rewarding, original, diverse, genuine, and immersive, and are supported by gamification and enjoyment (Huang et al., 2016; Marasco et al., 2018). A pleasurable virtual reality (VR) experience would unquestionably emphasize the promise of VR tourism as not just an ecologically friendly and cost-effective solution, but also a prized opportunity to anticipate and actively seek out. Third, our findings suggest that worries associated with travel connected to pandemics are a primary driver of both favorable sentiments regarding VR tourism as well as eco-guilt. This suggests that consumers may not demonstrate in-situ tourist intentions for at least as long as the pandemic continues – even after receiving vaccines (vaccination status had no negative moderating influence on the relationships). As a result, we recommend that many locations and attractions rethink their intentions to reopen soon, as doing so might potentially make their losses much worse. Instead, we suggest that these locations put their attention on cultivating partnerships with VR app developers that are mutually beneficial and financially sustainable. To control visitor load, eliminate booking mix-ups, and safeguard ecological balance at ecologically sensitive places, for example, mixed reality tourism packages that enable the co-existence of actual and virtual worlds may be designed (Loureiro et al., 2020; Tussyadiah et al., 2018).

These kinds of efforts are particularly vital due to the fact that recent research has shown that recouping the financial losses sustained as a result of the pandemic may take years, depending on both tangible factors like the state of the nation's infrastructure and intangible factors like people's psychological predispositions (Guttentag, 2010). This is despite the fact that the number of passengers using air transport has decreased significantly since COVID-19. Lastly, the situational exigency brought on by the pandemic presents an opportunity for businesses that specialize in virtual reality tourism to expand their

user bases with customers who will continue to use their services even after the pandemic is over.

This opportunity is created when the pandemic generates interest in virtual reality tourism. We recommend that managers capitalize on this opportunity by aggressively marketing VR tourism to the relevant target segments, such as those who are financially unable to travel, those who are physically unable to travel, or those who are disproportionately driven by concerns regarding their eco-footprints. Because the pandemic has transformed VR tourism from a mere gimmick to a viable form of alternative travel (Wei, 2019), we suggest that managers capitalize on this opportunity by transforming VR tourism into a viable form of alternative travel (Neuburger et al., 2018; Zeng et al., 2020). In order to accomplish these goals, careful planning of marketing communications is required (Khan et al., 2021; Khan & Zaman, 2021; Raza et al., 2018). This planning should emphasize the equality, accessibility, and ecological benefits of virtual reality tourism, as well as the richness of the experiences that VR tourism has to offer. Therefore, even if those who are able-bodied tourists or those who are unable to resist the impulse to do in-situ travel go back to their old habits after the epidemic, virtual reality companies will still have a steady user base on which to build their financial success.

VI. CONCLUSION

Limitations and Scope for Future Research

The innovative contributions made by this work need to be understood in the context of some unavoidable methodological and conceptual restrictions, which, in turn, clear the path for more research to be conducted in the future. At the methodological level, we gathered our data by having respondents complete a self-reported questionnaire at a certain moment in time. This allowed us to acquire the information we needed. Because of this, a variety of factors, such as social desirability bias and exhaustion, might have affected the outcomes. However, to eliminate response biases, we used procedural safeguards such as maintaining anonymity, giving appropriate time for replies, doing manipulation checks in advance and reverse coding some elements. Second, there is no reliable sample frame available to determine the entire number of virtual reality users in Malaysia. Even though this made it more difficult for us to acquire samples, the data collection method that we used via Prolific Academic assured that we had a random sample by making the survey available to all respondents who satisfied the screening requirements. Third, the results may not be generalizable since they were only gathered from a specific geographic region, which presents the typical set of problems.

Researchers in the future might test our model in various nations to see how reliable our results are and add to the body of knowledge around this very important subject. We have only postulated a limited number of correlations between a similarly restricted number of variables at the conceptual level. This was done so that we could confine the scope of our investigation within a range that was manageable. For example, concerns about the

environment brought on by tourism may be evaluated in terms of the effects that occur both at the destination and during travel (Kwok & Koh, 2021; Tussyadiah et al., 2017). Similarly, risk perception and perceived severity may assess pandemic-related stimuli (Kwok & Koh, 2021). In conclusion, future studies could take into account the moderating effects of technological innovativeness (Dorcic et al., 2019) in order to gain a better understanding of the effects of individual differences on the attitudes and intentions of consumers regarding VR tourism.

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Hubungan Antara Sokongan Sosial Dan Tekanan Akademik Dengan Kebimbangan Dalam Kalangan Mahasiswa Tahun Pertama

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Abstrak – Pandemik COVID-19 yang melanda negara membawa kepada pelaksanaan perintah penguatkuasaan untuk tinggal di rumah. Situasi ini termasuklah proses pengajaran dan pembelajaran di institusi pengajian tinggi. Tekanan psikologi seperti stres dan kebimbangan memberikan cabaran untuk pelajar kekal fokus semasa kelas pembelajaran berlangsung. Penyesuaian kepada transisi dunia persekolahan kepada alam universiti menyebabkan cabaran pembelajaran dirasakan terutamanya mahasiswa tahun pertama. Justeru, kajian ini bertujuan mengkaji sokongan sosial dan tekanan akademik dengan kebimbangan dalam kalangan 203 mahasiswa tahun pertama di Fakulti Pengajian Pendidikan, Universiti Putra Malaysia (UPM). Dapatan kajian mendapati terdapat hubungan yang signifikan antara sokongan sosial dan kebimbangan dalam kalangan pelajar dengan nilai korelasi $r = -.236$ dan nilai $p < 0.05$. Selain itu, terdapat hubungan yang signifikan antara pembolehubah tekanan akademik dengan kebimbangan dengan nilai korelasi $r = .324$ dan nilai $p < 0.05$. Kajian ini diharapkan dapat memberi maklumat kepada pihak berwajib khususnya kepada para pensyarah dan ibu bapa untuk memahami dan memberi sokongan kepada mahasiswa tahun pertama agar terus bersemangat menjalani proses pengajaran dan pembelajaran di universiti dalam apa jua keadaan.

Kata kunci – Kebimbangan, sokongan sosial, tekanan akademik, mahasiswa tahun pertama

I. PENGENALAN

Pertubuhan Kesihatan Sedunia (WHO) berpendapat satu daripada empat individu yang terdiri mahasiswa dianggarkan mengalami gangguan mental pada satu masa tertentu. Gangguan kegelisahan atau kebimbangan adalah antara gangguan psikiatri yang paling kerap berlaku. Tinjauan epidemiologi mendapati bahawa satu pertiga daripada penduduk di abad ke-21 kini dipengaruhi oleh gangguan kebimbangan sepanjang hayat mereka (*Mental Health Handbook*, 2019) dalam pelbagai lapisan masyarakat termasuklah mahasiswa (Mohamad & Rozita, 2018).

Kajian oleh Mohamad, Mohd-Sidik, Akhtari-Zavare dan Gani (2020) mendapati prevalen kebimbangan dalam kalangan mahasiswa di Malaysia adalah 29% dan dipengaruhi oleh tahun pengajian akademik Mahasiswa di universiti juga kini berdepan dengan pelbagai cabaran untuk menyesuaikan diri mereka dengan sesi

pembelajaran di era pandemik ini yang dijalankan secara atas talian sehingga menyebabkan mereka mengalami masalah untuk kekal fokus ketika kelas berlangsung akibat kaedah pembelajaran bertukar daripada bersemuka kepada secara maya (Hanis, 2021).

Menurut Penninx, Pine, Holmes dan Reif (2021) masalah kebimbangan ini biasanya bermula sebelum atau pada awal dewasa. Pada peringkat usia sebegini, individu akan berdepan dengan suatu proses yang amat mencabar di mana mereka akan mengalami putaran emosi yang tidak menentu (Ariffin & Hilwa, 2020). Isu kesihatan mental seperti gejala kemurungan dan kebimbangan dilaporkan sering berlaku di kalangan mahasiswa di seluruh dunia dan memberikan kesan terhadap kualiti hidup dan pencapaian akademik (January et al., 2018). Kegagalan pelajar universiti untuk menyesuaikan diri, memenuhi keperluan baru dan seterusnya mengatasi tekanan yang mereka alami akan menyebabkan penurunan kesejahteraan diri, penurunan prestasi akademik, dan meningkatkan tekanan psikologi (Johari & Ahmad, 2019)

Dapatan kajian yang dijalankan oleh Rashid et al. (2020) telah membuktikan bahawa tekanan akademik semasa pandemik COVID-19 amat merisaukan. Wabak yang melanda Malaysia dan bahagian lain di dunia memberi impak yang besar kepada pelbagai sektor termasuk sektor pendidikan negara. Situasi ini memerlukan setiap mahasiswa menyesuaikan diri dengan sistem pengajaran dan pembelajaran (PdP) dalam talian daripada sistem konvensional yang sedia ada. Proses penyesuaian ini memerlukan mahasiswa mempunyai strategi daya tindak yang sesuai untuk berdepan dengan tekanan akademik yang datang daripada pelbagai sumber tekanan akademik seperti tuntutan fizikal, tuntutan tugas, tuntutan peranan dan tuntutan interpersonal (Desmita, 2009). Ketidakupayaan mahasiswa untuk beradaptasi, memenuhi tuntutan keperluan baharu dan mengatasi tekanan yang dialami boleh menyebabkan berlakunya kemerosotan tahap kesejahteraan diri, kemerosotan prestasi akademik dan peningkatan tekanan psikologi (Johari & Ahmad, 2019).

II. PENYATAAN MASALAH

Pembelajaran tahun pertama di universiti memberikan cabaran yang unik bagi pelajar. Kajian yang dijalankan di New Zealand menunjukkan bahawa pelajar tahun pertama mempunyai masalah pembelajaran yang signifikan kerana mereka perlu menyesuaikan diri dengan keperluan pengajaran dan juga penilaian universiti (Millar et al., 2021). Selain itu, pelajar universiti berdepan dengan pelbagai cabaran dalam proses menyesuaikan diri mereka dengan sesi pembelajaran di era pandemik ini disebabkan oleh gangguan yang memberi kesukaran kepada mereka untuk kekal fokus ketika kelas berlangsung (Hanis Alia

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Hidzir, 2021). Tekanan akademik yang dialami oleh mahasiswa di era pandemik ini semestinya lebih meruncing berbanding beberapa tahun dahulu akibat daripada pelbagai faktor luaran yang mengganggu fokus dan kelancaran sesi pembelajaran mereka. Peningkatan tekanan akademik bagi tahun pertama juga akan mempengaruhi pencapaian purata keseluruhan markah gred akademik (GPA) pada tahun-tahun berikutnya (Wintre & Yaffe, 2000).

Kekurangan sokongan sosial pula mampu memberikan kesan kepada kesejahteraan mental mahasiswa di peringkat awal dewasa mereka. Dengan ketiadaan sokongan sosial yang kukuh, pelajar akan cenderung untuk melakukan sesuatu di luar kewarasan akal mereka sehingga mampu merisikokan diri sendiri. Menurut Chu et al., (2021), berdasarkan kajiannya telah menemukan bahawa terdapat penyelidikan mengenai bunuh diri mendapati bahawa: kebanyakan pelajar universiti dengan sejarah percubaan bunuh diri yang dialami oleh individu yang lemah daripada sistem sokongan sosial dan mempunyai sikap positif terhadap tingkah laku bunuh diri; sambil mendapat lebih banyak sokongan sosial, risiko bunuh diri akan dikurangkan (Coppersmith et al., 2019).

Lubis et al. (2021) dalam kajiannya turut menegaskan bahawa suatu penyelidikan perlu dilakukan bagi memberikan gambaran yang jelas mengenai tahap tekanan akademik yang dialami oleh pelajar sehingga penyelesaian untuk masalah ini dapat dijumpai. Sehubungan dengan itu, penyelidikan ini dilakukan bertujuan untuk mengetahui sama ada terdapat hubungan antara sokongan sosial dan tekanan akademik dengan kebimbangan dalam kalangan mahasiswa tahun pertama. Maklumat yang diperolehi daripada hasil kajian ini seterusnya akan dimanfaatkan oleh pihak-pihak tertentu untuk menilai sejauh mana kesedaran mereka terhadap isu yang dikaji.

III. ULASAN KEPUSTAKAAN

Sokongan Sosial dan Kebimbangan

Sokongan sosial didefinisikan sebagai penjagaan, sokongan, dan bantuan dari keluarga, rakan, dan komuniti. Sokongan sosial, dapat membantu dalam mengatasi tekanan mereka dan meningkatkan penyesuaian dalam sesuatu keadaan (Chu et al., 2021). Hsu, Chen & Ting (2018) dalam kajiannya menerangkan tentang konsep sokongan sosial. Berdasarkan konsep sokongan sosial, ia dapat digunakan untuk meningkatkan proses kognitif pelajar. Chu et al., (2021) dalam kajiannya juga ada menyatakan bahawa sokongan sosial diakui sebagai faktor pelindung pencegahan bunuh diri yang signifikan.

Kajian empirikal menunjukkan kesejahteraan psikologi pelajar juga dipengaruhi oleh sokongan sosial (Razia Syeda & Firdous Afzal, 2019). Sokongan sosial boleh dianggap sokongan moral daripada orang sekeliling terutamanya orang terdekat seperti keluarga dan kawan-kawan (Ismail & Lokman, 2020). Mahasiswa sangat memerlukan sokongan sosial, terutama ketika mereka menghadapi masalah dan memerlukan orang yang dekat dengan mereka untuk mendengarkan masalah mereka (Ismail & Lokman, 2020). Ini disokong dengan kajian mengenai bunuh diri yang mendapati kebanyakan pelajar

universiti yang mempunyai sejarah percubaan bunuh diri tetapi mempunyai banyak sokongan sosial, maka risiko bunuh diri dapat dikurangkan (Coppersmith et al., 2019).

Selain itu, kajian mendapati kekurangan sokongan sosial adalah penentu masalah kesihatan mental termasuk gejala kemurungan di antara pelajar universiti (Bukhari & Saba, 2017), dan memberi kesan negatif terhadap kualiti hidup pelajar (Dafaalla et al., 2016). Kajian terdahulu yang dijalankan terhadap 115 pelajar universiti juga mendapati pelajar yang mempunyai sokongan sosial yang lebih tinggi mempunyai tahap tekanan yang lebih rendah dan dapat menyesuaikan diri dengan baik di universiti (Friedlander, Reid, Shupak, & Cribbie, 2007).

Shelton et al. (2017) dalam kajiannya telah memaparkan kesan positif sokongan sosial yang mampu mengurangkan risiko kemurungan, kebimbangan, dan tekanan serta mewujudkan kepuasan hidup yang lebih tinggi dalam kalangan pelajar. Kajian ini membincangkan mengenai sokongan sosial dan kebimbangan dari sudut tahap sendiri pelajar. Apabila pemboleh ubah demografi dikawal, pemboleh ubah sokongan sosial adalah paling ketara dalam memberikan pengaruh kepada gejala kemurungan, gejala kegelisahan, tekanan, dan kepuasan hidup pelajar.

Sokongan sosial juga berkorelasi positif dengan kebimbangan pelajar universiti di Bangladesh. Hasil kajian mendapati sebanyak 48.41% pelajar yang mengalami tahap kebimbangan yang sederhana, dan 44.59% pula mengalami tahap kebimbangan yang teruk. Namun bagi jumlah pelajar yang mengalami tahap kebimbangan ringan hanyalah sebanyak 3.82% dan yang tidak mengalami kegelisahan pula memperolehi peratusan yang sangat rendah iaitu sebanyak 3.18%. Menurut peserta kajian tersebut, sokongan sosial dapat mengurangkan tekanan mental semasa wabak dan mampu mengubah sikap masyarakat mengenai sokongan sosial yang jarang diperolehi pelajar. Sokongan sosial di Bangladesh tidak diutamakan seperti negara-negara maju yang lain. Malah, sokongan daripada pihak kerajaan juga tidak mencukupi. Daatan kajian ini menunjukkan sokongan sosial yang aktif dan kuat sangat untuk mengurangkan tahap kebimbangan di kalangan pelajar universiti (Dhar et al., 2020).

Tekanan Akademik dan Kebimbangan

Tekanan merupakan keadaan apabila seseorang itu mengalami ketidakstabilan sama ada fizikal ataupun mental dan ianya berkaitan dengan cara hidup individu tersebut (Izzat Hazmir, 2017). Manakala tekanan akademik ditakrifkan sebagai kekecewaan, konflik, tekanan, perubahan dan pemaksaan diri terhadap kesejahteraan psikologi dan bergantung juga pada tahap sokongan sosial yang diperolehi daripada rakan-rakan (Glozah, 2013).

Pandemik COVID-19 menyebabkan pelajar memikul tanggungjawab yang berbeza dan tidak dapat melaksanakannya dengan baik kerana kurangnya penjelasan yang mencukupi dari pensyarah, jumlah tugas yang banyak, penyesuaian kaedah pembelajaran yang baru, pengurusan masa, kekurangan bahan dan alat elektronik, misalnya; komputer, internet, dan lain-lain sehingga menyebabkan pelajar berprestasi rendah,

keciciran dan mengalami tahap tekanan yang besar (Acevedo et al., 2021).

Dapatan kajian oleh Johari dan Ahmad (2019) mendapati bahawa tekanan akademik adalah antara masalah yang sering dihadapi oleh mahasiswa. Masalah yang dihadapi oleh mahasiswa semasa pandemik COVID-19 ini di samping tuntutan yang dipertanggungjawabkan melalui pengajaran dan pembelajaran dalam talian adalah lebih memenatkan dan memenatkan, kerana mereka tidak dapat berinteraksi secara langsung dengan pensyarah dan kawan-kawan yang lain. Situasi ini mengakibatkan kekecewaan dalam diri pelajar dan sekiranya berterusan boleh menyebabkan tekanan. Masalah tekanan akademik juga banyak berlaku pada tahun pertama pengajian dan secara tidak langsung akan memberikan kesan terhadap pencapaian purata keseluruhan markah gred akademik (GPA) pelajar bagi tahun-tahun berikutnya (Wintre dan Yaffe, 2000). Ketidakupayaan pelajar universiti untuk beradaptasi, memenuhi tuntutan keperluan baharu dan mengatasi tekanan yang dialami boleh menyebabkan berlakunya kemerosotan tahap kesejahteraan diri, kemerosotan prestasi akademik dan peningkatan tekanan psikologi (Johari & Ahmad, 2019).

Selain itu, pembelajaran yang biasanya dijalankan secara bersemuka juga kini dijalankan secara atas talian (Livana et al., 2020). Oleh itu, pelajar kini perlu menyesuaikan diri untuk belajar secara talian di samping tugas yang banyak. Penyelesaian tugas-tugas ini memerlukan sedikit masa (Hamzah B & Hamzah, 2020). Norazila et al. (2018) dalam kajiannya juga mengatakan bahawa bebanan kerja yang berlebihan boleh menjadi faktor kepada kebimbangan pada diri mahasiswa. Jika situasi tersebut terus berlarutan dalam jangka masa yang panjang, ianya berubah menjadi tekanan.

Ramachandiran dan Dhanapal (2018) pula mengkaji mengenai persepsi Gen Y dan Z terhadap tekanan akademik dan kesannya mengatakan bahawa sudah terdapat banyak kajian mengenai tekanan di kalangan pelajar dan kesannya telah didokumentasikan dengan baik di banyak negara Barat. Para pengkaji lepas bersetuju bahawa pelajar sememangnya mengalami tekanan akademik seperti tekanan daripada keluarga, keperluan biasiswa, beban kewangan, persaingan di kelas, peperiksaan, pengurusan masa dan tekanan yang berkorelasi antara satu sama lain.

Selain itu, kajian yang dilakukan oleh Mohamad et al. (2020), mengatakan bahawa semakin tinggi tahun pengajian, semakin tinggi tahap kebimbangan yang dialami pelajar. Hal ini disebabkan oleh kandungan pembelajaran yang semakin sukar serta beban kerja yang semakin banyak. Berbanding pula dengan pelajar tahun pertama yang mempunyai masalah pembelajaran yang signifikan kerana mereka perlu menyesuaikan diri dengan keperluan pengajaran dan juga penilaian universiti (Millar et al., 2021). Situasi ini dapat menggambarkan sejauh mana kemampuan pelajar tahun pertama dalam mengatasi kesukaran yang dialami mereka dalam menjalani tempoh peralihan di peringkat sekolah ke peringkat pengajian tinggi (Pillay & Ngcobo, 2010). Perkara ini selari dengan pandangan dari Penninx et al. (2021) yang mendapati bahawa masalah kebimbangan ini kebiasaannya bermula di peringkat awal dewasa yang kebanyakannya mengalami emosi yang tidak menentu (Ariffin & Hilwa,

2020).

Kajian yang dilakukan Jabeen, M., Shamin, dan Naeem (2019) adalah mengenai peranan tekanan akademik dalam menguji kebimbangan yang dialami oleh kalangan pelajar di universiti. Hasil kajian menunjukkan bahawa tekanan akademik signifikan ke arah ujian kebimbangan. Dari segi perbezaan antara jantina, pelajar perempuan mengalami lebih banyak tekanan akademik berbanding pelajar lelaki. Sebaliknya, tidak terdapat perbezaan yang ketara yang dilihat pada pelajar dengan 14 tahun dan 16 tahun pendidikan pada tekanan akademik dan ujian kebimbangan.

IV. METODOLOGI

Kajian korelasi ini telah dijalankan ke atas 186 orang pelajar di Fakulti Pengajian Pendidikan, UPM. Jumlah 186 dari 346 orang pelajar ini ditentukan dengan berpandukan Jadual Krejcie dan Morgan (Krejcie dan Morgan, 1970) dan mengambil ralat persampelan 5% dengan aras keyakinan 95% (Cohen et al., 2001). Bagi memastikan jumlah soal selidik yang dipulangkan adalah menepati saiz sampel minima, Ary et al. (2010) mencadangkan supaya penyelidik menambah 25% sampel. Oleh itu, jumlah akhir sampel adalah 233 responden ($1.25 \times 186 = 233$). Teknik persampelan rawak mudah telah digunakan untuk memilih 232 responden dari kerangka persampelan.

Soal selidik kajian mengandungi empat bahagian iaitu berkaitan maklumat diri responden, sokongan sosial, kebimbangan, dan tekanan akademik. Terdapat tiga instrumen yang diadaptasi bagi mengukur pemboleh ubah kajian. Item bagi konstruk Kebimbangan dari soal selidik Depression Anxiety Stress Scale (DASS-42) Versi Bahasa Melayu yang telah diterjemahkan oleh Ramli Musa telah digunakan untuk mengukur pemboleh ubah kebimbangan. Manakala, soal selidik Multidimensional Scale of Perceived Social Support (MSPSS; Zimet et al., 1988) digunakan untuk mengukur pemboleh ubah sokongan sosial dan soal selidik Perception of Academic Stress Scale (PAS; Bedewy & Gabriel, 2015) telah digunakan bagi mengukur pemboleh ubah tekanan akademik. Ketiga-tiga soal selidik mempunyai nilai kebolehpercayaan yang memuaskan (konstruk Kebimbangan dari DASS-42, $\alpha = .87$; MSPSS, $\alpha = .70$; PAS, $\alpha = .70$).

Proses pengumpulan data kajian bermula setelah memperoleh kelulusan dari Jawatankuasa Etika Universiti Untuk Penyelidikan Melibatkan Manusia (JKEUPM) dan Fakulti Pengajian Pendidikan, UPM. Soal-selidik disebarkan melalui pautan Google Form. Semua responden telah diberi penerangan tentang penglibatan sukarela dalam kajian dan tindakan lanjut sekiranya mengalami gejala kebimbangan yang serius selepas menjawab soal selidik kajian. Sebanyak 203 respons telah terlibat dalam proses analisis data.

V. DAPATAN KAJIAN

Demografi Responden

Analisis demografi responden terdiri daripada beberapa maklumat latar belakang responden seperti umur, jantina, bangsa dan program pengajian. Pengkaji menggunakan

analisis statistik deskriptif yang memaparkan kekerapan dan peratus seperti di Jadual 1.

JADUAL 1: DEMOGRAFI RESPONDEN (n=203)

| Umur | f | % |
|--|-----|------|
| 19 | 17 | 8.4 |
| 20 | 77 | 37.9 |
| 21 | 94 | 46.3 |
| 22 | 15 | 7.4 |
| Jantina | | |
| Lelaki | 50 | 24.6 |
| Perempuan | 153 | 75.4 |
| Etnik | | |
| Melayu | 182 | 89.7 |
| Cina | 6 | 3.0 |
| India | 4 | 2.0 |
| Bumiputera Sabah | 9 | 4.4 |
| Bumiputera Sarawak | 2 | 1.0 |
| Program Pengajian | | |
| Bachelor Pendidikan Bimbingan dan Kaunseling | 20 | 9.9 |
| Bachelor Pendidikan Jasmani | 35 | 17.2 |
| Bachelor Pendidikan Bahasa Melayu | 27 | 13.3 |
| Bachelor Pendidikan Sains Pertanian | 26 | 12.8 |
| Bachelor Pendidikan Sains Rumah Tangga | 28 | 13.8 |
| Bachelor Pendidikan Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua (TESL) | 17 | 8.4 |
| Bachelor Sains Pembangunan Sumber Manusia | 31 | 15.3 |
| Bachelor Kaunseling | 19 | 9.4 |

Kebanyakan responden yang terlibat dengan kajian ini adalah terdiri daripada mahasiswa tahun pertama yang berumur 21 tahun iaitu seramai 94 orang (46.3%). Bagi responden yang berumur 20 tahun pula adalah seramai 77 orang (37.9%). Manakala 17 orang (8.4%) responden yang lain terdiri daripada mahasiswa tahun pertama yang berumur 19 tahun. Akhir sekali, baki responden seramai 15 orang (7.4%) terdiri daripada responden yang berumur 22 tahun.

Majoriti responden adalah dalam kalangan pelajar perempuan tahun satu. Seramai 153 orang (75.4%) adalah dari responden perempuan dan selebihnya iaitu seramai 50 orang (24.6%) adalah responden lelaki. Dari segi etnik, hampir 90% responden yang terdiri daripada etnik Melayu. Bangsa Cina pula sejumlah 3.0% dan bangsa India pula terdiri daripada 2.0% sahaja. Akhir sekali, responden dari etnik Bumiputera Sabah dan Sarawak masing-masing terdiri daripada 4.4% dan 1.0%.

Majoriti responden yang terlibat adalah daripada Bachelor Pendidikan Jasmani iaitu sebanyak 17.2%. Responden daripada Bachelor Pendidikan Bimbingan dan Kaunseling adalah sebanyak 9.9%, Bachelor Pendidikan Bahasa Melayu sebanyak 13.3%, Bachelor Pendidikan Sains Pertanian 12.8%, Bachelor Pendidikan Sains Rumah Tangga sebanyak 13.8%, Bachelor Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (TESL) sebanyak 8.4%, Bachelor Sains Pembangunan Sumber Manusia sebanyak 15.3% dan akhir sekali adalah daripada Bachelor Kaunseling 9.4%.

Hubungan Antara Sokongan Sosial Dengan Kebimbangan Dalam Kalangan Mahasiswa Tahun Pertama

Berdasarkan Jadual 3, dapat disimpulkan bahawa wujud hubungan negatif yang lemah antara sokongan sosial dan

kebimbangan dengan nilai $r = -.236$, $p < .001$. Dapatan ini menunjukkan bahawa tahap sokongan sosial yang rendah berkait dengan tahap kebimbangan yang tinggi dalam kalangan pelajar tahun pertama.

JADUAL 2: HUBUNGAN ANTARA KEBIMBANGAN DENGAN SOKONGAN SOSIAL

| | Kebimbangan | |
|-----------------|-------------|-------|
| Sokongan Sosial | r | p |
| | -.236** | 0.001 |

**Korelasi adalah signifikan pada tahap 0.01 (2-tailed)

Hubungan Antara Tekanan Akademik Dengan Kebimbangan Dalam Kalangan Mahasiswa Tahun Pertama

Jadual 4 menunjukkan dapatan bahawa tekanan akademik dan kebimbangan mempunyai hubungan positif yang signifikan ($r = .324$, $p < .001$). Dapatan ini memberi gambaran bahawa tahap tekanan akademik yang tinggi berkait dengan tahap kebimbangan yang tinggi dalam kalangan pelajar tahun pertama.

JADUAL 4: HUBUNGAN ANTARA KEBIMBANGAN DENGAN TEKanan AKADEMIK

| | Kebimbangan | |
|------------------|-------------|------|
| Tekanan akademik | r | p |
| | .324** | .000 |

**Korelasi adalah signifikan pada tahap 0.01 (2-tailed)

VI. PERBINCANGAN

Berdasarkan hasil kajian, tekanan akademik signifikan ke arah ujian kebimbangan. Hasil kajian ini bertepatan dengan kajian yang dilakukan Jabeen et al. (2019) berkaitan peranan tekanan akademik dalam menguji kebimbangan yang dialami oleh kalangan pelajar di universiti. Hasil kajian menunjukkan bahawa tekanan akademik signifikan ke arah kebimbangan. Dapatan ini disokong dengan kajian yang dilakukan oleh Mohamad et al. (2020) yang mendapati bahawa kandungan pembelajaran yang semakin sukar serta beban kerja yang semakin banyak mendorong kepada tekanan akademik.

Selain itu, terdapat hubungan negatif yang lemah antara sokongan sosial dan kebimbangan dengan nilai $r = -.236$, $p < .001$. Hasil kajian ini bermaksud bahawa kebimbangan mempengaruhi sokongan sosial dan sebaliknya. Keputusan kajian ini berbeza dengan kajian yang dijalankan oleh Syazwani et al. (2021) pula menunjukkan nilai signifikannya adalah $r = .465$. Keputusan ini menunjukkan bahawa sokongan sosial tidak mempunyai hubungan dengan kesihatan mental iaitu kemurungan, kebimbangan dan tekanan. Keadaan ini membawa maksud sokongan sosial yang ada dalam diri seseorang mahasiswa tidak memberi kesan kepada tahap kesihatan mental mereka. Harikandei (2017) dalam kajiannya juga turut menyatakan bahawa tidak terdapat hubungan yang signifikan antara sokongan sosial dengan kesihatan mental mahasiswa. Keadaan ini berlaku mungkin disebabkan oleh kebanyakan mahasiswa di institusi pengajian tinggi mempunyai sokongan sosial

yang baik sepanjang negara mengalami perintah berkurung. Ini boleh dilihat melalui bantuan semasa pandemik COVID-19 yang diberikan sendiri oleh pihak IPT kepada mahasiswa untuk terus bermotivasi dalam pembelajaran.

Akhir sekali, dapatan kajian menunjukkan sokongan sosial dan tekanan akademik tidak mempunyai hubungan yang signifikan ($r = .053, p < .451$). Dapatan kajian ini berbeza dengan hasil kajian oleh Marhamah dan Hamzah (2016) yang menunjukkan terdapat hubungan negatif antara sokongan sosial dan tekanan akademik dalam kalangan pelajar tahun pertama. Dapat juga dirumuskan daripada kajian tersebut bahawa tahap sokongan sosial yang tinggi, melaporkan tahap tekanan akademik yang rendah.

VII. KESIMPULAN

Secara umumnya, artikel ini membincangkan hubungan kebimbangan saling berkait rapat dengan tekanan akademik yang dialami dan sokongan sosial yang diperolehi adalah terhad kepada mahasiswa tahun pertama di Fakulti Pengajian Pendidikan UPM. Analisis kajian terdahulu menunjukkan terdapat hubungan yang signifikan antara kebimbangan dan sokongan sosial. Dapatan kajian ini diharapkan memberi pemahaman yang jelas kepada pihak universiti untuk merangka program pembelajaran yang seimbang dengan keperluan psikologi pelajar. Selain itu, hasil kajian ini seterusnya boleh dimanfaatkan oleh pihak-pihak tertentu khususnya pihak institusi pengajian tinggi untuk menilai sejauh mana kesedaran mereka terhadap isu yang dikaji. Hasil kajian yang akan dijalankan ini juga dapat membantu pihak universiti merangka pelbagai program-program yang memperkasakan kesedaran mengenai kesihatan mental serta memastikan terdapat pemeriksaan secara berkala bagi memantau keadaan psikologi mahasiswa. Program ini berupaya membantu mengurangkan beban psikologi yang ditanggung oleh mahasiswa di universiti khususnya bagi mahasiswa tahun pertama. Walaubagaimana pun, dapatan ini adalah terhad kepada mahasiswa tahun pertama di Fakulti Pengajian Pendidikan. Dicadangkan supaya pengkaji akan datang boleh meluaskan sampel kajian kepada mahasiswa di fakulti berlainan bidang seperti sains sosial dan sains tulen.

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Kajian Persepsi Ibu Bapa/ Penjaga Terhadap Tempoh Pengajian 2.5 Tahun Bagi Diploma Teknologi Maklumat (Teknologi Digital) Di Politeknik

Rini Hafzah Abdul Rahim, Noor Aishah Zainiar, Farizan Salleh

Abstrak – Diploma Teknologi Maklumat (Teknologi Digital) (DDT) merupakan program diploma yang ditawarkan di lima belas buah politeknik di Malaysia. Antara politeknik yang menawarkan Diploma DDT 2.5 tahun ialah Politeknik Ungku Omar, Politeknik Balik Pulau, Politeknik Muadzam, Politeknik Metro Kuala Lumpur, Politeknik Sultan Idris Shah dan lain-lain. Program DDT ini pada peringkat awalnya ditawarkan bagi tempoh pengajian tiga tahun kemudiannya tempoh tersebut dipendekkan kepada 2.5 tahun bermula jun 2016. Kajian dijalankan bagi menilai persepsi ibu bapa/ penjaga kepada para pelajar DDT sama ada mereka bersetuju dengan tempoh pengajian Diploma DDT dikekalkan kepada 2.5 tahun ataupun ditukar kepada tempoh pengajian Diploma DDT yang asal iaitu tiga tahun. Kajian ini melibatkan ibu bapa/ penjaga bagi para pelajar DDT 2.5 tahun iaitu bagi lima buah politeknik sahaja iaitu Politeknik Ungku Omar, Politeknik Balik Pulau, Politeknik Muadzam, Politeknik Metro Kuala Lumpur dan Politeknik Sultan Idris Shah. Instrument kajian dibangunkan dengan membentuk empat kategori soalan soal selidik iaitu demografi, tahap pemahaman ibu bapa/ penjaga berkenaan program Diploma DDT, tahap keberkesanan pengajaran dan pembelajaran untuk tempoh 2.5 tahun dan halangan yang dihadapi oleh ibu bapa/ penjaga dalam pengajaran dan pembelajaran selama 2.5 tahun. Soalan dibangunkan dalam bentuk *Google Form* dan seterusnya diedarkan kepada ibu bapa/ penjaga. Dapatan menunjukkan majoriti 302 ibu bapa bersetuju untuk mengekalkan tempoh pengajian 2.5 tahun bagi Diploma Teknologi Maklumat (Teknologi Digital) kerana ianya menjimatkan masa, wang dan juga tenaga.

Kata kunci – Diploma Teknologi Maklumat (Teknologi Digital) DDT, Ibu Bapa/ Penjaga, Tempoh Pengajian, 2.5 tahun.

I. PENGENALAN

Politeknik menawarkan 72 program diploma daripada sembilan Jabatan yang terdapat di Politeknik. Diploma Teknologi Maklumat (Teknologi Digital) adalah salah satu daripada diploma yang ditawarkan dengan fokus diberikan dalam bidang Pengkomputeran dan Teknologi Maklumat, dan ianya di bawah Jabatan Teknologi Maklumat dan Komunikasi (JTMK). Para pelajar JTMK boleh memilih untuk bidang pengkhususan ataupun trek yang ditawarkan iaitu trek *Software and Application Development, Networking System, Information Security, Game Development* dan Pembangunan Web. Pemilihan

pengkhususan dan trek yang ditawarkan di JTMK ini adalah iaitu trek *Software and Application Development, Networking System, Information Security, Game Development* dan Pembangunan Web. Pemilihan pengkhususan dan trek yang ditawarkan di JTMK ini adalah penting bagi membolehkan para pelajar membuat pilihan laluan kerjaya masing-masing kerana bidang kerjaya yang tersedia bagi pelajar DDT adalah pelbagai terutamanya bagi bidang teknologi maklumat dan komunikasi (ICT) selari dengan perkembangan teknologi industri 4.0.

Pelbagai kajian lepas telah dijalankan berkaitan persepsi ibu bapa/ penjaga, antaranya kajian persepsi berkaitan pembelajaran di tadika (Klosky, Gazmararian, Casimir, dan Blake, 2022) dan (Jerry dan Mohamed, 2021) pembelajaran sekolah rendah (O'Brien, Agostino, Ciszek, dan Douglas, 2022), pembelajaran sekolah menengah (Berkowitz et al., 2021), pembelajaran di institusi pengajian tinggi (IPT) (Jie & Yasin, 2022). Antara bidang yang di berikan penekanan dari segi pencapaian (Anaya, Stafford, dan Zamarro, 2022), komunikasi (Goodman et al., 2021), pembelajaran atas talian (Lase, Zega, dan Daeli, 2021), pelajar bekeperluan khas (Siegle, DaVia Rubenstein, dan McCoach, 2020), masalah keseimbangan (Samsul Bahari dan Dzainudin, 2020) dan pembangunan kerjaya (Rogers, Creed, & Praskova, 2018). Namun yang demikian masih kurang yang memberikan fokus kepada tempoh pengajian. Bagi kajian ini fokus diberikan kepada persepsi ibu bapa berkaitan tempoh pengajian peringkat diploma iaitu Diploma DDT bagi tempoh pengajian 2.5 tahun.

Tanpa ibu bapa tiadalah anak-anak di dunia ini dan ibu bapa adalah orang yang paling rapat dengan para pelajar sejak mereka masih bayi, kanak-kanak, remaja dan dewasa juga peranan serta tanggungjawab ibu bapa yang sangat besar (Ibrahim, Mustapha, Sawai, Md Nawawi, & Megat Ahmad, 2018). Ibu bapa dan penjaga lebih memahami dan mengetahui perkembangan anak-anak mereka sepanjang proses pembelajaran mereka sama ada di tadika, sekolah rendah, sekolah menengah dan juga di institusi pengajian tinggi. Disebabkan ibu bapa dan penjaga adalah orang yang paling rapat dengan pelajar, amatlah bersesuaian sekali untuk mendapatkan maklumat berkaitan persepsi ibu bapa/ penjaga bagi menilai kesesuaian tempoh pengajian Diploma DDT.

Kajian ini bermatlamat untuk memperlihatkan persepsi ibu bapa/ penjaga kepada para pelajar DDT berfokus kepada tempoh pengajian 2.5 tahun yang mereka lalui untuk mendapatkan segulung Diploma Teknologi Maklumat (Teknologi Digital).

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II. KAJIAN LITERATUR

Terdapat tiga kajian lepas yang dijalankan memberikan fokus kepada tempoh pengajian diploma. Daripada tiga kajian lepas tersebut, ianya diperinci dan diteliti, Jadual 1 menunjukkan perbezaan di antara ketiga-tiga kajian lepas tersebut:

JADUAL 1: TIGA KAJIAN LEPAS TEMPOH PENGAJIAN DIPLOMA

| Diploma | Diploma in Information Technology (Digital Technology) (Bakar, Dianah, & Bujang, 2019) | International Diploma Course in Tropical Medicine (Casebeer PhD et al., 2001) | Diploma in Education (Okechukwu Chukwu, 2017) |
|------------------|--|---|---|
| Lokasi | Politeknik, Malaysia | Peru, United State | Gboko, Nigeria |
| Instrumen | Soal selidik | Soal selidik | Soal selidik |
| Peserta | 163 | 49 | 320 |
| Tempoh Pengajian | 2.5 tahun | 3-6 tahun | - |
| Pencapaian | Melebihi sasaran 50% | 100% bersetuju berkesan | 100% lebih mahir |
| Kelebihan | Penambah baik kan mengikut keperluan pencapaian pelajar | Penjimatan masa dan kewangan | Pemegang PGDE lebih bagus dan baik kemahiran mengajar |

Daripada perbandingan Jadual 1 tersebut, dapatan menunjukkan masih kurang kajian lepas yang membincangkan berkaitan tempoh pengajian peringkat diploma, terutamanya Diploma DDT. Perbandingan dilakukan bagi tiga kajian lepas yang membincangkan berkaitan pengajian peringkat Diploma. Kajian pertama dijalankan oleh Bakar et al., pada tahun 2019, kajian dijalankan di Politeknik Malaysia. Kajian ini amatlah bersesuaian untuk dirujuk kerana ianya juga dijalankan terhadap pelajar DDT. Kajian menggunakan pendekatan secara soal selidik dengan melibatkan seramai 163 responden. Selain daripada itu, kajian ini juga menunjukkan pencapaian melebihi 50% daripada sasaran yang telah ditetapkan bagi tempoh pengajian 2.5 tahun. Bagi memastikan peningkatan pencapaian pelajar, penambahbaikan perlu sentiasa dilaksanakan sesuai dengan tahap dan pencapaian pelajar.

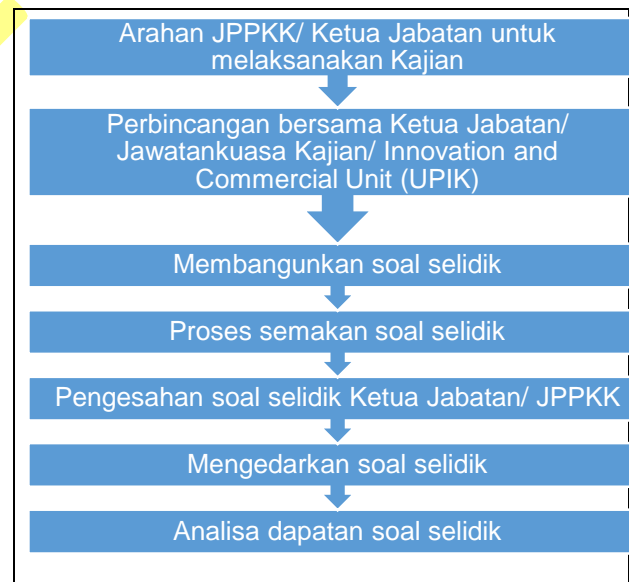
Manakala kajian lepas yang kedua dijalankan oleh Casebeer PhD et al., pada tahun 2001, dilaksanakan di Peru, United State. Kajian memberi fokus kepada Kursus Gorgas dalam perubatan tropika klinikal. Kajian ini memberikan fokus kepada peserta Kursus Gorgas, di mana setiap peserta mempunyai matlamat yang berlainan yang ingin mereka capai. Pendekatan yang digunakan ialah pendekatan soal selidik, dengan melibatkan seramai 49 responden. Manakala bagi tempoh pengajian ialah selama enam hingga 3 tahun. Hasil menunjukkan pencapaian 100% bersetuju dengan keberkesanan kursus disamping ianya menjimatkan masa dan kewangan.

Seterunya bagi kajian lepas yang terakhir dijalankan oleh Okechukwu Chukwu, pada tahun 2017. Ianya dijalankan bagi para guru di Gboko, Benue, Nigeria. Kajian ini dijalankan bagi melihat perbezaan para guru yang mengambil Diploma Pendidikan Lepas Ijazah dan para guru yang tidak mengambil Diploma Pendidikan Lepas Ijazah. Kajian menggunakan pendekatan soal selidik dengan melibatkan 320 responden. Tempoh pengajian tidak dinyatakan, manakala pencapaian menunjukkan 100% guru bersetuju guru-guru lebih tinggi kemahiran mengajar berbanding para guru yang tidak mengikuti Diploma Pendidikan Lepas Ijazah.

Berdasarkan ketiga-tiga kajian lepas yang dijadikan, ianya dijadikan panduan bagi kajian ini dilaksanakan. Disebabkan ketiga-tiga kajian menggunakan instrumen soal selidik, ianya juga menjadi instrumen bagi kajian iaitu menggunakan soal selidik. Dari segi reponden pula, kajian lepas menggunakan sekitar 49-320 responden maka kajian ini menggunakan 302 responden. Dari segi tempoh pengajian, tempoh pengajian akan mengikut kajian lepas bagi tempoh 2.5 tahun juga mengikut pelaksanaan sedia ada. Manakala dari segi pencapaian, kajian lepas menetapkan 50% hingga 100% sasaran dengan mengekalkan pelaksanaan penambahbaikan yang disesuaikan mengikut pencapaian pelajar dari semasa ke semasa.

III. METODOLOGI KAJIAN

Metodologi kajian dijalankan dengan melaksanakan tujuh langkah bagi memastikan kajian dapat dilaksanakan dengan lebih sistematik dan berkesan. Rajah 1 menunjukkan tujuh langkah tersebut:



Rajah 1. Metodologi kajian

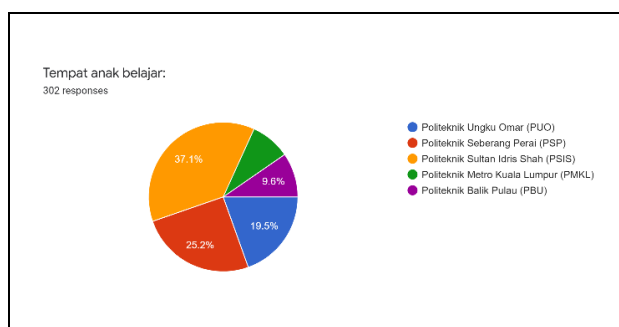
Rajah 1 menunjukkan tujuh aktiviti yang perlu dilaksanakan iaitu dengan langkah satu ialah arahan untuk menjalankan kajian daripada Jabatan Pengurusan Politeknik dan Kolej Komuniti (JPPKK) dan seterusnya di peringkat jabatan arahan tersebut dipanjangkan daripada Ketua Jabatan dan seterusnya kepada pegawai terlibat. Langkah kedua ialah dengan mengadakan perbincangan antara Ketua Jabatan/ Ahli Kajian/ unit yang menguruskan

kajian. Langkah ke tiga ialah proses membangunkan soal selidik, diikuti dengan proses semakan soal selidik, pengesahan Ketua Jabatan/ JPPKK, proses mengedarkan soal selidik dan proses analisa dapatan soal selidik.

IV. DAPATAN

Dapatan yang diperolehi dipecahkan kepada empat kategori soalan yang utama iaitu, demografi, tahap pemahaman ibu bapa/ penjaga berkenaan program Diploma DDT, tahap keberkesanan pengajaran dan pembelajaran untuk tempoh 2.5 tahun dan halangan yang dihadapi oleh ibu bapa/ penjaga dalam pengajaran dan pembelajaran selama 2.5 tahun.

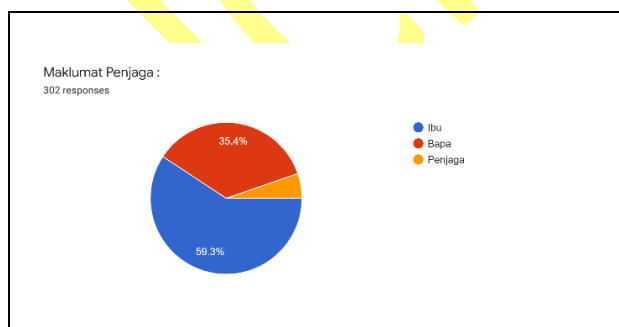
Dapatan pertama ialah bagi kategori demografi, ianya mempunyai tujuh soalan. Rajah 2 menunjukkan soalan pertama bagi demografi iaitu tempat anak belajar.



Rajah 2. Tempat anak belajar

Dapatan Rajah 2 menunjukkan ibu bapa/ penjaga yang tertinggi bagi lima buah politeknik yang terlibat ialah 37.1% adalah dari Politeknik Sultan Idris Shah (PSIS) dan diikuti oleh Politeknik Seberang Perai (PSP) 25.2%. Manakala dapatan terendah ialah dari Politeknik Metro Kuala Lumpur (PMKL) iaitu seramai 8.6%. Ini adalah kerana pelajar dari PSIS dan PSP adalah politeknik yang mempunyai bilangan pelajar yang ramai berbanding PMKL yang mempunyai pelajar yang sedikit sahaja berbanding politeknik yang lain.

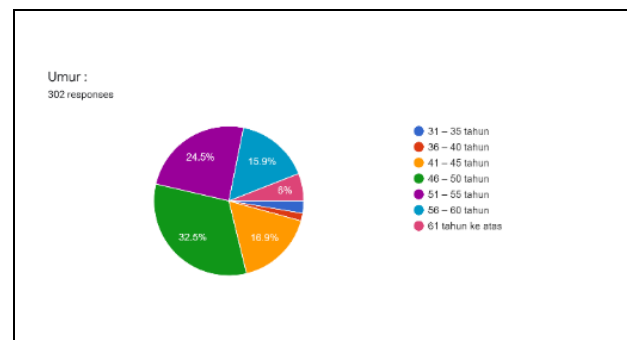
Dapatan bagi Rajah 3 menunjukkan soalan kedua bagi demografi iaitu maklumat penjaga.



Rajah 3. Maklumat penjaga

Dapatan Rajah 3 menunjukkan responden tertinggi ialah dari kategori ibu iaitu 59.3%, diikuti bapa 35.4% dan penjaga 5.3%. Ini menunjukkan ibu lebih banyak terlibat dalam hal-hal berkaitan anak mereka, ini adalah kerana ibu adalah orang yang pelaiang rapat dengan pelajar berbanding bapa ataupun penjaga.

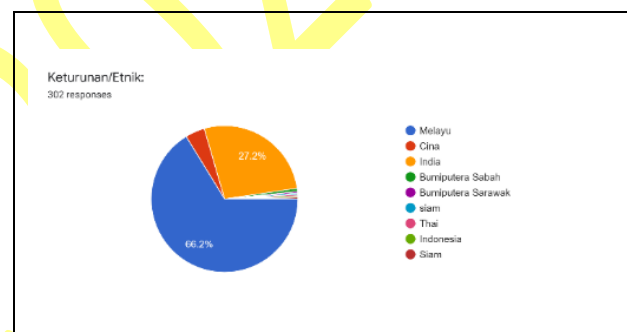
Seterusnya dapatan bagi Rajah 4 menunjukkan soalan ketiga bagi demografi iaitu umur.



Rajah 4. Maklumat umur

Dapatan Rajah 4 menunjukkan responden tertinggi ialah bagi umur 46-50 tahun iaitu 32.5%, diikuti umur 51-55 tahun iaitu 24.5%. Manakala bagi umur terendah ialah 61 tahun ke atas iaitu 1.7%. Ini menunjukkan majoriti umur bagi ibu bapa/ penjaga ialah sekitar 46-50 tahun.

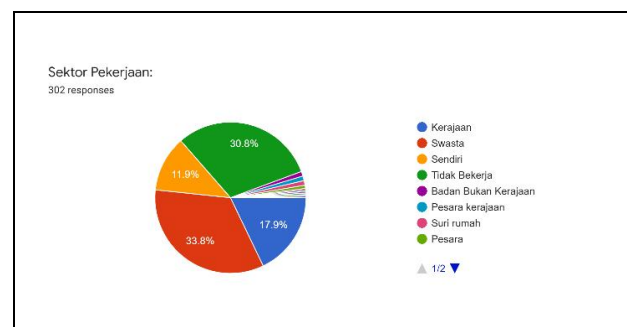
Seterusnya dapatan bagi Rajah 5 menunjukkan soalan keempat bagi demografi iaitu keturunan/ etnik.



Rajah 5. Maklumat keturunan/ etnik

Dapatan Rajah 5 menunjukkan responden tertinggi ialah bagi kaum Melayu iaitu 66.2%, diikuti kaum India iaitu 27.2%. Manakala bagi kaum terendah ialah keturunan ataupun etnik Siam, Thai, Bumiputera Sarawak dan Bumiputra Sabah iaitu 0.3%. Ini menunjukkan majoriti kaum/ etnik bagi ibu bapa/ penjaga pelajar majoriti ialah Melayu dan seterusnya kaum India.

Seterusnya dapatan bagi Rajah 6 menunjukkan soalan kelima bagi demografi iaitu sektor pekerjaan.

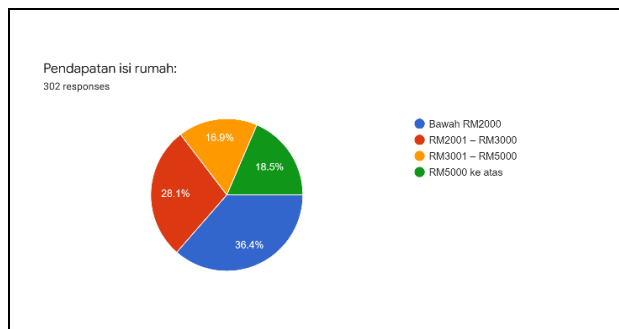


Rajah 6. Sektor pekerjaan

Dapatan Rajah 6 menunjukkan dapatan bagi sektor pekerjaan. Dapatan tertinggi sektor pekerjaan ialah swasta iaitu 33.8% diikuti kategori tidak bekerja iaitu 30.8%. Manakala bagi sektor pekerjaan terendah pesara dan

badan berkanun iaitu 0.3%. Ini menunjukkan majoriti sektor pekerjaan bagi ibu bapa/ penjaga pelajar ialah bekerja di sektor swasta dan tidak bekerja.

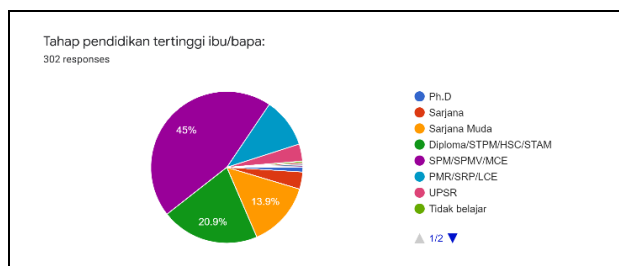
Seterusnya dapatan bagi Rajah 7 menunjukkan soalan keenam bagi demografi iaitu pendapatan isi rumah.



Rajah 7. Pendapatan isi rumah

Dapatan Rajah 7 menunjukkan dapatan bagi pendapatan isi rumah. Dapatan tertinggi pendapatan isi rumah ialah di bawah RM2000 iaitu 36.4% diikuti pendapatan isi rumah kategori RM2001-3000 iaitu 28.1%. Ini menunjukkan majoriti pendapatan isi rumah bagi ibu bapa/ penjaga ialah bawah RM2000.

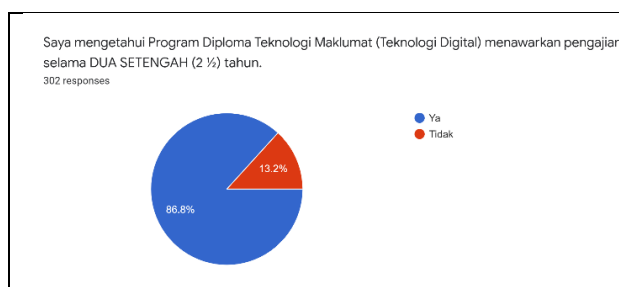
Seterusnya dapatan bagi Rajah 8 menunjukkan soalan ketujuh bagi demografi iaitu tahap pendidikan tertinggi ibu bapa/ penjaga.



Rajah 8. Tahap pendidikan tertinggi ibu bapa/ penjaga

Dapatan Rajah 8 menunjukkan dapatan bagi tahap pendidikan tertinggi ibu bapa/ penjaga. Dapatan tertinggi tahap pendidikan tertinggi ialah SPM/SPR/LCE iaitu 45% diikuti Diploma/ STPM/ HSC/ STAM iaitu 20.9%. Manakala bagi tahap pendidikan terendah ialah tidak bersekolah dan tidak belajar iaitu 0.3%. Ini menunjukkan majoriti tahap pendidikan bagi ibu bapa/ penjaga pelajar ialah SPM/SPR/LCE.

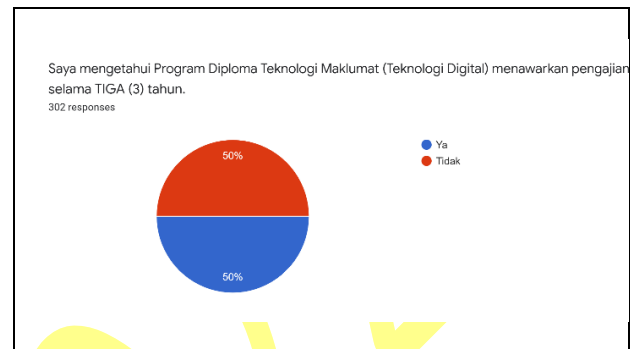
Seterusnya dapatan bagi Rajah 9 menunjukkan soalan pertama bagi Kategori 1: Tahap Pemahaman Ibu Bapa/ Penjaga Berkenaan Program Diploma.



Rajah 9. Saya mengetahui Program Diploma Teknologi Maklumat (Teknologi Digital) menawarkan pengajian selama 2.5 tahun?

Dapatan Rajah 9 menunjukkan dapatan bagi soalan Saya mengetahui Program Diploma Teknologi Maklumat (Teknologi Digital) menawarkan pengajian selama 2.5 tahun? Dengan 86.8% menjawab ya. Manakala 13.2% menjawab tidak. Ini menunjukkan majoriti ibu bapa/ penjaga mengetahui tempoh pengajian para pelajar ialah 2.5 tahun.

Seterusnya dapatan bagi Rajah 10 menunjukkan soalan kedua bagi Kategori 1: Tahap pemahaman ibu bapa/ penjaga berkenaan program Diploma.



Rajah 10. Saya mengetahui Prgram Diploma Teknologi Maklumat (Teknologi Digital) menawarkan pengajian selama tiga tahun

Dapatan Rajah 10 menunjukkan dapatan bagi soalan Saya mengetahui Prgram Diploma Teknologi Maklumat (Teknologi Digital) menawarkan pengajian selama tiga tahun? Dengan 50% menjawab ya dan 50% menjawab tidak. Ini menunjukkan ibu bapa/ penjaga tidak pasti sama ada tempoh pengajian adalah tiga tahun ataupun tidak.

Seterusnya dapatan bagi Rajah 11 menunjukkan soalan pertama bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun. Soalan menggunakan skala likert 1-sangat tidak setuju, 2- tidak setuju, 3-kurang setuju, 4-setuju dan 5-sangat setuju.



Rajah 11. Anak saya mempunyai masalah untuk memahami dan mendalami bahan pembelajaran dalam tempoh pembelajaran yang singkat

Dapatan Rajah 11 menunjukkan dapatan bagi soalan Anak saya mempunyai masalah untuk memahami dan mendalami bahan pembelajaran dalam tempoh pembelajaran yang singkat? Dengan 27.8% menjawab tidak setuju, diikuti 24% sangat tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah untuk memahami dan mendalami bahan pembelajaran dalam tempoh pembelajaran yang singkat.

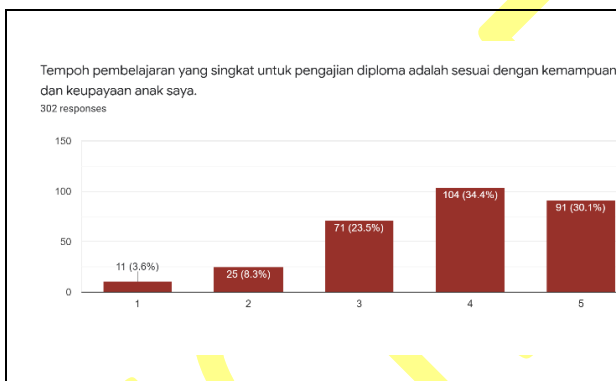
Seterusnya dapatan bagi Rajah 12 menunjukkan soalan kedua bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 12. Anak saya sukar memahami dan melaksanakan arahan-arahan pensyarah dengan jelas dalam tempoh pembelajaran yang singkat

Dapatan Rajah 12 menunjukkan dapatan bagi soalan Anak saya sukar memahami dan melaksanakan arahan-arahan pensyarah dengan jelas dalam tempoh pembelajaran yang singkat? Dengan 30.8% menjawab tidak setuju, diikuti 25.8% sangat tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah untuk memahami dan melaksanakan arahan pensyarah dengan jelas dalam tempoh pembelajaran yang singkat.

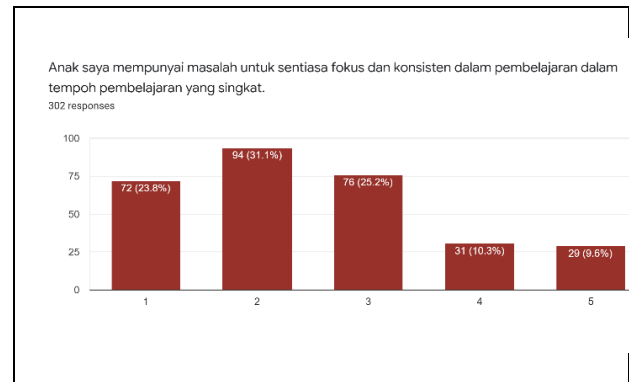
Seterusnya dapatan bagi Rajah 13 menunjukkan soalan ketiga bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 13. Tempoh pembelajaran yang singkat untuk pengajian diploma adalah sesuai dengan kemampuan dan keupayaan anak saya

Dapatan Rajah 13 menunjukkan dapatan bagi soalan tempoh pembelajaran yang singkat untuk pengajian diploma adalah sesuai dengan kemampuan dan keupayaan anak saya? Dengan 34.4% menjawab setuju, diikuti 30.1% sangat setuju. Ini menunjukkan ibu bapa/ penjaga bersetuju bahawa tempoh pengajian yang singkat sesuai dengan kemampuan anak mereka.

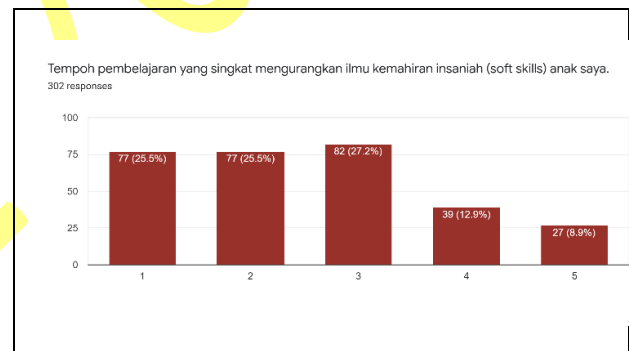
Seterusnya dapatan bagi Rajah 14 menunjukkan soalan keempat bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 14. Anak saya mempunyai masalah untuk sentiasa fokus dan konsisten dalam pembelajaran bagi tempoh pembelajaran yang singkat

Dapatan Rajah 14 menunjukkan dapatan bagi soalan Anak saya mempunyai masalah untuk sentiasa fokus dan konsisten dalam pembelajaran bagi tempoh pembelajaran yang singkat? Dengan 31.3% menjawab tidak setuju, diikuti 25.2% kurang setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah untuk sentiasa fokus dan konsisten dalam pembelajaran bagi tempoh pembelajaran yang singkat.

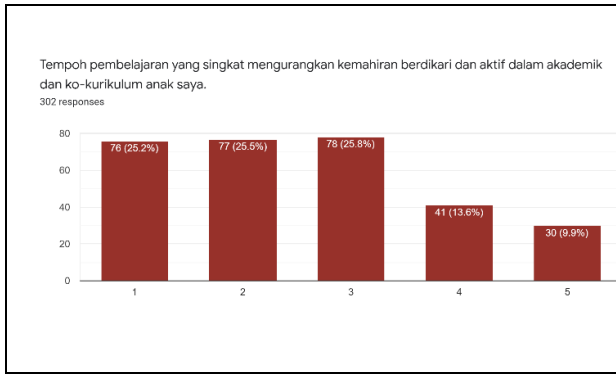
Seterusnya dapatan bagi Rajah 15 menunjukkan soalan kelima bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 15. Tempoh pembelajaran yang singkat mengurangkan ilmu kemahiran insaniah (soft skills) anak saya

Rajah 15 menunjukkan dapatan bagi soalan tempoh pembelajaran yang singkat mengurangkan ilmu kemahiran insaniah (soft skills) anak saya? Dengan 27.2% menjawab kurang setuju, diikuti 25.5% tidak setuju dan sangat tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak bersetuju bahawa tempoh pembelajaran yang singkat mengurangkan ilmu kemahiran insaniah (soft skills) anak mereka.

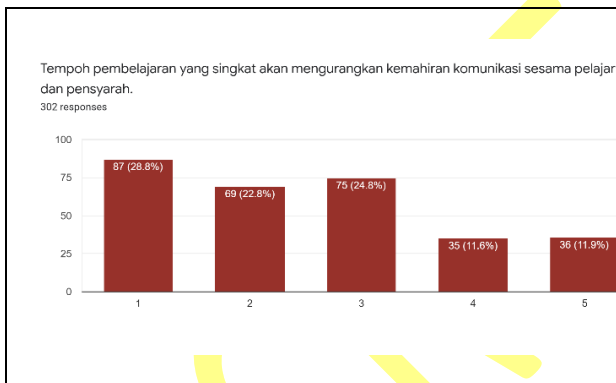
Seterusnya dapatan bagi Rajah 16 menunjukkan soalan keenam bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 16. Tempoh pembelajaran yang singkat mengurangkan kemahiran berdikari dan aktif dalam akademik dan ko-kurikulum anak saya

Dapatan Rajah 16 menunjukkan dapatan bagi soalan tempoh pembelajaran yang singkat mengurangkan kemahiran berdikari dan aktif dalam akademik dan ko-kurikulum anak saya? Dengan 25.8% menjawab kurang setuju, diikuti 25.5% tidak setuju dan 25.2% sangat tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak bersetuju bahawa tempoh pembelajaran yang singkat mengurangkan kemahiran berdikasi dan aktif dalam akademik dan ko-kurikulum anak anak mereka.

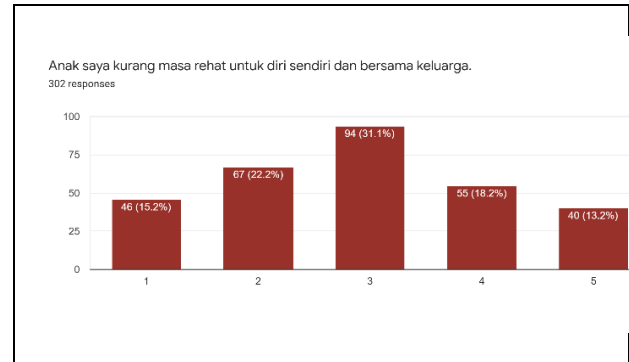
Seterusnya dapatan bagi Rajah 17 menunjukkan soalan ketujuh bagi Kategori 2: Tahap keberkesanan Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 17. Tempoh pembelajaran yang singkat akan mengurangkan kemahiran komunikasi sesama pelajar dan pensyarah

Rajah 17 menunjukkan dapatan bagi soalan tempoh pembelajaran yang singkat akan mengurangkan kemahiran komunikasi sesama pelajar dan pensyarah? Dengan 28.8% menjawab sangat tidak setuju, diikuti 24.8% kurang setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah untuk tempoh pembelajaran yang singkat akan mengurangkan kemahiran komunikasi sesama pelajar dan pensyarah.

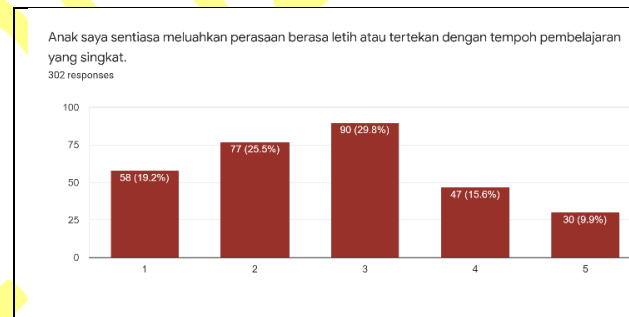
Seterusnya dapatan bagi Rajah 18 menunjukkan soalan pertama bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 18. Anak saya kurang masa rehat untuk diri sendiri dan bersama keluarga

Rajah 18 menunjukkan dapatan bagi soalan anak saya kurang masa rehat untuk diri sendiri dan bersama keluarga? Dengan 31.1% menjawab kurang setuju, diikuti 22.2% tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah kurang masa rehat untuk diri sendiri dan untuk bersama keluarga.

Seterusnya dapatan bagi Rajah 19 menunjukkan soalan kedua bagi Kategori 3: Halangan yang Dihadapi oleh Ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 19. Anak saya sentiasa meluahkan perasaan berasa letih atau tertekan dengan tempoh pembelajaran yang singkat

Dapatan Rajah 19 menunjukkan dapatan bagi soalan anak saya sentiasa meluahkan perasaan berasa letih atau tertekan dengan tempoh pembelajaran yang singkat? Dengan 29.8% menjawab kurang setuju, diikuti 25.5% tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah berasa letih atau tertekan dengan tempoh pembelajaran yang singkat.

Seterusnya dapatan bagi Rajah 20 menunjukkan soalan ketiga bagi Kategori 3: Halangan yang Dihadapi oleh Ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 20. Anak saya terbeban dengan tugas yang banyak disebabkan tempoh pembelajaran yang singkat

Rajah 20 menunjukkan dapatan bagi soalan Anak saya terbeban dengan tugas yang banyak disebabkan

tempoh pembelajaran yang singkat? Dengan 31.1% menjawab kurang setuju, diikuti 27.5% tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah terbeban dengan tugas yang banyak disebabkan tempoh pembelajaran yang singkat.

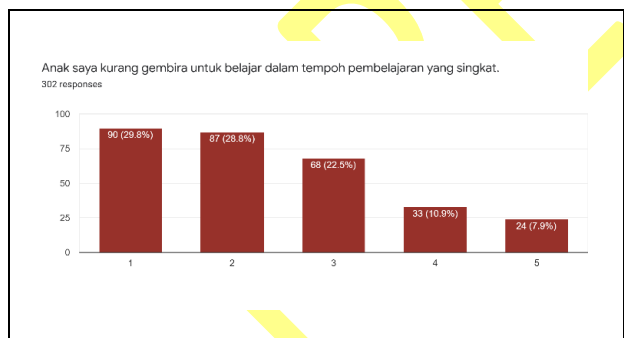
Seterusnya dapatan bagi Rajah 21 menunjukkan soalan keempat bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 21. Anak saya sukar untuk fokus kerana jadual kelas terlalu padat terutama semasa semester pendek dijalankan

Dapatan Rajah 21 menunjukkan dapatan bagi soalan Anak saya sukar untuk fokus kerana jadual kelas terlalu padat terutama semasa semester pendek dijalankan? Dengan 29.1% menjawab kurang setuju, diikuti 27% tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah untuk fokus kerana jadual kelas terlalu padat terutama semasa semester pendek dijalankan

Seterusnya dapatan bagi Rajah 22 menunjukkan soalan kelima bagi Kategori 3: Halangan yang Dihadapi oleh Ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 22. Anak saya kurang gembira untuk belajar dalam tempoh pembelajaran yang singkat

Rajah 22 menunjukkan dapatan bagi soalan Anak saya kurang gembira untuk belajar dalam tempoh pembelajaran yang singkat? Dengan 29.8% menjawab sangat tidak setuju, diikuti 28.8% tidak setuju. Ini menunjukkan ibu bapa/ penjaga sangat tidak setuju dan merasakan anak saya kurang gembira untuk belajar dalam tempoh pembelajaran yang singkat.

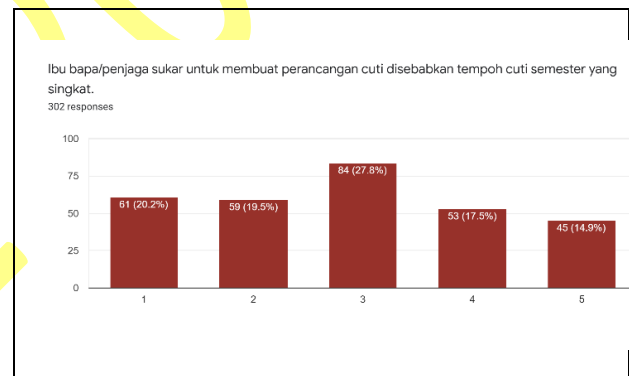
Seterusnya dapatan bagi Rajah 23 menunjukkan soalan keenam bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 23. Anak saya sukar untuk mencapai kecemerlangan akademik dan ko-kurikulum dalam tempoh pembelajaran yang singkat

Rajah 23 menunjukkan dapatan bagi soalan Anak saya sukar untuk mencapai kecemerlangan akademik dan ko-kurikulum dalam tempoh pembelajaran yang singkat? Dengan 28.5% menjawab kurang setuju, diikuti 25.5% tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan anak mereka mempunyai masalah untuk mencapai kecemerlangan akademik dan ko-kurikulum dalam tempoh pembelajaran yang singkat.

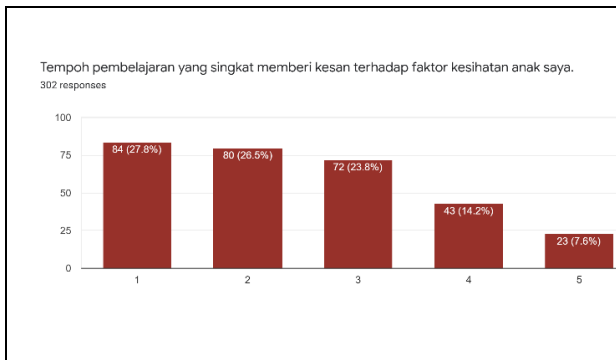
Seterusnya dapatan bagi Rajah 24 menunjukkan soalan ketujuh bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 24. Ibu bapa/ penjaga sukar untuk membuat perancangan cuti disebabkan tempoh cuti semester yang singkat

Dapatan Rajah 24 menunjukkan dapatan bagi soalan Ibu bapa/ penjaga sukar untuk membuat perancangan cuti disebabkan tempoh cuti semester yang singkat? Dengan 27.8% menjawab kurang setuju, diikuti 20.2% sangat tidak setuju. Ini menunjukkan ibu bapa/ penjaga tidak merasakan mereka mempunyai masalah untuk membuat perancangan cuti disebabkan tempoh cuti semester yang singkat.

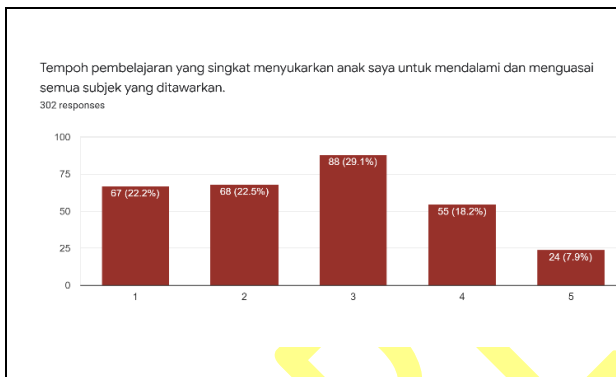
Seterusnya dapatan bagi Rajah 25 menunjukkan soalan kelapan bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 25. Tempoh pembelajaran yang singkat memberi kesan terhadap faktor kesihatan anak saya.

Rajah 25 menunjukkan dapatan bagi soalan Tempoh pembelajaran yang singkat memberi kesan terhadap faktor kesihatan anak saya? Dengan 27.8% sangat tidak setuju, diikuti 26.5% tidak setuju. Ini menunjukkan ibu bapa/penjaga tidak merasakan anak mereka mempunyai masalah kesihatan kesan kepada tempoh pembelajaran yang singkat.

Seterusnya dapatan bagi Rajah 26 menunjukkan soalan kesembilan bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 26. Tempoh pembelajaran yang singkat menyukarkan anak saya mendalami dan menguasai semua subjek yang ditawarkan

Dapatan Rajah 26 menunjukkan dapatan bagi soalan Tempoh pembelajaran yang singkat menyukarkan anak saya mendalami dan menguasai semua subjek yang ditawarkan? Dengan 29.1% menjawab kurang setuju, diikuti 22.5% tidak setuju. Ini menunjukkan ibu bapa/penjaga tidak merasakan anak mereka mempunyai masalah untuk mendalami dan menguasai semua subjek yang ditawarkan dalam tempoh pembelajaran yang singkat.

Seterusnya dapatan bagi Rajah 27 menunjukkan soalan kesepuluh bagi Kategori 3: Halangan yang Dihadapi oleh ibu Bapa Dalam Pengajaran dan Pembelajaran (PdP) Untuk Tempoh 2.5 tahun.



Rajah 27. Tempoh pembelajaran yang singkat ini akan menyebabkan peningkatan tekanan emosi terhadap anak saya

Dapatan Rajah 27 menunjukkan dapatan bagi soalan Tempoh pembelajaran yang singkat ini akan menyebabkan peningkatan tekanan emosi terhadap anak saya? Dengan 28.1% menjawab kurang setuju, diikuti 24.2% sangat tidak setuju. Ini menunjukkan ibu bapa/penjaga tidak merasakan anak mereka mempunyai masalah untuk peningkatan tekanan emosi terhadap anak saya dalam tempoh pembelajaran yang singkat.

V. PERBINCANGAN DAN KESIMPULAN

Dapatan menunjukkan 17 soalan mendapat maklumbalas yang menunjukkan bahawa ibu bapa/penjaga bersetuju untuk mengekalkan tempoh pengajian Diploma DDT kepada 2.5 tahun. Ini adalah kerana ibu bapa/penjaga percaya anak mereka mampu menamatkan pengajian Diploma DDT dengan cemerlang kerana pengajian diploma 2.5 tahun ini lebih menjimatkan masa, kewangan dan juga tenaga.

PENGHARGAAN

Ucapan terima kasih diucapkan kepada Ketua Jabatan, Ketua Program dan semua pensyarah di Jabatan Teknologi Maklumat dan Komunikasi, Politeknik Sultan Idris Shah (PSIS) di atas bantuan sumber dan kemudahan bagi kajian dijalankan.

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Isu Dan Cabaran Yang Dihadapai Oleh Pelajar DDT Di Politeknik Sultan Idris Shah

Rini Hafzah Abdul Rahim, Syaiful Idzwan Mahmud, Zaleha Salamon

Abstrak – Diploma Teknologi Maklumat (Teknologi Digital) (DDT) merupakan salah satu diploma yang ditawarkan kepada para pelajar politeknik yang memilih jurusan teknologi maklumat sebagai bidang kerjaya di masa hadapan. Terdapat beberapa trek yang boleh dipilih oleh pelajar DDT iaitu *Software and Application Development*, *Networking System*, *Information Security*, *Game Development* dan *Pembangunan Web*. Terdapat dua trek yang ditawarkan di Politeknik Sultan Idris Shah iaitu trek *Software and Application Development* dan *Networking System*. Isu dan cabaran yang dihadapi oleh pelajar DDT ini di kumpulkan untuk melihat corak pencapaian para pelajar bermula sesi Jun 2016, Disember 2016, Jun 2017, Disember 2017, Jun 2018 dan Disember 2018. Pencapaian para pelajar bagi enam semester ini dipecahkan dan seterusnya melihat kepada pencapaian *Course Learning Outcome* (CLO) dan *Programme Learning Outcome* (PLO). Seterusnya daripada dapatan tersebut, pencapaian pelajar bagi CLO dan PLO akan memberikan fokus kepada CLO dan PLO yang mendapat pencapaian yang rendah dan perlu dilakukan penambahbaikan untuk meningkatkan pencapaian pelajar di masa hadapan. Kajian ini, dijalankan dengan melihat kepada pencapaian pelajar menggunakan CLO dan PLO dari Sistem Pengurusan Maklumat Politeknik (SPMP). SPMP adalah merupakan sistem bersepadu yang membantu warga politeknik untuk menguruskan maklumat berkaitan pengajaran dan pembelajaran, pengurusan pelajar, pengurusan latihan industri dan sebagainya. Dapatan menunjukkan beberapa penambahbaikan perlu dilakukan terutama PLO yang mencapai 60-70 markah pencapaian iaitu PLO1 dan PLO5 iaitu PLO yang melibatkan pengetahuan kemahiran sosial, kemahiran kognitif dan kemahiran bertanggungjawab.

Kata kunci – *Course Learning Outcome*, *Programme Learning Outcome*, Diploma Teknologi Maklumat (Teknologi Digital).

I. PENGENALAN

Kejayaan dan kecemerlangan seseorang pelajar yang dilahirkan oleh sesebuah institusi bukan sahaja menjadi kebanggaan malahan ianya juga menjadi idola dan motivasi kepada pelajar yang lain untuk terus cemerlang di dunia dan akhirat. Selain daripada kejayaan dan kecemerlangan seseorang pelajar, isu dan cabaran yang di hadapi oleh pelajar adalah salah satu perkara yang perlu sentiasa di pandang serius dari semasa ke semasa. Ini adalah penting kerana isu dan masalah yang dihadapi oleh pelajar ini perlu dilakukan penambahbaikan dari semasa ke semasa dalam memastikan kejayaan dan kecemerlangan pelajar mencapai sasaran yang telah ditetapkan oleh sesuatu program tersebut.

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Sekiranya isu dan masalah yang dihadapi oleh pelajar ini di biarkan begitu sahaja, dikuatiri pencapaian pelajar akan terus merosot dengan lebih teruk dan drastik di masa hadapan.

Di Politeknik, pencapaian dan pengurusan maklumat pelajar diuruskan menggunakan SPMP. SPMP adalah sebuah sistem yang dibangunkan bagi membantu memudahkan semua urusan berkaitan pengajaran dan pembelajaran, hal ehwal pelajar, latihan industri dan lain-lain lagi. Menggunakan maklumat yang diperolehi dari SPMP, isu dan masalah pelajar diperincikan dengan melihat kepada pencapaian pelajar menggunakan *Course Learning Outcome* (CLO) dan *Programme Learning Outcome* (PLO). CLO adalah keputusan dan pencapaian pelajar yang dinilai di hujung semester, manakala PLO pula ialah keputusan dan pencapaian pelajar setelah selesai sesuatu kohort program diploma itu dijalankan.

Terdapat pelbagai kajian lepas yang telah dijalankan bagi melihat kepada isu dan masalah yang dihadapi oleh pelajar. Antara isu dan masalah tersebut, berkaitan pelajar Diploma pendidikan awal kanak-kanak (Review, 2021), berkaitan isu dan masalah membaca di kalangan sekolah rendah (Balanadam & Jamaluddin, 2021), berkaitan isu dan cabaran tenaga pengajar bidang Vokasional (Mohd Yusof, Arsat, Amin, & Abdul Latif, 2020), berkaitan isu dan masalah pembelajaran pandemik di sekolah rendah dan menengah (AbdRahman & Ramli, 2021), berkaitan isu dan masalah pendidikan sekolah pondok (Ishak et al., 2019), berkaitan isu dan cabaran pembelajaran pandemik bagi pelajar khas (Ab Rahman, Syed Shamsudin, Nozlan, Abd. Shakor, & Sukari, 2021) dan lain-lain lagi. Melihat kepada skop kajian lepas yang pelbagai ini menggambarkan kepelbagaian isu dan cabaran yang dihadapi dan boleh diterokai untuk kajian berkaitan pembelajaran dan pendidikan para pelajar.

Namun yang demikian, masih kurang kajian lepas yang dijalankan berkaitan isu dan masalah yang dihadapi oleh pelajar DDT dan khususnya di politeknik. Kajian ini bermatlamat untuk melihat dengan lebih terperinci berkaitan isu dan cabaran yang dihadapi dan seterusnya untuk dijalankan penambahbaikan bagi meningkatkan pencapaian pelajar DDT di masa hadapan. Ini adalah penting bagi menyediakan para pelajar ini menghadapi alam pekerjaan yang lebih mencabar selari dengan perkembangan teknologi maklumat yang berkembang pesat selari dengan perkembangan teknologi industri 4.0.

II. KAJIAN LITERATUR

Terdapat beberapa kajian lalu yang dijalankan dengan memberikan fokus kepada pelajar DDT, antara kajian yang telah dijalankan oleh Bakar, Dianah, dan Bujang, (2019) membincangkan keberkesanan program Diploma DDT 2.5 tahun di empat buah politeknik yang mencapai

50% sasaran program yang telah ditetapkan. Selain daripada itu, kajian yang dijalankan oleh Beevibinti, Wahab, Iyzani, Salehin, dan Binti, (2020) membincangkan penggunaan Model Vark untuk gaya pembelajaran pelajar DDT bagi mata pelajaran pengaturcaraan dengan gaya pembelajaran kinestatik menjadi pilihan para pelajar. Seterusnya, kajian yang dijalankan oleh Ahmad, Ali, dan Mat, (2018) memperkenalkan alat bantuan mengajar iaitu kamus digital VB.net untuk membantu pembelajaran pelajar DDT. Daripada kajian lepas yang dinyatakan, pelbagai skop dan fokus masih boleh dilakukan kajian terutamanya bagi isu, masalah dan cabaran yang dihadapi oleh pelajar dan seterusnya untuk meningkatkan kecemerlangan pelajar khususnya kepada pelajar DDT.

Seterusnya, beberapa kajian lepas dikenalpasti yang memberikan fokus kepada isu dan cabaran yang dihadapi oleh pelajar terutamanya dari aspek pembelajaran dan pencapaian. Kajian lepas berkaitan isu dan cabaran yang pertama ialah kajian yang dijalankan oleh Balanadam dan Jamaluddin, (2021) yang membincangkan masalah dalam kemahiran membaca di kalangan pelajar darjah enam sekolah rendah di Malaysia. Kajian ini menfokuskan lima faktor utama menyumbang perkara ini berlaku iaitu faktor individu, faktor psikologi, faktor kaedah pengajaran guru, faktor masa pengajaran, dan faktor persekitaran yang digunakan. Dalam menghalang perkara ini dari terus berlaku, para guru perlu memainkan peranan dengan meningkatkan dan mempelbagaikan pendekatan pengajaran dan pembelajaran yang mampu meningkatkan minat dan keseronokan pelajar untuk menguasai kemahiran membaca.

Selain daripada itu, kajian lepas berkaitan isu dan cabaran dihadapi oleh pelajar yang kedua ialah kajian yang dijalankan oleh Abd Rahman dan Ramli, (2021) di mana kajian ini menumpukan kepada pendekatan yang dilakukan Kementerian Pendidikan Malaysia (KPM) dalam mendepani isu dan cabaran yang perlu dihadapi oleh pelajar sekolah rendah dan menengah dalam menghadapi pandemik covid-19. Antara pendekatan yang digunakan ialah dengan mewujudkan Manual Pengajaran dan Pembelajaran di Rumah (PdPR), pembatalan peperiksaan awam, perubahan tarikh peperiksaan awam, pembukaan semula sesi persekolahan dan sebagainya. Semua langkah yang telah diambil oleh KPM adalah yang terbaik bagi menjaga kebajikan semua pihak terutamanya para pelajar dan juga para guru. Langkah-langkah yang telah diambil juga adalah sangat penting bagi memastikan kualiti, mutu dan kepentingan sektor pendidikan negara berada pada tahap yang terbaik.

Seterusnya, kajian lepas ketiga yang dipilih ialah kajian yang dijalankan oleh Zulkifli et al., (2020). Kajian ini dijalankan dengan memberikan fokus isu dan cabaran yang dihadapi oleh 213 pelajar Jabatan Pengajian Am di politeknik zon selatan. Dapatan menunjukkan halangan utama bagi keberkesanan pembelajaran menggunakan *Massive Open Online Courses* (MOOC) ialah kekangan capaian internet yang rendah dan perlahan. Diharap penambahbaikan fasiliti kemudahan internet yang lebih bagus diharap dapat membantu mempertingkatkan penggunaan pembelajaran menggunakan MOOC di masa hadapan. Daripada ketiga-tiga kajian lepas yang membincangkan isu dan cabaran dalam pembelajaran

yang telah dibincangkan, Jadual 1 menunjukkan perbezaan antara ketiga-tiga kajian tersebut:

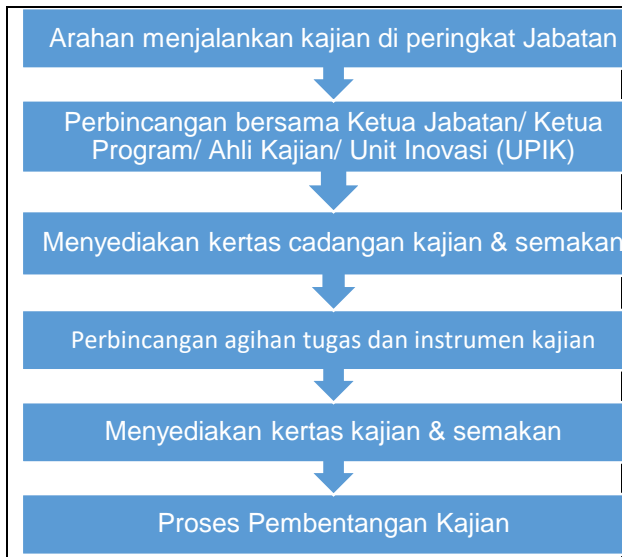
JADUAL 1: ISU DAN CABARAN

| Tajuk | Isu dan Cabaran Dalam Kemahiran Membaca Dikalangan Murid Sekolah Rendah di Malaysia (Balanadam & Jamaluddin, 2021) | Isu dan Cabaran dalam Pelaksanaan Pendidikan Peringkat Rendah dan Menengah: Pendekatan Malaysia Semasa Pandemik Covid-19 (ABD RAHMAN & Ramli, 2021) | Isu dan cabaran penggunaan MOOC dalam proses pengajaran dan pembelajaran (Zulkifli et al., 2020) |
|-----------|--|---|--|
| Lokasi | Pelajar darjah enam sekolah rendah di Malaysia | Sekolah rendah dan sekolah menengah di Malaysia | Politeknik zon selatan di Malaysia |
| Instrumen | - | - | Soal selidik |
| Peserta | - | - | 213 |
| Dapatan | Perlu lebih tingkatan dan dipelbagaikan pendekatan pengajaran guru bahasa | Strategi yang dijalankan oleh KPM menghadapi pandemik covid-19 | Kekangan capaian internet mengganggu pembelajaran pelajar |

Daripada perbandingan jadual 1 tersebut, ketiga-tiga kajian membincangkan isu dan cabaran yang di hadapi oleh pelajar bagi proses pengajaran dan pembelajaran. Kajian pertama difokuskan kepada pelajar sekolah rendah, kajian kedua menggabungkan pelajar sekolah rendah dan menengah, manakala kajian ketiga difokuskan kepada pelajar institusi pengajian tinggi iaitu pelajar politeknik. Dari segi instrumen dan responden pula, hanya kajian ketiga sahaja yang menggunakan instrumen berbentuk soal selidik dengan melibatkan 213 responden, manakala kajian yang lain tidak menyatakan instrumen kajian dan responden yang terlibat. Dapatan yang diperolehi bagi ketiga-tiga kajian ialah pelbagai, iaitu dengan meningkat kemahiran membaca pelajar dengan mempelbagaikan kaedah pengajaran, penggunaan strategik terbaik untuk para pelajar semasa pandemik covid-19 dan penambahbaikan kemudahan capaian internet bagi membantu memudahkan proses pembelajaran pelajar. Berpandukan kajian ketiga juga dijalankan untuk pelajar politeknik, adalah bersesuaian untuk kajian ini juga melihat kepada proses penambahbaikan yang perlu dilakukan bagi membantu meningkatkan pencapaian para pelajar politeknik.

III. METODOLOGI KAJIAN

Metodologi kajian adalah pendekatan yang dijalankan bagi melaksanakan sesuatu kajian. Kajian ini dilaksanakan dengan menyelesaikan enam langkah utama bagi memastikan kajian dapat dilaksanakan dengan lebih sistematik, berkesan dan sekaligus mencapai objektif yang telah ditetapkan. Antara enam langkah tersebut adalah di Rajah 1.



Rajah 1. Metodologi kajian

Rajah 1 menunjukkan enam aktiviti yang perlu dilaksanakan iaitu dengan langkah satu ialah arahan untuk menjalankan kajian di peringkat Jabatan sekaligus bagi mencapai sasaran kajian yang perlu dilaksanakan oleh pensyarah di Jabatan. Langkah ke dua ialah dengan mengadakan perbincangan antara Ketua Jabatan/ Ahli Kajian/ unit yang menguruskan kajian. Perbincangan ini penting bagi memastikan langkah-langkah pelaksanaan kajian dapat dilaksanakan dengan sistematik dan berkesan. Seterusnya langkah ke tiga ialah proses menyediakan kertas cadangan, di mana kertas cadangan ini ialah langkah awal diikuti dengan proses agihan tugas dan instrumen kajian, seterusnya menyediakan kertas kajian dan yang terakhir ialah proses pembentangan kajian.

IV. DAPATAN

Dapatan yang diperolehi adalah hasil bagi Laporan Pencapaian Hasil Pembelajaran Program (PLORR) di mana ianya adalah bagi kohort sesi bermula pada Disember 2018 dan Jun 2019 dan tamat sesi 1 2021/2022. Penerangan PLO adalah seperti berikut:

PLO1: *practice Information and Communication Technology (ICT) skill in performing diagnostic and documenting processes in ICT related fields*

PLO2: *analyse issues and provide solutions in Information and Communication Technology (ICT) by implementing appropriate scientific approaches and reasoning*

PLO3: *display Information and Communication Technology (ICT) skill in performing diagnostic and documenting processes in ICT related fields*

PLO4: *demonstrate effective communication both orally and in writing to others including peers, experts and non-experts*

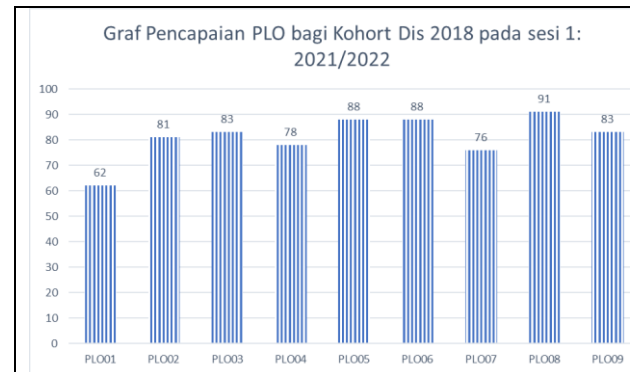
PLO5: *demonstrate social skills and responsibilities by taking alternate role as a leader or member of a diverse team*

PLO6: *demonstrate ability to use Information and Communication Technology (ICT) in quantitative skills to support work and studies*

PLO7: *demonstrate entrepreneurial and good managerial skills in working environment*

PLO8: *demonstrate positive values, ethics and accountability in engaging with society.*

Rajah 2 menunjukkan pencapaian pelajar bagi sesi Disember 2018 dan Jun 2019 ini dilihat dari graf pencapaian PLO.



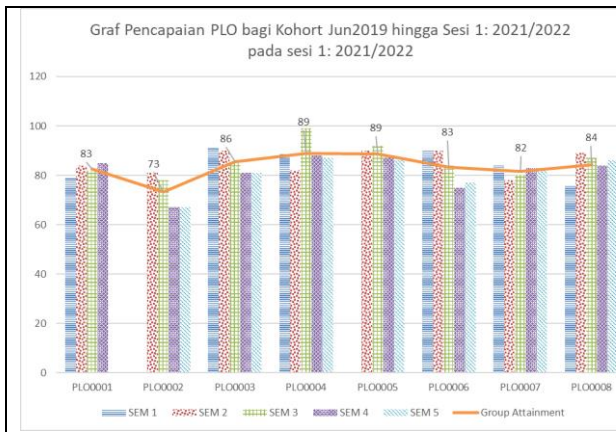
Rajah 2. Graf Pencapaian PLO semester 6 (kohort lama) bagi sesi 1 2021/2022

Dapatan Rajah 2 menunjukkan keseluruhan PLO telah mencapai sasaran iaitu 70%. Pencapaian PLO8 adalah tertinggi dengan peratusan 91%. Namun demikian, beberapa kursus lain yang ditawarkan pada semester ini adalah kursus ulangan yang diambil oleh pelajar yang tercicir. Sehubungan itu, PLO yang terendah dan tidak melepasi sasaran adalah PLO1 dengan peratusan 62%. Kumpulan pelajar ini merupakan kumpulan pelajar kedua yang menjalani Latihan Praktikal dalam suasana Pandemik Covid-19 dan Penguasaan Kawalan Pergerakan (PKP) berfasa seluruh negara. Kumpulan pelajar utama adalah pelajar yang mengambil kursus DUT7019 Industrial Training dan telah mencapai keputusan yang cemerlang keseluruhannya.

Daripada hasil pencapaian yang telah ditunjukkan oleh pelajar, terdapat enam cadangan penambahbaikan untuk meningkatkan pencapaian pelajar. Enam cadangan penambahbaikan tersebut ialah :

1. Menambah baik kualiti penilaian kognitif agar bertepatan dengan objektif kursus.
2. Memperhalusi unsur penilaian yang bertepatan dengan learning domain generik agar pelajar boleh dinilai dengan sewajarnya.
3. Memberi perhatian lebih kepada kumpulan pelajar tercicir dari segi pencapaian akademik dan disiplin mereka.
4. Mendedahkan kepada pelajar contoh hasil produk di pasaran yang mempunyai nilai kreativiti dan komersial yang bermutu tinggi.
5. Menggalakkan pelajar melanggan laman sesawang yang mempunyai informasi teknologi terkini bagi merangsang daya kreativiti pelajar.

Seterusnya, Rajah 3 menunjukkan graf pencapaian PLO semester satu hingga semester 5 bagi sesi 1 2021/2022.



Rajah 3. Graf pencapaian PLO semester satu hingga semester 5 bagi sesi sesi 1 2021/2022

Dapatan Rajah 3 menunjukkan pada keseluruhannya pencapaian semua PLO telah melebihi sasaran yang ditetapkan 60%. Kumpulan pelajar ini adalah pelajar yang menggunakan PLO versi baharu (MQA versi 2) yang mengandungi lapan PLO dan berkonsepkan Clustering Learning Domain (CLS). Kumpulan pelajar ini juga adalah pelajar yang sebahagian besar sesi pengajian terkesan dengan Pandemik Covid-19. PLO yang tertinggi adalah PLO4 dan PLO5 iaitu mengenai CLS *Communication and Communication Skills* dengan nilai 89%. Pencapaian ini menunjukkan pelajar telah menguasai kemahiran berkomunikasi dan bersosial dengan cemerlang walau proses pengajian dan pembelajaran dijalankan dalam talian. Selain itu juga beberapa aktiviti intensif yang berunsurkan pemantapan kemahiran komunikasi dan sosialiti telah giat dilaksanakan dalam tempoh bersemuka bersama pelajar. Manakala PLO2 iaitu CLS *Cognitive Skills* mencatat nilai terendah iaitu 73%. Kumpulan pelajar terlibat dengan PLO2 bermula pada semester 2 hingga semester 4. Ini bermakna pelajar berada pada tahap baik dalam menguasai kognitif aras tinggi mereka.

Daripada hasil pencapaian yang telah ditunjukkan oleh pelajar, terdapat enam cadangan penambahbaikan untuk meningkatkan pencapaian pelajar. Enam cadangan penambahbaikan tersebut ialah :

PLO1: Knowledge and Understanding

- i. Memperkasa latihan berbentuk latih tubi kepada pelajar bagi memantapkan pemahaman pelajar
- ii. Menambah baik kualiti penilaian kognitif agar bertepatan dengan objektif kursus.

PLO2: Cognitive Skills

- i. Mempertingkatkan penilaian formatif dalam sesi pengajaran teori.
- ii. Memperkasa sesi doubt clearance diujung sesi PdP setiap topik.
- iii. Menambahbaik strategi pdp bagi meransang daya kogniviti pelajar terutamanya dalam sukup *High Oder Thinking*.
- iv. Memperkaya latihan ringkas kepada pelajar pada setiap akhir sesi pembelajaran teori.
- v. Memperkayakan perbincangan soalan berorientasikan peperiksaan akhir agar pelajar

berasimilasi dengan soalan-soalan yang mampu mengasah kemahiran kongnitivi mereka.

PLO6: Digital & Numeracy Skills

- i. Mengadakan ruangan coaching khas kepada pelajar yang berkeperluan mengendalikan software dan aplikasi yang digunakan sesi praktikaliti.
- ii. Memperkaya aktiviti yang mampu mengasah penguasaan pelajar dalam satu-satu aplikasi yang digunakan terutamanya penggunaan aplikasi baru

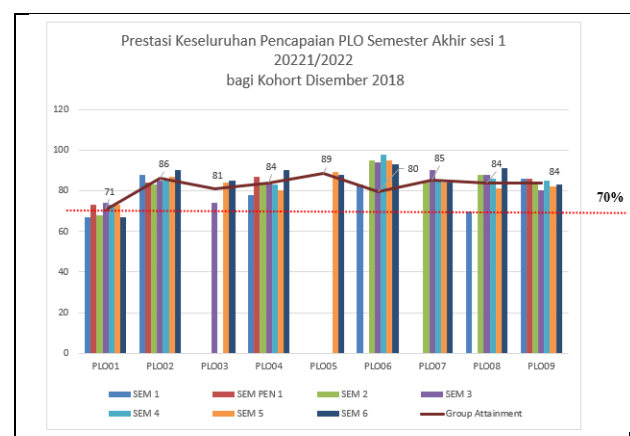
PLO7: Personal and entrepreneurial skills

- i. Mendedahkan kepada pelajar contoh hasil produk dipasaran yang mempunyai nilai kreativiti dan komersialan yang bermutu tinggi.
- ii. Memperkayakan komponen dalam kaedah mengajar bagi menyediakan pelajar lebih profesional dalam menyampaikan idea dan maklumat.
- iii. Mempelbagaikan elemen penguasaan berbahasa dalam kalangan pelajar bagi memupuk nilai kesopanan dalam berkomunikasi

PLO8: Ethics & Professionalism

- i. Mempelbagaikan aktiviti yang mampu menggalakkan pelajar membina hubungan kolaborasi sesama rakan, membentuk budi bahasa dan daya mengadaptasi diri mereka dengan keadaan semasa.
- ii. Menambahbaik strategi pegajaran dan pembelajaran ke arah pemantapan nilai pembangunan profesionalisme dengan berkesan.
- iii. Mempertingkatkan aktiviti yang mampu mengasah kemahiran pelajar berinteraksi dengan pelbagai lapisan hirarki masyarakat sebagai pendedahan dalam alam pekerjaan.
- iv. Mempertingkatkan penyuntikan nilai murni dan moral terhadap pelajar dalam sesi pdp.

Seterusnya, Rajah 4 menunjukkan prestasi keseluruhan pencapaian PLO semester akhir sesi 1 2021/2022 kohort Disember 2018.



Rajah 4. Prestasi keseluruhan pencapaian PLO semester akhir sesi 1 2021/2022 kohort Disember 2018

Dapatan Rajah 4 menunjukkan keseluruhan purata pencapaian pelajar telah mencapai dan melepasi sasaran akhir yang ditetapkan iaitu 70%. PLO tertinggi ialah PLO5 dengan nilai 89% manakala nilai PLO terendah adalah PLO1 iaitu 71%. Ini membuktikan pelajar telah dapat menguasai kemahiran profesionalisma dan moral etika dengan cemerlang. Namun, pelajar masih berada pada tahap sederhana dalam menguasai kemahiran kognitiviti mereka. Ini boleh dirumuskan pemerksaan kemahiran kognitif perlu di perhalusi dalam beberapa perkara bagi memantapkan lagi penguasaan kognitif pelajar. Walaubagaimanapun, nilai kemahiran yang lain pelajar dapat menguasainya dengan amat baik.

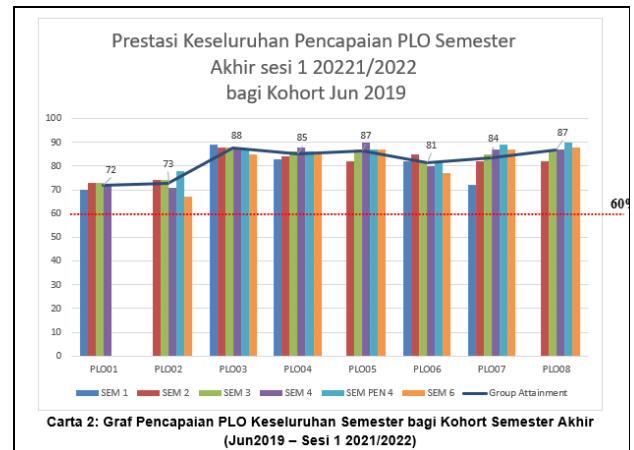
Kekuatan pelaksanaan *Contructional Instructional and Assessment* (CIA) dalam kurikulum adalah seperti berikut:

- i. Pelbagai teknik mengajar telah dilaksanakan dan menunjukkan keputusan yang memberangsangkan.
- ii. Teknik aktiviti berunsur penglibatan aktif yang pelbagai.
- iii. Instrumen elemen penilaian yang sentiasa ditingkatkan pada setiap semester.
- iv. Tambahan pensyarah juga giat memvariasikan penggunaan teknologi pengajaran bagi meningkatkan daya keterlibatan pelajar dalam suasana norma baharu.
- v. Galakan yang komprehensif terhadap pelajar dari segi konteks pelbagai peluang yang ada termasuk aktiviti, pertandingan, persatuan dan sebgainya bagi meransang daya pemikiran tahap tinggi pelajar yang akan menjalani latihan industri.
- vi. Penganjuran pelbagai aktiviti yang mampu meransang daya kreativiti pelajar.
- vii. Kepelbagaian teknik mengajar dan penggunaan komponen alat bantuan mengajar (ABBM).
- viii. Pendedahan yang pelbagai berkenaan isu semasa, teknologi baru, sesi inspirasi bersama alumni dan industri bagi memantapkan nilai kemahiran keusahawanan dan pengurusan.

Daripada hasil pencapaian yang telah ditunjukkan oleh pelajar, terdapat beberapa cadangan penambahbaikan untuk meningkatkan pencapaian pelajar. Cadangan penambahbaikan bagi PLO1-*Knowledge* ialah :

- i. Menambah baik kualiti penilaian kognitif agar bertepatan dengan objektif kursus.
- ii. Memperhalusi unsur penilaian yang bertepatan dengan learning domain generik agar pelajar boleh dinilai dengan sewajarnya.
- iii. Memberi perhatian lebih kepada kumpulan pelajar tercicir dari segi pencapaian akademik dan disiplin mereka.

Seterusnya, Rajah 5 menunjukkan prestasi keseluruhan pencapaian PLO semester akhir sesi 1 2021/2022 kohort Jun 2019.



Rajah 5. Prestasi keseluruhan pencapaian PLO semester akhir sesi 1 2021/2022 kohort Jun 2019

Dapatan Rajah 5 menunjukkan keseluruhannya purata pencapaian pelajar telah mencapai dan melepasi sasaran akhir yang ditetapkan iaitu 60%. PLO tertinggi ialah PLO3 dengan nilai 88% manakala nilai PLO terendah adalah PLO1 iaitu 72%. Ini membuktikan pelajar telah dapat menguasai kemahiran praktikaliti dengan cemerlang. Namun, pelajar masih berada pada tahap sederhana dalam menguasai kemahiran kognitiviti mereka. Ini boleh dirumuskan pemerksaan kemahiran kognitif perlu di perhalusi dalam beberapa perkara bagi memantapkan lagi penguasaan kognitif pelajar. Walaubagaimanapun, nilai kemahiran yang lain pelajar dapat menguasainya dengan amat baik.

Kekuatan pelaksanaan *Curriculum Instructional and Assessment* (CIA) adalah seperti berikut:

- i. Galakan yang komprehensif terhadap pelajar dari segi konteks pelbagai peluang yang ada termasuk aktiviti, pertandingan, persatuan dan sebagainya bagi meransang daya pemikiran tahap tinggi pelajar yang akan menjalani latihan industri.
- ii. Penganjuran pelbagai aktiviti yang mampu meransang daya kreativiti pelajar.
- iii. Kepelbagaian teknik mengajar dan penggunaan komponen ABBM.
- iv. Pendedahan yang pelbagai berkenaan isu semasa, teknologi baru, sesi inspirasi bersama alumni dan industri bagi memantapkan nilai kemahiran keusahawanan dan pengurusan.
- v. Instrumen elemen penilaian yang sentiasa ditingkatkan pada setiap semester.
- vi. Tambahan juga pensyarah juga giat memvariasikan penggunaan teknologi pengajaran bagi meningkatkan daya keterlibatan pelajar dalam suasana norma baharu.

Daripada hasil pencapaian yang telah ditunjukkan oleh pelajar, terdapat beberapa cadangan penambahbaikan untuk meningkatkan pencapaian pelajar. Cadangan penambahbaikan PLO1-*Knowledge* ialah :

- i. Menambah baik kualiti penilaian kognitif agar bertepatan dengan objektif kursus.
- ii. Memperhalusi unsur penilaian yang bertepatan dengan learning domain generik agar pelajar boleh dinilai dengan sewajarnya
- iii. Memberi perhatian lebih kepada kumpulan pelajar tercicir dari segi pencapaian akademik dan disiplin mereka.

V. PERBINCANGAN DAN KESIMPULAN

Pelbagai teknik dan strategi penambahbaikan telah dirancang dan dilaksanakan di pihak penyelaras kursus dan Ketua Program khususnya. Secara umumnya pelaksanaan tersebut didapati berkesan dalam meningkatkan prestasi pelajar pada sesi 1 2021/2022. Namun demikian, sebahagian cadangan penambahbaikan tidak berjaya meningkatkan prestasi PLO pelajar. Oleh itu, penelitian semula cadangan penambahbaikan akan dirancang bagi memantapkan sistem pengajaran dan pembelajaran pada semester Sesi 2:2021/2022.

PENGHARGAAN

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Kerancuan Bahasa Dalam Filem KL Gangster: Suatu Analisis Linguistik Berdasarkan Tahap 4 Kemahiran Bertutur Kerangka Standard Bahasa Melayu (KSBM)

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Abstrak – Kajian ini dilaksanakan bagi menyelidiki kerancuan bahasa Melayu yang terdapat dalam filem KL Gangster berdasarkan Tahap 4 kemahiran bertutur Kerangka Standard Bahasa Melayu (KSBM). Pelaksanaan kajian ini bertujuan bagi mengenal pasti penggunaan kosa kata dan ragam ayat dalam filem KL Gangster dan menganalisis penggunaan ayat aktif dan pasif dengan fasih dan spontan yang terdapat dalam filem KL Gangster. Oleh hal yang demikian, kajian ini menggunakan kaedah pemerhatian secara menonton filem KL Gangster, memasukkan data ke dalam senarai semak dan mencatat data-data yang diperolehi serta mengkategorikan data tersebut mengikut jenis menurut teori kerancuan bahasa Melayu yang dipelopori oleh Teo Kok Seong (2006). Bagi mencapai objektif kedua, pengkaji menganalisis penggunaan ayat aktif dan pasif dengan fasih dan spontan yang telah diungkapkan oleh penutur sehingga mengakibatkan kerancuan bahasa Melayu berlaku dalam filem KL Gangster. Hasil kajian mendapati bahawa terdapat kerancuan bahasa yang disebabkan oleh penggunaan bahasa yang tidak standard dalam filem KL Gangster. Kerancuan bahasa boleh merosakkan bahasa Melayu kerana setiap penggunaan bahasa Melayu telah dicampuradukkan dengan bahasa lain sehingga mencemarkan kemurnian bahasa Melayu itu sendiri. Namun, pengkaji turut berpendapat bahawa kerancuan bahasa perlu ada dalam pembuatan filem yang bergenre aksi ini supaya lebih menarik minat penonton.

Kata Kunci- Kerancuan bahasa; Tahap 4 kemahiran bertutur; KSBM; Ayat aktif dan pasif; bergenre aksi.

I. PENDAHULUAN

Bahasa merupakan medium komunikasi bagi mengungkapkan idea dan juga menyampaikan sesuatu. Malah, bahasa juga berperanan sebagai suatu bentuk wahana penyatuan. Bahasa Melayu Riau dan Indonesia merupakan bahasa piawai, seperti yang telah dipersetujui oleh Indonesia, Malaysia, dan Brunei. Bahasa Melayu Riau dianggap permulaan kelahiran bahasa Melayu. Perkara 152 dalam Perlembagaan Negara/Malaysia dan Akta Bahasa Kebangsaan 1967 telah termaktub bahawa bahasa Melayu ialah bahasa negara atau lebih mudah untuk disebut sebagai bahasa kebangsaan negara Malaysia

Pendidikan 1996 telah menyebutkan mengenai perihal bahasa Melayu sebagai bahasa kebangsaan. Bahasa Melayu piawai yang disebutkan di atas wajib mengikut dan bahasa rasmi negara. Bukan itu sahaja, Undang-undang Pendidikan Kebangsaan dari Akta Pelajaran 1957 hingga ke Akta

saranan dan ketepatan yang telah ditentukan oleh Dewan Bahasa dan Pustaka.

Namun begitu, bahasa Melayu yang digunakan oleh masyarakat Malaysia sejak berdekad lalu telah hilang kepiawaiannya. Pengguna bahasa Melayu telah mula menggunakan bahasa Melayu secara bercampur aduk. Percampuran bahasa yang digunakan dalam bahasa Melayu dipengaruhi oleh beberapa aspek seperti bahasa ibunda, penguasaan bahasa Inggeris yang lebih baik daripada bahasa Melayu, dan juga kewujudan fenomena bahasa slanga. Penggunaan bahasa yang bercampur aduk dalam bahasa Melayu inilah yang mewujudkan istilah kerancuan bahasa.

Kamus Dewan Edisi Keempat (2007) telah memberikan makna tidak teratur, campur aduk dalam penggunaan bahasa, dan juga kekeliruan bagi perkataan “rancu”. Takrifan lain bagi perkataan kerancuan ialah keadaan rancu iaitu tidak teratur, dan kekacauan yang berkait dengan penggunaan bahasa yang tidak betul. Nik Safiah Karim (1986) pula berpendapat pencemaran bahasa ialah penggunaan bahasa yang melanggar peraturan-peraturan bahasa yang telah dipersetujui sama ada pada peringkat sebutan, pilihan kata mahupun susunan frasa atau ayat. Berdasarkan pendapat-pendapat yang diberikan dapatlah disimpulkan bahasa kerancuan bahasa melibatkan kekacauan penggunaan bahasa akibat daripada kekeliruan oleh pengguna bahasa itu sendiri. Kerancuan yang sering berlaku termasuklah kerancuan daripada aspek sebutan, ejaan, peristilahan, pemilihan kosa kata, tatabahasa dan juga laras bahasa.

II. PERNYATAAN MASALAH

Dalam aspek penggunaan bahasa dalam bertutur, tidak disangkal lagi penggunaan kerancuan bahasa berlaku oleh sebab pengaruh daripada bahasa luar (bahasa asing, dialek daerah, mahupun slanga). Kajian ini bertumpu kepada kerancuan bahasa Melayu yang terdapat dalam filem aksi “KL Gangster” hasil arahan daripada Syamsul Yusof. Masyarakat Malaysia yang berbilang kaum juga dilihat sering menggunakan bahasa Melayu yang rancu. Hal ini disebabkan oleh, masyarakat Malaysia meskipun menggunakan bahasa Melayu sebagai bahasa utama, namun mereka lebih mengutamakan bahasa ibunda masing-masing. Hal tersebut terjadi dilihat sebagai suatu bentuk kekurangan pengetahuan mengenai percampuran

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dan penukaran kod yang menyebabkan penggunaan kerancuan bahasa Melayu dalam kehidupan seharian mereka terjadi. Kenyataan Sultan Perak dalam akhbar Berita Harian yang diterbitkan pada 5 Oktober 2016 menyebutkan dasar pengajaran Bahasa Inggeris harus digubal bagi melahirkan generasi yang menguasai dwibahasa untuk memperlihatkan generasi yang bersifat global.

Namun, penguasaan bahasa Melayu yang tepat haruslah lebih supaya dapat menjamin kedaulatan bahasa Melayu sebagai bahasa kebangsaan. Hal tersebut memperlihatkan masyarakat yang berbahasa Melayu boleh menguasai bahasa lain juga namun bahasa Melayu haruslah menjadi keutamaan bagi memartabatkan bahasa Melayu. Penguasaan bahasa ibunda masing-masing adalah penting, namun penguasaan lebih daripada satu bahasa tersebut boleh mengakibatkan berlakunya kerancuan bahasa. Maka, pengguna bahasa Melayu diharapkan untuk menggunakan bahasa Melayu yang tepat dan mengikut peraturan bahasanya bagi memastikan bahasa Melayu tidak tenggelam akibat daripada penggunaan kerancuan bahasa.

Hal sedemikian berkait juga dengan normalisasi penggunaan bahasa Melayu yang rancu juga cenderung untuk menyebabkan gejala tersebut untuk terus berlaku dengan lebih dahsyat lagi. Apabila penggunaan bahasa Melayu yang rancu dianggap sebagai satu kebiasaan, maka pembentukan negara bangsa melalui kedaulatan bahasa kebangsaan akan dilihat gagal. Kegagalan untuk mendaulatkan bahasa kebangsaan secara tidak langsung akan memperlihatkan kedudukan masyarakat yang menggunakan bahasa Melayu sebagai masyarakat yang lemah dari aspek penguasaan bahasa. Dasar Kebudayaan Kebangsaan yang telah dirangka pada tahun 1971 telah meletakkan matlamat untuk menjadikan filem sebagai salah satu aspek yang mempunyai peranan penting dalam membentuk bangsa dan budaya negara ini. Hal ini menunjukkan bahawa tanggungjawab untuk menggunakan bahasa Melayu yang betul bukan hanya terletak pada bacaan buku ilmiah sahaja, malah seni digital seperti filem dan drama bersiri turut memainkan peranan.

Berdasarkan pernyataan masalah yang telah dinyatakan, pengaruh filem atau drama bersiri seharusnya memandangi tinggi penggunaan bahasa Melayu yang tepat di dalam filem atau drama bersiri yang ingin dilaksanakan bagi membantu dalam peningkatan martabat bahasa Melayu di negara kita. Melalui filem atau drama bersiri juga, masyarakat yang menggunakan bahasa Melayu dapat melihat penggunaan bahasa Melayu yang betul dan mengikut contoh yang ditonton.

III. BATASAN KAJIAN

Kajian ini dilaksanakan terhadap kerancuan bahasa dalam filem "KL Gangster" yang diterbitkan pada tahun 2011 di bawah arahan Syamsul Yusof. Oleh itu, bahasa-bahasa tersebut sering dipertuturkan oleh sekumpulan penutur tertentu seperti golongan muda sahaja. Fenomena kerancuan bahasa yang dikaji adalah ketika dialog yang diucapkan oleh para pelakon KL Gangster. Kajian ini memberi penumpuan kepada jenis-jenis kerancuan bahasa terhadap kosa kata dan ragam ayat dalam filem dan kekerapan penggunaan kerancuan bahasa yang digunakan

dalam ayat aktif dan pasif dengan fasih dan spontan dalam filem KL Gangster. Kajian ini dilaksanakan terhadap filem genre aksi jenayah. Kajian ini terbatas kepada rakaman filem dan teks skrip yang digunakan dalam filem. Filem ini dikaji dari awal sehingga pengakhiran cerita yang berdurasi selama satu jam lima belas minit. Setiap perkataan kerancuan bahasa yang dituturkan oleh pelakon akan dicatat dalam proses untuk memperoleh dan mengumpul data mengenai penggunaan kerancuan bahasa dalam filem. Pengkaji mendapati bahawa filem "KL Gangster" mempunyai banyak penggunaan kerancuan bahasa.

IV. OBJEKTIF KAJIAN

Kajian ini mempunyai beberapa objektif, iaitu:

- i) Menggunakan kosa kata dan ragam ayat dalam filem KL Gangster.
- ii) Menggunakan ayat aktif dan pasif dengan fasih dan spontan dalam filem KL Gangster.

V. PERSOALAN KAJIAN

Bagi mencapai objektif kajian, persoalan kajian dibentuk seperti yang berikut:

Apakah kosa kata dan ragam ayat yang terdapat dalam bahasa Melayu dalam filem "KL Gangster"?

Adakah terdapat ayat aktif dan pasif dengan fasih dan spontan yang timbul akibat daripada kerancuan bahasa dalam filem "KL Gangster"?

VI. KEPENTINGAN KAJIAN

Berdasarkan analisis yang telah dapat dilihat daripada penghasilan hasil kajian ini, pengkaji meletakkan harapan bagi kajian ilmiah ini mempunyai kemampuan untuk memberi manfaat kepada para pembacanya. Terdapat beberapa kepentingan yang diharapkan boleh memberi suatu bentuk pemahaman bagi pembaca kajian ini. Antaranya ialah:

Kajian ini menerangkan secara jelas mengenai kerancuan bahasa Melayu yang terdapat dalam filem KL Gangster.

Pembaca kajian ini diharapkan boleh memahami mengenai kerancuan bahasa yang merupakan suatu fenomena bahasa yang berlaku secara berleluasa dan mengambil tindakan untuk menggunakan bahasa Melayu dengan tepat dan mengikut piawaian berbahasa yang telah digariskan.

Pengkaji juga berharap pembaca kajian ini memahami penggunaan bahasa yang betul dalam filem atau drama bersiri dapat mempengaruhi penonton. Setakat kajian yang dilakukan oleh pengkaji didapati bahawa kewujudan gejala kerancuan bahasa dalam filem belum pernah lagi dilaksanakan. Maka, kajian ini diharapkan dapat membantu para pengkaji pada masa akan datang yang berminat untuk membuat kajian mengenai kerancuan

bahasa Melayu.

VII. DEFINISI OPERASIONAL

Antara definisi konsep yang pengkaji gunakan bagi melaksanakan penyelidikan ini adalah kerancuan bahasa, filem dan filem KL Gangster.

Kerancuan Bahasa

Menurut Kamus Pelajar Edisi Kedua (2016), kata rancu merupakan kata adjektif yang bermakna bercampur aduk; iaitu kacau (berkenaan bahasa) atau mencampuradukkan. Kata rancu juga bersinonim dengan bercampur baur. Dalam istilah Majlis Bahasa Brunei-Indonesia-Malaysia (MABBIM), perkataan rancu digunakan dalam bidang kesusasteraan dalam frasa yang disebut sebagai kiasan rancu.

Filem

Menurut Kamus Dewan Bahasa dan Pustaka Edisi Keempat (2005), filem bermaksud gambar bergerak yang ditayangkan pada layar, biasanya di pawagam, wayang gambar. Dokumentari filem yang memaparkan kisah sebenar tentang sesuatu perkara. Filem adalah satu media yang popular di negara ini. Menurut Anisah Sarji et al. (1996), filem diertikan sebagai imej yang terhasil dalam bentuk visual bergerak yang mengandungi unsur-unsur penceritaan yang ditulis, diolah dalam bentuk dialog, visual dan bunyi, yang kemudiannya dirakamkan menggunakan kamera, diolah dengan menggunakan berbagai-bagai kepentingan dan matlamat untuk dipamerkan secara tayangan di panggung-panggung wayang dan televisyen.

Selain itu, menurut Naim Haji Ahmad (2010), filem juga boleh diertikan sebagai hasil garapan pelbagai seni yang memaparkan cerita dan cermin kepada budaya masyarakat tertentu; pemikiran dan cetusan perasaan pembikinannya; sebuah cerita tentang kehidupan yang tidak terbatas kepada manusia sahaja, sama ada cerita itu benar, khayalan atau cerita yang telah diubah suai atau dipadankan; dan kesatuan bingkai-bingkai yang telah digarap secara harmoni menjadi syot, kesatuan syot-syot menjadi jujuk, kesatuan jujuk menjadi babak dan seterusnya kesatuan babak-babak menjadi sebuah teks atau cerita.

Filem KL Gangster

KL Gangster merupakan sebuah filem padat dengan aksi arahan daripada Syamsul Yusof, Skop Productions Sdn Bhd yang telah ditayangkan di pawagam pada 9 Jun 2011. Filem ini dilakonan oleh Aaron Aziz, Syamsul Yusof, Zizan Razak, Adi Putra, Sofi Jikan, Sheera Iskandar dan Ridzuan Hashim. Karya terbaharu Syamsul bersama sepupunya, Rizal Ashraf dan Datuk Yusof Haslam ini mengisahkan kehidupan seorang samseng yang tersepit di antara permasalahan keluarga dan dunia gangster. Pembikinan filem KL Gangster telah menelan belanja sebanyak RM1.8 juta termasuk kos promosi.

Filem ini telah mencatatkan hasil kutipan RM 10 juta di pawagam-pawagam tempatan. Filem ini mengisahkan

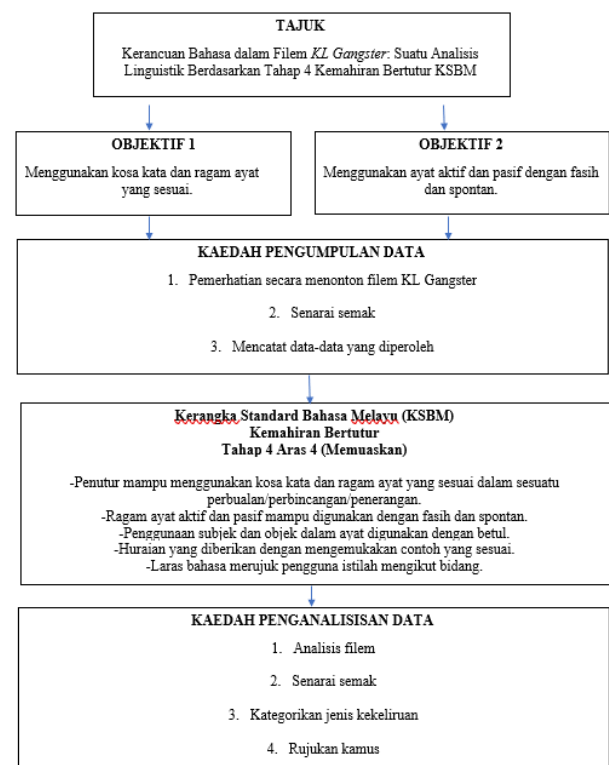
dua adik-beradik yang telah terjebak di dalam dunia gangster, seorang bernama Malek sebagai abang dan Jai sebagai adik. Malek telah dipenjarakan selama 5 tahun akibat dikhianati oleh kumpulannya sendiri yang didalangi oleh Shark, anak tiri kepada King, iaitu ketua kongsi gelap yang paling berpengaruh di Kuala Lumpur. Setelah lima tahun, Malek telah dibebaskan dan dia ingin mengubah nasib kehidupan serta menjauhkan diri daripada kehidupan hitam sebagai ahli kongsi gelap.

VIII. METODOLOGI KAJIAN

Kajian ini merupakan suatu kajian kualitatif. Kaedah pengumpulan data yang digunakan oleh pengkaji ialah pemerhatian secara menonton filem KL Gangster, memasukkan data ke dalam senarai semak dan mencatat data-data yang diperolehi.

IX. KERANGKA KONSEPTUAL

Rajah 1 di bawah menunjukkan kerangka konseptual bagi kajian kerancuan bahasa dalam filem KL Gangster: suatu analisis linguistik berdasarkan tahap 4 kemahiran bertutur KSBM.



Rajah 1: Kerangka Konseptual Kajian

X. DAPATAN KAJIAN

Bahagian ini membincangkan dapatan hasil kajian yang ingin dicapai. Dalam bahagian dapatan kajian ini, pengkaji mendapati bahawa terdapat banyak penggunaan kerancuan bahasa dalam filem "KL Gangster". Penggunaan kerancuan bahasa yang didapati dikategorikan mengikut jenis kerancuan yang telah dipelopori oleh Teo Kok Seong (2006), iaitu a) kerancuan jenis tempelan, b) kerancuan dalam ayat, c) kerancuan di antara ayat dan d) penukaran kod dalam perkataan bagi

mengenal pasti penggunaan kosa kata dan ragam ayat yang sesuai dalam filem “KL Gangster”. Daripada jenis-jenis kerancuan yang didapati, pengkaji juga memperoleh data bagi objektif kedua kajian dengan menganalisis penggunaan ayat aktif dan pasif dengan fasih dan spontan hasil daripada kerancuan bahasa yang muncul dalam filem “KL Gangster”.

XI. JENIS KERANCUAN BAHASA

Kajian ini dilaksanakan menggunakan filem “KL Gangster” sebagai instrumen kajian bagi mendapatkan data. Jenis-jenis kerancuan bahasa Melayu yang terdapat dalam filem tersebut dikategorikan menggunakan teori yang diperkenalkan oleh Teo Kok Seong (2006). Namun, pengkaji mendapati terdapat jenis kerancuan lain yang boleh ditambah lagi bagi mengukuhkan lagi teori tersebut.

Kerancuan Jenis Tempelan

Hasil kajian mendapati terdapat 8 ayat penggunaan kerancuan yang berbentuk tempelan dalam filem “KL Gangster”. Kerancuan jenis tempelan ini melibatkan penggunaan campur aduk bahasa Melayu dengan bahasa lain. Penggunaan bahasa asing atau bahasa lain yang digunakan dalam ungkapan adalah sepatah dan (hampir) keseluruhan ungkapan itu dituturkan dalam bahasa Melayu. Kebiasaannya, kerancuan berbentuk tempelan terjadi sama ada pada awal ataupun akhir sesuatu ayat. Berikut merupakan kerancuan bahasa Melayu jenis tempelan yang terdapat dalam filem “KL Gangster”.

JADUAL 1: KERANCUAN JENIS TEMPELAN

| Bil. | Dialog | Babak |
|------|---|-------|
| 1. | “School fitness, <u>kepala otak</u> kau, huh. Kau pun <u>makin besar nampak</u> .” | 2 |
| 2. | Sorry to say bro, dah <u>macam rosak</u> gua tengok dia. Tinggallah mak lu <u>sorang-sorang</u> dekat rumah. | 11 |
| 3. | Wow, wow, wow, wow. Bro, sorry. <u>Jangan sepak-sepak</u> macam tu. <u>Cakap elok</u> elok la. | 14 |
| 4. | Sorry <u>lah King</u> , <u>aku dah cuci tangan</u> . | 17 |
| 5. | Okay fine. Benda <u>ni boleh</u> settle. Kau <u>jangan kacau</u> bisnes aku. | 19 |
| | Malik: Lu tak nak <u>gua kacau</u> bisnes lu, lu <u>jangan</u> bagi adik gua datang <u>sini lagi</u> . <u>Apa macam? Boleh?</u> | |
| 6. | Guys. <u>Itu belum Abang Long Dil</u> lagi. <u>Kalau Abang Long Dil</u> , dah <u>arwah dia ni</u> . | 19 |
| 7. | Hey taiko! <u>Jangan ini</u> macam taiko. <u>Dia tak sengaja</u> . | 27 |
| 8. | Gua tau <u>macam mana</u> <u>mahu</u> handle. | 29 |

Kerancuan Jenis Dalam Ayat

Hasil kajian ini menemui 14 ayat dalam penggunaan kerancuan bahasa yang berbentuk dalam ayat dalam instrumen kajian iaitu filem “KL Gangster”. Kerancuan jenis dalam ayat ini dilihat dari segi aspek terdapatnya penukaran bahasa Melayu ke suatu bahasa lain yang berlaku dalam ayat yang sama. Lazimnya penukaran bahasa yang berlaku adalah dalam bentuk frasa. Berikut merupakan kerancuan bahasa Melayu jenis dalam ayat yang dijumpai dalam filem “KL Gangster”.

JADUAL 2: KERANCUAN DALAM AYAT

| Bil. | Dialog | Babak |
|------|---|-------|
| 1. | “ <u>Apa macam? Cuti Panjang? Best? Huh?</u> ” | 2 |
| 2. | “Waa, <u>Ajib, dia main hidung</u> <u>gua</u> . <u>Dia memang</u> cari pasal. Okay guys, <u>gua gerak dulu</u> . Hahahaha. <u>Pakai seatbelt, pakai seatbelt</u> . <u>Nanti kena saman</u> <u>aku tak larat nak bayar</u> .” | 2 |
| 3. | “Kutu mana? <u>Takkan kau tak boleh</u> settle? Hal <u>kecil macam ni</u> pun <u>aku nak turun</u> juga ke?” | 3 |
| 4. | “ <u>Hayya</u> , lu orang <u>jangan kacau</u> <u>gua</u> punya business ma. <u>Lu cari tempat lain</u> la kawan.” | 3 |
| 5. | “ <u>Gua mau lu deal sama</u> <u>kitorang</u> , faham?” | 4 |
| 6. | “Hahaha, bro wake up, bro! <u>Malaysia</u> kan negara <u>mau</u> .” | 5 |
| 7. | “Tony, ah? Taiko tai, <u>Sekarang lu</u> masuk area <u>gua</u> ma. King punya <u>kawasan</u> tau. Lu sudah parking <u>lu</u> punya business <u>sini</u> sudah <u>cukup baik</u> . <u>Apa lagi</u> <u>lu mau? Tak cukup</u> ka?” | 6 |
| 8. | “Sorry King. <u>Gua sudah tak mau</u> <u>bikin</u> business <u>sama</u> lu. <u>Gua sudah deal sama</u> orang lain.” | 6 |
| 9. | “ <u>Ada gua kisah? Bukan</u> <u>gua</u> punya hal ma. <u>Dia sendiri</u> bagi <u>bangsat</u> <u>sama</u> dia punya customer. <u>Dia sendiri</u> jawablah.” | 7 |
| 10. | “ <u>Aku tanya korang? Eh? Kau tau</u> berapa kaya <u>cina</u> <u>bukit tu? Kalau</u> setakat <u>duit ni</u> <u>aku</u> ambil, <u>tak</u> miskin tau. <u>Nak</u> <u>harapkan</u> <u>duit</u> <u>dia</u> <u>bagi</u> <u>korang</u> , <u>semua</u> <u>makan</u> <u>pasir</u> , <u>makan</u> <u>lumut</u> . <u>Aku</u> <u>nak</u> <u>makan</u> <u>fish</u> <u>and</u> <u>chip</u> .” | 7 |
| 11. | “ <u>Dragon, makin</u> handsome ah? <u>Hati senang</u> ah?” | 13 |
| 12. | “ <u>Eh Malik</u> . Kita dah lama <u>kawan</u> . <u>Apa</u> <u>macam?</u> <u>Bila</u> <u>kau</u> <u>nak</u> <u>join</u> <u>aku?</u> ” | 17 |
| 13. | “ <u>Lepas ni</u> <u>brother</u> faham-faham je <u>lah</u> . <u>Nampak</u> <u>ja</u> , <u>muka</u> <u>gua</u> , <u>no</u> <u>entrance</u> <u>charge</u> , <u>awek</u> <u>dua</u> , <u>cun?</u> ” | 19 |
| 14. | “ <u>Selesa</u> kau cakap? <u>Huh! Hey! You</u> , <u>gua</u> , <u>Dragon</u> . <u>Karaoke</u> <u>5</u> <u>Star</u> , <u>perempuan</u> , <u>baru</u> <u>lah</u> <u>selesa</u> . <u>Sayur</u> <u>ni</u> <u>lu</u> <u>jual? Sayur</u> <u>kita</u> <u>jual</u> <u>satu</u> <u>kilo</u> <u>tiga</u> <u>empat</u> <u>ribu</u> , <u>bro</u> . <u>Ini</u> <u>satu</u> <u>kilo</u> <u>tiga</u> <u>ringgit</u> <u>lu</u> <u>mahu</u> <u>jual</u> <u>ah?</u> ” | 27 |

Kerancuan di Antara Ayat

Terdapat beberapa kali saja penggunaan kerancuan bahasa di antara ayat dalam filem “KL Gangster”. Kerancuan bahasa yang terjadi di antara ayat ini berlaku apabila terdapatnya penukaran dari bahasa Melayu ke bahasa lain yang terjadi di antara ayat. Berikut adalah kerancuan di antara ayat yang terdapat dalam filem “KL Gangster”.

JADUAL 3: KERANCUAN DI ANTARA AYAT

| Bil. | Dialog | Babak |
|------|---|-------|
| 1. | “Hohohohoo. Jib! Guys! Come to papa, come to papa...ssss... Oh my God, bro. What's up bro? What's up bro? Ada orang <u>kacau</u> , <u>ada</u> orang <u>kacau</u> <u>lu</u> <u>kat</u> <u>dalam</u> ? <u>Huh! Bagitahu</u> <u>gua</u> <u>biar</u> <u>gua</u> <u>belasah</u> . <u>Lu</u> <u>macam</u> <u>masuk</u> <u>school</u> <u>fitness</u> , <u>ini</u> <u>penjara</u> <u>la</u> <u>bro</u> .” | 2 |
| 2. | “ <u>Tak payah</u> . <u>Biar</u> <u>Dragon</u> <u>take</u> <u>over</u> . <u>Itu</u> <u>bukan</u> <u>tempat</u> <u>kita</u> <u>lagi</u> . <u>Jangan</u> <u>pasal</u> <u>kau</u> <u>anak</u> <u>tiri</u> <u>aku</u> , <u>kau</u> <u>nak</u> <u>buat</u> <u>suka</u> <u>hati</u> <u>kau</u> . <u>Apa-apa</u> <u>kau</u> <u>nak</u> <u>buat</u> <u>kau</u> <u>bincang</u> <u>dulu</u> <u>dengan</u> <u>aku</u> <u>kalau</u> <u>kau</u> <u>nak</u> <u>stay</u> <u>lama</u> <u>dalam</u> <u>line</u> <u>ni</u> .” | 9 |
| 3. | “ <u>Dah</u> <u>lah</u> , <u>macam</u> <u>ni</u> , <u>macam</u> <u>ni</u> . <u>Lepas</u> <u>ni</u> <u>apa</u> <u>yang</u> <u>kita</u> <u>nak</u> <u>buat</u> <u>kita</u> <u>cover</u> <u>line</u> <u>sikit</u> .” | 10 |
| 4. | “ <u>Apa</u> <u>yang</u> <u>kau</u> <u>busy</u> <u>sangat</u> <u>fikir</u> <u>pasal</u> <u>si</u> <u>Malik?</u> <u>Dia</u> <u>bukan</u> <u>nak</u> <u>join</u> <u>kita</u> . <u>Dia</u> <u>nak</u> <u>jadi</u> <u>baik</u> <u>bro</u> . <u>Eh</u> <u>pergi</u> <u>mampus</u> <u>lah</u> <u>nak</u> <u>jadi</u> <u>baik</u> .” | 33 |
| 5. | “ <u>Kalau</u> <u>kau</u> <u>nak</u> <u>tarik</u> <u>Jai</u> <u>keluar</u> <u>daripada</u> <u>group</u> <u>tu</u> <u>pun</u> , <u>kau</u> <u>fikir</u> <u>Shark</u> <u>nak</u> <u>tengok</u> <u>je</u> <u>ke?</u> ” | 35 |

Kerancuan Dalam Perkataan

Pengkaji menemui beberapa saja penggunaan kerancuan bahasa dalam perkataan yang terdapat dalam filem “KL Gangster”. Jenis kerancuan ini berlaku apabila terlihatnya hadir penggunaan bahasa lain dalam pembentukan bahasa Melayu. Berikut adalah kerancuan

dalam perkataan yang terdapat dalam filem “KL Gangster”.

JADUAL 4: KERANCUAN DALAM PERKATAAN

| Bil. | Dialog | Babak |
|------|---|-------|
| 1. | “ <u>Apa lu mau sekarang?</u> Come fight la?” | 6 |
| 2. | “ <u>Haih, banyak duit. Confirmlah</u> Dragon kau <u>sebat ni.</u> ” | 7 |
| 3. | “ <u>Kau tak puas hati dengan</u> Malik pun, kau <u>jangan libatkan mak dia.</u> Kau <u>settlekan dengan dia.</u> ” | 37 |

XII. PENGGUNAAN AYAT AKTIF DAN PASIF

Jadual 5 dan 6 di bawah menunjukkan penggunaan ayat aktif dan ayat pasif dengan fasih dan spontan yang terdapat dalam filem KL Gangster.

JADUAL 5: PENGGUNAAN AYAT AKTIF DENGAN FASIH DAN SPONTAN

| Bil | Ayat Aktif | Babak |
|-----|---|-------|
| 1. | “ <u>Seorang yang sangat ekstrimis melakukan sesuatu tanpa berfikir panjang untuk</u> mendapatkan wang.” | 1 |
| 2. | “ <u>Aku dan King yang menaikkan kumpulan ini sehingga kumpulan ini amat digeruni</u> kumpulan lain tetapi segalanya berubah.” | 1 |
| 3. | “ <u>Manusia sanggup melakukan apa sahaja untuk kuasa dan wang walaupun terpaksa menikam darah daging sendiri dan hari ini, hari yang aku tunggu.</u> ” | 1 |
| 4. | “ <u>Shark masih berbulu dengan kau.</u> Kau <u>ambil customer dia.</u> ” | 7 |
| 5. | “ <u>Eh gua abang long lu bro, takkan gua nak lu merempat tepi jalan. Mesti gua tolong lu. Gua abang yang bertanggungjawab.</u> ” | 11 |
| 6. | “ <u>Dia berniaga di sini sampai malam.</u> ” | 12 |
| 7. | “ <u>Lu menyalak sangat kuat. Serupa anjing. Lu tau ka?</u> ” | 13 |
| 8. | “ <u>Gua pun dah dua bulan merempat bro.</u> ” | 17 |
| 9. | “ <u>Shark dah mengamuk macam orang gila la Jai.</u> ” | 39 |

JADUAL 6: PENGGUNAAN AYAT PASIF DENGAN FASIH DAN SPONTAN

| Bil | Ayat Pasif | Babak |
|-----|--|-------|
| 1. | “ <u>Aku disabit bersalah kerana melakukan rompakan bersenjata dan aku tahu ini dirancang oleh Shark untuk menjatuhkan aku tanpa pengetahuan King.</u> ” | 1 |
| 2. | “ <u>Seorang yang gila kuasa dan disebabkan dia, aku di sini, 5 tahun, 5 tahun aku meringkuk di dalam penjara.</u> ” | 1 |
| 3. | “ <u>Hari aku dibebaskan. Bebas dari segala-galanya.</u> ” | 1 |
| 4. | “ <u>Mak dah tak tahan lagi dihina, dicaci oleh orang kampung ni.</u> ” | 12 |

XIII. IMPLIKASI DAPATAN KAJIAN

Bahagian ini adalah perbincangan mengenai implikasi berdasarkan perbincangan dapatan kajian sebelum ini. Berdasarkan kajian yang telah dilakukan terhadap filem KL gangster didapati bahawa terdapat kosa kata dan ragam ayat yang melibatkan kerancuan bahasa di dalam beberapa babak filem. Di samping itu, penggunaan ayat aktif dan ayat pasif dengan fasih dan spontan turut dituturkan dalam dialog oleh para pelakon sebagai penutur di dalam filem tersebut. Secara kesimpulannya, penutur tidak mampu menggunakan kosa kata dan ragam ayat yang sesuai dalam sesuatu perbualan sehingga mengakibatkan kerancuan bahasa terjadi. Oleh itu, dalam mendapatkan data-data yang dikumpul pengkaji telah menggunakan panduan daripada Kerangka Standard Bahasa Melayu Kemahiran Bertutur Tahap 4 Aras 4 bagi mengukur tahap kerancuan bahasa di samping teori daripada Teo Kok Siong (2006).

XIV. CADANGAN KAJIAN LANJUTAN

Pengkaji mendapati terdapatnya beberapa perkara yang boleh dijadikan cadangan bagi para pelajar dan pengkaji akan datang bagi melaksanakan kajian seperti ini untuk memantapkan lagi teori kerancuan bahasa Melayu dan menyebarkan ilmu penggunaan bahasa Melayu yang mengikut piawaian. Pengkaji akan datang yang ingin melaksanakan kajian mengenai kerancuan bahasa Melayu boleh memperkembangkan lagi aspek kajian terutamanya dari aspek kekeliruan penggunaan dan makna yang melibatkan kerancuan bahasa Melayu. Hal ini kerana, pengkaji mendapati bahawa kerancuan bahasa boleh dikembangkan lagi melalui beberapa aspek iaitu dari segi bentuk atau jenis kerancuannya. Kerancuan bahasa bukan hanya melibatkan penukaran kod, malahan apa-apa jenis penggunaan bahasa yang tidak mengikut piawaian yang digunakan dalam ayat bahasa Melayu boleh dianggap sebagai kerancuan.

Terdapat juga perkara yang boleh dikaji dengan lebih lanjut mengenai kerancuan bahasa Melayu iaitu penggunaan bahasa Melayu dalam bahasa lain. Hal tersebut boleh dikaji dari aspek kekeliruan makna yang berlaku dan juga penyerapan bahasa Melayu ke dalam bahasa lain. Meskipun penutur bahasa Melayu tidak seramai penutur yang menggunakan bahasa Inggeris, namun ada golongan yang memasukkan bahasa Melayu ke dalam ayat bahasa lain. Kekeliruan makna disebabkan kerancuan kod bukan hanya melibatkan penggunaan bahasa asing, namun penggunaan bahasa slanga dan dialek juga dilihat boleh menyebabkan kekeliruan makna. Para penyelidik dan pengkaji akan datang memainkan peranan yang penting bagi membantu mengembangkan aspek kerancuan bahasa Melayu.

XV. KESIMPULAN

Kajian ini juga telah memenuhi objektif kajian dan menjawab persoalan kajian. Dapatan kajian menunjukkan kerancuan bahasa boleh dilihat dalam aspek kosa kata dan ragam ayat dalam ayat aktif dan ayat pasif yang telah digunakan dalam filem ini. Pengkaji berharap agar kajian ini dapat membantu pengkaji lain untuk melaksanakan kajian kerancuan bahasa dalam filem secara lebih terperinci lagi di negara ini. Kajian ini juga telah menunjukkan salah satu tahap variasi bahasa dalam pembuatan filem tempatan, iaitu filem KL Gangster. Tambahan lagi, kerancuan bahasa dalam filem ini sudah menjadi satu trend komunikasi yang popular untuk disesuaikan dengan watak-watak gangster tersebut. Oleh sebab itulah, kerancuan bahasa juga sering dikatakan boleh merosakkan bahasa Melayu kerana setiap penggunaan bahasa Melayu telah dicampuradukkan dengan bahasa lain sehingga boleh mencemarkan kemurnian bahasa Melayu itu sendiri. Namun, pengkaji turut berpendapat bahawa kerancuan bahasa perlu ada dalam pembuatan filem yang bergenre aksi ini supaya lebih menarik minat penonton.

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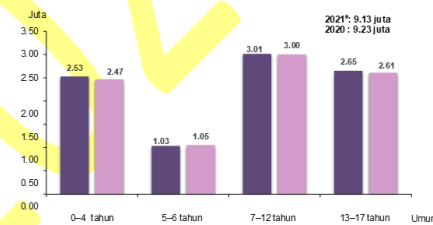
Kerangka Konseptual Kesejahteraan Kanak-Kanak Malaysia Berdasarkan Indeks Perkembangan Kanak-Kanak: Satu Tinjauan Awal

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Abstract: Kajian ini berfokus tinjauan awal kepada pembangunan dan penilaian Kerangka Konseptual Kesejahteraan Kanak-kanak Malaysia berdasarkan Indeks Perkembangan Kanak-kanak Lestari atau *Sustainable Child Development Index (SCDI)* bagi meningkatkan kesejahteraan kanak-kanak di Malaysia. Satu tinjauan awal dilaksanakan bagi mengenal pasti indikator-indikator yang perlu dalam kerangka baharu yang dibina bagi menambah baik Dasar Kanak-kanak Negara sedia ada. Hal ini adalah kerana dasar berkaitan kanak-kanak merupakan agenda yang penting kepada negara. Indeks Perkembangan Kanak-kanak atau *Child Development Index (CDI)* yang terakhir adalah pada tahun 2006. Indeks dan dasar perlu disemak semula untuk relevan dengan keperluan pada masa kini. Kajian ini juga bertujuan bagi meningkatkan kesejahteraan kanak-kanak di Malaysia dan secara tidak langsung dapat meletakkan Malaysia pada kedudukan (*ranking*) yang lebih baik pada peringkat global. Objektif kajian adalah untuk menentukan indikator-indikator baharu dalam kerangka dan membangunkan Kerangka Konseptual Kesejahteraan Kanak-kanak. Di samping itu, kajian ini juga akan menilai kebolegunaan Kerangka Konseptual Kesejahteraan Kanak-kanak bagi meningkatkan kesejahteraan kanak-kanak di Malaysia berdasarkan pandangan pakar. Kajian ini merupakan satu kajian reka bentuk dan pembangunan yang menggunakan Pendekatan Penyelidikan Reka bentuk Pembangunan (*Design and Development Research /DDR*). DDR adalah satu konsep penyelidikan yang teratur dan sistematik bagi pembangunan produk instruksional, alatan, model atau pengubahsuaian produk tersebut. Skop kajian akan melibatkan populasi yang ditentukan mengikut zon iaitu Zon Utara, Tengah, Selatan, Timur, Sabah dan Sarawak. Sampel kajian dipilih berdasarkan persampelan bertujuan dengan melibatkan pihak-pihak yang berkepentingan dari pelbagai agensi kerajaan dan swasta. Berdasarkan laporan kemajuan *Sustainable Development Goals (SDGs)* menunjukkan analisis kemajuan negara terhadap 44 indikator SDGs yang mengukur kemajuan berkaitan dengan kanak-kanak. Purata 74 peratus penunjuk SDGs memaparkan data yang tidak mencukupi. Kemajuan untuk memenuhi sasaran global pada tahun 2030 juga tidak mencukupi. Sehubungan itu, kajian ini selari dengan keperluan *SDG 3 - Good Health and Well-being* yang memberi perhatian kepada kesejahteraan kanak-kanak di Malaysia.

Keywords – Kerangka Konseptual, indikator, Indeks Perkembangan Kanak-kanak, Kesejahteraan Kanak-kanak

Kanak-kanak merupakan salah satu fokus dalam Rancangan Malaysia Kedua Belas (RMKe-12) dalam usaha negara mencapai status negara maju. Data statistik kanak-kanak di Malaysia memaparkan bilangan kanak-kanak pada tahun 2021 berkurang sebanyak 100.4 ribu kepada 9.13 juta berbanding 9.23 juta pada tahun 2020 (Jabatan Perangkaan Malaysia, 2021). Berdasarkan statistik penduduk pada 2021, kanak-kanak di bawah umur 18 tahun dianggarkan berjumlah 9.13 juta iaitu 28.0 peratus daripada 32.7 juta orang penduduk di Malaysia. Data statistik adalah seperti yang dipaparkan dalam Rajah 1 berikut.:



Rajah 1. Bilangan Kanak-kanak di Malaysia Mengikut Kumpulan Umur bagi Tahun 2020 dan 2021

Oleh yang demikian, kanak-kanak merupakan aset yang penting bagi sesebuah negara yang harus diberi perhatian sewajarnya dari pihak kerajaan. Mereka adalah sebahagian daripada ahli masyarakat yang bakal menjadi pewaris generasi masa hadapan negara.

Berdasarkan Konvensyen Mengenai Hak Kanak-Kanak atau Convention on the Rights of the Child (CRC), pada 20 November 1989, menganjurkan agar negara memberikan tumpuan terhadap kebajikan dan kehidupan kanak-kanak yang menjurus kepada aspek kelangsungan hidup (*survival*), perlindungan (*protection*), perkembangan (*development*) dan penyertaan (*participation*). Oleh itu, negara memerlukan satu indeks perkembangan kanak-kanak yang lestari bagi menambah baik dasar atau polisi sedia ada berkaitan kesihatan, pendidikan dan perlindungan demi memastikan kelangsungan kesejahteraan kanak-kanak di Malaysia.

Indeks Perkembangan Kanak-kanak atau *Child Development Indeks (CDI)* adalah indeks yang menggabungkan ukuran prestasi khusus untuk kanak-kanak dalam pendidikan, kesihatan dan pemakanan untuk menghasilkan skor pada skala 0 hingga 100. Semakin tinggi skor, menunjukkan semakin buruk status kanak-kanak di sesebuah negara. Indikator-indikator yang membentuk indeks dipilih kerana tersedia dengan mudah, difahami umum, dan jelas menunjukkan kesejahteraan kanak-kanak.

Data Indeks Perkembangan Kanak-kanak (CDI) dibangunkan oleh Terry McKinley dan Katerina Kyrili melalui projek mereka iaitu Save the Children UK, Centre for Development Policy and Research at the School of

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Oriental and African Studies (SOAS), University of London, pada tahun 2008. Sebagai agenda global, CDI menjadi indikator di peringkat negara dan antarabangsa serta sebagai pangkalan data melalui hasil kajian yang dapat diakses. CDI juga sangat penting dalam pembangunan penyelidikan seperti yang dilaksanakan oleh Tabung Kanak-kanak Bangsa-bangsa Bersatu atau United Nations Children's Fund (UNICEF)

II. PENYATAAN MASALAH

Di Malaysia, pembinaan Indeks Perkembangan Kanak-kanak (CDI) terakhir telah dibuat adalah pada tahun 2006 seperti yang dilaporkan oleh The Save the Children UK, Centre for Development Policy and Research at the School of Oriental and African Studies (SOAS), University of London, (2008). Ini menunjukkan bahawa CDI tersebut telah lama diguna pakai dan perlu diperbaharui. Usaha untuk menambahbaik indeks tersebut di Malaysia telah dibuat oleh beberapa pihak khususnya Bahagian Dasar dan Perancangan Strategik di bawah Unit Kanak-kanak dengan kolaboratif bersama pihak Non-Governmental Organizations (NGOs) namun masih di peringkat perancangan.

Menurut Chang, Annekatrin Lehmann, Lisa, dan Finkbeiner (2018), sebanyak 138 buah negara di dunia telah menggunakan *Sustainable Child Development Index* (SCDI) bagi menggantikan *Child Development Index* (CDI) maka Indeks Perkembangan Kanak-kanak Lestari (SCDI) ini berupaya mengisi jurang dalam penggunaan indeks sedia ada di Malaysia. Indeks Perkembangan Kanak-kanak Lestari (SCDI) menentukan peringkat kedudukan (ranking) sesebuah negara dan mampu menyumbang kepada kelestarian kesejahteraan kanak-kanak pada masa akan datang.

Penghasilan Indeks Perkembangan Kanak-kanak Lestari (SCDI) menarik perhatian para pembuat dasar, pengamal, pelaksana dan semua orang atau pihak yang berkepentingan dan peduli untuk menjadikan masa depan kanak-kanak lebih cerah dan sejahtera. Kajian Chang, Schneider, dan Finkbeiner (2018) membuktikan bahawa terdapat enam puluh enam indikator dengan data statistik yang meliputi sekurang-kurangnya 100 negara dipilih sebagai indikator yang ditetapkan untuk SCDI. Hasil kajian mereka juga menunjukkan bahawa data yang tersedia menggambarkan tema kesihatan dan pendidikan sebagai indikator yang terbaik manakala indikator yang terburuk untuk ditangani bersama di peringkat global adalah tema hubungan dan penyertaan.

Walaupun telah terdapat banyak indeks untuk menilai perkembangan kanak-kanak di peringkat global seperti di negara Sweden dan Argentina, namun masih terdapat beberapa batasan merangkumi pengkelasan tema yang kurang, indikator yang konsisten sahaja dipertimbangkan dalam indeks manakala beberapa data yang tersedia diabaikan dan tidak dipilih sebagai indikator. Perhatian terhadap tema berkaitan aspek persekitaran dan perlindungan masih belum menjadi indikator disebabkan klasifikasi topik dan indikator tersebut sukar dilaksanakan dan memerlukan kajian yang terperinci.

Menurut Chang et al. (2018) lagi, tidak ada yang diterima secara umum terutamanya dari aspek skema pengelasan dalam tinjauan mengenai penilaian perkembangan kanak-kanak yang dilakukan oleh pengkaji. Indikator yang sama dapat dikelaskan ke dalam tema dan sub tema yang berbeza.

Contohnya, indikator pendaftaran ditugaskan untuk menangani tema pendidikan dalam kebanyakan indeks tetapi diperuntukkan untuk tema penyertaan dalam beberapa indeks lain.

Lebih-lebih lagi, Chang et al. (2018) menyatakan bahawa beberapa kajian tidak secara jelas menyenaraikan indikator yang diperlukan untuk mengukur tema atau tidak menjelaskan ketersediaan data indikator terpilih. Akibatnya, indeks seperti itu mungkin tidak diterapkan secara praktik, kerana data untuk satu atau lebih indikator tidak tersedia. Selanjutnya, kajian perkembangan kanak-kanak semasa, memfokuskan kepada masalah sosial dan ekonomi. Aspek persekitaran belum diberi perhatian sewajarnya. Walau bagaimanapun, aspek persekitaran perlu dipertimbangkan untuk menghubungkan perkembangan kanak-kanak dengan kelestarian kesejahteraan hidup.

Kajian-kajian terdahulu jelas menunjukkan bahawa di Malaysia, SCDI belum dibangunkan manakala CDI hanya memaparkan data pada tahun 2000 hingga 2006 sahaja. Ini bermakna bahawa indeks berkenaan perlu dikemas kini, memandangkan beberapa indikator didapati sudah kurang relevan dengan keperluan pada masa kini. CDI di Malaysia hanya memberi tumpuan kepada tiga indikator utama sahaja iaitu kesihatan, pemakanan dan pendidikan sedangkan isu-isu berkaitan persekitaran dan perlindungan harus diambil kira serta memerlukan perhatian sewajarnya dari pihak kerajaan.

Justeru, kajian ini dicadangkan untuk mengenal pasti Indeks Perkembangan Kanak-kanak Lestari (SCDI) untuk dinilai di seluruh negara bukan hanya berdasarkan pertumbuhan ekonomi atau kemiskinan yang dihadapi sahaja, tetapi juga dari aspek kesejahteraan kanak-kanak. Kajian ini akan mencadangkan indikator persekitaran dan perlindungan kanak-kanak diberi perhatian sewajarnya di samping indikator-indikator sedia ada. Pembangunan Kerangka Baharu Kesejahteraan Kanak-kanak berdasarkan Indeks Perkembangan Kanak-kanak Lestari (SCDI) ini merangkumi pelbagai aspek dalam proses perkembangan yang diterjemahkan dalam bentuk peningkatan yang praktikal dan kontekstual. Hal yang demikian penting bagi meningkatkan kesejahteraan kanak-kanak di Malaysia secara khususnya dan di seluruh dunia secara amnya.

Di samping itu, usaha-usaha berkaitan penyelidikan dan pembangunan bagi memastikan kelestarian dan kelangsungan hidup ke arah kesejahteraan kanak-kanak dapat diteruskan demi masa hadapan negara. SCDI ini mampu meletakkan negara Malaysia pada kedudukan (*ranking*) yang lebih baik setanding dengan negara-negara maju yang lain di peringkat global.

Selain itu, berdasarkan pencarian paten (Patent search), didapati hanya dua paten didaftarkan di bawah tajuk berkaitan Indeks Perkembangan Kanak-kanak Lestari di seluruh dunia. Paten yang ditemui adalah hasil kajian yang dijalankan oleh sekumpulan pengkaji dari University Goergetown, Amerika Syarikat. Oleh itu, kajian ini mampu menampung kelompangan yang ada, baik di peringkat negara mahu pun di peringkat antarabangsa.

III. TINJAUAN LITERATUR

Kajian ini akan berfokus kepada tinjauan awal bagi menentukan keperluan pembangunan dan penilaian kerangka indeks dasar baharu berdasarkan Indeks

Perkembangan Kanak-kanak Lestari atau *Sustainable Child Development Index (SCDI)* bagi meningkatkan kesejahteraan kanak-kanak di Malaysia. Pembinaan kerangka indeks baharu dan Indeks Perkembangan Kanak-kanak Lestari (SCDI) merupakan agenda yang penting kepada negara memandangkan dasar dan indeks yang sedia ada adalah yang terakhir pada tahun 2006 serta perlu disemak semula agar relevan dengan keperluan pada masa kini. Selain itu, hasil kajian ini selari dengan keperluan dari aspek SDG 3 – *Good Health and Well-being* dalam *Sustainable Development Goals (SDGs) 2020-2030*, bagi meningkatkan kedudukan Malaysia di peringkat global.

Pendahuluan

Kanak-kanak merupakan aset yang penting bagi sesebuah negara. Mereka adalah sebahagian daripada ahli masyarakat yang bakal menjadi pewaris generasi masa hadapan negara. Bilangan kanak-kanak pada 2021 berkurang sebanyak 100.4 ribu kepada 9.13 juta berbanding 9.23 juta pada 2020. Penurunan ini adalah ketara bagi kumpulan umur 0 hingga 4 tahun iaitu 2.5 peratus (64.5 ribu) berikutan penurunan bilangan kelahiran hidup kepada 470.2 ribu pada 2020 berbanding 488.0 ribu tahun sebelumnya (Jabatan Perangkaan Malaysia, 2021). Oleh itu, kanak-kanak memerlukan perhatian sewajarnya dari pihak kerajaan.

Berdasarkan Konvensyen Mengenai Hak Kanak-Kanak atau *Convention on the Rights of the Child (CRC)*, 20 November 1989, menganjurkan agar negara memberikan tumpuan terhadap kebijakan dan kehidupan kanak-kanak yang menjurus kepada aspek kelangsungan hidup (survival), perlindungan (protection), perkembangan (development) dan penyertaan (participation). Sejajar dengan itu, negara memerlukan satu indeks perkembangan kanak-kanak yang lestari bagi menambah baik indeks sedia ada berkaitan kesihatan, pendidikan dan perlindungan demi memastikan kelangsungan kesejahteraan kanak-kanak di Malaysia.

Dasar Kanak-kanak Negara

Kanak-kanak didefinisikan sebagai seseorang yang di bawah umur 18 tahun seperti yang termaktub dalam Konvensyen Mengenai Hak Kanak-Kanak dan Akta Kanak-Kanak, 2001. Di Malaysia, Dasar Kanak-kanak Negara (2009), adalah satu dasar mengenai hak kelangsungan hidup, perlindungan, perkembangan dan penyertaan kanak-kanak agar dapat menikmati peluang dan ruang untuk mencapai perkembangan holistik dalam persekitaran yang kondusif. Dasar Kanak-kanak Negara bertujuan untuk melahirkan individu yang sihat, cergas, berilmu, inovatif, kreatif, berjati diri, berdaya saing, progresif dan mempunyai nilai-nilai murni.

Objektif utama Dasar Kanak-kanak Negara ialah untuk memastikan:

- i. Setiap kanak-kanak mempunyai hak untuk hidup dengan diberi jagaan, pemeliharaan, kasih sayang, perkhidmatan kesihatan, sokongan dan bantuan sosial;
- ii. Setiap kanak-kanak termasuk kanak-kanak kurang upaya mempunyai hak untuk dilindungi daripada sebarang bentuk pengabaian, penderaan, keganasan dan eksploitasi; dan seterusnya diberi habilitasi, rehabilitasi dandiintegrasikan ke dalam keluarga dan masyarakat;
- iii. Setiap kanak-kanak mempunyai hak untuk perkembangan

holistik dari segi fizikal, kognitif, bahasa, sosio-emosi, sahsiah dan kerohanian;

Setiap kanak-kanak mempunyai hak untuk bersuara, menyertai (turut serta) dan melibatkan diri mengikut tahap keupayaan dalam perkara-perkara yang berkaitan dengan kepentingan terbaik dan kesejahteraan mereka;

Kanak-kanak, ibu bapa, penjaga, komuniti dan masyarakat sedar akan hak kanak-kanak untuk kelangsungan hidup, perlindungan, perkembangan dan penyertaan; dan

Penyelidikan dan Perkembangan mengenai kelangsungan hidup, perlindungan, perkembangan dan penyertaan kanak-kanak dilaksanakan dari semasa ke semasa.

Terdapat strategi-strategi yang dicadangkan bagi mencapai objektif di atas adalah seperti berikut:

- i. Kelangsungan Hidup
 - Menyediakan keperluan asas seperti identiti, tempat tinggal, makanan, minuman, pakaian, kasih sayang, keselamatan dan persekitaran yang kondusif dan mesra kanak-kanak.
 - Meningkatkan kerjasama antara agensi Kerajaan, NGO, pihak swasta dan masyarakat setempat dalam penjagaan kesihatan, keselamatan dan pendidikan bagi menjamin kesejahteraan dan kebajikan kanak-kanak.
 - Meningkatkan kualiti dan memperluaskan perkhidmatan sokongan dan bantuan sosial mengikut keperluan kanak-kanak termasuk kanak-kanak OKU dan anak yatim.
 - Memperluaskan akses kepada maklumat dan bahan bersesuaian daripada pelbagai sumber supaya kanak-kanak mendapat pengetahuan dan kemahiran demi kelangsungan hidup mereka.
 - Memastikan kanak-kanak mendapat perlindungan keselamatan sosial.
- ii. Perlindungan
 - Meningkatkan latihan kepada semua pihak yang berurusan dengan kanak-kanak supaya mempunyai pengetahuan, kelayakan dan kemahiran yang mencukupi serta bersikap positif dalam pengendalian kes penganiayaan, pengabaian, penderaan, keganasan dan eksploitasi terhadap kanak-kanak.
 - Memberi perkhidmatan pemeliharaan, perlindungan dan pemulihan kepada kanak-kanak yang menjadi mangsa penyalahgunaan, pengabaian, penganiayaan, keganasan, pengeksploitan atau kanak-kanak tidak terkawal serta penyediaan rawatan pemulihan kepada pesalah kanak-kanak (child offender).
 - Memberi perlindungan ke atas mangsa, pengadu dan keluarga daripada gangguan atau ancaman pihak-pihak tertentu.
 - Memastikan kanak-kanak diberi hak kepada perundangan dan perkhidmatan sokongan.
 - Memberi sokongan kepada keluarga yang berisiko tinggi supaya kanak-kanak dalam keluarga tersebut dapat menikmati hak-hak mereka.
 - Memastikan semua pihak yang mempunyai hubungan atau memberi perkhidmatan kepada kanak-kanak mewujudkan dasar dan protokol perlindungan kanak-kanak dan melaksanakannya.
 - Menyediakan program khusus bagi kanak-kanak jalanan, kanak-kanak tanpa dokumen, kanak-kanak tercicir, kanak-kanak terlibat dengan penagihan dadah dan kanak-kanak yang berada dalam situasi genting, kepayahan dan lain-lain bahaya (under difficult circumstances).

- Memastikan kanak-kanak mangsa bencana menerima rawatan yang sewajarnya bagi pemulihan, Perkembangan dan pengintegrasian semula ke dalam masyarakat.
 - Memastikan kanak-kanak mangsa eksploitasi seksual (seperti pelacuran kanak-kanak dan pornografi kanak-kanak) dan pemerdagangan orang diberi perlindungan, pemulihan dan pengintegrasian semula ke dalam masyarakat atau dihantar pulang ke negara asal.
 - Mewujudkan mekanisme amaran awal dan mengukuhkan mekanisme perlindungan kanak-kanak di peringkat nasional dan antarabangsa.
 - Menggalakkan penyediaan persekitaran yang sihat dan selamat untuk kanak-kanak.
- iii. Perkembangan
- Meningkatkan perkhidmatan pengasuhan dan pendidikan kanak-kanak yang berkualiti, mudah diperolehi dan mampu dibiayai dalam persekitaran yang kondusif bagi merangsang perkembangan optimum kanak-kanak.
 - Menyediakan kemudahan prasarana dan persekitaran mesra kanak-kanak.
 - Memberi perlindungan ke atas mangsa, pengadu dan keluarga daripada gangguan atau ancaman pihak-pihak tertentu.
 - Menyediakan bantuan, latihan dan pemantauan yang berterusan bagi memastikan kanak-kanak mendapat pengasuhan, penjagaan dan pendidikan yang bermutu tinggi.
- iv. Penyertaan
- Memastikan kanak-kanak diberi akses kepada maklumat yang berkualiti dan bahan bersesuaian daripadapelbagai sumber supaya kanak-kanak dapat menyertai aktiviti yang berkaitan dengan hal ehwal mereka.
 - Menggalakkan media massa dan pihak swasta untuk menyebarkan maklumat yang bersesuaian dan berkualiti.
 - Menggalakkan kanak-kanak menyuarakan pendapat dan pandangan secara bertanggungjawab dan beretika sebagai input dalam merangka program untuk mereka atau program yang berkaitan dengan kepentingan mereka.
- v. Advokasi
- Meningkatkan kesedaran di kalangan keluarga dan masyarakat akan pentingnya penjagaan kesihatan kepada kanak-kanak.
 - Meningkatkan kesedaran di kalangan keluarga dan masyarakat mengenai hak kesamarataan kanak-kanak daripada sebarang bentuk diskriminasi.
 - Memantapkan program sedia ada dan memperkenalkan program yang sesuai bagi mencegah penganiayaan, pengabaian, penderaan, keganasan dan eksploitasi terhadap kanak-kanak.
 - Meningkatkan kesedaran ibu bapa, penjaga dan ahli masyarakat akan pentingnya pengasuhan dan pendidikan kanak-kanak.
 - Meningkatkan kesedaran dan kefahaman mengenai hak, kesejahteraan dan kepentingan kanak-kanak kepada semua pihak yang berkenaan.
- vi. Penyelidikan dan Perkembangan
- Memperbanyakkan penyelidikan dan Perkembangan dalam bidang Perkembangan kanak-kanak dan menyebarkan hasil-hasil penyelidikan bagi tujuan penambahbaikan.
- Berdasarkan Objektif 6 iaitu memastikan penyelidikan

dan Perkembangan mengenai kelangsungan hidup, perlindungan, perkembangan dan penyertaan kanak-kanak dilaksanakan dari semasa ke semasa. Maka, pengkaji berusaha memenuhi objektif ini sejajar dengan objektif kajian. Hasrat Dasar Kanak-kanak Negara (2009) untuk memperbanyakkan penyelidikan dan Perkembangan dalam bidang Perkembangan kanak-kanak amat baik dan perlu dimanfaatkan. Hasil penyelidikan akan disebarluaskan bagi tujuan penambahbaikan melalui perancangan jangka panjang dan jangka pendek.

Bagi tempoh jangka panjang (2009-2015), amat kurang penyelidikan berkaitan kelangsungan hidup; perlindungan; perkembangan; dan penyertaan kanak-kanak dilaksanakan. Pihak-pihak berkepentingan yang terlibat seperti KPWKM, KDN, KPT, JKM, Jab. Penjara, AADK, Jab. Perangkaan, IPT, dan NGO. Sewajarnya sekurang-kurangnya 1 kajian dijalankan setiap 2 tahun supaya sekurang-kurangnya 75% hasil kajian dapat digunakan bagi tujuan penggubalan atau penambahbaikan program dan dasar berkaitan Perkembangan kanak-kanak pada tahun 2015.

Namun, sejak 2015 hingga kini (2021), usaha-usaha berkaitan penyelidikan dan pembangunan telah terhenti dan kurang diberi perhatian. Keadaan ini menyebabkan hasil kajian dan data-data terkini tidak diperolehi. Oleh itu, Indeks Perkembangan Kanak-kanak Lestari (SCDI) perlu dikaji dan dibuat penambahbaikan terutama terhadap indicator-indikator baharu yang perlu dan relevan dengan keperluan dan situasi semasa.

IV. METODOLOGI

Kajian ini merupakan satu kajian reka bentuk dan pembangunan (*Design and Development Research, DDR*). Pendekatan Penyelidikan Rekabentuk Pembangunan (DDR) adalah satu konsep penyelidikan yang teratur dan sistematik bagi pembangunan produk instruksional, alatan, model atau pengubahsuaian produk tersebut. Menurut Richey & Klien (2007), kajian Rekabentuk dan Pembangunan (DDR) adalah "the systematic study of design, development and evaluation process with the aim of establishing an empirical basis for a creation of instructional and non- instructional products and tools and new or enhanced moduls that govern their development".

Berikut adalah Jadual 1 yang menunjukkan skop pembangunan menggunakan DDR dalam konteks kajian ini.

JADUAL 1: SKOP PEMBANGUNAN MENGGUNAKAN DDR

| Design | Development | Utilization & Maintenance |
|---|-----------------------------------|--|
| Analysis and Planning for Development, Evaluation, Utilization, & Maintenance | Production & Formative Evaluation | Usage, Management, Summative & Confirmative Evaluation |

DDR adalah satu konsep penyelidikan yang teratur dan sistematik bagi pembangunan produk instruksional, alatan, model atau pengubahsuaian produk tersebut. Skop kajian melibatkan populasi yang ditentukan mengikut zon iaitu Zon Utara, Tengah, Selatan, Timur, Sabah dan Sarawak. Sampel kajian dipilih berdasarkan persampelan bertujuan dengan melibatkan pihak-pihak yang berkepentingan dari pelbagai agensi kerajaan dan swasta.

V. DAPATAN KAJIAN

Berdasarkan tinjauan awal yang dilaksanakan, pengkaji mendapati keperluan bagi membentuk satu kerangka konseptual bagi menggambarkan indikator kesejahteraan kanak-kanak di Malaysia amat penting. Indikator-indikator tersebut dirujuk berdasarkan Indeks Pembangunan Kanak-kanak sedia ada yang ditambahbaik.

Berikut adalah dapatan kajian yang diperoleh dari data Analisis keperluan yang telah dianalisis menggunakan kaedah DDR.

Statistik Kanak-kanak di Malaysia

Statistik Kanak-kanak di Malaysia mengikut Jabatan Perangkaan Negara, 2020 menunjukkan bahawa bilangan kanak-kanak di Malaysia telah bertambah menjelang tahun 2021 ini. Data statistis yang terkini memberi tumpuan kepada empat bidang utama iaitu;

- i. Populasi;
- ii. Kesihatan;
- iii. Pendidikan; dan
- iv. Perlindungan Kanak-kanak.

Penerbitan dari Jabatan Perangkaan Malaysia (2021), menyediakan statistik kanak-kanak yang berguna untuk tujuan penyelidikan dan analisis. Bahagian pertama penerbitan ini menyajikan infografik mengenai statistik kanak-kanak terpilih, sementara bahagian kedua memberikan ringkasan penemuan oleh setiap bidang. Bahagian ketiga menunjukkan jadual statistik kanak-kanak di Malaysia serta statistik siri masa. Bahagian terakhir pula terdiri daripada nota teknikal untuk penjelasan komprehensif mengenai konsep, definisi dan formula yang digunakan untuk membantu pengguna dalam memahami statistik yang diterbitkan dalam laporan ini.

Kanak-kanak merupakan salah satu fokus dalam Rancangan Malaysia Kedua Belas (RMKE-12) dalam usaha negara mencapai status negara maju di samping melahirkan masyarakat yang saksama dan penyayang. Penerbitan Statistik Kanak-kanak yang dikeluarkan oleh Jabatan Perangkaan Malaysia secara tahunan adalah selari dan bertepatan dengan komitmen kerajaan dalam mempertingkatkan kesejahteraan kanak-kanak dengan memfokuskan empat bidang utama iaitu; demografi, kesihatan, pendidikan dan perlindungan kanak-kanak.

- i. Populasi

Berdasarkan statistik penduduk pada 2021, kanak-kanak di bawah umur 18 tahun dianggarkan berjumlah 9.13 juta iaitu 28.0 peratus daripada jumlah penduduk Malaysia (32.7 juta orang). W.P. Putrajaya merekodkan peratusan tertinggi kanak-kanak di bawah umur 18 tahun iaitu 37.2 peratus. Ini diikuti Terengganu (35.6%) dan Kelantan (34.7%). Sementara itu, Pulau Pinang merekodkan peratusan terendah iaitu 22.6 peratus. Didapati bilangan kanak-kanak lelaki (4.71 juta) lebih ramai daripada kanak-kanak perempuan (4.42 juta).”

- ii. Kesihatan

Sustainable Development Goals (SDG) merupakan teras agenda 2030 bagi pembangunan mampan dengan tema “Tiada Sesiapa Yang Tertinggal (Leaving No One Behind)”. Ini termasuklah kesejahteraan kanak-kanak dengan semua negara menyoal untuk mengurangkan kematian di bawah umur 5 tahun kepada sekurang-kurangnya serendah 25 per 1,000 kelahiran hidup. Malaysia

telah mencapai sasaran tersebut sejak 1984. Kadar kematian kanak-kanak kurang daripada 5 tahun pada 2020 menurun kepada 6.9 bagi setiap 1,000 kelahiran hidup berbanding 7.7 pada 2019.”

Analisis dari sudut kesihatan kanak-kanak

Data kajian menunjukkan bahawa penyebab utama kematian kanak-kanak di bawah lima tahun adalah keadaan tertentu berasal dari tempoh perinatal iaitu 35.4 peratus. Ini diikuti oleh malformasi kongenital, ubah bentuk dan kelainan kromosom (27.8%), Pneumonia (2.6%), lemas dan tenggelam secara tidak sengaja (1.2%) dan Kemalangan pengangkutan (1.1%). Keadaan tertentu yang berasal dari tempoh perinatal dan malformasi kongenital, ubah bentuk dan kromosom kelainan menunjukkan peningkatan masing-masing 0.7 mata peratusan dan 0.6 mata peratusan.

Namun, usaha untuk menambah baik dari aspek kesihatan dalam kalangan kanak-kanak diteruskan melalui program imunisasi iaitu Bacillus Calmette-Guerin (BCG), Poliomyelitis (Polio), Diphtheria, Tetanus & Pertussis (DTP), Haemophilus Influenzae type B (HIB) dan Hepatitis B. Imunisasi untuk bayi telah melebihi sasaran liputan imunisasi kebangsaan iaitu 95.0 peratus.

- iii. Pendidikan

Demi memperkukuh asuhan dan didikan awal kanak-kanak, taska berdaftar yang tersedia meningkat 8.1 peratus kepada 5,302 taska pada 2020 berbanding 4,903 taska pada 2019 bagi memenuhi keperluan penduduk. Selangor kekal mencatatkan bilangan taska berdaftar tertinggi iaitu 1,774 taska dengan peningkatan 16.1 peratus berbanding 2019. Ini diikuti W.P. Kuala Lumpur (525 taska) dan Perak (413 taska). Di samping itu, kadar peralihan enrolmen bagi peringkat rendah ke menengah rendah menunjukkan peningkatan iaitu 0.6 mata peratus pada 2020 kepada 89.4 peratus berbanding 88.8 peratus pada 2019. Pada tempoh yang sama, kadar peralihan enrolmen bagi peringkat menengah rendah ke menengah atas meningkat 1.4 mata peratus kepada 97.9 peratus. Manakala kadar peralihan enrolmen peringkat menengah atas ke lepasan menengah menurun dengan ketara iaitu 14.4 mata peratus. Penurunan ini disebabkan pengambilan pelajar bagi sesi Jun 2020 ditunda berikutan situasi pandemik COVID-19.

- iv. Perlindungan kanak-kanak

Bilangan kanak-kanak yang terlibat dalam jenayah telah meningkat sebanyak 8.7 peratus berbanding tahun sebelumnya. Berdasarkan rekod, kesalahan pertama dan berulang juga mencatat penurunan.

Indikator SDG Berkaitan Kanak-kanak Malaysia telah mencapai sasaran Indikator 3.2.1 Angka kematian bawah 5 tahun sejak tahun 1984. Kadar kematian di bawah lima tahun adalah 7.7 kanak-kanak per 1.000 kelahiran hidup pada tahun 2019 berbanding 8.8 kanak-kanak per 1.000 kelahiran hidup pada tahun 2018. Kadar kematian kanak-kanak lelaki adalah lebih tinggi (8.2) berbanding kanak-kanak perempuan (7.2) pada tahun 2019.

Indeks Perkembangan Kanak-kanak atau Child Development Indeks (CDI)

Indeks Perkembangan Kanak-kanak atau *Child Development Indeks (CDI)* adalah indeks yang menggabungkan ukuran prestasi khusus untuk kanak-kanak dalam pendidikan, kesihatan dan pemakanan untuk

menghasilkan skor pada skala 0 hingga 100. Semakin tinggi skor, menunjukkan semakin buruk status kanak-kanak di sesebuah negara. Indikator-indikator yang membentuk indeks dipilih kerana tersedia dengan mudah, difahami umum, dan jelas menunjukkan kesejahteraan kanak-kanak.

The Child Development Index (CDI) atau Indeks Perkembangan Kanak-kanak merupakan satu indeks yang menjadi kayu ukur kepada kesejahteraan kanak-kanak. Menurut Sarah Hague (2008), Data Indeks Perkembangan Kanak-kanak (CDI) dibangunkan oleh Terry McKinley dan Katerina Kyrieli melalui projek mereka iaitu *Save the Children UK, Centre for Development Policy and Research at the School of Oriental and African Studies (SOAS), University of London*, pada tahun 2008. Sebagai agenda global, CDI menjadi indikator di peringkat negara dan antarabangsa serta sebagai pangkalan data melalui hasil kajian yang dapat diakses. CDI juga sangat penting dalam Perkembangan penyelidikan seperti yang dilaksanakan oleh Tabung Kanak-kanak Bangsa-Bangsa Bersatu atau United Nations Children's Fund (UNICEF).

Menjelang tahun 2020, Malaysia telah mencapai hasrat Wawasan 2020 iaitu mencapai status sebagai salah sebuah negara maju di dunia. Malaysia sebagai sebuah Negara Pihak (State Party) kepada CRC, amat prihatin dan komited terhadap tanggung jawab untuk memastikan keselamatan dan kesejahteraan kanak-kanak yang merupakan generasi pewaris negara pada masa hadapan. Kepentingan golongan kanak-kanak jelas dibuktikan dalam pernyataan Wawasan 2020 di mana institusi keluarga dan kanak-kanak merupakan salah satu fokus yang diberi keutamaan dalam usaha negara mencapai status negara maju di samping melahirkan masyarakat yang saksama dan penyayang.

Indeks Perkembangan Kanak-kanak Lestari/ Sustainable Child Development Index (SCDI)

Perkembangan lestari /*Sustainable Development (SD)* telah menjadi matlamat utama bagi masyarakat di seluruh dunia. SD ditakrifkan oleh Suruhanjaya Brundtland sebagai "Perkembangan yang memenuhi keperluan masa kini tanpa menjejaskan kemampuan generasi akan datang untuk memenuhi keperluan mereka sendiri". Definisi ini tidak hanya merujuk kepada intra dan ekuiti antara generasi, tetapi juga di sebelah kanan bagi setiap manusia, sama ada dewasa atau kanak-kanak memberi peluang untuk berkembang dalam kebebasan dan dalam masyarakat yang seimbang dengan memenuhi keperluan asas dan melindungi alam sekitar.

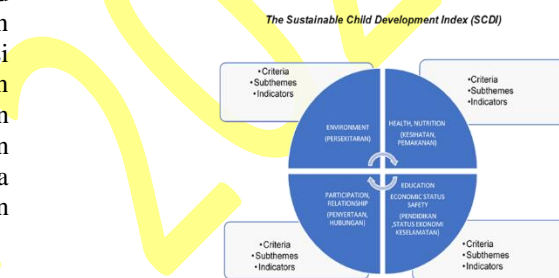
Sejajar dengan itu, berdasarkan definisi yang dinyatakan oleh United Nation (UN), kesinambungan merujuk kepada penggunaan biosfera oleh generasi sekarang sambil mengekalkannya potensi hasil untuk generasi akan datang dan /atau trend pertumbuhan dan Perkembangan ekonomi yang tidak menurun yang mungkin terganggu oleh penipisan sumber semula jadi dan kemerosotan persekitaran.

Dalam konteks ini, istilah persekitaran merujuk kepada "keseluruhan semua keadaan luaran yang mempengaruhi kehidupan, perkembangan dan kelangsungan hidup organisma". Berkenaan SD dan kelestarian, definisi persekitaran adalah dinyatakan, memandangkan daya sokongan [7,8]: "penggunaan sumber daya yang boleh diperbaharui tidak boleh melebihi kadar pertumbuhan semula dan kadar penggunaan sumber yang tidak boleh diperbaharui tidak boleh melebihi perkembangan pengganti

yang boleh diperbaharui “.

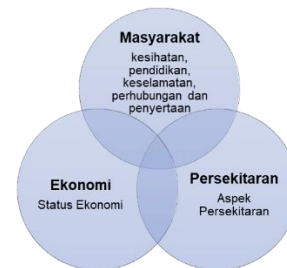
International Union for Conservation of Nature Resource et al. menyatakan bahawa "kita tidak mewarisi Bumi dari ibu bapa kita, kita telah meminjamnya dari anak-anak kita". Pernyataan ini menyoroti hubungan yang signifikan antara ekuiti antara generasi, kanak-kanak dan SD.

SCDI diusulkan sebagai skema dua peringkat, termasuk hasil dan tingkat konteks. Kedua-dua peringkat bergantung pada enam tema yang telah dikenal pasti sebelumnya: kesihatan, pendidikan, keselamatan, status ekonomi, hubungan dan penyertaan sebagai asas dan memasukkan persekitaran tema tambahan pada tahap konteks untuk hidup memenuhi syarat kelestarian. Tahap hasil merujuk kepada status perkembangan kanak-kanak, seperti kematian kanak-kanak dan pencapaian sekolah, termasuk sub tema yang dikenal pasti dalam tinjauan literatur. Tahap konteks mempertimbangkan aspek-aspek, seperti pendapatan keluarga relatif, yang dapat mempengaruhi hasil CD. Tahap konteks ini juga merangkumi aspek yang belum diberi perhatian dalam literatur semasa (demografi), tetapi itu dianggap relevan untuk mencapai penilaian menyeluruh mengenai SCDI.



Rajah 1. Struktur Indeks Perkembangan Kanak-kanak Lestari (SCDI)

Berikut pula adalah Rajah 2 yang menunjukkan skop pembangunan yang digunakan dalam kajian tinjauan awal ini.



Rajah 2. Gambaran Keseluruhan Struktur Indeks Perkembangan Kanak-kanak Lestari / Sustainable Child Development Index (SCDI) berdasarkan The Triple-Bottom-Line Theory.

Sumber: <https://sustain.wisconsin.edu/sustainability/triple-bottom-line> (2018)

VI. PERBINCANGAN

Kerangka Konseptual Indeks Perkembangan Kanak-kanak Lestari (SCDI) yang mengandungi indikator-indikator yang baharu dapat menjadi asas kepada pembangunan dan penilaian Kerangka Indeks Baharu Kesejahteraan Kanak-kanak di Malaysia. Bagi menangani isu-isu kemanusiaan dan

kemasyarakatan untuk peningkatan nilai kehidupan dan kesejahteraan dalam kalangan kanak-kanak, keluarga dan masyarakat di Malaysia khususnya dan di dunia amnya.

Penerbitan dan penulisan hasil dari kajian ini akan memberi impak yang tinggi sebagai penanda aras kepada pengkaji seterusnya dan bakal menjadi rujukan kepada pihak-pihak yang berkepentingan/ pemegang taruh (stakeholders) khususnya yang berkaitan dengan pembangunan manusia (human capital). Kajian ini diharapkan dapat memenuhi keperluan negara selari dengan Sustainable Development Goals (SDGs) khususnya yang berkaitan dengan SDG3- *Child and well-being* demi meningkatkan kesejahteraan kanak-kanak di Malaysia.

Pembangunan Indeks Baharu berdasarkan Indeks Perkembangan Kanak-kanak Lestari (SCDI) yang dihasilkan dari penyelidikan ini berpotensi menyumbang kepada pencapaian agenda dan strategi negara ke arah mencapai kesejahteraan keluarga dan masyarakat di Malaysia. Di samping meletakkan negara Malaysia pada kedudukan (rangking) yang lebih baik di peringkat global menjelang tahun 2030 nanti.

VI. KESIMPULAN DAN CADANGAN

Berdasarkan laporan kemajuan *Sustainable Development Goals (SDGs)* menunjukkan analisis kemajuan negara terhadap 44 indikator SDGs yang mengukur kemajuan berkaitan dengan kanak-kanak. Purata 74 peratus penunjuk SDGs memaparkan data yang tidak mencukupi. Kemajuan untuk memenuhi sasaran global pada tahun 2030 juga tidak mencukupi. Sehubungan itu, kajian ini selari dengan keperluan *SDG 3 - Good Health and Well-being* yang memberi perhatian kepada kesejahteraan kanak-kanak di Malaysia.

Tinjauan awal yang dilaksanakan dapat mengenal pasti indikator-indikator yang perlu dalam kerangka baharu yang dibina bagi menambah baik Dasar Kanak-kanak Negara sedia ada. Hal ini adalah kerana dasar berkaitan kanak-kanak merupakan agenda yang penting kepada negara. Indeks Perkembangan Kanak-kanak atau *Child Development Index (CDI)* dapat disemak semula agar relevan dengan keperluan pada masa kini.

Oleh yang demikian, kajian tinjauan awal ini dicadangkan untuk diperluaskan kepada skop yang lebih mendalam terhadap kesejahteraan kanak-kanak demi memastikan kelestarian dan kesejahteraan kanak-kanak di Malaysia antara yang terbaik di peringkat global.

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Development Book of Science Process Skills Through Problem Based Learning Models Improving Creative Thinking Ability

Siti Mayang Sari, Retno Dwi Suyanti, Anita Yus, Bornok Sinaga and Wawan Bunawan

Abstract: Teaching requires new innovations to apply learning to be more varied and competent in their fields, so that they have creative, active, and innovative effects on elementary school teacher education students. As prospective teachers, they are guided to make creative innovations in learning. In line with that, this research was conducted to see the ability of students to think creatively by developing textbooks for science process skills through a problem based learning model. This research method is descriptive quantitative, namely assessing and defining students' science process skills on creative thinking skills through problem based learning models. The Science Process Skills Textbook (KPS) is a book used by students in the basic science concepts course. Some of the material discussed in the science process skills book includes: Living things and their environment, organ systems in humans, the importance of healthy living, the concept of matter and its nature, the earth and the universe. Learning is done through a problem based learning model. The level of students' creative thinking skills achieved is very significant, seen from the learning outcomes, the average achievement value is 4.1%, the category is satisfactory. This achievement is carried out through online learning based on the developed science process skills book. The novelty achieved is the practicality and effectiveness of a valid, practical and effective science process skill book that can be used as a student handbook. Science process skills books that can be taught online have a practical and effective appeal and improve students' creative thinking skills so that the teaching and learning process runs actively, flexibly and efficiently during learning.

Keywords: *Science Process Skills, Problem Based Learning, Creative Thinking.*

I. INTRODUCTION

The implementation of online learning in Indonesia changes the way people think to be more creative and innovative in the learning and teaching process. The government's efforts to break the chain of the spread of Covid-19 through education, namely learning is carried out

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online or (online) also called distance learning (PJJ), where students are required to be technology literate and lecturers can use online applications in online learning to achieve current educational goals. (Zhafira, 2020). The purpose of distance learning or PJJ that has been implemented by educational institutions is for students to study and work from home with the supervision and guidance of lecturers using online learning applications, (Firyal, 2020). In this way, students have technological knowledge through lecturer guidance through a zoom application known as PJJ distance learning.

Elementary school teacher education students are prospective elementary school teacher students who are guided as teachers who have a high dedication to creativity and learning innovation that will be applied to elementary school students. While elementary school students are the level where students are in a state of very rapid cognitive development and teachers are the mainstay for the development of these students, (Mayang et al., 2021). Teachers play an important role in improving the quality of learning, both the quality of the process and the quality of graduates, (Mulyasa, 2016). Mastery of teaching materials and models that are currently carried out by teachers are still weak and hinder the improvement of the quality of education. (Mulyasa, 2013). The learning pattern that is centered on the lecturer (teacher centered approach) is changed to be centered on the student (student centered approach). Education must be able to unite attitudes, thoughts, behavior, conscience, and faith into a single unit. (Mulyasa, 2011). Quality education in addition to being developed through transformation, empowerment of human potential towards the level of perfection, (Mulyasa, Iskandar, 2016).

II. THEORITICAL REVIEW

Views and opinions of several figures on education:

1) Ki Hajar Dewantara (1889-1959), "Education in general is an effort to promote character, mind (intellect), and the body in harmony with the natural environment and society., 2) John Stuart Mill (Filsuf Inggris, 1806-1873 M), Education includes everything that is done by himself and for himself or done by others for himself, with the aim of getting closer to the level of perfection. 3) Edgar Dalle, Education is a conscious effort made by the family, community, and government through guidance, teaching and training activities that take place at school and outside school throughout life to prepare students to play their roles in various living environments for the future., (Dalle Molle, Kuipers, and Edgar 1988), 4) Plato explained that education helps the development of the body and mind with something that allows for the achievement of perfection in learning,

(Murphy, 2015). 5) Al-Farabi's (1986) view is that education is how humans acquire knowledge that is based on its physiological side, nutritive power, imaginative power, sensory power, and rational power that affects human development in a hierarchical manner.

Piaget (1954) understand the development of children's knowledge in the world, develop from time to time through interaction with the outside world and observe the interaction of the development of their environment, (Putra, 2013). Piaget, understand how children create concepts of knowledge to shape their perceptions, cognitions, and judgments about the world and their environment, (Langford and Langford 2018). Piaget (1954), explain the cognitive and constructivist perspectives making the foundation of the problem based learning model a knowledge (cognitive), (Arends 2012). Psychologist first, Jean Piaget, argued that every person/individual always adapts to the environment, (Ramdhani 2017). Jean Piaget also teaches children how to think creatively and process related to their intellectual development, (Arends and Kilcher 2010).

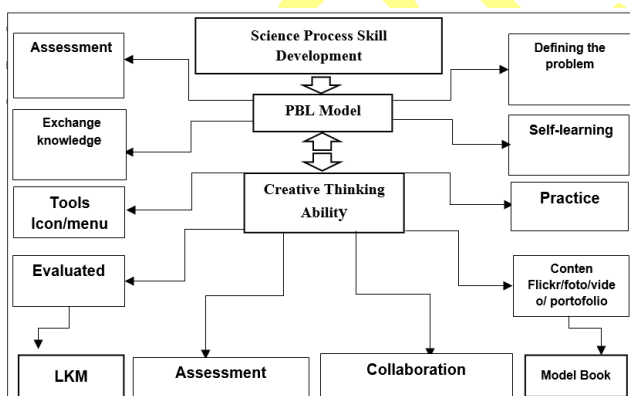
Science education is studied as a vehicle for students to learn more about nature and apply it to everyday life (Suyanti, 2019). Efforts to improve the quality of education and the quantity of teaching and learning processes as well as the ability of lecturers to develop scientific literacy and digital technology, namely getting used to living independently with technology, (Xu et al., 2020). Technology makes lecturers and students able to think critically, (Liliasari 2012), creative thinking, (Retno, 2016), logical thinking, (Hofer and Swan 2014) and have digital literacy skills, (Luthans 2012). Students are able to solve problems in learning, (Surya, at, al 2018), be reflective, (Yus 2017), and resilient in responding to problems and issues in society caused by the impact of technological developments on science, (Carin, A.A. & Sund, 2016; Siswono, 2017; Rahayu, 2017). Technological progress is a process of interaction, (Krahenbuhl 2019) and the reach of human

thought is able to reach all levels of society in any part of the world and become increasingly open, (Daryanto Setiawan, 2017; Pangondian R. A. et al., 2019). The ability to think creatively in technology means being able to construct how to think long term, (Bruce, Weil, and Calhoun 2015), and have the ability of science process skills both students and lecturers, (Tantu and Christi 2020).

III. METHOD

The research method uses descriptive quantitative, namely looking at student learning outcomes which are oriented to the development of science process skills books developed through a problem based learning model. The PBL model provides opportunities for students to be creative and determine attitudes in solving learning problems based on science process skills books. The PBL model is used in science materials related to problem solving. Students contribute to learning in the form of practicums carried out both indoors and outdoors. The role of problem based learning is in the form of assignments from the material and students carry out a practicum, so that students' creative thinking skills will be created and are able to solve learning problems effectively.

This research was conducted at the Bina Bangsa Getsempena Banda Aceh of University and was supported by 45 students in class A as the control class and 45 students in class B as the experimental class. The distribution of student assessment questionnaires on science process skills books resulted in the value of learning outcomes. Students gain knowledge through collaboration, namely by discussing among themselves and playing an important role in group assignments. Learning will take place conducive and produce the desired learning achievement in accordance with the curriculum. Students' creative thinking ability increases as the purpose of this research. The conceptual framework for research development is described as follows:



Tabel: 2.1 Kerangka Penelitian

The concept of research development with the aim of students having creative thinking skills based on science process skills books through the PBL model to improve students' creative thinking skills. Through the PBL model of assessment given by lecturers to students as the acquisition of learning outcomes.

Discussion

The development of science process skills books developed through the PBL model is one way to improve students' creative thinking skills. Directing and developing students' knowledge talents to think creatively orally, in writing and to solve learning problems professionally both in groups and individually. Furthermore, students are given direction to be able to do designs in developing creative thinking on performance, projects and portfolio reporting in group and individual practicums. Furthermore, students are expected to have a scientific attitude with the habit of analyzing problems in everyday life through the stages of observation, self-assessment, and assessment between colleagues so that collaboration occurs and has high thinking order skills (HOTS). The picture below proves that students are able to manage the class as directed by the lecturer to develop their scientific talents that are adapted to the material being studied, namely through the PBL model.



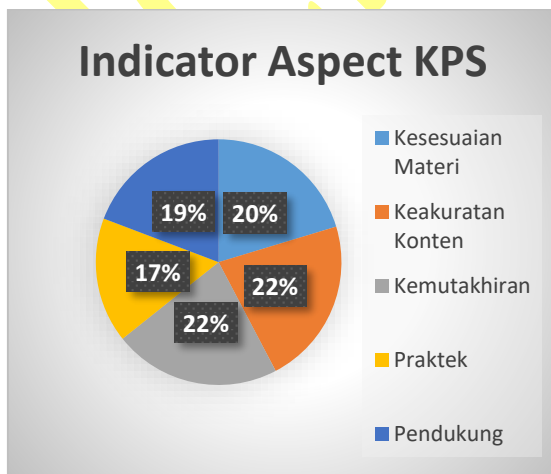
Figure: 2.1 Pengajaran Tata Surya

Students are able to manage and solve all learning problems. Based on the science process skills book so that students are able to draw conclusions from the results of the development of learning projects through implementation and creative creations.



Figure: 2.2 Location Tata Surya

Science process skills that are poured into the implementation of learning have creative benchmarks for students. The picture above explains that with the Solar System material, students can know and identify the layout of celestial bodies in space. Through tests and practices, students have high scientific process skills and provide solutions to problems that arise in learning. Several assessments for the development of science process skills were carried out based on book indicators as learning guidelines. The indicator aspects of each material are tested from the main competencies, content indicators, content grammar, activity steps, and assessment of closing activities.



Graphic: 1.1 Indicator KPS Aspect



Figure: 2.3 Science Process Skills Book

The assessment of the aspects of each indicator has a category, is: very worthy of number 4, worthy of number 3, less worthy of number 2 and very less worthy of number 1.

IV. RESEARCH RESULT

The average indicator is obtained from the results of the assessment scores of each aspect that is assessed with the assessment criteria on the validation instrument. The results of the sum and distribution of the results of each indicator provided by experts and user practitioners. Furthermore, the average value of indicator 1 has a value of 4.3 with a very decent category, indicator 2 with a value of 4.2 is declared very feasible, indicator 3 scores 4.3 with a very decent category, indicator 4 scores 4.3 with a category very decent, indicator 5 the acquisition value of 4.3 with a very decent score. The science process skills book as a book for students is very feasible to use. The percentage of assessment from the indicator aspect is illustrated in the diagram below:

TABEL: 1.1 AVERAGE VALUE OF BOOK INDICATOR ASPECT VALIDATORS

| No | Aspek Penilaian | I | II | III | IV | V | V | V | Jumlah Rata-rata |
|---|-------------------|-----|-----|-----|-----|-----|-----|-----|------------------|
| 1. | Kesesuaian Materi | 5,0 | 3,7 | 4,3 | 4,3 | 4,3 | 4,3 | 4,0 | 4,3 |
| 2 | Keakuratan Konten | 5,0 | 4,0 | 4,7 | 4,3 | 4,0 | 4,3 | 4,3 | 4,4 |
| 3 | Kemutakhiran | 4,5 | 4,4 | 4,5 | 5,5 | 3,5 | 4,5 | 4,5 | 4,3 |
| 4 | Praktek | 5,0 | 3,0 | 4,5 | 4,5 | 4,0 | 4,0 | 4,5 | 4,2 |
| 5 | Pendukung | 4,6 | 3,5 | 4,3 | 4,8 | 3,8 | 4,0 | 4,5 | 4,2 |
| Nilai Rata-rata Aspek Validasi 2 | | | | | | | | | 4,3 |

The achievement of student learning outcomes can be seen from the Normality test of students' creative thinking abilities on student learning outcomes in the control class and experimental class as follows:

TABEL: 2.1 UJI NORMALITAS

| Berpikir Kreatif Kelas Experiment | |
|-----------------------------------|------|
| Asymp. Sig. (2-tailed) | .446 |
| Berpikir Kreatif Kelas Kontrol | |
| Asymp. Sig. (2-tailed) | .637 |

It can be seen that both classes are at the normal distribution level. It is marked with a value. sig > 0.05. Thus, it can be continued to carry out statistical tests from the sample data obtained. This test is carried out clearly to see the initial conditions of the distribution of data acquisition with the assumption that the two classes are normally distributed.

V. CONCLUSION

Science process skills book (KPS) has an effect on the sustainability of the online learning system. Online-based learning requires proper guidance and direction from lecturers for students in order to increase students' creative thinking skills in managing learning with problem-based learning prioritizing collaboration and collaboration between students. Science process skills books make learning flexible and get good learning outcomes, providing students with technology knowledge with online-based learning.

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Keberkesanan Bengkel Pengaturcaraan Visual Basic Terhadap Pembelajaran Pelajar Diploma Teknologi Maklumat Politeknik Sultan Idris Shah

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Abstract – Kursus pengaturcaraan Visual Basic (VB) adalah salah satu kursus elektif yang ditawarkan kepada pelajar semester tiga dan empat, Diploma Teknologi Maklumat (Teknologi Digital) bagi Trek Pembangunan Aplikasi dan Perisian (SAD) di Politeknik Sultan Idris Shah (PSIS). Penganjuran bengkel VB kepada para pelajar Trek SAD adalah bagi memenuhi Petunjuk Prestasi Utama (KPI) iaitu lima belas jam interaksi bersama Pensyarah Pelawat Industri (PPI) sekaligus menyediakan platform untuk para pelajar mendapatkan ilmu pengaturcaraan VB terkini yang digunakan oleh pihak industri serta berinteraksi sendiri dengan pihak yang berkepakaran. Bagi menilai keberkesanan bengkel yang dianjurkan, satu kajian telah dijalankan bertujuan untuk mengenalpasti tahap keberkesanan dan kesesuaian pengisian bengkel terhadap pelajar. Set soal selidik diedarkan kepada 52 orang pelajar Trek SAD yang sedang mengambil subjek pengaturcaraan VB. Data dianalisis menggunakan kaedah statistik deskriptif bagi menjawab persoalan-persoalan kajian. Hasil kajian menunjukkan tahap keberkesanan penganjuran bengkel pengaturcaraan VB adalah tinggi dengan 38.5% pelajar menjawab tahap kemahiran pengaturcaraan adalah sangat meningkat dan 57.7% lagi menjawab tahap pengaturcaraan meningkat selepas mengikuti bengkel. Walaubagaimanapun, terdapat 3.8% pelajar menjawab tahap pengaturcaraan tidak meningkat setelah mengikuti bengkel yang dianjurkan. Walaupun hasil kajian menunjukkan tahap keberkesanan bengkel adalah tinggi namun bagi pelajar yang memberikan respon negatif perlu diambil perhatian dan tindakan segera agar prestasi pembelajaran pelajar terutamanya bagi subjek pengaturcaraan VB dapat dipertingkatkan.

Keywords – Keberkesanan, Pembelajaran, Pengaturcaraan, Visual Basic

I. PENGENALAN

Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) merupakan salah satu jabatan di bawah Kementerian Pengajian Tinggi Malaysia (KPT) yang bertanggungjawab untuk menyediakan peluang pendidikan di peringkat sijil, diploma dan ijazah sarjana muda kepada orang awam serta membangunkan program pengajian dan penyelidikan dalam bidang yang bertunjangkan kekuatan di setiap politeknik dan kolej komuniti. Merujuk kepada Pelan Strategik Fasa Pertama (2018-2020), terdapat enam (6) teras yang diwujudkan bagi menyokong objektif strategik dan salah satunya adalah Teras 5: Memperkukuh kolaborasi industri dan komuniti [1].

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Politeknik Sultan Idris Shah (PSIS) juga memainkan peranan dalam merealisasikan Teras 5 tersebut di mana pelbagai program yang melibatkan alumni telah dijalankan. Program-program tersebut memberi faedah bermakna dalam memperkaya pengalaman pelajar serta memberi peluang kepada alumni untuk menyumbang semula dan menambah nilai kompetensi pelajar dalam pelbagai aktiviti melalui platform yang wibawa. Melalui bengkel dan program yang diadakan dan disampaikan sendiri oleh pakar-pakar dari industri, pengajaran dan pembelajaran dapat disampaikan dengan lebih berkesan sekaligus dapat melahirkan pelajar-pelajar yang berkemahiran tinggi. Sesebuah bengkel yang dijalankan dengan sistematik dan efisien dapat membantu dalam memperkasakan lagi proses pengajaran dan pembelajaran. Perkara ini bersesuaian dengan proses pengajaran dan pembelajaran itu sendiri yang mana disebabkan kerja-kerja berbentuk amalan praktik yang dilakukan di dalam bengkel merupakan komponen utama dalam pengajaran dan pembelajaran yang berasaskan sains, teknik dan kemahiran [2].

Salah satu daripada bengkel yang telah dijalankan adalah Bengkel Pengaturcaraan Visual Basic yang dianjurkan oleh Jabatan Teknologi Maklumat dan Komunikasi (JTMK), PSIS. JTMK bermatlamat untuk melahirkan tenaga kerja yang terlatih, efisien dan berkemahiran dalam bidang Teknologi Maklumat. Selari dengan itu, kursus Visual Basic (VB) Programming merupakan salah satu kursus elektif yang ditawarkan kepada semua pelajar semester tiga (3) dan empat (4), program Diploma Teknologi Maklumat (Teknologi Digital) bagi Trek Pembangunan Sistem dan Aplikasi (SAD). Kursus VB Programming ini menyediakan pelajar dengan pengetahuan dan kemahiran yang diperlukan untuk membangunkan aplikasi dalam Microsoft Visual Basic. NET untuk platform Microsoft .NET.

Bagi mempertingkatkan lagi keberkesanan proses pengajaran dan pembelajaran kursus VB, Bengkel pengaturcaraan VB telah dianjurkan. Bengkel ini bukan sahaja dapat membantu pelajar mendapatkan ilmu pengaturcaraan VB yang terkini yang digunakan oleh pihak industri malah bagi memenuhi Petunjuk Prestasi Utama (KPI) iaitu lima belas jam interaksi bersama pensyarah pelawat industri yang juga merupakan alumni JTMK. Aktiviti Pensyarah Pelawat Industri (PPI) merupakan salah satu pendekatan yang diperkenalkan bagi membantu politeknik mempelbagaikan kaedah pengajaran dan pembelajaran untuk meningkatkan kefahaman pelajar dalam bidang pengajian yang diceburi [3].

Penglibatan industri melalui aktiviti PPI membolehkan para pelajar memperolehi pengetahuan dan

berkongsi pengalaman serta teknologi terkini secara langsung dari pengamal industri.

II. PERNYATAAN MASALAH

Perancangan yang baik dan sempurna perlu dilakukan bagi melaksanakan proses pengajaran dan pembelajaran yang berkesan supaya ia dapat mencapai objektif yang ditetapkan. Kursus VB Programming adalah kursus yang menggunakan Bahasa pengaturcaraan Visual Basic .NET.

Oleh kerana masa yang ditetapkan bagi sesuatu kuliah terhad, pelajar didapati sukar untuk menguasai dan memahami kursus yang melibatkan pengaturcaraan. Ini disebabkan bahasa pengaturcaraan mengandungi sintaks, konsep dan algoritma. [4] menyatakan kebanyakan pelajar tidak pernah membangunkan perisian atau sistem sebelum ini. Sehubungan dengan itu, amatlah penting bagi tenaga pengajar untuk menarik minat dan mempelbagaikan teknik pengajaran dan pembelajaran.

Pembelajaran dan pengajaran pengaturcaraan juga mempunyai cabaran tersendiri di mana [5] dan [6] menyatakan cabaran pembelajaran pengaturcaraan dikalangan pelajar ialah kemahiran penyelesaian masalah. Pelajar didapati sukar untuk memahami sesuatu masalah dan mencari penyelesaian bagi masalah tersebut serta mengaplikasikan penyelesaian tersebut dalam bahasa pengaturcaraan. Secara tidak langsung, tahap motivasi pelajar dalam pembelajaran kursus yang melibatkan pengaturcaraan akan menurun.

Bagi menyelesaikan masalah yang dihadapi, bengkel VB Programming dianjurkan dalam satu usaha untuk mempelbagaikan teknik pengajaran dan pembelajaran dengan menjemput pakar dari industri untuk berkongsi pengalaman dan kepakaran. Sehubungan dengan itu, kajian ini dilaksanakan untuk menilai sejauh mana keberkesanan bengkel terhadap pemahaman dan motivasi pelajar dalam pembelajaran kursus pengaturcaraan VB.

III. OBJEKTIF KAJIAN

Kajian ini dijalankan untuk mencapai objektif seperti berikut:

- i. Mengenalpasti tahap keberkesanan bengkel pengaturcaraan VB terhadap pengetahuan, kemahiran, dan keyakinan diri pelajar dalam kursus pengaturcaraan VB.
- ii. Mengenalpasti tahap kesesuaian pelaksanaan bengkel dari aspek perancangan, masa yang diperuntukkan, dan isi kandungan.

IV. PERSOALAN KAJIAN

- i. Bagaimanakah tahap keberkesanan bengkel pengaturcaraan VB terhadap pengetahuan, kemahiran, dan keyakinan diri pelajar Trek SAD, PSIS?
- ii. Adakah pelaksanaan bengkel bersesuaian dari aspek perancangan, masa yang diperuntukkan, dan isi kandungan yang telah diajarkan?

V. KAJIAN LITERATU

Dalam kajian untuk mendapatkan keberkesanan pelaksanaan bengkel VB Programming ini, kajian literatur telah dijalankan dengan mendapatkan maklumat daripada beberapa sumber. Dengan kajian ini, didapati pelaksanaan bengkel atau program yang berkaitan dengan pengajaran dan pembelajaran dapat meningkatkan pemahaman dan motivasi pelajar.

Beberapa kajian lepas yang pernah dilaksanakan bagi menilai program atau bengkel menggunakan model kesan tak langsung. [7] menyatakan bahawa daripada kajian program latihan berdasarkan saiz sampel seramai 119 pekerja yang dijalankan di USA, didapati program atau latihan yang berkaitan dengan tugas-tugas yang dijalankan boleh meningkatkan pengetahuan dan motivasi pekerja.

Selain itu, dalam teori jangkaan [8] [9], dinyatakan bahawa manusia akan terdorong untuk melakukan sesuatu kerja atau belajar sesuatu kemahiran dengan bersungguh-sungguh sekiranya mereka memahami kepentingan kemahiran tersebut dengan mudah. Dalam konteks kajian ini pula, pelajar-pelajar akan mudah memahami kemahiran pengaturcaraan sekiranya mengikuti program atau bengkel yang berkaitan dengan kursus pembelajaran mereka dan kandungan bengkel atau program tersebut mengandungi maklumat serta impak yang tinggi terhadap proses pembelajaran mereka sekaligus dapat meningkatkan motivasi mereka.

Dalam kajian untuk mendapatkan keberkesanan pelaksanaan bengkel VB Programming ini, kajian literatur telah dijalankan dengan mendapatkan maklumat daripada beberapa sumber. Dengan kajian ini, didapati pelaksanaan bengkel atau program yang berkaitan dengan pengajaran dan pembelajaran dapat meningkatkan pemahaman dan motivasi pelajar disebabkan oleh para pelajar dapat melakukan sendiri tugas tersebut berpandukan demonstrasi yang ditunjukkan oleh tenaga pengajar.

[10] dalam kajiannya menyatakan bahawa terdapat komponen kajian penilaian yang banyak memberikan manfaat dan input terutama untuk mendapatkan informasi serta data berkaitan kejayaan pelaksanaan sesuatu program seperti menguji kekuatan atau kekurangan program tersebut sebelum keputusan untuk ditamatkan, diteruskan atau dipertingkatkan ke tahap yang lebih baik dilaksanakan. Kajian untuk menilai keberkesanan pelaksanaan bengkel VB Programming ini dalam program pembelajaran dan pengajaran, ternyata telah mencapai matlamat keberhasilan yang utama.

Menurut [11] dalam kajiannya, menyatakan bahawa kepakaran tenaga pengajar yang melaksanakan bengkel atau program juga memainkan peranan utama. Tenaga pengajar yang berpengalaman dan berkepakaran dapat membantu pelajar-pelajar untuk menyelesaikan masalah berdasarkan soalan-soalan yang mungkin diajukan oleh para pelajar. Pelajar-pelajar juga dapat belajar kemahiran dan ilmu yang diperlukan oleh industri.

VI. METODOLOGI KAJIAN

Rekabentuk kajian ini merupakan kajian kuantitatif berbentuk tinjauan yang melibatkan pelajar-pelajar semester tiga, empat dan lima yang mengambil subjek pengaturcaraan VB. Instrumen kajian berbentuk soalan

kaji selidik dibahagi kepada 4 bahagian iaitu bahagian A, B, C, dan D. Bahagian A mengandungi maklumat kelas pelajar, bahagian B mengandungi 3 soalan berkenaan penilaian pelaksanaan bengkel, bahagian C mengandungi 4 soalan berkenaan penilaian keberkesanan bengkel terhadap peserta, dan bahagian D mengandungi 4 soalan penilaian terhadap penceramah industri. Walaubagaimanapun, kajian ini hanya memberi fokus terhadap bahagian A, B, dan C iaitu keberkesanan bengkel berkenaan tahap pengetahuan, kemahiran, dan keyakinan diri pelajar serta kesesuaian pelaksanaan bengkel. Soal selidik yang dibangunkan diubahsuai dari soal selidik yang direkabentuk oleh [12] dan [13]. Penggunaan pelbagai kaedah pengajaran dan pembelajaran yang diperolehi melalui kajian lepas terhadap tahap keberkesanan dan kesesuaian diadaptasikan kepada pelajar-pelajar SAD, PSIS.

Kajian kuantitatif yang berbentuk tinjauan ini mengumpulkan data berdasarkan kepada borang soal selidik yang diedarkan dan dijawab oleh responden sebaik sahaja bengkel selesai. Set soal selidik yang digunakan mengandungi beberapa bahagian seperti yang dinyatakan dalam Jadual I berikut:

JADUAL I: TABURAN ITEM DALAM BORANG SOAL SELIDIK KAJIAN

| Bahagian | Pemboleh ubah kajian yang ingin dikenalpasti |
|----------|--|
| A | Demografi (Maklumat kelas pelajar) |
| B | Keberkesanan bengkel terhadap peserta |
| | i. Tahap pengetahuan baru |
| | ii. Tahap kemahiran pengaturcaraan VB |
| | iii. Tahap keyakinan diri |
| C | iv. Tahap kesiapsediaan diri menempuh peperiksaan VB |
| | Pelaksanaan bengkel |
| | i. Perancangan dan pelaksanaan bengkel adalah lancar dan mencapai objektif |
| | ii. Masa yang diperuntukkan bagi setiap slot adalah bersesuaian |
| | iii. Isi kandungan bengkel sesuai dengan keadaan semasa |

Soalan kaji selidik yang diedarkan adalah berkaitan dengan keberkesanan bengkel terhadap pelajar dan kesesuaian pelaksanaan bengkel. Daripada kajian yang dijalankan, keberkesanan bengkel terhadap pelajar menunjukkan julat nilai pekali kebolehppercayaan alpha 0.910 manakala kesesuaian pelaksanaan bengkel pula menunjukkan julat nilai pekali kebolehppercayaan alpha 0.970.

Data yang telah diperolehi dianalisis menggunakan perisian PSPP iaitu alternatif kepada perisian SPSS Statistics yang boleh digunakan secara percuma. Analisis dijalankan secara deskriptif bagi mendapatkan nilai skor min dan peratusan. Populasi kajian ini melibatkan pelajar-pelajar SAD semester 3, 4, dan 5 yang mengambil kursus pengaturcaraan VB. Sampel kajian adalah seramai 52 orang pelajar daripada 65 orang pelajar yang terlibat semasa bengkel dijalankan.

Skala likert lima mata digunakan untuk mengenalpasti tahap persetujuan responden terhadap setiap pernyataan

bagi keberkesanan bengkel seperti yang ditunjukkan dalam Jadual II.

JADUAL II: SKALA LIMA MATA BAGI PENILAIAN KEBERKESANAN BENGKEL

| Kenyataan | Peringkat | Skala |
|-----------------|------------------------|-------|
| Tahap Rendah | Sangat tidak meningkat | 1 |
| | Tidak meningkat | 2 |
| Tahap Sederhana | Sederhana meningkat | 3 |
| | Meningkat | 4 |
| Tahap Tinggi | Sangat meningkat | 5 |

Manakala bagi mengenalpasti tahap kesesuaian pelaksanaan bengkel, skala likert lima mata juga digunakan menerusi kenyataan yang berbeza seperti yang ditunjukkan dalam Jadual III.

JADUAL III: SKALA LIMA MATA BAGI PENILAIAN PELAKSANAAN BENGKEL

| Kenyataan | Peringkat | Skala |
|-----------------|---------------------|-------|
| Tahap Rendah | Sangat tidak setuju | 1 |
| | Tidak setuju | 2 |
| Tahap Sederhana | Kurang setuju | 3 |
| | Setuju | 4 |
| Tahap Tinggi | Sangat setuju | 5 |

VII. HASIL DAN KEPUTUSAN

Analisis Demografi Responden.

Soal selidik diedarkan kepada dua kelas utama, DDT 3A dan DDT 4A dan satu kelas pelajar mengulang subjek iaitu DDT 5A seperti yang dinyatakan dalam Jadual IV. Kesemua kelas ini adalah pelajar Trek SAD yang mengambil subjek Pengaturcaraan VB.

JADUAL IV: PECAHAN RESPONDEN MENGIKUT KELAS

| Kelas | Bil. Responden |
|--------|----------------|
| DDT 5A | 1 |
| DDT 4A | 34 |
| DDT 3A | 17 |

Analisis Tahap Keberkesanan Bengkel.

Persoalan Kajian 1: Bagaimanakah tahap keberkesanan bengkel pengaturcaraan VB terhadap pengetahuan, kemahiran, dan keyakinan diri pelajar Trek SAD, PSIS?

Jadual V menunjukkan nilai min dan sisihan piawai bagi tahap keberkesanan bengkel pengaturcaraan VB ke atas pelajar.

Kesemua nilai min berada pada tahap tinggi menunjukkan penganjuran bengkel adalah berkesan dari segi peningkatan tahap pengetahuan baru pelajar iaitu 4.40, tahap kemahiran pengaturcaraan VB pelajar pula ialah 4.31, tahap keyakinan diri pelajar juga meningkat dengan nilai min 4.27, dan seterusnya tahap kesediaan diri menempuh peperiksaan VB ialah 4.17.

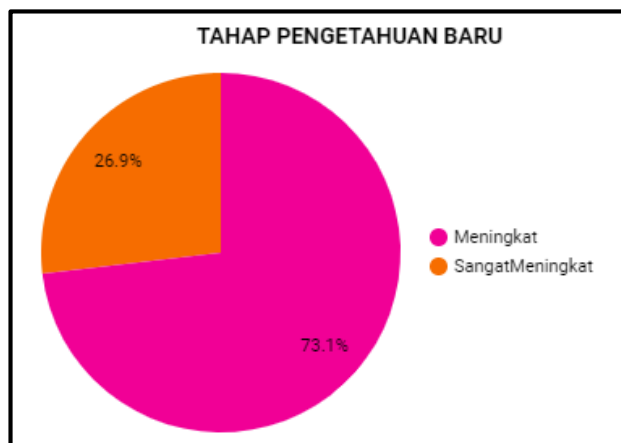
Nilai sisihan piawai juga adalah baik dengan item

tahap pengetahuan baru 0.50, tahap kemahiran pengaturcaraan VB 0.67, tahap keyakinan diri 0.74, dan tahap kesediaan diri menempuh peperiksaan VB 0.92.

JADUAL V: TAHAP KEBERKESANAN BENGKEL PENGATURCARAAN VB

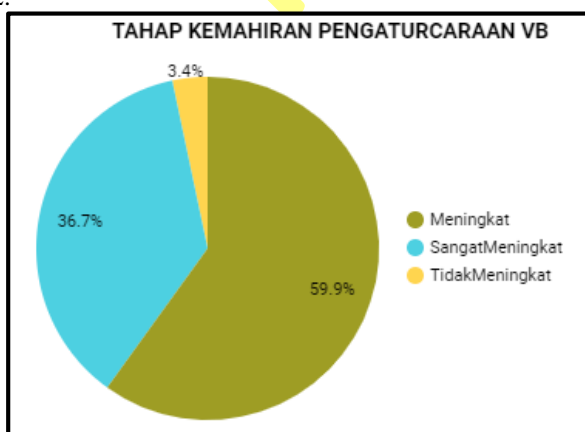
| Keberkesanan | Min | Sisihan Piawai |
|--|------|----------------|
| Tahap pengetahuan baru | 4.40 | 0.50 |
| Tahap kemahiran pengaturcaraan VB | 4.31 | 0.67 |
| Tahap keyakinan diri | 4.27 | 0.74 |
| Tahap kesediaan diri menempuh peperiksaan VB | 4.17 | 0.92 |

Menerusi item kajian tahap pengetahuan baru, peratus jawapan responden ditunjukkan dalam Rajah 1 di bawah. Sebanyak 73.1% pelajar menjawab tahap pengetahuan baru adalah sangat meningkat dan selebihnya 26.9% menjawab meningkat. Ini menunjukkan kesemua responden bersetuju bahawa bengkel yang diikuti dapat meningkatkan pengetahuan terhadap pengaturcaraan VB.



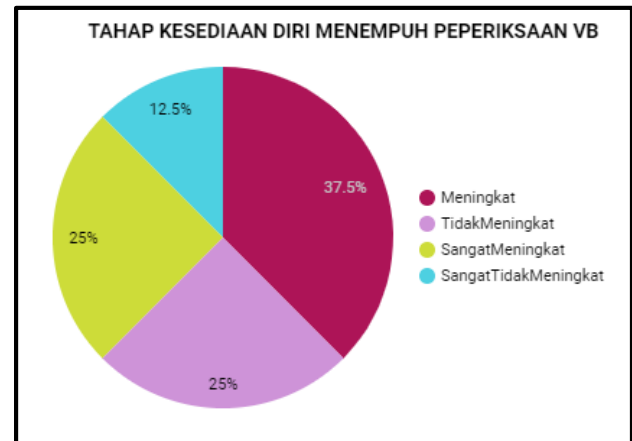
Rajah 1. Tahap pengetahuan baru.

Sebanyak 59.9% responden bersetuju bahawa tahap kemahiran pengaturcaraan VB meningkat manakala 36.7% lagi menyatakan sangat meningkat. Walaubagaimanapun, terdapat 3.4% responden menyatakan tidak berlaku peningkatan kemahiran selepas mengikuti bengkel seperti yang ditunjukkan dalam Rajah 2.



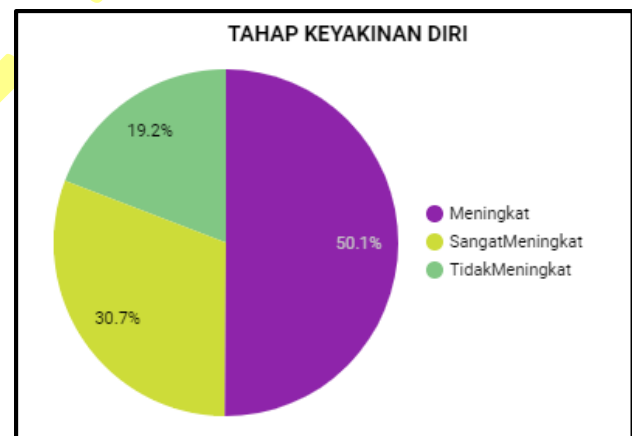
Rajah 2. Tahap pengetahuan baru.

Menerusi Rajah 3, dapat dilihat pelbagai respon yang diterima dari segi tahap kesediaan pelajar menempuh peperiksaan pengaturcaraan VB. Sebanyak 37.5% responden menyatakan tahap kesediaan meningkat manakala 25% pelajar lagi menyatakan sangat meningkat. Walaubagaimanapun, terdapat juga responden yang menyatakan tahap kesediaan tidak meningkat sebanyak 25% dan sangat tidak meningkat sebanyak 12.5%.



Rajah 3. Tahap kesediaan diri menempuh peperiksaan VB.

Bagi peningkatan tahap keyakinan diri, sebanyak 50.1% responden menyatakan meningkat dan 30.7% responden menyatakan sangat meningkat. Sebanyak 19.2% pelajar pula menyatakan tidak berlaku peningkatan terhadap tahap keyakinan diri masing-masing seperti yang ditunjukkan dalam Rajah 4.



Rajah 4. Tahap keyakinan diri.

Analisis Kesesuaian Pelaksanaan Bengkel.

Persoalan Kajian 2: Adakah pelaksanaan bengkel bersesuaian dari aspek perancangan, masa yang diperuntukkan, dan isi kandungan yang telah diajarkan?

Jadual VI menunjukkan nilai min dan sisihan piawai bagi tahap kesesuaian pelaksanaan bengkel pengaturcaraan VB.

Kesemua nilai min berada pada tahap tinggi menunjukkan penganjuran bengkel adalah bersesuaian dari segi perancangan dan pelaksanaan bengkel yang berjalan lancar dan mencapai objektif iaitu nilai min 4.19, masa yang diperuntukkan bagi setiap slot bersesuaian min 4.15, dan kandungan bengkel sesuai dengan situasi

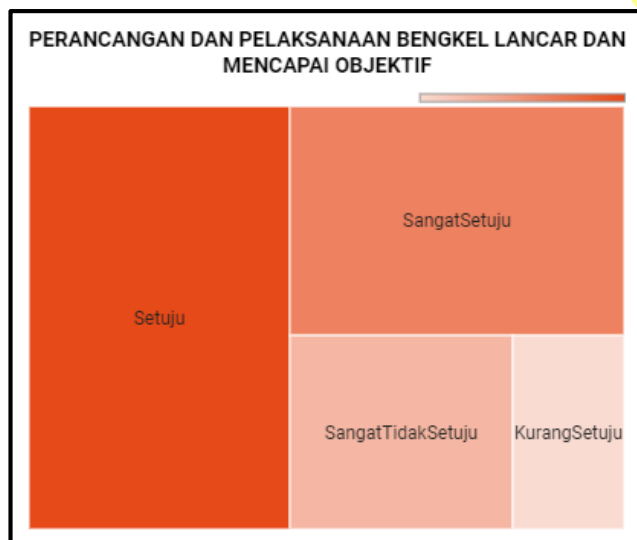
semasa mendapat nilai min 4.17.

Nilai sisihan piawai juga adalah baik dengan item perancangan dan pelaksanaan bengkel lancar dan mencapai objektif 0.95, masa yang diperuntukkan bagi setiap slot adalah sesuai 0.96, dan kandungan bengkel sesuai dengan situasi semasa 0.94.

JADUAL VI: TAHAP KESESUAIAN PELAKSANAAN BENGKEL PENGATURCARAAN VB

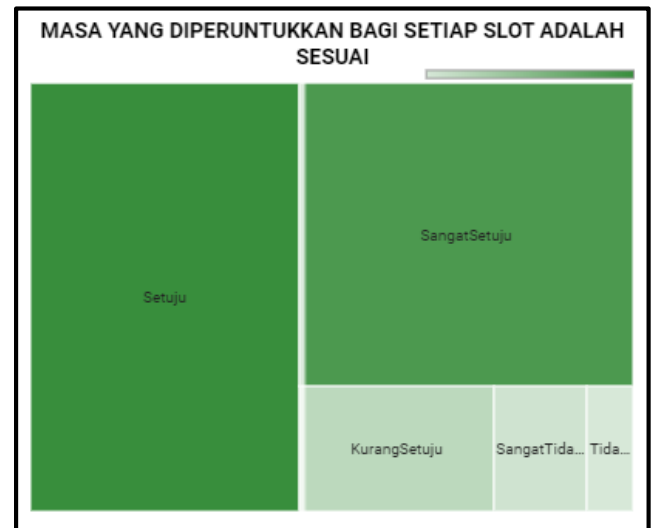
| Keberkesanan | Min | Sisihan Piawai |
|--|------|----------------|
| Perancangan dan pelaksanaan bengkel lancar dan mencapai objektif | 4.19 | 0.95 |
| Masa yang diperuntukkan bagi setiap slot adalah sesuai | 4.15 | 0.96 |
| Kandungan bengkel sesuai dengan situasi semasa | 4.17 | 0.94 |

Rajah 5 menunjukkan peta haba bagi item penilaian perancangan dan pelaksanaan bengkel lancar dan mencapai objektif. Bilangan responden yang menjawab setuju dan sangat setuju adalah lebih tinggi jika dibandingkan dengan responden yang menjawab kurang setuju dan sangat tidak setuju menerusi pecahan saiz ruang dan kadar kontras warna yang ditunjukkan.



Rajah 5. Perancangan dan pelaksanaan bengkel lancar dan mencapai objektif.

Kebanyakan responden bersetuju bahawa masa yang diperuntukkan bagi setiap slot adalah sesuai dan mencukupi seperti yang ditunjukkan dalam Rajah 6. Ruangan bagi respon setuju dan sangat setuju adalah jauh lebih besar jika dibandingkan dengan responden yang menjawab kurang setuju, tidak setuju, dan sangat tidak setuju.



Rajah 6. Perancangan dan pelaksanaan bengkel lancar dan mencapai objektif.

Rajah 7 menunjukkan peta haba bagi item kandungan bengkel sesuai dengan situasi semasa. Bilangan responden yang menjawab setuju dan sangat setuju adalah lebih ramai jika dibandingkan dengan responden yang menjawab sangat tidak setuju dan kurang setuju.



Rajah 7. Kandungan bengkel sesuai dengan situasi semasa

VIII. PERBINCANGAN

Penganjuran bengkel pengaturcaraan VB dianggap berjaya berdasarkan keputusan kajian yang diperolehi melalui tahap keberkesanan bengkel terhadap pelajar serta pelaksanaan bengkel juga bersesuaian.

Terdapat beberapa peratusan kecil responden yang menyatakan penganjuran bengkel tidak memberikan peningkatan terhadap pengetahuan, kemahiran, dan keyakinan diri pelajar Trek SAD dalam kursus pengaturcaraan VB. Respon ini dikaji dengan lebih mendalam menerusi seksyen komen. Terdapat beberapa responden menyatakan bahawa proses pengajaran yang dilakukan oleh pihak penceramah terlalu laju dan pelajar kerap tertinggal dan tidak dapat mengikuti bengkel dengan baik. Oleh yang demikian, urusetia perlu memaklumkan terlebih dahulu tahap kemahiran para pelajar kepada penceramah bengkel serta memohon supaya penceramah lebih banyak berinteraksi dengan pelajar untuk mengelakkan terdapat pelajar yang tercicir

semasa berada di dalam bengkel. Beberapa komen untuk menjalankan bengkel secara bersemuka juga turut diterima dan akan diambil sebagai cadangan bagi penganjuran bengkel di masa akan datang.

Selain itu, keberkesanan pelaksanaan bengkel juga mempunyai sebilangan kecil responden yang menyatakan kurang setuju, tidak setuju, dan sangat tidak setuju. Melalui respon yang diterima pada maklumbalas dan seksyen komen, pelajar menyatakan durasi masa yang diperuntukkan adalah tidak mencukupi termasuk waktu rehat yang singkat. Pelajar berharap supaya bengkel dapat dijalankan lebih lama lagi supaya mereka dapat mengikuti kandungan bengkel dengan baik. Kesemua cadangan dan komen yang diterima ini dikumpulkan dan dibincangkan bagi membantu pelaksanaan bengkel yang lebih baik dimasa akan datang.

Secara keseluruhannya, pelaksanaan bengkel adalah berjaya dan memberikan banyak manfaat kepada para pelajar dan pensyarah. Isi kandungan bengkel yang disampaikan adalah terkini dan bersesuaian dengan keadaan semasa kerana penceramah yang pakar dalam bidang pengaturcaraan VB didatangkan khas dari industri.

IX. KESIMPULAN

Pelbagai teknik dan kaedah pengajaran dijalankan bagi meningkatkan tahap pencapaian pelajar dalam kursus yang diajar. Pelaksanaan bengkel pengaturcaraan VB juga merupakan salah satu usaha yang dilakukan oleh para pensyarah bagi memastikan para pelajar terdedah dengan perkembangan teknologi terkini dalam industri seterusnya menyediakan pelajar yang berkualiti dan menepati kehendak pasaran kerjaya.

Berdasarkan hasil kajian yang dijalankan, bengkel pengaturcaraan VB akan dijalankan kepada para pelajar yang mengambil kursus tersebut pada setiap semester.

PENGHARGAAN

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