



**6th International Research Conference on Humanities,
Social Sciences and Technology
(6th IRCHST 2024)**

2024 PROCEEDING:

**6TH INTERNATIONAL RESEARCH CONFERENCE
ON HUMANITIES, SOCIAL SCIENCES AND
TECHNOLOGY 2024 (6TH IRCHST 2024)**

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SOCIAL SCIENCES AND TECHNOLOGY 2024 (6TH IRCHST 2024)**



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Social Sciences and Technology
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**GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD
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**18th-19th May 2024,
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PREFACE

Welcome to the Proceedings of the 6th International Research Conference on Humanities, Social Sciences, and Technology 2024 (6th IRCHST 2024). This year's conference, held 18th-19th May 2024 at Dorsett Hotel, Putrajaya, Malaysia, continues our tradition of bringing together scholars, researchers, and practitioners from around the globe to share their latest findings, insights, and innovations across these diverse yet interconnected fields.

The theme of the 6th IRCHST 2024, "Humanities, Social Sciences and Technology," underscores the conference's commitment to exploring the multifaceted challenges and opportunities presented by today's rapidly changing global landscape. As our world becomes increasingly interconnected, the intersections between humanities, social sciences, and technology become ever more significant. This conference seeks to foster a holistic understanding of these intersections and to promote interdisciplinary approaches to research and problem-solving.

This year, we are proud to present a rich and varied program that includes keynote speeches and paper presentations. Our esteemed keynote speakers are renowned experts who will provide valuable perspectives on the latest trends and future directions in their respective fields. The conference's rigorous peer-review process ensures that the research presented is of the highest quality, contributing to the advancement of knowledge and practice.

The papers included in these proceedings reflect the breadth and depth of current research in humanities, social sciences, and technology. They address a wide range of topics, from the impact of digital technologies on social structures and cultural practices to innovative solutions for pressing global issues. The diversity of research presented here is a testament to the dynamic and evolving nature of these fields.

We extend our heartfelt gratitude to the authors for their contributions and to the reviewers for their diligent efforts in ensuring the quality of the submissions. We also thank our sponsors and partners for their generous support, which has been instrumental in making this conference possible.

Lastly, we acknowledge the dedication and hard work of the organizing committee, whose commitment and enthusiasm have been crucial in bringing this conference to fruition.

We hope that the discussions and collaborations that emerge from this conference will inspire new ideas, foster partnerships, and contribute to the ongoing dialogue in humanities, social sciences, and technology. We look forward to seeing how the research presented here will influence future studies and impact our global community.

Thank you for joining us at the 6th IRCHST 2024. We wish you a stimulating and rewarding conference experience.

Sincerely,
Dr Norlila Mahidin
6th IRCHST 2024 Conference Chair

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DETERMINING DIGITAL LEADERSHIP FACTOR IN THE CONSTRUCTION INDUSTRY: A COMPONENT ANALYSIS OF INTERNAL & EXTERNAL ASPECTS

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Abstract: *Notion of Construction IR 4.0 has surfaced recently, managers have to deal with increasingly difficult decision-making processes. The present study aimed to bridge this gap by employing the TAM and EOT theories and synthesising extant research to generate an exhaustive inventory of 16 crucial digital leadership factors (DLFs) for leader and organisation, respectively, which were assessed by 341 construction managers. The data were ranked using factor analysis following a relative relevance index. The information indicates that internal aspects fall into three cluster: (1) factors related to digital strategy and expertise, (2) commitment and trust, and (3) digital literacy and skill acquisition. Three clusters of external aspects were identified: (1) factors related to collaboration and partnerships; (2) factors related to digital cybersecurity and policy; and (3) factors related to capital, workshops, and training. Thus, efforts to enhance DLP in Malaysia ought to concentrate on these wide groups.*

Keywords: *Construction IR 4.0; Critical Success Factor; Digital Leadership Practice; Digital Innovation*

Introduction

Construction industry is viewed as a difficult yet vital on a global scale because of the services sector's nature and uncertainties in technology, design, engineering, operations, maintenance, location, and other environmental variables. The building of process plants is particularly complex (Simanjuntak, 2021; Chen et al., 2022). The construction firm bears primary responsibility for project implementation and supply of necessary material, labour, and financial resources. According to Wang et al., (2022) within three years, the global construction market will reach the record level of 15 trillion dollars and will continue to grow at a yearly rate of around 3% through to 2025. Given how quickly digital technology (DT) is developing, forward-thinking leadership is the potential attributes to create a purposeful and distinct vision for the decision-making processes of digital strategies to execute (Stana et al., 2020). Generally, it is a social transformation process where advanced information technology acts as a mediator to influence the behaviour, attitudes, emotions, thoughts, behaviours then to the organization (Hensellek, 2020) as in construction organization. The broad term of “digital leadership” has been used in the twenty-first century, as this term may also be striking contrasts between traditional leadership and leadership in the digital era since they primarily result in a changing

workplace where technology interaction is crucial (Phelps, 2014; Shahadat et al., 2023). Furthermore, the move to digitalization from a legacy perspective and increased corporate integration of IT and business innovation in the new era of business information technology (IT) emphasis the need for digital proficiency (Alaboud & Alshahrani, 2023). The term “digitalisation” refers to improve and modify organization processes by utilising DT to link people, devices, and data (Aghimien et al., 2018), which a crucial capability for leaders as a vital role in decision-making processes. Therefore, the term seems to emphasize a fundamental change in how firms approach their work and respond to digital trends in a cutthroat market (Sasmoko et al., 2019).

To assist managers, navigate the digital adolescence, conceptualizing digitalization should be viewed as a continual process for growth and development. The construction industry deals with a variety of internal and external issues and influences that may either favourably or adversely affect the successful execution of the managing (Milosevic, 2010). Due to variations in political economies, legal systems, and cultures, these characteristics change between nations. In Malaysia, a government supported and provide a training called Certified Construction Manager (CCM) by CIDB attempt to encourage collaboration between quality management and the business environment in an effort to meet client demands and produce a construction project that is physically functional, finished within the allotted time frame, and adheres to predetermined criteria for quality, cost, and other factors (Farhan Roslan et al., 2021; Nurafizah Amiruddin, 2019). However, notwithstanding such attempt, the programme did not receive an encouraging response due to a lack of strong awareness among construction stakeholders. Aghimien et al., (2018) discovered that fear of increased investment costs, the absence of a local green certification, a lack of government backing or legislation, and a lack of financial incentives are some of the main challenges facing DLP in Malaysia. There are a number of other barriers to DLP in Malaysia, such as laws or legal restrictions, building codes, public awareness campaigns, the creation of regulatory systems, and client demand (Abbu et al., 2020; Ann Prince, 2018; Martins, 2019; Shahadat et al., 2023).

Very few studies have highlighted the critical success factor to become digital leaders in construction industry causing a paucity of information on the subject (Holotiuk & Beimborn, 2017; Leyh et al., 2021), as a result, very little information to help stakeholders and researchers understand issues related to digital resilience. This study examined crucial internal and external aspects to the digital leaders characteristic in Malaysia's construction industry, considering the paucity of previous research and the significance of DLP. This is significant because, although the rest of the globe is creating cutting-edge DT solutions, Malaysia, in particular, is still having difficulty putting established technological principles into practice. There is empirical data to support this, as well as suggestions for solutions. In order to determine the underlying structure of the items, this study first identified and evaluated items from literature that were said to be both internal and external to the digital leadership factor (DLF). The most significant items within each category were then determined by ranking the items within each category.

Research Methodology

In order to determine the internal and external digital leader variables that contribute to the digital resilience of the construction industry, the study began with a review of the literature. The results are displayed in Tables 4 and 5, while Tables 1 and 2 present the literature sources

for the criteria that were identified and subsequently developed into self-completing questionnaire items. To make sure the questions were relevant and logical, a pilot test and review were conducted on the questionnaire items. Following a pre-test, preliminary factor analysis, reliability and validity testing, certain items underwent minor revisions. Using a five-point Likert scale, respondents were asked to rank how much they agreed with each of the DLF (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). The adoption of the five-point Likert scale was motivated by its capacity to yield results that are clear and simple to understand (Jebb et al., 2021).

Table 1: Consolidated List of Internal Aspects of Digital Leadership Factors

Code	Internal Aspects	Key Reference
COM1	Perceptions, thoughts and ideologies are high about digitization.	Abbu et al., 2020; Hewavitharana et al., 2021a; Maruthuvellu et al., 2021; Yang et al., 2022
COM2	Leader have a good knowledge of the needs and use of the latest digital technologies.	Abbu et al., 2020; Ismail & Hassan, 2019; Maruthuvellu et al., 2021; Tadesse Gebretekla et al., 2021; Yang et al., 2022
COM3	Leader concerned about the issue of coordination and use of digital technology in the organization.	Abbu et al., 2020; Imran et al., 2020; Maruthuvellu et al., 2021; Yang et al., 2022; S. L. Zulu et al., 2023
COM4	Leader are able to guide subordinates to implement the adoption of new technologies.	Abbu et al., 2020; Maruthuvellu et al., 2021; Schiuma et al., 2022; Yang et al., 2022; S. L. Zulu et al., 2023
COM5	Leader easily understand the use of existing / new digital technology. <i>Exp: Microsoft project, BIM, Revit.</i>	Abbu et al., 2020; Aghimien et al., 2022; Imran et al., 2020; Maruthuvellu et al., 2021; Yang et al., 2022
COM6	Leader have high skills in problem solving especially in digital technology.	Abbu et al., 2020; Avirag Bajpai & Subhas Chandra Misra, 2020; Maruthuvellu et al., 2021; Yang et al., 2022
COM7	Leader show interest to subordinates requirement and views on an issue.	Abbu et al., 2020; Aghimien et al., 2020; Maruthuvellu et al., 2021; Yang et al., 2022
COM8	Leader contributes ideas in the management of the organization digitally.	Abbu et al., 2020; Maruthuvellu et al., 2021; Yang et al., 2022
CAP1	Issue of implementing and using digital technologies often discussed at meetings.	Abbu et al., 2020; Maruthuvellu et al., 2021; Shirokova et al., 2020; Yang et al., 2022)
CAP2	Leader invest funding for programs and strategic requirements for the use of technology in organizations.	Abbu et al., 2020; Chuey et al., 2021; Gudergan et al., 2021; Maruthuvellu et al., 2021; Yang et al., 2022
CAP3	Leader insight to increase the use of digital technology in organization.	Abbu et al., 2020; Maruthuvellu et al., 2021; Petrov et al., 2021; Wernicke et al., 2021; Yang et al., 2022

CAP4	Leader committed implement new ways of working digitally in the company's organization.	Abbu et al., 2020; Maruthuvellu et al., 2021; Yang et al., 2022; S. Zulu, 2022; S. L. Zulu et al., 2023
CAP5	Reduce non-interested job positions such as clerks and to provide technology management job positions.	Abbu et al., 2020; Gudergan et al., 2021; Jacobsson & Linderoth, 2021; Maruthuvellu et al., 2021; Yang et al., 2022
CAP6	Leader regularly attend programs that engage with construction technology management.	Abbu et al., 2020; Maruthuvellu et al., 2021; Tadesse Gebretekle et al., 2021; Yang et al., 2022
CAP7	Leader conveys information through diverse communication channels directly to the management hierarchy.	Abbu et al., 2020; Maruthuvellu et al., 2021; Tadesse Gebretekle et al., 2021; Yang et al., 2022
CAP8	Leaders prefer to receive client information, sub-contractors, suppliers digitally.	Abbu et al., 2020; Imran et al., 2020; Maruthuvellu et al., 2021; Schiuma et al., 2022; Yang et al., 2022; S. L. Zulu et al., 2023

Table 2: Consolidated List of External Aspects of Digital Leadership Factors

Code	External Aspects	Key Reference
SRU1	The management provides the needs for the use of digital technology in the organization.	Alaboud & Alshahrani, 2023; Morgan, 2019; Shahadat et al., 2023; Sinenko et al., 2021; Srivastava et al., 2021
SRU2	The management provides skills training in the handling of new technologies to subordinates.	Alshehhi et al., 2023; Konopik et al., 2022; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021
SRU3	Cooperation from clients, sub-contractors, suppliers in the use of technology that is parallel in facilitating online management.	Alshehhi et al., 2023; Morgan, 2019; Schwarzmüller et al., 2018; Sinenko et al., 2021; Srivastava et al., 2021
SRU4	The management shares resources with the consultant to increase the specialization of materials. <i>Exp: Online payment</i>	Alshehhi et al., 2023; Konopik et al., 2022; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021; Tadesse Gebretekle et al., 2021
SRU5	The application of digital asset management in my organization is very effective and efficient.	Alshehhi et al., 2023; Morgan, 2019; Shahadat et al., 2023; Sinenko et al., 2021; Srivastava et al., 2021
SRU6	The management of digital asset management in my organization is very well organized.	Alshehhi et al., 2023; Morgan, 2019; Shahadat et al., 2023; Sinenko et al., 2021; Srivastava et al., 2021
SRU7	Incentives from the company's profits to increase the resources of digital technology.	Alshehhi et al., 2023; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021; Zhu et al., 2022
SRU8	Management's willingness to invest capital in digital competency programs and training to subordinate.	Alshehhi et al., 2023; Morgan, 2019; Aghimien et al., 2022; Diana et al., 2019; Shirokova et al., 2020

STA1	The management strives to enhance the use of new technologies and new equipment.	Alshehhi et al., 2023; Konopik et al., 2022; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021
STA2	Disclosure of initiatives from government, Roadmap Construction 4.0 galvanizing existing digital assets resources.	Alshehhi et al., 2023; Moeuf et al., 2020; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021
STA3	Obtaining government support in providing funds to employers in promoting the use of technology.	Alshehhi et al., 2023; Diana et al., 2019; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021
STA4	Getting government support in the provision of grants/funds to upgrade new technology facilities.	Alshehhi et al., 2023; Diana et al., 2019; Moeuf et al., 2020; Morgan, 2019; Sinenko et al., 2021
STA5	The company's information security is preserved and securely stored in cloud storage.	Alshehhi et al., 2023; Moeuf et al., 2020; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021
STA6	Policies and laws involving the use of digital technologies are clear.	Shahadat et al., 2023; Shirokova et al., 2020; Sinenko et al., 2021; Srivastava et al., 2021; Tadesse Gebretekle et al., 2021
STA7	Management of 'tendering' contracts and payments to third parties through E-contracts.	Avirag Bajpai & Subhas Chandra Misra, 2020; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021
STA8	The vision/mission of the company that implements the development of management digitally.	Alshehhi et al., 2023; Mhlungu et al., 2019; Morgan, 2019; Sinenko et al., 2021; Srivastava et al., 2021

Professional managers in the Malaysia construction industry, such as project and construction managers, quantity surveyors, architects, and engineers (mechanical, electrical, and civil), were given the questionnaire. From the websites of the Construction Industry Development Board (CIDB), Board of Quantity Surveyors (BQSM), Board of Architects (BOA), and Board of Engineers Malaysia (BEM), we were able to identify the respondents based on their membership in their respective professional and statutory registration bodies. Research on the use of digital technologies in the construction industry has made extensive use of this methodology (Alaboud & Alshahrani, 2023; Jahanger et al., 2022; Shahadat et al., 2023). The self-administering survey was made in Google Forms and distributed via email, WhatsApp, LinkedIn, and Telegram. Because online tools are more convenient, affordable, and easy to use than traditional paper-based self-administering questionnaires, their usage was recommended. Due to their prominence in Malaysia, people favoured WhatsApp and LinkedIn above other social media platforms. The nonprobability convenient sampling approach was selected because, in the wake of the COVID-19 health epidemic, it offered a workable remote online data gathering platform that was secure and practical. During this time, online data collection techniques have been proven to be non-intrusive, secure, entertaining, and practical (Chuey et al., 2021; Lopez & Whitehead, 2013). 341 respondents made up the final sample. Table 3 provides the demographic details of the sample's respondents. 39.88% of the workforce was employed by contractor firms, 7.04% by government departments or local authorities, and the other individuals were categorised as other (freelancers, academicians). The majority of the

respondents (55.42%) from the middle management position which is construction and project managers, executive manager, project engineers, while 25.22% from upper management in position of proprietor (Founder), construction and project directors. Most respondents had at least 3 years of experience in construction industry (39.58%) while 9.38% had more than 15 years' experience in construction industry.

Table 3: Respondent's Demographics

Organization Type	Frequency	Percentage (%)
Developer	56	16.42
Consultant	72	21.11
Contractor (SMEs/ Big Firm)	136	39.88
Local Authority	24	7.04
Suppliers	14	4.11
Others	39	11.43
Management Position	Frequency	Percentage (%)
Top Management	86	25.22
Supervisory Management	189	55.42
Frontline Management	66	19.35
Years of Experience	Frequency	Percentage (%)
Less than 3 years	135	39.58
3 to 5 years	80	23.46
6 to 10 years	64	18.76
11 to 15 years	30	8.79
More than 15 years	32	9.38

Two phases of data analysis were carried out. Initially, the internal and external DLF clusters included in the questionnaire were determined through the use of Exploratory Factor Analysis (EFA). In order to find fewer factors that best capture the structure of relationships, factor analysis is performed to determine the underlying structure or patterns among the variables. Establishing the factorability of the scales, figuring out how many factors there were, and assessing the dependability of each factor as a gauge of internal consistency were all part of the EFA process (Costello & Osborne, 2005; Shrestha, 2021; Watkins, 2018). Second, the conditions of the data were observed using frequency and descriptive statistics. Next, using the formula, the Relative Importance Index (RII) was determined;

$$RII = \frac{\sum W}{AN} \quad (1)$$

where W is the weighting that each respondent provided on a scale of one to five, where one denotes the lowest weight and five the most. N is the total number of samples, and A is the maximum weight (five in our case) (Johnson & LeBreton, 2004). Each variable's relative relevance index was determined, and overall rankings were set for each variable and each cluster that resulted from EFA. Formula (1) was used to generate the RII scores, which were then arranged from highest to lowest in descending order. The five significant levels are low (L) ($0 \leq RI \leq 0.2$), medium-low (M-L) ($0.2 \leq RII \leq 0.4$), medium (M) ($0.4 \leq RII \leq 0.6$), high-medium (H-M) ($0.6 \leq RII \leq 0.8$) and high (H) ($0.8 \leq RII \leq 1$), which were inferred from the RII scores (Shrestha, 2021).

Findings

A few numbers of factors that best reflected the pattern of links between the collection of variables for both the internal and external DLF cluster were found using factor analysis (Watkins, 2018). In this sense, the EFA was carried out using primary axis factoring with varimax rotation. According to Hair et al. (2010), the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy must be above 0.7, the Bartlett's Test of Sphericity (BTS) must be significant at $p < .05$, and all communalities must be above 0.3. Additionally, determining factorability involves determining if the items in the same scales are correlated to a factor of at least 0.3 with another item.

Table 4: Relative Importance Index Ranking of Internal DLF

Internal aspects	Factor Scores			Cronbach's alpha	RII	Overall Rank	Important Level
	1	2	3				
Digital Literacy & Skill Acquisition				0.883			
COM5	0.576				0.747	8	H-M
COM1	0.754				0.673	13	H-M
COM6	0.829				0.660	14	H-M
COM3	0.720				0.639	15	H-M
COM4	0.757				0.565	16	H-M
Digital Strategy & Expertise				0.834			
CAP6		0.703			0.870	1	H
CAP5		0.659			0.853	2	H
CAP1		0.675			0.830	3	H
COM2		0.510			0.781	5	H-M
COM7		0.516			0.772	6	H-M
CAP2*		0.496			0.753	7	H-M
COM8		0.512			0.742	10	H-M
Commitment & trust to transform				0.649			
CAP4			0.669		0.799	4	H-M
CAP7*			0.480		0.745	9	H-M
CAP3			0.509		0.709	11	H-M
CAP8			0.597		0.680	12	H-M

*Excluded from analysis (factor loading < 0.5)

Note: The full description for the internal aspects codes are shown in Table 1.

The findings showed general factorability for the external and internal DLF, with KMO values for barriers (0.856) and internal (0.894) significantly higher than the lowest advised threshold. Each of the two had substantial BTS values ($p < 0.001$), and every communality was more than 0.3. For both barriers and drives, a minimum Eigenvalue of one (1) was used to determine the number of underlying components. With explained variances of 72.7% (Table 4) and 63.7% (Table 5), respectively, three factor solutions were retrieved for both the internal and external DLF, above the required minimum value of 60% (Shrestha, 2021). Both the internal and exterior DLF factor loadings were more than 0.5. According to Costello & Osborne, (2005); Shrestha, (2021); Watkins, (2018), all of the Cronbach's alpha values (α) were greater than 0.7, indicating the reliability of the established underlying themes.

Table 5: Relative Importance Index Ranking of External DLF

External aspects	Factor Scores			Cronbach's alpha	RII	Overall Rank	Important Level
	1	2	3				
Collaboration Partnering	&			0.856			
STA8	0.696				0.869	1	H
SRU1	0.750				0.855	2	H
SRU5	0.578				0.849	4	H
SRU3	0.635				0.808	6	H
SRU4	0.681				0.788	7	H-M
SRU6*	0.482				0.787	8	H-M
SRU7	0.518				0.781	9	H-M
STA1	0.529				0.751	12	H-M
Digital Cybersecurity & Policy				0.781			
STA8		0.593			0.853	3	H
STA5		0.600			0.830	5	H
STA6		0.616			0.753	11	H-M
STA4*		0.473			0.742	13	H-M
Capital, Workshop & Training				0.807			
STA3			0.637		0.772	10	H-M
SRU2			0.528		0.738	14	H-M
STA2			0.807		0.673	15	H-M
STA7			0.765		0.660	16	H-M

*Excluded from analysis (factor loading < 0.5)

Note: The full description for the external aspects codes are shown in Table 2.

The three components for internal DLF were determined to reflect (1) digital literacy and skill acquisition factor, (2) digital strategy and expertise factors, and (3) commitment and trust factors after a study of the established component structure in accordance with existing research. For external DLF were termed as (1) collaboration and partnering factors, (2) digital cybersecurity and policy factors and (3) capital, workshop and training factors. The factors found were mostly comparable to those found in the body of existing literature (Tagscherer & Carbon, 2023).

Relative Importance Index (RII)

Internal Aspects of Leadership Capability

With the exception of one, all of the digital strategy and expertise factors achieved a high relevance level ($RII > 0.8$), giving them the highest overall ranking. The variable with the highest ranking inside this cluster was participating competency program ($RII = 0.870$) followed by provide data analytics position ($RII = 0.853$) and DT issue discussed in meeting regularly ($RII = 0.830$). The remaining variables of virtual data information adoption ($RII = 0.781$), acknowledge the viewpoints of subordinates ($RII = 0.772$) and contributes concepts via digital ($RII = 0.742$), were all ranked high-medium. Among the commitment and trust factor, all the variable with devoted to taking the lead ($RII = 0.799$) followed by towards reliance visionaries ($RII = 0.709$) and availability to trust third-parties digitally ($RII = 0.680$), were all ranked high-medium. All of the variables were ranked high-medium in terms of the digital

literacy and skill acquisition factor. The most important item was awareness of the existing DT (RII = 0.747), followed by digital mindset (RII = 0.673), digital skillset (RII = 0.660), emphasise the demand for DT (RII = 0.639), and navigate DT implementation (RII = 0.565). Table 4 shows the results of the factor analysis and relative important index for the internal aspects of digital leadership practice in the Malaysian construction industry.

External Aspects of Organization Capability

Collaboration and partnering factor were ranked highly as the external factor of digital leadership in construction organization. Specifically, the capital dispense for DT sources (RII = 0.869) was identified as the main impediment to the adoption of DT in the construction sector. The next important variable were upgrade latest DT sources (RII = 0.855), structured digital asset management DAM (RII = 0.849) and digital-based joint ventures (RII = 0.808). The remaining available of integration of information resources with consultant (RII = 0.788), investment to technology development (RII = 0.781) and culture of sharing best digital practices (RII = 0.751). For digital policy and cybersecurity factor required digital vision and mission (RII = 0.853) followed by security cloud information trust (RII = 0.830) had a high importance ranking while policies and regulation initiative (RII = 0.753), are ranked high-medium. All capital, workshop and training factor were ranked high-medium with government financial incentives (RII = 0.772), subordinate digital training and workshop (RII = 0.738), availability of IR 4.0 construction services (RII = 0.673) and fostering e-contract ecosystem (RII = 0.660). Table 5 shows the relative relevance index and factor analysis results for the external factor of digital leadership practices in the Malaysian construction industry.

Discussion and Conclusion

Many sectors' research used a number of theories to analyse the internal and external aspects of digital leadership practices, including Diffusion Innovation (DOI) (Alyoubi & Yamin, 2021), Unified theory of acceptance and use of technology (UTAUT) (Hewavitharana et al., 2021b), Theory Planning Behaviour (TPB) (Jimmieson et al., 2008), Resource Based View (RBV) (Sarjana, 2017), Technology Adaption Model (TAM) (Aziz et al., 2020), Theory of Reasoned Action (TRA) (Ng, 2020) and Technology-Organization-Environment (TOE) (Chong & Olesen, 2017). This study more focusing on the individual which managerial mindset and skillset perspective, value creation as it account for the organization as well as the environment towards DT adoption. Therefore, literature were identified through TAM theory that influence internal aspects for leadership capability that produced three underlying constructs from factor analysis and these are (1) digital literacy and skill acquisition factors, (2) digital strategy and expertise factors and, (3) commitment and trust factors. Meanwhile, TOE theory implemented in external aspects for organization capability through factor analysis construct (1) collaboration and partnering factors, (2) digital cybersecurity and policy factors and (3) capital, workshop and training factors. Both gives crucial success factor to form business innovation strategy to ensure the construction organization orientation aligns with the forward-thinking digital leaders towards Construction Roadmap IR 4.0 (Cavaleri & Reed, 2008; Nurafizah Amiruddin, 2019).

TAM theory is important for leader intention which an ability to adapt with perceived usefulness and perceived ease to use by the transformation of regular resources already in place,

decision-making processes, products and services as a part of the new capability (Aziz et al., 2020; Warner & Wäger, 2019). Capability for leadership focuses on the competency and capacity source of how to build, expand, and alter an organisation to accommodate changes, all the way up to establishing a brand-new paradigm for transformation (Čirjevskis, 2019; Sasmoko et al., 2019). Integrating forward-thinking executives and rearranging the organization's capabilities as a part of awareness, realising, and ongoing transformation can accomplish a transformation (S. L. Zulu & Khosrowshahi, 2021). The development of leadership capability consists of competency (COM1 – COM8) and capacity (CAP1 – CAP8) as mention in literature (Abbu et al., 2020; Maruthuvellu et al., 2021).

The ability of subordinates to adapt, manage, or organise with internal and external shifts by rebuilding the current exercise, sources, goods, and services as a component of new capability in a rigid organisation is defined as a narrative impact organisation capability provided by the integration with TOE theory (Chong & Olesen, 2017). In order to learn how to construct the newest platform by incorporating, redesigning, getting, and absolving capital, company innovation is being created as an external mechanism (Shahadat et al., 2023; Shirokova et al., 2020; Tadesse Gebretekla et al., 2021; Zhu et al., 2022). To create prospects for the firm's development, organisational structure (STU1–STU8) and strategy (STA1–STA8) are tied to subordinates, local authorities, and third parties (client, supplier, consultant, contractor, architect, et cetera.). The outcome of the organisational managerial strategy study forms the basis of a firm's structure (Zhu et al., 2022). Organisational strategy, like digital strategy, is the means by which specific subordinates receive directives from upper management. This contains the plans that outline how a certain organisation will use its primary resources to achieve particular objectives, whereas structure refers to how an organization's components work together to meet a common goal. There are several main qualities should a digital leader embody in their organization.

The factored cluster of internal and external aspects share commonalities with those by (Tagscherer & Carbon, 2023) who also leaders and organization literature item. In contrast to the factor found here, (Tagscherer & Carbon, 2023) used inductive analysis through systematic review found nine factors namely, vision and customer-centricity, vulnerability to change and VUCA, flat organisational structure, empowerment and decentralisation of decision-making, digital savvy and DT proficiency, collaboration and ecosystems, experimentation and risk-taking, teamwork and work environment, cultural awareness, and diversity. However, almost all of the factors identified in this study can be found in (Tagscherer & Carbon, 2023), possibly with the exception of the regulatory considerations component. Five elements were identified by Magesa & Jonathan, (2022) using factor analysis of the attributes of digital leaders: inspiration, visionary, absorbing uncertainty, innovation, and adaptation. Once more, there are many similarities between the clusters and those discovered in the current study. Nevertheless, Magesa & Jonathan, (2022) did not include any environmental clusters.

Although there are similarities among all the studies that factored the items, there are notable differences in the names and groupings of components within a cluster. For example, Tagscherer & Carbon, (2023) did not reported any significant different between internal and external aspects while the current study does. While Magesa & Jonathan, (2022) alluded to leaders style, this was strangely clustered with the inspiration cluster specifically. The present study clustered all internal and external factor with leader style together. These variations in

naming and combining factors are evident in all research using varying item analysis methodologies. When the clusters are compared with studies that categorised the items a priori, these name variations become much more evident and prominent. To further refine the clusters of items promoted as either an external or internal digital leadership element, more a posteriori clustering research is required. This would encourage more insightful examination, comparison, and debate of the findings.

In terms of ranking among the internal aspects, digital strategy and expertise factor had the highest overall ranking. The most highly ranked variable in this cluster was need for leader participate competency program, followed by provide data analytics position and DT issue discussed in meeting regularly while virtual data information adoption, acknowledge the viewpoints of subordinates and contributes concepts via digital were rated high-medium. The results consistent with most finding on leader capability (Abbu et al., 2020; Magesa & Jonathan, 2022; Sinenko et al., 2021; Tagscherer & Carbon, 2023). The finding that digital strategy and expertise factor ranked the highest may be explained due to the fact that leadership competence and capacity are at the core of digitalization concerns and should thus be anticipated to assume a leading role. It is also anticipated that even within a cluster of digital mindset and skillset would rank the highest because IR 4.0 is now strongly linked to the forward-thinking leader which can be attributed to business innovation. It is also not surprising that replacing clerks with data analytics position ranked higher than keep up clerks position because the main aim of digitalization is not always associated with cost savings, even when certain costs might be. While data analytics demanded cluster in the digital strategy and expertise, regular discussion with subordinated would intuitively expect to DT improvement.

Leader commitment and trust factors were regarded as the second cluster of internal aspects of digitalization which devoted to taking the lead, followed by reliance visionaries and availability to trust third-parties digitally had a high important ranking. This finding are generally in tandem with other studies (Abbu et al., 2020; Magesa & Jonathan, 2022; Sinenko et al., 2021; Tagscherer & Carbon, 2023). Moreover, long-term adaption has to in line with the leader's trust toward towards DT through all ecosystem in their firm.

For the digital literacy and skill acquisition cluster, every item received a high-medium ranking. Awareness the existing DT was the most important item followed by digital mindset and skillset, emphasize the DT resources demand and lastly navigate implementation of DT. Again, these findings are consistent with other studies (Abbu et al., 2020; Magesa & Jonathan, 2022; Sinenko et al., 2021; Tagscherer & Carbon, 2023). It is not surprising that awareness is the highest ranked while digital mindset and skillset and DT demand and implementation is ranked last.

Collaboration and partnering factors ranked first external aspects to the DLP in firm organization. Specifically, the capital dispense for DT sources ranked as the key inhibitor for the adoption of DT in the construction sector. The next important variable were upgrade latest DT sources, structured digital asset management DAM and digital-based joint ventures. The remaining available of integration of information resources with consultant, investment to technology development and culture of sharing best digital practices. Once more, these results mostly agree with those of previous studies (Alshehhi et al., 2023; Morgan, 2019; Tagscherer & Carbon, 2023). With capital distribute source ranking as the greatest factor, firm managerial

will seems to be a significant factor for expanded adoption of DT. Not surprisingly, the respondents prioritise economic needs over the digitalization agenda, as profit-making is the primary driver behind business existence.

Digital cybersecurity and policy factors were ranked as the second cluster of external aspects to digitalisation in Malaysia. Digital vision and mission followed by security cloud information trust had a high importance ranking while policies and regulation initiative ranked as medium in third position. Again, this is generally consistent with other studies (Alshehhi et al., 2023; Morgan, 2019; Tagscherer & Carbon, 2023). The results confirm that most developing nations' DT implementation is secure in terms of cloud IT trust. This supports the claim that the growing use of DT in the built environment is mostly due to the long- and short-term agendas towards trust IT resources. Policies and regulation initiatives rank lowest in the cluster, indicating that professional associations in Malaysia's construction industry are thought to be largely capable of providing digitization to construction firm.

Capital, workshop and training factors were ranked as the last cluster of external aspects to the DLP in the organization firm. Government financial incentive was the highest ranked item followed by subordinate digital training and workshop, availability of IR 4.0 construction services and fostering e-contract ecosystem with an important level rating of medium. Again, this is generally consistent with other studies (Alshehhi et al., 2023; Morgan, 2019; Tagscherer & Carbon, 2023). It is not surprising that workshop and training competency program to subordinates seems to have a significant role in the growing acceptance of DT, especially in light of the fact that government financial incentives were identified as the most essential driver. To look relevant in comparison to other developing nations, the government supports digital services like BIM, IBS, and e-contract services in the construction eco-system. Based on the ranking of Construction IR 4.0 as the least influential external factor under the capital, workshop, and training cluster, it seems that industry practitioners in Malaysia are generally well educated. This agrees with research by Maruthuvellu et al., (2021) showing that Malaysian construction professionals have a mediocre understanding of digitalization.

Although the results are generally consistent with a number of other related research, it is challenging to develop a more thorough correlation and discussion of individual and organisational items due to the large number of things reported in the literature and the majority of studies' focus on listing them. It is also impossible for a cluster to be comparable to one another on this topic since there isn't a widely acknowledged and approved cluster. Thus, additional research is needed to factor the item using a posteriori procedure in order to eventually reach consensus and adopt the standard cluster. This would result in a more thorough examination of the issue, more focused discussion, and more succinct suggestions for enhancing DLP, particularly in construction organisations.

For the Malaysian construction industry, the study shows that the most important external aspects of DLP in organization are capital dispense for DT sources, digital competency workshop and training needs a higher priority than structured DAM and joint ventures efforts of government (CREAM, CIDB), non-government (client, consultant) parties. This organization capability are generally in line with findings in Malaysia by (Maruthuvellu et al., 2021; Muda et al., 2018). The main internal aspects of DLP by leaders are participate competency program, provide data analytics position and DT issue discussed in meeting

regularly while virtual data information adoption, acknowledge the viewpoints of subordinates and contributes concepts via digital. These factors are quite different from those identified in Malaysia by (Hassan et al., 2008; Korn Ferry Institution, 2018) which are leader commitment and trust factors, devoted to taking the lead, reliance visionaries and trust third-parties digitally. To reconcile these significant disparities in internal digitization features in the Malaysian construction industry, more research is needed. Nevertheless, the first step in any initiative to boost DLP in Malaysia should be to provide incentives for customers to build digital resilience. Legislation should also be developed to force customers to digitise, making the cost of digital competency and economic requirements subordinate to environmental digital transformation.

Nevertheless, there are some limitations on the outcomes. The most important ones are that the information may not be representative of the target community because it was obtained in an easy-to-access manner. Furthermore, it's possible that some leader and organisational capabilities were left out of the study since the items chosen to represent the internal and external components of DLP were not exhaustive. More investigation might concentrate on factor analysis of a comprehensive list of items to create more valid and trustworthy clusters of DLP's internal and external aspects. Then, it could be determined which of the clusters has the greatest influence on boosting the adaption of Construction IR 4.0 in developing countries that are lagging behind on the issue.

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OUTPUT BEHAVIOR OF THE 12 VOLTS SOLAR POWER LINE SOURCE

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Abstract: *The power output and the amount of cloud cover in the atmosphere are among the factors that affect the performance of the solar panel to produce current. This study determined the amount of the produced current: if the power output of the solar panel is increased at constant percentage of cloud cover in the atmosphere; if the cloud cover is at different percentage with constant power; and when the percentage of cloud cover is varying similarly with the power output of the solar panel. This established the relationship between the percentage of cloud cover, the percentage of the produced current if the percentage of power is increased. Two sets of data were gathered as basis of current produced from the 50 watts and 400 watts systems that were observed at different time and cloud cover conditions using digital multimeter. Other missing data were estimated through fuzzy logic analysis. Solar panels with low power produce smaller amount of current if compared to solar panels with high power capacity output. Similarly, the percentage of cloud cover affects its performance as almost cloudy atmosphere lessen the amount of current produced. It was established that if the power capacity is increased by 2.12 times, then the percentage of the current output is increased by 36.97 times showing that if the power source is increased by almost two times, an overwhelming amount of current can be produced. It was also established that if the power source is increased greater than the average value, the produced current is at greatest amount that even the atmosphere is almost covered with clouds is still higher compared to the current produced by the power source of less than the average value in almost zero percent cloud cover condition.*

Keywords: *Solar Power, 12-volt Line, Current, Solar Panel System*

Introduction

The light from the Sun is a non-vanishing renewable source of energy which is free from environmental pollution and noise while fabrication of solar cells has passed through a large number of improvement steps from one generation to another (Sharma et al, 2015). As Solar energy can be harvested to generate electric power, it is now possible to set up several system configurations of designing solar off-grid photovoltaic (PV) systems in relevant to the energy requirements needed to be supplied (Alkhalidi & Dulaimi, 2018). Solar energy and residential building integration technology has broad application prospects, which is bound to promote people's enthusiasm toward the use of renewable energy, increase of technology innovation and development efforts, making the building integrated with solar technologies become more mature that make the solar energy and building integration technology more closely combined with residential and broader development prospect (Ma & Sue, 2013). Solar energy has become increase more popular due to economic benefits that if bucked up with battery can even provide electricity on cloudy days and at night (Shaikh et al, 2017). To harvest solar energy, the most

common way is to use solar thermal collectors and solar panels, however, the efficiency of the device is reduced due to the influence of several factors such as production tolerance, heat, dust, wiring and other losses (Pazhire & Malik, 2012). Solar energy utilization has now become one of the most important issues to optimize the energy proportion, increasing energy efficiency and protecting the environment (Li et al, 2007). The DC output of the solar cell depends on multiple factors that affect its efficiency like solar irradiation falling over the cell, direct air around cell, cable thickness, wave length of the photons falling, ambient temperature, shading effect and other factors that limit the efficiency of the solar photovoltaic cells (Muhammad et al, 2017). Hence, the following factors should be considered in designing the system: the efficient sunshine hours in the location, the proportion and number of the rainy or cloudy days in the location for the system to work normally, wide location and avoidance of obstructions that can cover the solar panel and the sunshine (Pragathi et al, 2018). PV cell behaves more like a current source than a voltage source. While the current output of the PV cell increases with an increase in solar insolation, the voltage output will remain constant irrespective to a variation in solar insolation (Chukwuneke et al, 2012). Variations in solar irradiance and cell operating temperature will nonlinearly affect the current-voltage as well as power-voltage characteristics of a PV module (Salameh, 2014) however, the light-generated current of the PV cell depends linearly on the solar irradiation and is also influenced by the temperature (Salilih & Birhane, 2019). Atmospheric cloud cover and power output is essential for accurately assessing the current performance of a solar panel, optimizing energy generation, and maximizing system efficiency under varying weather conditions. The purpose of this study is to analyse the output behaviour of the 12 volts solar power line source at different set up of collecting solar energy. This determined the amount of the produced current on the following conditions: if the power output of the solar panel is increased at constant percentage of cloud cover in the atmosphere; if the cloud cover is at different percentage with constant power output of solar panel system; and when the percentage of cloud cover is varying similarly with the power output of the solar panel. This established the relationship between the percentage of cloud cover, the percentage of the produced current if the percentage of power in the solar panel is increased.

Methodology

This research activity was focused on the data gathering process, the solar panel system, and statistical analysis.

Data Gathering Process

The first set of data was obtained from the output of a solar panel 12 volts and 50 watts capacity. The digital multimeter was used to measure the amount of current generated at less and more than 50% amount of cloud cover in the atmosphere. The cloud cover was estimated by analysing the pattern of photographic shots which were done at every attempt of measuring the generated current. Photographic shots with clear atmosphere were considered as less than 50% cloud cover while with almost cloudy atmosphere that appear in the imagery is more than 50% cloud cover. The time of taking the data is from 6:00AM, 9:00AM, 12:00 noon, 3:00PM and 5:00PM. The procedure was repeated to establish another set of data from 12 volts and 400 watts solar panel system.

The Solar Panel System

The 12 V, 400 W solar panel is composed of three 12 V, 100W and two 12 V, 50 W solar panels that were connected in parallel. The panel system was placed in the area that it can collect solar energy efficiently. Solar collectors in parallel does not decrease the collector's efficiency as the output temperature level through the panel remains relatively lower (Mustapha et al, 2015). If the shading covered the cells partially, then the drop in the power output is proportional to area of the shade in which the current output is equal to the lowest among the cell (Sathyanarayana et al, 2015). In parallel connection, the total voltage of the connected panels is equal to the voltage of the individual panel while the total power is the sum of the power of the individual panel and the total current is the sum of the individual current produced by the panel (Mathur, 2009), (Romero, 2023) so that the equations are written as:

total current (I_T),

$$I_T = I_{M_1} + I_{M_2} + I_{M_3} \dots$$

total voltage

$$V_T = V_{M_1} = V_{M_2} = V_{M_3} \dots$$

and total power

$$P_T = P_{M_1} + P_{M_2} + P_{M_3} \dots$$

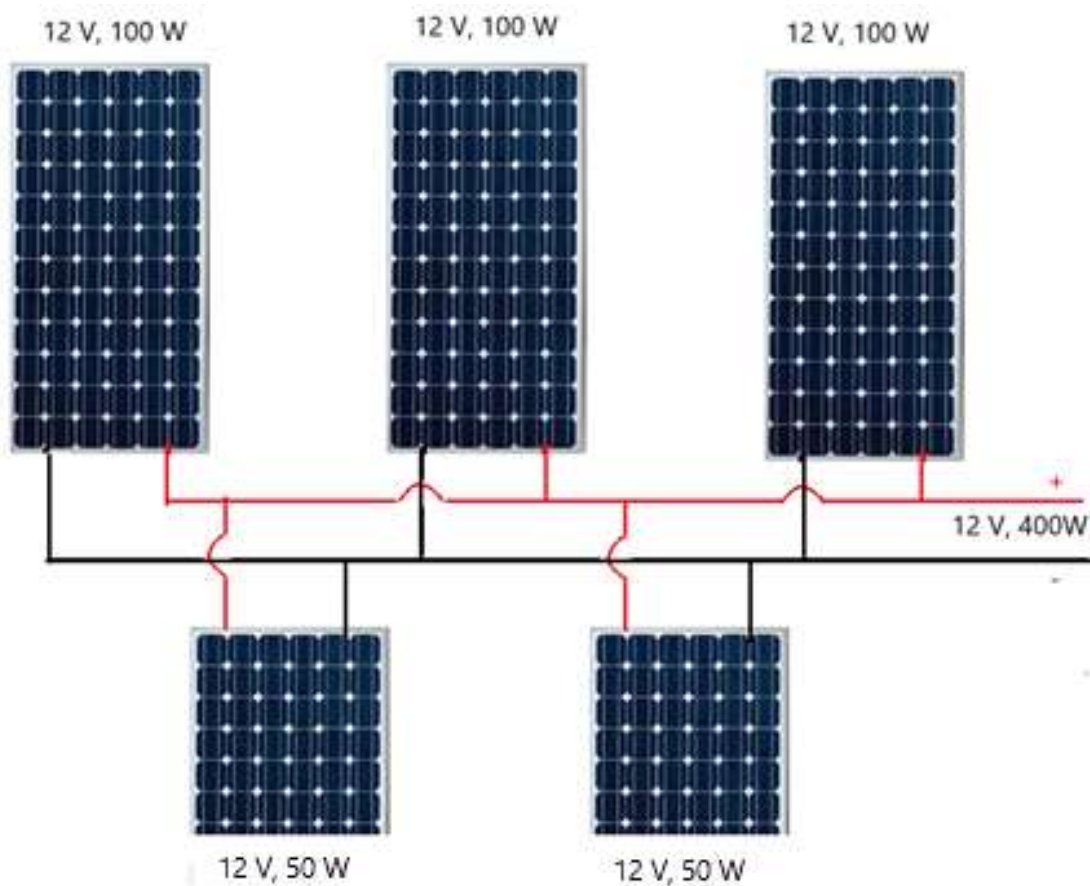


Figure 1: Diagram of the Solar Modules in Parallel Connection

Real power generated from the solar PV array is much less than designed power, so that the loss of load probability increases, however, under complex irradiance conditions, the power generating capability of the PV system that adopted the parallel configuration of the individual cell level could produce approximately twice that of a conventionally configured series system (Reddy & Reddy, 2016). The fuzzy logic-based system was used to estimate the current produced by the PV module system at certain power output and percentage of cloud cover. The process was used to estimate the amount of current produced in the absence the solar panel materials whose power outputs are 175 watts and 350 watts. Many recent works have reported application of fuzzy logic to solve or aid the solution of some power system problems (Srinivasan, 1995).

Statistical Analysis

The t-test was used to analyse two sets of gathered data. The formula was used to prove the null hypotheses that there is no significant difference on the following settings: current output between 50 watts and 400 watts panel systems at less than 50% cloud cover in the atmosphere; current output between 50 watts and 400 watts panel systems at more than 50% cloud cover; current output between 50 watts and 400 watts at varying amount of cloud cover; current output of 50 watts solar panel at varying amount of cloud cover; and current output of 400 watts solar panel system amount of cloud cover system. The data were treated at 0.05 level of significance.

Result and Discussion

The result of this study was discussed as follows: behavior of current with power varies at constant amount of atmospheric cloud cover, current outputs at various amount of power and cloud cover, current outputs at varying cloud cover and constant 50 watts solar panel, current outputs at varying cloud cover and constant 400 watts solar panel system; and relationship between the percentage of cloud cover, the percentage of the produced current to the percentage of the increased power,

Behavior of Current with Power Varies at Constant Atmospheric Cloud Cover

At less than 50% cloud cover, the highest current output of a 50 watts solar panel is 3.49 amperes which occur at 12:00 noon while the lowest is 0.30 amperes. If increased to 400 watts the highest amount is 12.14 amperes which occurs at 9:00 AM. Although, sun rays received are expected to be at maximum when the angle of incidence is 0 degrees specifically that the solar panel is perpendicular to the sun (Rajpurohit et al, 2017) that usually is happening at 12:00 noon but the direct ray of sunlight could be obstructed by small amount cloud cover. During sunny days, the effect of cloud cover is immediate with a drop in global solar irradiance (Bonkaney et al., 2017) while there is around 25% loss even when the sky is clear, and this is due to scattering of light and other phenomena (Burgess, 2009). The negative effects of temperature could make the panel efficiency at its lowest levels at noon (Duranay et al, 2020).

Table 1: Current Output of 50 Watts and 400 Watts Solar Panels at Less than 50% Cloud Cover

Time	Current Output Using 50 Watts Solar Panel (A)	Current Output Using 400 Watts Solar Panel (A)
6:00AM	0.30	1.20
9:00AM	2.47	12.94
12:00	3.49	12.14
3:00PM	2.96	4.88
5:00PM	0.54	1.46
Mean	1.95	6.52

Note: p-value = 0.1197, reject Ho

The lowest current output is 1.20 amperes. Both setups occur at 6:00 in the morning. The sun position and the optimum inclination of a solar panel to the sun vary over time throughout the day (Chowdhury et al., 2019). The results showed that voltage, current and power were reduced upon shading the parallel cells. The lower performance of solar panels due to shading effect is because of the change in the internal resistance which is possible to occur during daily life use of solar panels as a result of the shading by clouds, dusts or trees that considerable investigation towards solving this problem is of great importance (Sdeeq et al, 2015). The data reveals that at less than 50% cloud cover, the current output is significantly affected by increasing the power output. The average output for 50 watts was 1.95 amperes while for 400 watts was 6.52 amperes.

Table 2: Current Outputs of 50 Watts and 400 Watts Solar Panels at More Than 50% Cloud Cover

Time	Current Output Using 50 Watts Solar Panel (A)	Current Output Using 400 Watts Solar Panel (A)
6:00AM	0.06	0.63
9:00AM	3.17	8.90
12:00AM	2.90	10.18
3:00PM	2.17	8.96
5:00PM	0.18	0.61
Mean	1.70	5.86

Note: P-value = 0.102, reject Ho

Opaque clouds reflect sunlight reducing the downward solar flux below its clear-sky value, that clouds play a crucial role in both climate and electrical power production (Betts, 2016). The daily energy produced by the module is lower compared to cloudless days while (Suri et al., 2014) found similar results, showing the decrease of PV energy due to the impacts of cloud cover. On sunny days the direct sunshine accounts for up to 90% of the total solar energy, with the other 10% from diffused solar energy, however, during overcast conditions nearly all of the solar irradiance is diffused radiation that is isotopically distributed over the whole sky (Kelly & Gibson, 2009). The data reveals that at more than 50% cloud cover, the current output is significantly affected by increasing the power capacity of the solar modules.

Current Outputs at Various Amount Power and Cloud Cover

The current outputs of the 50W and 400W solar panels were observed at various amount of cloud cover. The result is shown in Table 3.

Table 3: Average Current Outputs for 50W and 400W Solar Panels at Varying Amount of Cloud Cover

Time	Current Output Using 50 Watts Solar Panel (A)	Current Output Using 400 Watts Solar Panel
6:00AM	0.180	0.915
9:00AM	2.820	10.92
12:00AM	3.195	11.16
3:00PM	2.565	6.920
5:00PM	0.360	1.035
Mean	1.824	6.190

Note: P-value = 0.100029, reject null hypothesis

With varying amount of cloud cover, the average lowest current output for 50W solar panel is 0.180A which occurs at 6:00AM while the highest is 3.195A that occurs at 12:00 noon. The 400W panel system connected in parallel produced the lowest current output of 0.915A which occurs 6:00AM while the highest is 11.16A at 12:00 noon. Although cloud cover affects the current output, but it can be explained that by increasing the power capacity may also increase the current regardless of the cloud cover. It was observed that there was 23.80% loss in power output due to light cloud cover and 66.75% loss due to heavy cloud cover when compared with the fully illuminated solar module, supporting that cloud cover has significant effect on the output performance (Amusan & Otokunefor, 2019). Utilizing more of solar panels produce significant amount of current. The P-value is 0.100029 which supports that there is a significant difference on the current output of the two set ups.

Current Outputs at Varying Cloud Cover and Constant 50 Watts Solar Panel

The current output of the 50W solar panel was observed while the amount of cloud cover varies. The result is shown in table 4.

Table 4: Current Output of 50 Watts Solar Panel at Varying Amount of Cloud Cover

Time	Current Output (A) at Less Than 50% Cloud Cover	Current Output (A) at More Than 50 % Cloud Cover
6:00AM	0.30	0.06
9:00AM	2.47	3.17
12:00AM	3.49	2.90
3:00PM	2.96	2.17
5:00PM	0.54	0.18
Mean	1.952	1.696

Note: P-value = 0.789472, Reject Ho

The table reveals that in most scenario, the 50W solar panel produces larger amount of current when the cloud cover is less than 50%. The lowest produced current is 0.06A at 6:00AM in more than 50% of cloud cover. The highest is 3.49A that occurs at 12:00AM at less than 50% cloud cover. It was recorded that even early in the morning, the solar panel can produce current. However, it was stated that complications occur when the solar panel receives non-uniform irradiance or partially shaded (Sabry & Ghitass, 2006) due to tree shadow, surrounding buildings and clouds that usually happen since the angle of inclination of the radiation of the sun is at the lowest level. At solar noon wherein the sun is at its highest elevation in the sky, sun radiation striking the earth is most intense. During other periods, the radiation strikes at a lesser angle. This causes the energy to be spread over a larger surface area, leading to a reduction in its intensity as if the sun is at 45°, the surface area covered is 40% more and the intensity is reduced by 30% than the area covered by an angle of 90° (Vidyanandan, 2017). The computed P-value is 0.789472, showing that the effect of cloud cover in the production of current of solar panel with small power output is significantly different.

Current Outputs at Varying Cloud Cover and Constant 400 Watts Solar Panel

The current output of the 400W solar panel system was observed with the amount of cloud cover at varying condition. The result is shown in table 5.

Table 5: Current Output of 400 Watts Solar Panels at Varying Amount of Cloud Cover

Time	Current Output for Less Than 50% Cloud Cover (A)	Current Output for More Than 50% Cloud Cover (A)
6:00AM	1.20	0.63
9:00AM	12.94	8.90
12:00AM	12.14	10.18
3:00PM	4.88	8.96
5:00PM	1.46	0.61
Mean	6.524	5.856

Note: P-value = 0.84603, Reject Ho

The lowest amount of the recorded current was 0.61A that occurs 5:00PM. The highest was 12.94A that occurs 9:00AM. The 400W solar panel system was responsible for increasing the current in the array. With larger total surface area occupied by the array, more solar electricity was produced (Shaikh et al, 2017). The short circuit current of the solar cell depends on the area of the cell particularly that the output current is directly proportional to the cell area. Larger cell area generated larger amount of current and vice versa. The effect of shading parallel cells on the overall performance of solar panels is vital (Ramabadran & Matlab, 2009), which in turn resulted in the increased cost of solar panel installation. Larger number of panels are required to provide the same performance which is thus important to understand the characteristics under partially shading before installation is carried out under various conditions. The computed P-value is 0.84603 indicating that the effect of cloud cover in the production of current in larger power is significant.

Relationship Between the Percentage of Cloud Cover, the Percentage of the Produced Current to the Percentage of the Increased Power

The relationship between the percentage of cloud cover, the percentage of the produced current to the percentage of the increased power is shown in Table 6.

Table 6: Percentage of Increase in the Amount of Current for Every Percentage of Increase of Power of the Solar Panel System and Cloud Cover.

Number of Settings	P (Watts)	% Value of increase P _{MA} & P _{MB} (%)	PI (%)	CC (%)	Increase in Current (II) Output (%)	Average Increase of Current Output Above (I _{Ma}) and Below (I _{Mb}) the Mean Level (%)
1	50	P _{MB} = 312.5	0	90	0	I _{MB} = 476.75
2	50		0	0	400	
3	175		250	69.75	748	
4	350		600	69.75	759	
5	175	P _{MA} = 662.5	250	31.25	15,966.67	I _{MA} = 17,625.00
6	350		600	31.25	16,200.00	
7	400		700	90	16,866.67	
8	400		700	0	21,466.67	
Mean	243.75				9,050.875	

Note: P = power of the solar panel (Watts); P_{MA} = Average value of the power increase above the mean level (%); P_{MB} = Average value of increase of power below the mean level (%); PI = percentage increase of power (%); CC = estimated percentage of cloud cover in the atmosphere (%); II = increase in current output (%); I_{MB} = Average increase in current output below the mean level (%); and I_{MA} = Average increase in current output above the mean level (%).

Looking at the presented data, ratio and proportion could be applied to establish the following equations:

$$\frac{P_{MA}}{P_{MB}} = \frac{662.5}{312.5} \quad \text{also} \quad \frac{I_{MA}}{I_{MB}} = \frac{17625.0}{476.75}$$

which expresses that if:

$$P_{MA} = 2.12P_{MB}$$

then.

$$I_{MA} = 36.97 I_{MB}$$

It can be stated from the presented equations that if the power of the panel system is increased by 2.12 times, then the percentage of the current output will be increased 36.97 times. This shows that if the power source is increase at greater amount, an overwhelming amount of current can be produced. It is also clear from the equations that if the power source is increased greater than the average value may increase the amount of the produced current at greatest value even the atmosphere is almost covered with clouds compared to the condition that the current is produced having power at less than the average value and at almost zero percent cloud cover. The three highest amount of current produced on this activity occurs between 9:00 AM to 3:00PM. The data were computed trough fuzzy logic analysis; hence it was expected that the relationship could be applicable within that specific time. There is no standard capacity

size that must be considered specifically that photovoltaic generation is immensely flexible in this regard (Nwaegwi et al., 2019). The result is illustrated in figure 5.

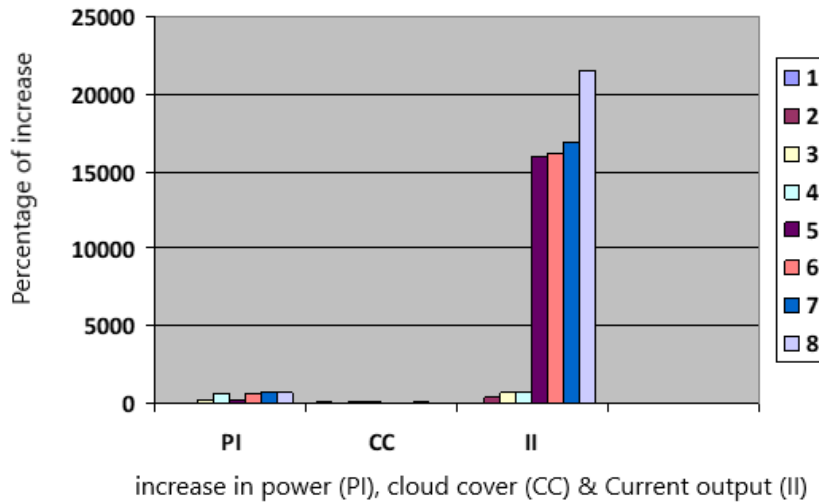


Figure 2: Relationship Between Increase in Percentage of the Power (PI) of the Solar Panel, Percentage of Cloud Cover (CC) and Percentage of the Produced Current (II)

Figure 5 shows the relationship between increase in percentage of power in the solar panel (PI), the percentage of cloud cover (CC) and the percentage increase in the amount of the produced current (II) for eight (8) number of settings. It reflected that the percentage increase in the current output is at the highest level when the power source is increased two times even at almost 90% atmospheric cloud cover. However, there is a need to establish if the relationship is applicable between 9:00AM to 3:00PM as a sub-hour solar power dataset are essential for renewable integration studies (Hummon et al, 2012). It was found that approximately 30% of the radiation emitted from the Sun is reflected back from earth, 20% is prevented by the atmosphere and clouds, and the remaining, which is 50%, reaches the earth's surface through the atmosphere (Beyoglo). Several studies claimed that the percentage of the dependence between cloudiness and the production of the electricity of the photovoltaic panels cannot be determined for the measurement of the percentage of cloudiness is hard to determine whether it is high, medium or low as well as the strength of cloud cover, type and density of clouds at various heights (Chrobak et al, 2016).

Conclusion

The solar panel system with low power capacity output produces smaller amount of current if compared to solar power system with high power output. Similarly, the percentage of cloud cover affects the performance of solar panel system for almost cloudy atmosphere lessen the amount of current produced. It was established that if the power capacity of the solar panel is increased by 2.12 times, then the percentage of the current output will be increased 36.97 times. This shows that if the power source is increase at great amount, an overwhelming amount of current can be produced. It was also established that if the power is increased greater than the average value, the produced current will be at greatest amount even the atmosphere is almost covered with clouds compared to the current produced by the panel with power of less than the average value in almost zero percent cloud cover.

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HEPATITIS C INFECTION SCREENING IN HEMODIALYSIS UNITS, MAKKAH, SAUDI ARABIA

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Abstract:

Background: Hepatitis C virus (HCV) infection is the most common cause of chronic liver disease in the world; evaluation of the epidemiology of HCV infection was made possible by the development of a serological assay to detect antibodies to epitopes of HCV. Hemodialysis (HD) is considered to be one of the main risk factors of HCV transmission. The prevalence of antibodies to HCV (anti-HCV) in patients undergoing maintenance dialysis therapy (MDT) was found to be one of the highest among different risk groups; moreover, there is wide variation in the prevalence of HCV infection among different dialysis units and countries.

Materials and Methods: The current study is a cross-sectional one, where a sample of 361 HD patients were selected randomly from HD centers in three governmental hospitals in Makkah city and they were subjected to assessment for the prevalence of anti-HCV by using questionnaires in addition to clinical measurements. **Results:** Based on clinical measurements and questionnaires, the overall prevalence of anti-HCV among HD patients was 49.9%

Conclusion: The overall prevalence of anti-HCV among HD patients in Makkah city (49.9%) was comparable to that reported from other parts of the Kingdom of Saudi Arabia (KSA) and it is almost similar to the already reported positivity rate of (43.2%) from the eastern region of KSA and southern regions of KSA (45.5%). However, Strict adherence to universal precautions as recommended by the Center for Diseases Control (CDC), meticulous regular disinfection of HD machines, Strict isolation of HCV-positive patients, dedicated dialysis machines and nursing staff at new dialysis set-up could possibly be the reasons of relatively low anti-HCV positivity at the current study than that reported by Shaheen, et al , from four centers in the western region of KSA, (72.3%) and that by Huraib, et al in their multi-center study in KSA, (68%) as well as the mean national rate. On the other hand, the use of more sensitive third generation enzyme - linked immunosorbent assay (ELISA) technique, long duration on HD, multiple blood transfusions, patients with dialysis treatment in multi-centers, factors related to infrastructure, environment and operational system might be responsible for the high prevalence of anti-HCV found in this study than that reported by Saeed, et al from Riyadh and those observed in the central region of KSA. Although routes of transmission are still unclear, early detection of all infected patients is mandatory for HCV prophylaxis in HD patients. Furthermore, an intensive educational program for staff members, HD patients and proper evaluation of the HD situation are needed. Thus, observation of appropriate preventive measures by all HD-centers is paramount.

Keywords: Hepatitis C Infection, Hemodialysis Units, Makkah, Saudi Arabia, Antibodies Against Hepatitis C Virus (Anti-HCV).

Introduction

Hepatitis C virus (HCV) was first identified in 1989 by Choo et al. [1] HCV infection is a persistent public health concern in hemodialysis (HD) patients [2, 3] and is the most common cause of chronic liver disease in the world [4] and in HD patients.[5] HD patients are vulnerable to HCV infection because of the risk for exposure to HCV associated with the dialysis procedure [6]. In contrast with the hepatitis B virus (HBV), no vaccine is available for HCV [7]. Accurate testing for HCV is complicated by regional variation in the HCV genome and by variation in screening tests [7-10]. Patients infected with HCV often have minimal clinical evidence of disease [7, 9, 11]. HCV infection in end-stage renal disease (ESRD) patients has been associated with greater morbidity and mortality. [9, 12, 13] HCV infection has also been associated with greater morbidity and mortality in ESRD patients after they have received a renal transplant [14-16] and is particularly highly prevalent in developing countries.[17]

There is wide variation in the prevalence of HCV infection among different dialysis units and countries as shown by Dialysis Outcomes and Practice Patterns Study (DOPPS).[18]

Approximately 170 million people in the world are infected with HCV.[19] The reported prevalence of anti-HCV antibody world-wide among dialysis patients has ranged from 1.7% [20] to 55% [21], from 1.7 to 70% [22], from 2% in northwestern Europe to 76.3% in Indonesia [23, 24] and from 29.4% to 65% in Brazil.[25-28]

However, In Kingdom of Saudi Arabia (KSA), a positivity rate of HCV ranging between 14.5 and 94.7% has been reported.[29] Furthermore, studies from dialysis units in KSA have reported prevalence rates of 34.8% to 53.7%, 46.5%, 45.5% and 72.3% from the central[30, 31] , eastern[32] , southern[33] , and western[34] regions, respectively. Other study conducted by Shaheen, et al [34] reported anti-HCV prevalence rate of 62.7% from Jeddah city and in a multi-center study of 22 HD units in KSA performed by Huraib, et al [35] reported a prevalence rate ranging from 14.5 to 94.7%.[36]

Patients on long-term HD are considered to be a population at risk for HCV infection and the prevalence of anti-HCV in patients undergoing maintenance dialysis therapy (MDT) was found to be one of the highest among different risk groups.[37] Chronic HD is associated with both endemic cases and, more rarely, sporadic outbreaks of HCV infection.[38] Therefore, the prevalence of antibodies to HCV (anti-HCV) was studied in patients undergoing MDT.

HCV infection is of great clinical importance since: (a) it is commonly associated with chronic liver disease and cirrhosis. [6][39] [40] [41] (b) it can lead to the development of hepatocellular carcinoma. [42] [43] (c) there is an increased risk of developing chronic liver disease in renal allograft recipients who are anti-HCV positive . [44] [45, 46] (d) till date, no vaccine has been developed for HCV. (e) there is an increased risk for development of chronic hepatitis in anti-HCV positive renal transplant recipients [47]. Although HCV-associated liver disease typically takes decades to become clinically manifest, a period of time much longer than the lifespan of most dialysis patients with a 5-yr survival of 60 to 70% , the liver disease–related complications seem the unlikely link to the high death risk.[48] However, the magnitude of HCV transmission within HD units is still unclear and therefore general recommendations

for prevention have not been developed.[3, 49, 50] The Centre for Diseases Control (CDC) has made no recommendations for controlling HCV in HD units.[3] However, the natural course of HCV in HD patients is not well understood. It seems to differ from that in other HCV patients.[51] Liver function tests are close to or near normal in many cases,[52, 53] but the mortality of HCV infected HD patients seems to be enhanced compared with HCV negative HD patients in preliminary studies.[54] Thus patients with HCV on chronic HD are at increased risk of death, which suggests that the focus should be directed more to identification and prevention of HCV infection in HD patients.

Despite the importance of this topic, there is remarkable paucity in the studies which identify prevalence of anti-HCV in HD patients in KSA. This paucity was detected after extensive search using the key words (Hepatitis C virus, Hemodialysis, Saudi Arabia) in both Pub Med and Google Scholar.

The aim of this study was to identify the prevalence of anti-HCV among HD patients at governmental kidney centers in Makkah, KSA for the purpose of adopting practical measures to stop or minimize the spread of HCV infection among dialysis patients.

Materials and Methods

The current cross-sectional study was carried out in three HD centers at three major governmental hospitals in Makkah city which is located in the western region of KSA. The HD machines are always busy through the year with four shifts daily. Sometimes a fifth shift has to be arranged to overcome the heavy workload with large influx of patients during the Holy months of Ramadan and Hajj due to a large number of visitors from outside the city of Makkah and there is an arrangement for visitors who have ESRD and need dialysis to do it in governmental hospitals. Small HD units are also available in other governmental and private hospitals, which accommodate for only a small percentage of patients.

The study population represents patients registered in the three HD centers present in three major governmental hospitals in Makkah city. Their total number was estimated to be around 2000 patients at the time of the study; they included all patients with ESRD requiring HD and they are all registered in the HD units of kidney centers. Patients at the HD centers in the three hospitals undergo HD for an average of 3 times a week, with a small percentage undergoing HD only twice a week. The HD sessions usually take place in four shifts, from 7:30 A.M to 10:30 A.M, from 11:00 A.M to 2:00 P.M, from 2:30 P.M to 5:30 P.M and from 6:00 P.M to 9:00 P.M.

The sample size needed for estimating prevalence of anti-HCV was calculated by using Epi-Info program version 6.04; the required sample size was 385 patients. The responded who completed the participation accounted for 361; making a response rate of 93.8%. Inclusion criteria were any patient, conscious, understands, able to give an informed consent (if the patient was less than 18 years, the consent was taken from his parents) and regular on HD. Stratified sampling was conducted to ensure representativeness of male and female patients. Stratification was based on the available list of patients at each HD center in each hospital. This list cover patients from all wards, including male and female wards, the isolation section,

both hepatitis C positive and negative patients and at different times of the day.

As the number of patients who were available at the time of the study accounted for 770 patients, an estimated sample size was 385 which represented one half of the patients; therefore, the estimation designated sample in each place was half of available listed patients as described in table one.

The allocation of patients from each list was done by systematic sampling selecting every second patient in each list. There were separate lists for males and females which facilitated allocation of the sample by gender.

Prevalence of anti-HCV in patients with ESRD was measured by a variety of methods. However, questionnaires and clinical measurements were used to measure prevalence of anti-HCV in HD patients.

A set of a structured questionnaire was developed by the researcher to ascertain information on patients' demographic characteristics and HCV status of patients and was translated into Arabic then it was back translated to ensure lexical equivalence. Additionally, it was subjected to validity testing after being translated into Arabic language and reviewed by consultant of family medicine, consultant of community medicine and nephrology consultant.

All patients underwent dialysis three times weekly. All units follow the same machine chemical disinfection protocols with no dialyzer reuse. The anti-HCV (Hepatitis C Virus Antibodies) assay was performed for every patient included in the study by using a third-generation enzyme - linked immunosorbent assay (ELISA) and for newly positive-case polymerase chain reaction (PCR) was performed for confirmation.

Dry weight (weight at the end of dialysis treatment) which is taken as the lowest tolerable weight at the end of dialysis treatment without the development of symptoms or hypotension, and the inter dialytic weight gain (IDWG) is calculated as the difference between the patient's weight obtained at the onset of a dialysis treatment and the weight obtained at the end of the previous dialysis. The clinical measurements included biological measurements which included in addition to interdialytic weight gain (IDWG), biochemical markers which included pre-HD serum potassium or phosphorous levels and anti-HCV assay.

Upon arrival to the dialysis centers, the physicians in charge were contacted and the researcher used to present the study design and explain the purpose of the research to the HD staff. Information regarding the HD center was obtained from the chief HD nurse. According to selection and inclusion criteria, designated patients were invited to participate in the study after explaining to them the purpose of the study.

Medical files of the patient were examined to check the weight of patients pre hemodialysis, weight of patients post hemodialysis (dry weight), number of co-morbid diseases and the presence of chronic diseases (such as DM, HTN), psychiatric diseases, hospitalization history, kidney transplant history, causes of kidney failure, hepatitis profile, potassium and phosphorus level, for how long is he or she on dialysis, number of daily tablet, others... This information was available for every patient as they are doing a monthly blood test examination

pre and post hemodialysis session to evaluate the level of potassium, phosphorus and others chemical indicators.

Weight for each patient was measured before and after each HD sessions by well-trained nurses. The patient's weight at the beginning of dialysis session was subtracted from the weight at the end of previous dialysis session (dry weight) to calculate the interdialytic weight gain (IDWG); then this IDWG is divided by weight at the end of previous dialysis session (dry weight) to get IDWG percentage. A standard electronic weighing chair was used to obtain the weight. The scale was placed on a hard floor surface. Participants were asked to remove their heavy outer garments; female patients were weighed with Abaya (ladies body cover), and Abaya was weighed and its weight was subtracted from the total. Weight was measured in all participants and taken to the nearest 0.1 kg using weighing scale. The scale was calibrated at the beginning and end of each examining day. The scale was checked using the standardized weights and calibration was corrected if the error was greater than 0.1 kg.

The pilot study was carried out in Jeddah kidney center at King Fahd general hospital (referral center for HD patients in Western province) on about 10% of our sample size who were not included in the main study.

Statistical Package for Social Science (SPSS) program, version 20 was used for statistical analysis of data. The level of statistical significance was set at $P < 0.05$ throughout the study.

Data was obtained after applying for ethical approval from the Ministry of Health & General Directorate of Health Affairs in Makkah city.

Table 1: Description of Samples and Responses from Each Hospital According to Gender:

	Al-Noor Specialist Hospital(ANSH)		King Abdul-Aziz Hospital(KAH)		King Fisal Hospital(KFH)	
Available patients	518		162		90	
Gender	Male	Female	Male	Female	Male	Female
Available patients according to gender	266	252	74	88	28	62
Required sample of patients	133	126	37	44	14	31
Responded patients	125	118	34	41	13	30

Results

The current study included 361 patients. Table 2 demonstrates that the majority of patients (78.9%) aged <65 years, with a mean age of 50.1 ± 15.8 years. There was almost equal distribution of males and females with an overwhelming majority of Saudis (93.9%). About two thirds of them were married (62.3%) and around one third (31.3%) were illiterate. The great majorities (88.9%) were unemployed and almost two thirds of the patients (60.1%) had

monthly income between 1000 and 3000 SAR (Saudi Arabian Riyals). Table 3 shows that the most commonly identified causes of renal failure were diabetes mellitus (23%) and hypertension (21.9%). On the same line, it was found that the overwhelming majorities of the patients (93.9 %) were currently hypertensive and a considerable proportion (39.6%) were currently diabetic. One half of the patients (50.3%) were on dialysis for 60 months or more and the majority (77%) had previous history of hospitalization. Clinically, the average number of co-morbidities accounted for 3.0 diseases; the median interdialytic weight gain was 2.0 kg; the average number of daily tablet(s) taken by patients was 5.0. The mean levels of pre-hemodialysis serum potassium (K⁺) and phosphorus (po4) were 5.1(0.9) mmol/L and 5.3(1.8) mg/dl; respectively. Table 4 demonstrates that the overall prevalence of anti-HCV among HD patients was almost one half (49.9%) according to clinical measurements and questionnaires.

Table 2: Socio-Demographic Characteristics of The Study Group (n=361):

Characteristics	Frequency	%
Age		
Less than 65 years	285	78.9
65 years and older	76	21.1
Mean±SD	50.1±15.8	
Range	14-95	
Gender		
Male	172	47.6
Female	189	52.4
Marital status		
Married	225	62.3
Single	77	21.3
Others (divorced, widowed)	59	16.3
Nationality		
Saudi	339	93.9
Non-Saudi	22	6.1
Education level		
Illiterate	113	31.3
Primary school	89	24.7
Secondary school and above	159	44.0
Employment		
Employed	40	11.1
Not employed	321	88.9
Monthly income		
No income	30	8.3
Less than 1000 SAR*	16	4.4
From 1001 to 3000 SAR*	217	60.1
From 3001 to 6000 SAR*	57	15.8
From 6001 to 10000 SAR*	16	4.4
From 10001 to 15000 SAR*	14	3.9
From 15001 to 20000 SAR*	8	2.2
More than 20000 SAR*	3	0.8

*Saudi Arabian Riyals

Table 3: Clinical Characteristics of The Study Group (n=361):

Characteristics		Frequency	%
Causes of renal failure	Hypertension	79	21.9
	Diabetes mellitus	83	23.0
	Glomerulonephritis	13	3.6
	Others	69	19.1
	Unknown	117	32.4
Medical history	Kidney transplant	23	6.4
	HTN	339	93.9
	D.M	143	39.6
	Psychiatric disease	37	10.2
Duration of dialysis (months)	12 months or less	57	15.9
	13 to 36 months	76	21.2
	37 to 60 months	45	12.6
	60 months or greater	180	50.3
	Median	60	
Hospitalization history		278	77.0
Number of comorbidities	Median	3.0	
Number of daily tablets	Median	5.0	
Interdialytic weight gain	Median	2.0 Kg	
Pre-hemodialysis serum potassium	Mean (SD)	5.1 (0.9) mmol/L	
	Range	2.7 – 10.2	
Pre-hemodialysis serum phosphorus	Mean (SD)	5.3 (1.8) mg/dl	
	Range	1.3 – 11.6	

Table 4: Prevalence of HCV Infection (n=361):

HCV indicators	HCV status	Frequency	%
Questionnaire	Positive	180	49.9%
	Negative	181	50.1%
Clinical measurement	Positive	180	49.9%
	Negative	181	50.1%

Discussion

HD patients are at high risk for hepatitis viral infections especially for HCV infection, [55] which has been reported from different parts of the world as a common infection, have a high prevalence rate and now recognized as the principal cause of liver disease among HD patients. [56] [19]

Prevalence of HBV and HCV in HD patients were reported by several authors ranging between 0.9% to 21.6% for HBV[57, 58] and 3.4% to 65.8% for HCV.[59-61] There is a wide range in prevalence rates of HCV infection among HD patients in different regions of the world, ranging from 1% in the UK to more than 90% in Eastern Europe.[5, 62-69]

In the current study, we observed a high prevalence of HCV antibody among patients undergoing HD at different centers in Makah city. The overall anti-HCV prevalence among

HD patients in Makah city (49.9%) was comparable to that reported from other parts of KSA. It is almost similar to the already reported positivity rate of (43.2%) from the eastern region of KSA [70] and southern regions of KSA (45.5%) [34, 71]. It is much lower than that reported from other centers in KSA. It is lower than that reported by Shaheen, et al [34, 36], from four centers in the Western region of KSA, (72.3%) and that by Huraib, et al [72] [29] in their multi-center study in KSA, (68%) as well as the mean national rate.[34, 73] However, this value is higher than those observed in the central region of KSA.[74]

Strict adherence to universal precautions as recommended by the CDC and meticulous regular disinfection of HD machines, Strict isolation of HCV- positive patients, dedicated dialysis machines and nursing staff at new dialysis set-up could possibly be the reasons of relatively low anti-HCV positivity at the current study.

The use of more sensitive third generation ELISA technique in our study could partially explain our higher prevalence rate than that reported earlier by Saeed, et al [30] from Riyadh. Factors related to infrastructure and operational system might be responsible for the very high prevalence of anti-HVC found in this study.

Dialysis treatment could be a specific independent risk factor for HCV transmission as cross infection and could be responsible for high prevalence of anti-HCV positivity in HD patients in the current study. The reported annual seroconversion rate of 7-9% among HD patients of KSA.[75]

The positive correlation of anti-HCV positivity with duration on HD coupled with 4.8% positivity among patients who had never been transfused, indicate strong possibility of nosocomial transmission of HCV, these observations have been reported from multiple HD centers. [5, 76, 77] Hence, the importance of strict adherence to universal infection control precautions should be emphasized in all the HD centers.

Blood transfusions could be responsible for the high prevalence of anti-HCV found in the current study. Blood transfusions can be a source for anti-HCV positivity according to reports [78] [79] though reports to the contrary also exist [80] . However, data on correlation between anti-HCV positivity and history of blood transfusion in dialysis patients is conflicting. Whereas, some workers reported positive correlation [34, 35, 67, 79] others found none.[81, 82] Nevertheless, HCV transmission through blood transfusion should be considered since the reported prevalence of anti-HCV antibody in healthy blood donors varies from 0.42% in Germany [83] up to 6.6% in China [84] . The overall prevalence of anti-HCV among voluntary blood donors in KSA is about 2.2% [85] . Thus, screening of blood donors for anti-HCV is essential and those with positive results should be rejected. Studies confirmed that administration of blood products is the main risk factor for developing hepatitis C.[5, 62, 66] [68, 86, 87] But duration of HD in patients with or without blood transfusions is also an independent risk factor.[68, 81, 86, 88] Thus patient to patient transmission during HD has been suggested.[89-93] Patient to patient transmission was prospectively proved in several incidence studies in HD patients.[91-93] Repeated blood transfusions is a risk factor for HCV transmission. However, data on correlation between anti-HCV positivity and number of blood transfusions is inconclusive. In some studies, a positive correlation with blood transfusion has been reported [67, 94] while others have refuted this possibility. [81, 82] An increased

prevalence of anti-HCV positivity among patients on HD for longer periods of time has been reported.[95, 96]

Cross-infection could be responsible for the high prevalence of anti-HCV in HD patients in this study. Hence, the dialysis staff should observe all necessary precautions to prevent this. The allocation of separate HD machines for the anti-HCV positive patients could pose a real problem because of the large number of these patients. Since machine to patient transmission is not very well documented up to now, machine isolation may not be justified at the moment.

While the exact mode of HCV transmission through dialysis remains to be elucidated, it is reasonable to designate separate dialysis machines for anti-HCV positive patients. It would be of interest to follow-up the seronegative patients to see the impact of their isolation on seroconversion rate.

Nosocomial transmission of HCV and HBV is an important contributing factor to the spread of these viruses.[97, 98] Despite various infection control procedures in HD patients prevalence and incidence rates of HBV and HCV are still significant. [99, 100] Studies have shown that strict aseptic measures can virtually eliminate HCV contamination, even in units with a high prevalence of HCV infection.[101] It is known that different methods of control, cleaning and disinfection of the HD membranes, machines, instruments and environmental surfaces may interfere with determined prevalence.[97].

Although the route of HCV transmission in HD patients is not yet fully elucidated, previous studies suggest that dialytic age and number of blood transfusions are closely associated with HCV seropositivity.[102] patients with dialysis treatment in multi-centers are also more prone to acquiring HCV infection[103]. Contaminated HD-machines, dialyzers, bloodline surfaces and hands of the caring staff and possibly, sharing of multi-dose heparin vials, are the possible factors that can contribute to the transmission of HCV among the multi-center visitors.

Non-uniform adherence to the universal precautions and disinfection procedures in different centers as well as practice of dialyzing both HCV positive and negative patients in the same room, with or without separate machines, might be the underlying reasons to make these patients more prone to acquire HCV. However, dialysis of HCV positive patients in a separate designated room is not recommended by the CDC.[104] Multivariate analysis has revealed that seropositivity of HCV increases with the increased dialytic age of the patient and the number of blood transfusions. However, reports to the contrary have also been published regarding the association of blood transfusion and HCV transmission.[105, 106] Increased nosocomial transmission due either to prolonged immunocompromized state or breaches in the universal infection control measures during dialytic age, may be the factors responsible for this. Recently, nosocomial transmission of HCV among HD patients has been documented by the molecular analysis,[107, 108] which raises the question of how HCV- positive patients should be handled in dialysis units. Although, it has been showed that 50-70% of HCV-positive patients progress, over a period of 10-40 years, to chronic hepatitis with increased risk of cirrhosis, liver failure and liver cancer,[43] the long term outcome of untreated patients chronic HCV infection having normal or elevated liver enzymes is still unknown.

Conclusion

In conclusion, this cross-sectional study was designed to identify the prevalence of anti-HCV in HD patients in Makkah city since they are at high risk for HCV infection. The overall prevalence of anti-HCV among HD patients in Makkah city (49.9%) was comparable to that reported from other parts of KSA and it is almost similar to the already reported positivity rate of (43.2%) from the eastern region of KSA [70] and southern regions of KSA (45.5%). [34, 71] However, Strict adherence to universal precautions as recommended by the CDC, meticulous regular disinfection of HD machines, Strict isolation of HCV-positive patients, dedicated dialysis machines and nursing staff at new dialysis set-up could possibly be the reasons of relatively low anti-HCV positivity at the current study than that reported by Shaheen, et al [34, 36] , from four centers in the Western region of KSA, (72.3%) and that by Huraib, et al [72] [29] in their multi-center study in KSA, (68%) as well as the mean national rate.[34, 73] On the other hand, the use of more sensitive third generation ELISA technique, long duration on HD, multiple blood transfusions, patients with dialysis treatment in multi-centers, factors related to infrastructure, environment and operational system might be responsible for the high prevalence of anti-HCV found in this study than that reported earlier by Saeed, et al [30] from Riyadh and those observed in the central region of KSA.[74]

Recommendations

This study recommends health leaders to improve the economic status of HD patients who need that support because almost two thirds of the patients (60.1%) had monthly income between 1000 and 3000 SAR. Since the great majorities (88.9%) of HD patients at the HD centers are unemployed, a subsidized support system must be initiated to support these patients; Social agencies and charitable organizations can collaborate with HD centers in this effort.

As the current study showed a high prevalence of anti-HCV among HD patients [almost one half (49.9%) of them were anti-HCV positive] in Makkah city, frequent measurement of prevalence of anti-HCV for them should be carried out in all HD centers in Makkah city and other parts of KSA.

Further qualitative and quantitative researches into effective ways are needed by using different research designs to identify the prevalence of anti-HCV among HD patients in Makkah city and other parts of KSA. The results of these researches are better to be compared with results of this study. These researches must continue in order to improve outcomes among HD patients.

Efforts should be done to identify factors associated with HCV infection in Makkah city and other parts of KSA in order to decrease them as those factors constitutes a major health problem for HD patients. However, in most European countries, consistent reinforcement of hygienic precautions and/or isolation strategies in HD units has resulted in a substantial decrease of both the incidence and prevalence of HCV infection in HD units [109]. So, we must concentrate more on those factors in addition to factors related to infrastructure, environment and operational system.

More detailed studies are required to know the exact mode of spread of HCV so that appropriate measures may be taken to prevent this serious disease from spreading. However, an intensive educational program for staff members and proper evaluation of the HD situation are needed. Thus, observation of appropriate preventive measures by all the HD-centers is paramount.

Strict adherence to the universal precautions combined with proper disinfection procedures and increasing awareness among the HD staff and patients may reduce the spread of HCV infection in the dialysis units. Furthermore, as routes of transmission are still unclear, early detection of all infected patients is mandatory for HCV prophylaxis in HD patients. This early detection of HCV infection is important in patients undergoing HD because of the high prevalence of infection among them. [110]. This early detection could result in better management of patients and a reduction in patient-to-patient transfer of HCV infection in HD units. [110]

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THE INFLUENCE OF SOCIAL MEDIA ON PERCEPTIONS OF SUCCESS AMONG MODERN WOMEN

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Abstract: *Social media has become an integral aspect of modern society, profoundly influencing how individuals perceive success and navigate their professional and personal lives. This article explores the complex relationship between social media and the success of contemporary women, examining both the positive and negative impacts of social media usage on women's perceptions of success, self-esteem, and well-being. Drawing on a synthesis of existing literature, empirical research, and real-life examples, we delve into the ways in which social media platforms shape societal norms, cultural values, and individual aspirations, particularly among women. We discuss the role of social media in perpetuating unrealistic beauty standards, fostering comparison culture, and exacerbating feelings of inadequacy and self-doubt. Conversely, we highlight the empowering potential of social media as a tool for self-promotion, networking, and community-building, enabling women to challenge stereotypes, amplify their voices, and pursue their passions. Furthermore, we propose strategies for harnessing the positive effects of social media while mitigating its negative consequences, including promoting authenticity, fostering digital literacy, and advocating for policy changes. Finally, we identify avenues for further research to deepen our understanding of the nuanced interplay between social media and women's success, emphasizing the importance of interdisciplinary collaboration and ethical considerations in studying this complex phenomenon. By engaging in dialogue, research, and action, we can cultivate a digital landscape that empowers women to thrive, succeed, and authentically express themselves in the 21st century.*

Keywords: *Social Media Influence, Women's Success, Gender Empowerment, Self-esteem*

Introduction

Throughout the last 20 years, social media platforms have risen to unprecedented heights, completely changing the worldwide landscape of communication, community development, and self-representation. These days, practically every part of everyday life is impacted by social media platforms like Facebook, Instagram, Twitter, LinkedIn, which have over 5.04 billion active users globally (Kemp, 2024). Social media has become a potent force in determining what success means in this digital age. This is especially true for women, whose aspirations and experiences are becoming more and more entwined with their online persona (Tan, 2022).

Background Information on The Rise of Social Media

The rise of social media has been a transformative phenomenon, reshaping the landscape of human interaction and communication in profound ways. Emergent from the advent of the internet, social media platforms have evolved from rudimentary networking sites to

sophisticated ecosystems that facilitate a wide array of interactions, from personal connections to professional collaborations. Early platforms like Six Degrees, Friendster, and MySpace pioneered online social networking, demonstrating the internet's potential for global social connections.

Web 2.0 technologies further propelled social media's growth, ushering in user-generated content and interactive communication. Platforms like Facebook and Twitter capitalized on these advancements, introducing features such as status updates and photo sharing, transforming social media into dynamic hubs of activity. The advent of smartphones and mobile internet expanded social media's reach, allowing users to access platforms anytime, anywhere.

Visual storytelling platforms like Instagram and TikTok catered to the demand for multimedia content, further integrating social media into everyday life. Today, social media continues to diversify, with platforms like LinkedIn and YouTube offering opportunities for connection, expression, and exploration across various interests and demographics.

Statement of The Problem

In the digital era, social media has become a dominant force shaping societal norms and individual identities, notably influencing how modern women perceive and pursue success. One primary concern is the proliferation of idealized standards propagated through curated online content. Platforms like Instagram and TikTok inundate users with meticulously crafted images and narratives that narrow success to external markers like appearance and possessions, fostering feelings of inadequacy and comparison (Nwankwo, 2023). This perpetuates a cycle of "compare and despair," undermining women's self-esteem and authentic fulfillment.

Furthermore, the pressure to maintain a flawless online persona can harm mental health (Wolfe, 2022). Seeking validation through likes and comments can lead to anxiety and depression as women internalize unrealistic standards. Social media's influence on women's perceptions of success also has broader societal implications, reinforcing traditional gender roles and marginalizing diverse voices.

It will take both proactive steps and rigorous analysis to address these issues. Encouraging digital literacy, diversity, and authenticity can counteract negative impacts while maximizing social media's empowering potential. Women may flourish genuinely in a more egalitarian digital ecosystem if we support resilience and welcome varied viewpoints.

Purpose of The Article and Overview of Main Points

This article seeks to explore the intricate relationship between social media and the success of modern women, with a focus on both the positive and negative implications. Through an analysis of scholarly research, anecdotal evidence, and real-life examples, we aim to elucidate how social media shapes women's perceptions of success, influences their aspirations and goals, and impacts their overall well-being. By unpacking the complexities of this phenomenon, we endeavor to provide insights that can inform strategies for navigating social

media in a way that promotes genuine empowerment and fulfillment for women in the digital age.

The Role of Social Media in Shaping Perceptions of Success

Definition of Success in The Context of Modern Women

Conventional definitions of success frequently focus on accomplishments in the workplace, such as financial independence, career advancement (Guardian News and Media, 2015), and recognition in fields with a predominance of men. Even though these factors are still significant, contemporary women place more importance on other aspects of success. For contemporary women, success is defined by a wider range of accomplishments, such as finding personal fulfillment, striking a balance between work and personal life, and being able to follow interests and passions outside of conventional gender norms.

The concept of success is becoming more subjective and nuanced, recognizing that women have a wide range of objectives and aspirations that go beyond traditional success indicators. Relationships, family, and community involvement may be prioritized by contemporary women over career advancement, as they see success in both personal and professional domains as contingent upon achieving fulfillment in both (Zafar, 2024).

Furthermore, modern women typically define success as shattering social norms and conventional expectations, promoting gender equality, and encouraging other women to follow their dreams.

The Impact of Social Media Platforms on The Definition of Success

Social media platforms wield considerable influence in shaping the definition of success for modern women, often portraying an idealized version of achievement that significantly impacts perceptions and aspirations. Influencers and celebrities, with large followings across platforms like Facebook, Instagram, TikTok, Twitter, and YouTube, frequently showcase seemingly perfect lives filled with luxurious vacations and glamorous events. This curated portrayal creates a perception that material wealth and physical beauty are essential markers of success, fostering feelings of inadequacy and envy among women (Chae, 2018).

Furthermore, social media incentivizes users to present only the most positive aspects of their lives, contributing to a distorted and unrealistic depiction of success. Filters, photo editing tools, and crafted captions enhance this illusion, fostering a sense of insecurity and dissatisfaction with one's own life. The pressure to "have it all" exacerbates feelings of guilt and self-criticism when women fall short of unrealistic expectations, fueling anxiety and undermining confidence (Guardian News and Media, 2023).

Additionally, social media's emphasis on engagement metrics such as likes and followers can distort perceptions of success, overshadowing meaningful indicators such as personal growth and fulfillment (Altuwairiqi et al., 2019). However, social media also provides a platform for women to redefine success on their own terms by sharing authentic stories and experiences, challenging traditional notions of achievement.

In conclusion, while social media plays a central role in shaping societal norms and expectations of success, critical examination of its influence can promote a more inclusive and empowering definition of achievement that celebrates diversity and individual fulfillment.

Positive Influences of Social Media on Modern Women's Success

Access to Information, Resources, And Networking Opportunities

Social media platforms give modern women access to a wealth of information, resources, and networking opportunities that are essential for success. Women are empowered to stay informed and make informed decisions thanks to the quick dissemination of information on entrepreneurship, career development, and wellness made possible by social media sites like Facebook, LinkedIn, and Twitter. Social media offers opportunities to establish connections with global industry leaders, mentors, and peers. Online communities provide support and collaboration, and platforms such as LinkedIn make it easier to access career opportunities and grow one's professional network. Through online forums, webinars, and virtual conferences, social media also makes resource sharing and collaboration easier, empowering women to overcome obstacles and accelerate their personal and professional growth.

Platforms for Self-promotion, Personal Branding, and Entrepreneurship

Social media has revolutionized how modern women promote themselves, build personal brands, and pursue entrepreneurial ventures. Platforms like Instagram, Tiktok, YouTube, and e-commerce sites provide diverse opportunities for women to showcase talents, connect with audiences, and monetize skills. On Instagram, influencers like @gabbywhiten (Gabby White) and @emilyschuman (Emily Schuman) have amassed loyal followings by sharing lifestyle, fashion, and beauty content. Through strategic use of hashtags and captivating imagery, women establish themselves as authorities in their niche, attracting brand partnerships and sponsorships.

Women can create and share video content on a variety of topics on YouTube. Thanks to their distinct personas and storytelling skills, creators such as @lizakoshy (Liza Koshy) and @sophiachang (Sophia Chang) have amassed millions of followers. The monetization options of sponsored content and ad revenue make content creation a profitable venture. Sites like Shopify and Etsy give entrepreneurs easily accessible ways to market their handmade goods. By utilizing customizable storefronts and marketing tools, business owners such as @thesweetfeminist (Jasmine Cho) and @balm.labs (Alexis Smith) have established prosperous enterprises. For thought leadership and professional networking, LinkedIn is a useful resource. Women have the ability to exhibit their abilities and successes, interact with colleagues in the field, and open doors for career progression.

To sum up, social media platforms offer a plethora of opportunities for contemporary women to engage in self-promotion, personal branding, and entrepreneurship (Mađra-Sawicka et al., 2020).

Empowerment Through Visibility and Representation

Social media platforms are essential for modern women's empowerment because they provide them visibility and representation in the media and in public conversations. By giving women a strong platform to speak up, dispel myths, and share their experiences, these platforms help to create a more inclusive and diverse narrative of what it means to be a woman. Well-known individuals like @rupikaur_ (Rupi Kaur) and @badassboz (Bozoma Saint John) use social media sites like Instagram and Twitter to share their stories of empowerment, resiliency, and success, encouraging people to embrace who they are and reach their goals without boundaries. Additionally, social media amplifies the voices and experiences of marginalized communities, including women of color, LGBTQ+ individuals, and people with disabilities. Figures like @theashleygraham (Ashley Graham) and @janetmock (Janet Mock) advocate for greater representation and visibility, challenging societal norms and promoting acceptance and inclusivity.

Social media also provides a forum for promoting structural change, gender equality, and social justice by giving a platform to marginalized voices and amplifying their messages to a wider audience (Mađra-Sawicka et al., 2020). Additionally, social media has the power to redefine success by challenging traditional notions of achievement and highlighting alternative forms of fulfillment and happiness (Olaniran & Williams, 2020). Women like @tarana.j.burke (Tarana Burke), the founder of the #MeToo movement, and @aliciagarza (Alicia Garza), a co-founder of #BlackLivesMatter, leverage social media to raise awareness about issues impacting women and marginalized communities, mobilize supporters, and drive policy reform. Influential figures like @glennondoyle (Glennon Doyle), an author and activist, and @cleowade (Cleo Wade), a poet and artist, use platforms like Instagram and Twitter to create spaces for women to come together, share stories, and uplift one another. Through affirming messages, vulnerability, and empathy, these women cultivate a sense of belonging and collective agency, empowering others to embrace their identities and advocate for change.

In summary, social media empowers modern women by giving them a voice, visibility, and a platform for advocating social change. Through storytelling, activism, and community-building efforts, women harness the power of social media to drive meaningful societal impact and create a more equitable and inclusive world.

Negative Influences of Social Media on Modern Women's Success ***Unrealistic Beauty Standards and Body Image Issues***

Social media perpetuates unrealistic beauty standards, leading to body image issues among modern women. Heavily filtered and edited images create a false sense of perfection, impacting women's self-esteem (Holland & Tiggemann, 2016). Influencers and celebrities often use photo editing tools to present flawless appearances, setting unattainable ideals. Constant exposure to these images can result in feelings of inadequacy and dissatisfaction. Social media comparisons to idealized representations exacerbate depressive and anxious feelings, while promoting disordered eating patterns and negative behaviors (Dias et al., 2021). Additionally, the normalization of cosmetic enhancements further reinforces these standards. It's crucial to challenge these ideals and promote a more inclusive definition of beauty to safeguard women's mental and emotional well-being. The impact of social media on the definition of success goes

beyond beauty standards. It also extends to other aspects of life, such as career achievements, material possessions, and experiences.

The Pressure to Exhibit an Idealized Self-image

The pressure to present an idealized version of oneself on social media is pervasive and multifaceted, affecting women's self-perception and behaviors in various ways.

Firstly, social media platforms serve as tools for self-presentation and impression management, often leading women to carefully curate their online personas to conform to societal expectations (Hogue & Mills, 2019). This pressure to maintain a flawless image can result in feelings of inadequacy and insecurity as women compare themselves to the seemingly perfect lives depicted by others (Fardouly et al., 2015). Influencer culture and the pursuit of fame on social media further intensify this pressure, with influencers and celebrities showcasing glamorous lifestyles and achievements, creating unattainable standards of success. As a result, women may feel compelled to emulate these images in order to gain validation and approval from their peers (Hogue & Mills, 2019).

Additionally, social media platforms amplify the focus on physical appearance and beauty standards. Women are bombarded with images of perfectly filtered and edited bodies, faces, and lifestyles, which perpetuates unrealistic beauty standards. Moreover, the prevalence of filters, photo editing tools, and curated content on social media platforms has blurred the line between reality and fantasy. Women may feel pressure to enhance their appearance or stage their lives in order to meet the unrealistic standards perpetuated by social media. This constant striving for perfection can lead to feelings of dissatisfaction and self-doubt as women struggle to live up to the unrealistic expectations set by the online world. This pressure to conform to unrealistic beauty standards on social media can lead to unhealthy behaviors and a preoccupation with appearance. Constant exposure to these idealized images on social media platforms can create a distorted perception of success, emphasizing the importance of physical appearance and material possessions.

Ultimately, the pressure to present an idealized version of oneself on social media can have detrimental effects on women's mental and emotional well-being. It's important for women to recognize the importance of authenticity and self-acceptance in the digital age, and to resist the temptation to compare themselves to others or conform to unrealistic standards. By prioritizing their mental health and embracing their true selves, women can navigate the pressures of social media with confidence and resilience.

Comparison Culture and Its Impact on Self-esteem and Mental Health

Social media comparison culture upholds unattainable ideals of happiness, success, and beauty, which negatively impacts women's mental and self-esteem (Chamsi et al., 2022). Regular exposure to carefully chosen photos and lifestyles warps reality and increases emotions of inadequacy and self-doubt. When people compare themselves to their perceived more attractive or successful peers, it can cause feelings of insecurity, envy, and low self-worth (Social Media and Mental and Physical Health, 2019). This is known as upward social comparison. Comparison culture is exacerbated by the pressure to receive online validation, which lowers

self-esteem and encourages behavior that seeks validation (Guimond et al., 2007). This may intensify emotions of isolation and loneliness, exacerbating depressive and anxious symptoms.

A study of University of Pennsylvania on 2018 found that increased social media usage correlated with higher levels of depression and loneliness among young adults, attributing these findings to pervasive comparison culture. In summary, comparison culture on social media platforms profoundly affects women's self-esteem and mental health, perpetuating feelings of inadequacy, insecurity, and isolation. It's crucial for women to recognize this harmful impact and prioritize self-care, authenticity, and healthy boundaries online to navigate social media pressures with confidence and well-being

Strategies for Harnessing the Positive Effects and Mitigating the Negative Effects ***Promoting Authenticity and Diversity on Social Media***

Promoting authenticity and diversity on social media involves encouraging users to share genuine and diverse representations of themselves and their experiences. This can help counteract the unrealistic beauty standards and curated images that dominate many social media platforms. For instance, initiatives like the "Body Positivity Movement" encourage individuals to embrace their unique bodies and share unfiltered images that celebrate diverse shapes, sizes, and identities. Additionally, brands and influencers can collaborate with content creators from marginalized communities to amplify underrepresented voices and promote inclusivity on social media.

Education and Awareness Campaigns

Education and awareness campaigns play a crucial role in informing users about the potential risks and benefits of social media use. These campaigns can provide users with tools and resources to navigate social media more mindfully and responsibly. For example, organizations like the National Eating Disorders Association (NEDA) run campaigns to raise awareness about the impact of social media on body image and self-esteem, providing individuals with strategies to challenge negative thoughts and behaviors. Similarly, schools and community organizations can incorporate digital literacy and media literacy programs to teach students critical thinking skills and promote healthy online behaviors.

Self-care Practices and Setting Boundaries

Self-care practices and setting boundaries are essential for maintaining mental and emotional well-being in the digital age. Women can prioritize self-care by taking breaks from social media, engaging in activities that promote relaxation and stress relief, and seeking support from friends, family, or mental health professionals when needed. Additionally, setting boundaries around social media use, such as limiting screen time, curating a positive and supportive social media feed, and unfollowing accounts that trigger negative feelings, can help women maintain a healthy relationship with social media while prioritizing their mental health.

Advocacy for Policy Changes Regarding Online Content Regulation

Advocating for policy changes regarding online content regulation is essential for addressing harmful content and promoting a safer online environment. This may involve advocating for stricter regulations on advertising and sponsored content, increased transparency and accountability from social media platforms, and stronger measures to combat cyberbullying and harassment. For example, organizations like the Electronic Frontier Foundation (EFF) advocate for digital rights and privacy protections, while grassroots movements like #StopHateForProfit call for advertisers to boycott platforms that fail to address hate speech and misinformation. By lobbying policymakers and holding social media platforms accountable, women can advocate for changes that protect users' rights and promote a more positive and inclusive online community.

Conclusion

Summary of Key Points

In summary, this paper has explored the influence of social media on perceptions of success among modern women. It discussed the impact of social media on the definition of success, including the promotion of unrealistic beauty standards, the pressure to present an idealized version of oneself, and the perpetuation of comparison culture. Additionally, it examined the positive influences of social media, such as access to information and networking opportunities, platforms for self-promotion and entrepreneurship, and empowerment through visibility and representation. Strategies for harnessing the positive effects and mitigating the negative effects of social media were also discussed, including promoting authenticity and diversity, education and awareness campaigns, self-care practices, and advocacy for policy changes regarding online content regulation.

Implications for The Future

In this paper carry important implications for the future of social media and its impact on modern women.

Firstly, there is a crucial need for increased awareness and education about the risks and benefits of social media use, particularly among vulnerable groups like young women. By empowering users with knowledge, we can help them make informed choices and mitigate negative effects.

Secondly, promoting authenticity, diversity, and inclusivity on social media platforms is essential. Content creators and brands must portray a realistic representation of women's experiences to challenge harmful stereotypes and foster acceptance of diverse identities. Furthermore, stronger regulation and oversight of social media platforms are necessary to protect users' rights and well-being. Collaboration between policymakers and tech companies can develop effective policies and guidelines for online content and user safety.

Lastly, continued research and innovation in digital psychology and mental health support are vital. Investing in evidence-based interventions can promote healthy online behaviors and provide support for those struggling with social media-related issues.

In conclusion, addressing these implications through collective action will create a more equitable and empowering digital environment for modern women to thrive.

Suggestions for Further Research

While this article has provided valuable insights into the impact of social media on modern women's perceptions of success, there are numerous avenues for further research. Future studies could investigate the lasting effects of social media use on women's mental health, self-esteem, and overall well-being, exploring how prolonged exposure to online platforms shapes individuals' psychological and emotional states. Additionally, there is a need for research examining the variability in social media usage frequency among individuals and its differential effects, as well as exploring the distinct influences of different platforms and sources on women's experiences. Furthermore, researchers could delve into the role of social media in shaping gender norms, reinforcing stereotypes, and exacerbating inequalities, while also examining its implications for women's professional and personal lives. By addressing these research gaps, we can deepen our understanding of the complex relationship between social media and women's experiences, and inform efforts to foster a more equitable and inclusive digital environment for everyone.

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REIMAGINING PLACE: PARTICIPATORY ART IN THE DIGITAL RECONSTRUCTION OF KAJANG'S OLD TOWN

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Abstract: *This paper presents an artistic research project aimed at digitally archiving and preserving the memories of Kajang's old town through the lens of participatory art and technology. Through collaboration with students from a local university, the project engaged participants in the recreation of specific buildings within the old town, driven by their personal connections and nostalgic reflections. Participatory case study is used as the methodology to gain diverse perspectives and motivations while the memories provide insights into the significance of each chosen building through exploration of Kajang's cultural identity. Using 3D modelling method, participants built and contribute digital 3D models of the building and completed models are made available for viewing worldwide by offering the public access to the virtual reconstruction through an immersive digital platform. This paper describes the process of digital reconstruction and significance of participatory art in preserving and celebrating the collective memory of a community. It underscores the potential of interdisciplinary efforts, and it aspires to be an example where participatory art challenges dominant narratives through the creation of alternative realities.*

Keywords: *Archiving and Memories, Digital Reconstruction, Participatory Art, Artistic Research, Kajang Town.*

Introduction

The genesis of this artistic research project started from a curiosity about the interplay between memories, space and technology, particularly within the context of reconstructing and reimagining a specific place – the old Kajang town. I envisioned my project as a multidimensional exploration that interlaces artistic expression, technological innovation and community engagement.

This study describes the creation of a virtual art exhibition. The exhibition presents a collection of crafted digital 3D models of historical buildings, accompanied by artistic research, to showcase the essence of the old Kajang town. This project involves different group of participants consisting of students from a local university, alongside my personal contributions. The works shall offer an artistic impression that captures the spirit and nostalgia, rooted in the personal memories and lived experiences of Kajang residents. I aspire to provide a platform for artistic and creative expression through the medium of digital art and preserve the memories of the old Kajang town through accessible digital interactive archives of 3D models that evolve over time with a continuously engaging experience. To achieve this, I organized series of workshops aimed at equipping participants with essential skills in 3D modeling, cultivating a hands-on understanding of digital reconstruction techniques.

Buildings to be reconstructed are selected from a specific area within the old town. Known as Section 1, this area covers a less than 1-kilometre radius, and it was the oldest section where the first development of the town by the British colonial government took place.



Figure 1: Original Map of Section 1, Kajang old town

Source: Kajang Heritage Centre

Literature Review

Kajang Town

Kajang town is located in the heart of Hulu Langat district in the south-eastern part of the state of Selangor, Malaysia. Although small, Kajang town has its own unique and interesting narratives in terms of its history and built heritage. In the early establishment of Kajang town between 1898 to 1917, when the first batch of brick shophouses were built, unique Hakka construction method was used by workers of the Kah Yin Hakka dialect group. The township is teeming with unique characteristics of the dialect group who differ from other Chinese residing in other parts of Hulu Langat who are of the Fui Chiu Hakka dialect group (Teng & Shukri, 2017). This is one of the rare places in the country where you can find houses featuring the Hakka Earthen Wall - a wall made of earth, sand and bamboo and is a whopping 1 meter-thick. (Teng & Shukri, 2017). Through historical accounts, the atmosphere of the town during its early days of establishment seems to be prosperous. Businesses are thriving due to the tin mining and rubber industry and life seems peaceful under the colonial law and order.

It was not until the end of the war, the increased stresses in inter-communal relations happened. These simmering tensions would boil over in Kajang in the period of political vacuum that followed the Japanese surrender and before the British were able to reassert their authority. (Barber & Aun, 2012). The rise of Communism with an end goal to liberate Malaya from

British rule, and to restore the dominance of the Malay over the Chinese have led to series of racial clashes in Kajang. Between 1945 after the surrender until the beginning of the Emergency period in 1948, in and around Kajang, security forces struggled to prevent serious inter-racial clashes and lynch mobs taking revenge on ‘puppet’ policemen and collaborators (Barber & Aun, 2012).

The old town of Kajang have established communities that are part of its identity. Kajang is a quintessential small Malayan town. A representative of a key component in the colonial machine - the local junior official who carried out at a grass-roots level the policies of the British administration described Kajang town as the perfect example of how a pre-war Malayan colonial town should look (Barber & Aun, 2012). On a more personal view, in this research, I see Kajang as a place. A place which is more than a location. A location that is meaningful in some way. Sense of place commonly describes the unique human experience, bonding and emotion towards a particular place (Ghani, et al, 2016). Places are both culturally and phenomenologically dynamic with time, determining the experience of a place which is a gestalt of an individual's sensory impressions of and cognitive engagement with the sights, the sounds, the smells of the physical environment and its inhabitants (Devine, 2016).

Archiving, Memories and Artistic Practice

In the realm of art, the act of archiving transcends mere documentation; it becomes a vessel through which memories are preserved, reinterpreted, and reimagined. It is evident that contemporary artists have used, critiqued and re-interpreted existing archives, as well as become archivists themselves - making new archives as alternative or counter-archives or create personal collections that reference the archive as a repository of memory and knowledge (Boscacci, 2015). Archiving, an act of preservation and organization, a systematic process designed to safeguard the transient against the ravages of time, when aligned with artistic practice, evolves into a dynamic form of expression and reflection. Artists, as caretakers of memory, utilize various mediums including digital art and multimedia installations to create works that resonate with emotional depth and intellectual curiosity. Memories, inherently subjective and often elusive, find solidity in artistic expression. The artist's space becomes a shelter where fragments of the past are pieced together, giving form to abstract recollections. This process is not merely nostalgic but is also a critical examination of how memories shape identity and influence present realities. By engaging with memories, artists question the reliability of recollection and highlight the fluidity of personal and collective histories.

In her essay, Carbone (2020) explored the intersection of contemporary art and archival practices, emphasizing how archives serve as spaces for memory and tools for creative interventions. She quoted Astrid Erll on the global fascination with memory and flourishing of memory practices that can be mainly attributed to three things (Erll, 2011). First, numerous historical transformations. Second, advancements in media technology, including increased data storage and the role of popular media such as period pictures and documentaries. Lastly, academic developments, particularly post-structuralism and postmodernism, which emphasize the constructed nature of the past and the end of grand narratives (Erll, 2011).

American multimedia artist Mona Smith (2007) questions western practices of memory by acknowledging the presence of Dakota peoples in public space through temporary multimedia

installations and educational projects, including memory maps, community events, visitors encounter multi-sensual historical narratives, Dakota stories, environmental memories and landscape experiences. As Smith explains: 'Dakota remembers through land, experience and story. Dakota people know that everything passes away, so buildings and signage and memorials are not the traditional ways to honour, to mourn, to remember' (Till, 2008).

Today's situation demands post-modern interpretations of historical artifacts. These can draw inspiration from the originals but present them in new and thought-provoking ways. Merging artistic expression into an archiving project involves infusing creativity, interpretation and narrative into the preservation and presentation materials. By incorporating artistic elements, an archiving project can transcend mere historical simulation and become an intellectually and emotionally engaging multifaceted experience that invites interpretation, reflection, and connection. Instead of a straightforward display of artifacts, each artifact can be part of a larger narrative, merging historical facts with creative storytelling, making the past relevant and alive in new and meaningful ways.

Participatory Art Practice: A Paradigm Shift

Participatory Art has made its way into the contemporary scene at least since the Futurists and Surrealists era in the early 1900s. It is exemplified by movements such as Fluxus and Happenings (Literat, 2012). The rise of the internet and the opening up of media production in what (Jenkins et al. 2009) refer to as participatory culture, has in fact resulted in a tremendous burst of media created and shared online by willing but unpaid users. This democratizing principle has also been influential in the development of design thinking (Brown, 2008). I drew upon the tradition of participatory art projects such as "The Dinner Party" (1975) by Judy Chicago and "The Gates" (1979-2005) by Christo and Jeanne-Claude, which exemplify the power of art to create collective experiences and evoke collective memory. Additionally, I found inspiration in the innovative use of technology in art, in the realm of augmented reality, as seen in projects like "Rain Room" (2012) by Random International and "Monument Valley" (2014) by Ustwo games. Artists working under this model generally invoke three main motivations for the practice of participatory art: activation (by stimulating empowerment as well as individual and collective agency), authorship (or the cessation of authorship to make the artistic process more democratic and egalitarian), and community (via the restoration of lost or weakened social bonds) (Bishop, 2006).

In discussing participatory design, Taxén (2004) stated that participatory projects are rooted in a desire for change, often with respect to the way users are being involved in the design of new technology artefacts. In contributory projects, visitors are solicited to provide limited and specified objects, actions, or ideas to an institutionally controlled process. In collaborative projects, visitors are invited to serve as active partners in the creation of institutional projects that are originated and ultimately controlled by the institution (Simon, 2010). In co-creative projects, community members work together with institutional staff members from the beginning to define the project's goals and to generate the program or exhibit based on community interests. (Simon, 2010). These levels of engagement correspond to different levels of audience's creative control on contents, ranging from "curatorial", to "interpretive", to "inventive", that may be transferred and applied to Simon's (2010) "contributory", "collaborative" and "co-creative" models of participation.

The convergence of technology and participatory art practice represents a dynamic and evolving field within contemporary art. Artists today harness the power of digital technologies to create immersive, participatory experiences that challenge traditional notions of art and reality. Nicolas Bourriaud's (2002) concept of "relational aesthetics" encapsulates this shift, emphasizing the importance of social interaction and communal experiences in contemporary art. The virtual world becomes a canvas for collaborative and participatory art, challenging traditional notions of authorship and spectatorship. The arrival of virtual reality (VR) technology has enabled artists to transport audiences into immersive virtual worlds. VR artworks such as Marina Abramović's "Rising" (2018) blur the boundaries between the virtual and the real, inviting participants to co-create their experiences within a simulated environment. These immersive experiences foster deeper connections between participants and the artwork (Abramović, 2018).

Artistic Research

Artistic Research emphasizes on the artistic practice, and the research component is embodied within the practice itself. It is a methodology that integrates artistic activities within either the research process or its outcomes (Thompson, 2020) and it requires subjective methods of presentation and evaluation. It helps to frame debates about the character, origin, and appropriateness of research in art disciplines within the academic setting (Macleod, et al, 2006). When artworks are produced as part of artistic research, they function as both the medium and the message, capturing the essence of artistic exploration and innovation. Artistic research combines art-making and word-making, reflecting constructivist thinking, which blends theory and practice. This approach requires a mature understanding from both the research and artistic sides. Critical contexts in artistic research encourage a deeper interpretation of artistic works and contribute to understanding the research's theoretical and practical dimensions. Djahwasi & Saidon (2020) positioned two models of artistic research; 1) Artistic as Research and; 2) Artistic as Method. Artistic as Research is to express artistic practice, where research strategy (methodology) is carried out through practice. In Artistic as Method, the method is considered as research finding in which processes and artistic works can be understood as an answer to the research questions (Djahwasi, & Saidon, 2020).



Figure 2: Djahwasi, & Saidon (2020). Framework of Artistic as Method.

In Artistic as Method, the method is considered as research finding in which processes and artistic works can be understood as an answer to the research questions (Djahwasi, & Saidon, 2020). It refers to the use of artistic processes as research tools or methods, emphasizing that

these should not be viewed in the same way as conventional research methods. Its notion promotes an accountable reporting system that balances theory and practice, along with reflection and documentation of practice. The criteria for assessment in this paradigm include setting learning goals, developing strategies to achieve these goals, identifying and addressing problem areas, selecting relevant resources, and self-assessment. Artistic as Method places artistic processes and works as central components of research findings, emphasizing authentic participation, data creation, and the iterative nature of artistic production. “Data characteristics in artistic practice comes from data-creation not data collection”. (Djahwasi, & Saidon, 2020).

Participatory Observation

A participatory case study in the context of Artistic Research is an approach that involves collaboration between researchers and participants to explore and create knowledge through the process of artistic practice. I used participatory observation as the method to collect and create data from this project. Stokrocki (1997) explained that participatory observation as multi-person, multi-method, multi-conceptual, and multidimensional. My approach included observations of group interaction conducted through open sessions, interviews, and the use of artistic outputs as data. In this research, I was the observer as well as the instructor and participant in the planned workshops.

Implementation

This project spanned for three years, involving digital animation students from Universiti Tunku Abdul Rahman (UTAR) participating in series of workshop conducted every year. The workshops were done in an iterative manner. Each iteration involves different group of participants from various batches, with most of them are beginners with minimal knowledge of 3D content creation. The process goes across research, idea development, and 3D modeling. The level of participation and the number of participants depend largely on their engagement and willingness to contribute their perspectives to the research. Based on this, the participants were categorized as “contributor”, “collaborator” and “co-creator” based on Simon’s (2010) models of participation. Through this method, every batch of participants became a case study.

Archiving

Initially, the participants embarked on a field walk to observe the local community and environment, focusing on the streetscapes of Kajang old town which were documented through photographs and sketches. They engaged with residents to gather stories, photographs, and personal memories related to the old Kajang town to enrich the research with diverse and authentic community narratives. This preliminary step laid the foundation for developing a visual essay that correlated with memories and nostalgia. The Kajang Heritage Centre, a local town museum/gallery, played a role by providing consultations and facilitating group discussions. Some of these activities were integrated into the students' class exercises and assignments. Data collection methods at this stage included interviews to gain in-depth insights from participants about their experiences and perspectives. Information was also derived from existing artefacts in the museum, drawings and descriptions in books.



Figure 3: Participants' visit to Kajang Heritage Centre



Figure 4: Field Work in the Kajang old town

Artistic Workshop

After the documentation phase, impression sketches were produced with each of them contributing to the idea development and refinement of the final artwork. Through impression sketches, participants were able to conduct conceptual exploration while capturing spontaneity. The data gathered earlier during interviews, observations, and reminiscences were instrumental in evoking memories that informed these sketches. Discussions about design principles such as space, scale, colors and textures were held to ensure the visual elements echoed both personal and collective memories. By relating these memories to visual design, the sketches aimed to capture and represent the nuanced emotional and historical context shared by the participants.



Figure 5: One of the initial sketches produced by participants.

The 3D workshop came after the completion of visual development. The workshops were held online with a timeline of approximately 10 weeks for every group of participants. Through online sessions, I was able to record conversations and discussions between participants and conduct observations. 3D modelling is a process of turning fictional or real-life objects into digital rendition versions of said objects (Le, 2022). For this project, I utilized Autodesk Maya software; an industry-standard tool and available for free for participants under educational license. For the modeling workflow process, I used Pumagualle, et al (2023) proposed method. Maya can perform mass instancing to build cities and massive cinematic scene and the suite of materials, masks, generators, and smart material, brings color and texture to models. (Le, 2022). The software works by providing a set of primitive shapes that can be used to build up a more complex shape, which in turn can be sculpted to get the more nuanced details of curves and angles (Wood, 2012). Through random interviews, participants characterized the software's possibilities as "beneficial," allowing them to "build anything they can dream up." Among other main exploration in the 3D workshops are of the modern-day 3D processes called "Physical-base rendering" (abbreviated as PBR) and "Normal map baking" (also known as 3D baking) work (Le, 2022). Another sub-process and theory about "Subdivision" that comes along with normal map baking were also explored (Le, 2022).

Modeling	Lightning	Textured	Render
Four-edge topology (quads) based on reference views.	Arnold Light Application: Light and Skydome Light.	Configuration of the Hypershade using Arnold materials, Standard Surface.	Export jpg images size 1K_Square.

Table 1: Modeling Workflow in Autodesk Maya. (Pumagualle, et al, 2023).

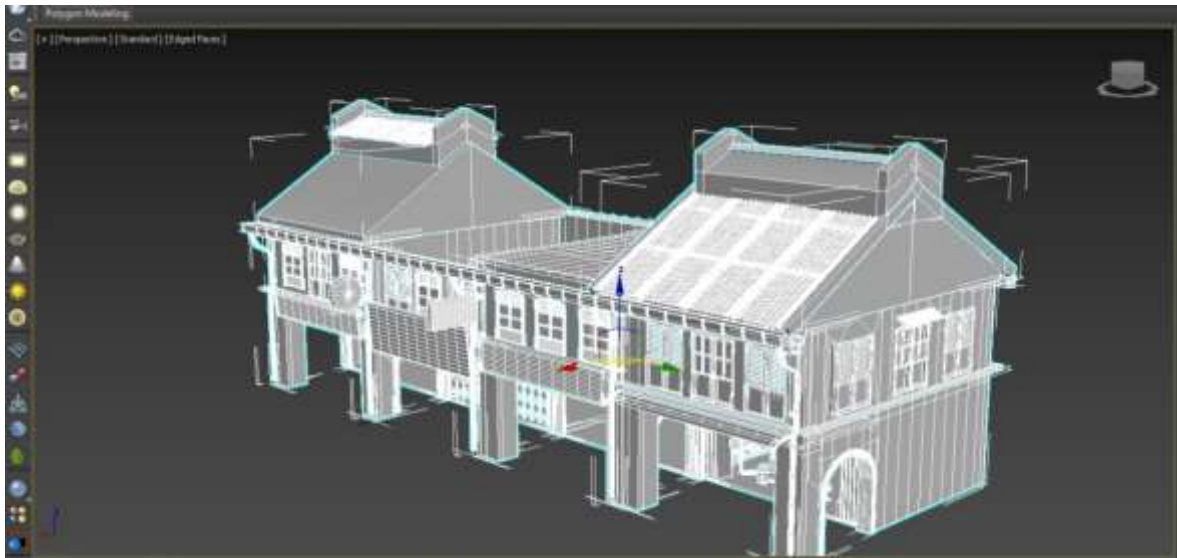


Figure 6: Screenshot of a row of shophouse modelled in Autodesk Maya

The artworks created during the study serve as a form of data, providing material for analysis and reflection. In this case, artistic outputs are the finished rendered 3D models of the chosen buildings. The completed 3D models went through narrative analysis to understand the stories and experiences shared by participants and artistic analysis to interpret the artworks themselves as data, considering both their aesthetic qualities and the contexts of their creation.



Figure 7: Compilation of some of the rendered 3D models of old buildings in Kajang town.

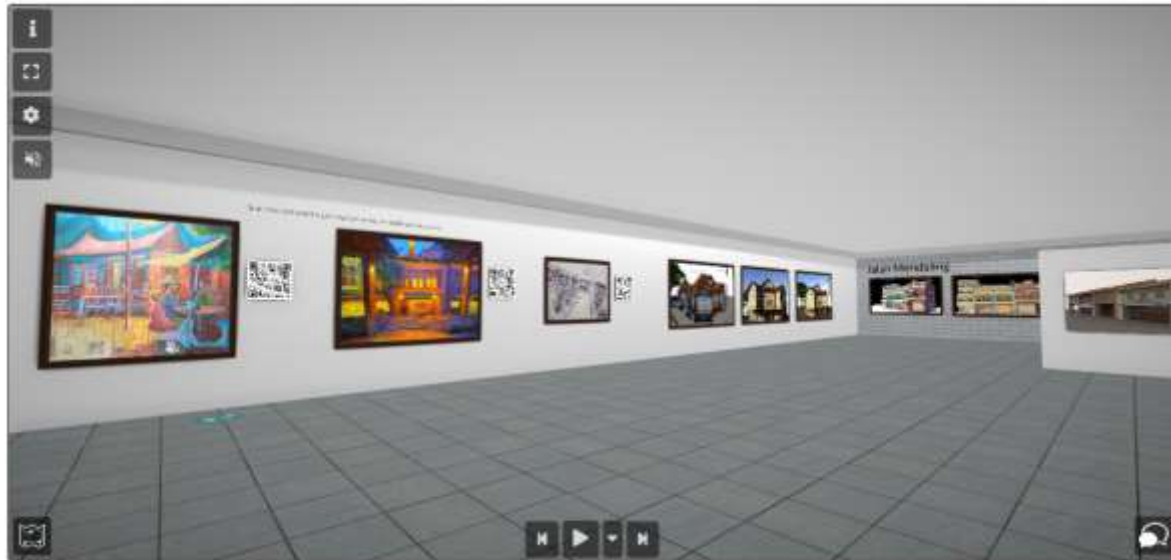


Figure 8: Screenshot of Artsteps Exhibition's virtual space.

Dissemination and Future Directions

The findings are shared not only through academic channels but also through public exhibitions and community events. The exhibition is accessible through:

<https://www.artsteps.com/view/657940e93fd67fa5d472fd73>

I utilized the Artsteps application as the first virtual platform to exhibit the works produced in this project. Artsteps is a browser-based platform that uses Unity tools to allow users to build and share their virtual environments. Features include The Ability to Design 3D Environments and integrate Digital Content, including images, audio, video, and 3D objects. The app provides a few existing galleries, but a particular one has been structured according to the suitability of this exhibition (Shaari, et al, 2022). Through this application, the exhibition could get viewers from all over the world without constraints. (Shaari, et al, 2022).

Besides that, it also provides the advantage for the viewers to read through the written story whenever they click on the image (Shaari, et al, 2022). Future directions involve exploring alternative formats for exhibiting the digital archive, such as augmented or virtual reality installations. Local community engagement is crucial for the sustainability and impact of the project. Through exhibitions, workshops, and public talks, residents of Kajang town will have the opportunity to interact with the digital 3D archive of old buildings in their locality.

Looking ahead, several avenues for future research and development may emerge from this project. Firstly, longitudinal studies could assess the long-term impact of the participatory art project on local communities, including changes in attitudes towards heritage conservation and urban development. Secondly, comparative analyses with similar initiatives in other cultural contexts could provide valuable insights into the efficacy of participatory methodologies in diverse settings. Additionally, advancements in digital technologies, such as 3D scanning and

virtual reality, offer opportunities for expanding the scope and scale of the project to encompass broader geographical areas or thematic focuses.

Conclusion

This study explored the intersection of participatory art and digital archiving through the development of a 3D digital archive of Kajang town's historical buildings, culminating in a virtual exhibition. Employing a participatory case study approach within the framework of artistic research, this project nurtured a collaborative environment that emphasized the enhancement of digital literacy.

The participatory nature of the project proved instrumental in achieving several key outcomes. Firstly, it empowered participants to become co-creators, enhancing their sense of ownership and investment in the preservation of local heritage. This engagement also provided a valuable educational experience, equipping participants with skills in 3D modeling, digital archiving, and virtual exhibition curation. The project highlighted the potential of digital tools in the preservation and dissemination of collective and personal memories. The implementation of a virtual exhibition as a culmination of the project underscores the transformative potential of digital platforms in making cultural heritage accessible and engaging. Future research could expand on this work by exploring additional participatory models and technological innovations, further bridging the gap between communities and their cultural histories.

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DYNAMIC NATURE OF LEADERSHIP IN MALAYSIAN UNIVERSITIES: NURTURING QUALITY EDUCATION AND GLOBAL EXCELLENCE

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Abstract: *This quantitative research explored the intricate connections among servant leadership, leadership competency, self-efficacy, and job performance among leaders in Malaysian public universities. Employing quota sampling, participants provided data through self-administered Google Forms. The research particularly emphasised the mediating role of the working environment in these relationships. Results indicated that the working environment solely mediates the relationship between servant leadership and job performance, with no significant mediation observed for leadership competency and self-efficacy. Although the coefficient determinant (R^2) for the total indirect relationship (0.295) exceeded the direct relationship (0.147), it is crucial to interpret this value with caution. The indirect effect suggests that 29.5% of the variance in job performance can be attributed to the working environment, which may be considered relatively weak. This finding points to the potential influence of other mediating factors that could be explored in future research. These findings hold significance for policymakers formulating leadership selection strategies and contribute to a contemporary understanding of effective leadership, particularly within higher education institutions. This understanding is vital for propelling Malaysia's progress toward achieving SDG4 (Quality Education) and reinforcing its vision of becoming a global educational hub by 2025. Ultimately, these research outcomes set the foundation for the development of robust leadership practices and the cultivation of a conducive educational environment, both of which are essential for Malaysia's educational advancements and international reputation.*

Keywords: *Job Performance, Leadership Competency, Self-Efficacy, Servant Leadership, Working Environment*

Introduction

There are 20 public universities in Malaysia that continue to excel and lead the higher education landscape in the country (Adna et al., 2022). However, quite recently the performance of Malaysian public universities has been questioned due to graduate marketability or employability concerns, placing them under global pressure to enhance their quality (Adna et al., 2023). Both the Malaysian government and society are reported to be deeply invested in the education sector's structure, operation, and performance (Adna et al., 2022), highlighting the need for research in this area.

The performance of public universities significantly contributes to economic growth in any region (Adna et al., 2023). This is particularly crucial in the post-pandemic era, where every country is striving to rebuild its economy, including Malaysia. One strategy for achieving this is by enhancing the performance level of higher education institutions, thereby attracting international students to study in Malaysia and realising Malaysia's goal of becoming a global education hub by 2025 (Fadzil et al., 2022).

One of the key factors influencing the performance of public universities is reported to be the job performance of their leaders (Ahmad & Keerio, 2020). Therefore, the role of leaders is vital in any organisation, including the higher education sector, making research on leaders' job performance remain relevant and significant despite the extensive available literature. The relevance and significance are further justified by dynamic external factors such as policy, societal expectations, political views, and economic conditions, which can influence leaders' job performance and consequently, the overall performance of their universities (Chang et al., 2020; Fadzil et al., 2022).

The recent research conducted in Malaysia, aimed at unravelling the key variables influencing university leaders' job performance, highlighted the pivotal role of servant leadership, leadership competency, and self-efficacy. These determinants were found to be significantly correlated with job performance, as evidenced by their respective t-values of 8.370, 5.132, and 3.787 (Raime et al., 2022). Nevertheless, a deeper analysis using the coefficient of determination (R^2) revealed that the proposed model could only explain 56.7% of the variance in the dependent variable (Raime et al., 2022). This indicates that while these three variables are indeed significant, they do not encompass other possible factors 'correlating with' or 'influencing' university leaders' job performance in Malaysia, underscoring the need for a more comprehensive investigation in this field.

Additionally, previous scholars encouraged expanding research on university leaders' job performance, particularly concerning potential mediators or moderators (Raime et al., 2022). This recommendation stems from the rationale of understanding whether the significant relationship between the determinants (servant leadership, leadership competency, self-efficacy) and leaders' job performance occurs naturally or through mediation. Furthermore, it is crucial to explore whether the relationship can be further influenced (moderated) by other factors. Understanding these intricate relationships is integral, as they undeniably have a significant impact on institutional success serving as a driving force for researchers to bridge existing literature gaps.

This research holds significant importance because the research of public universities enables decision-making bodies, such as policymakers, to formulate policies and guidelines that can enhance quality and decision-making for improved performance (both for leaders and universities) based on research analysis. Thus, it can lead to actionable steps supported by empirical evidence rather than relying solely on assumptions or beliefs within the education sector's faculty or management guidelines. This is crucial not only for efficient university management but also aligns with Sustainable Development Goal 4 (SDG4), which aims to ensure inclusive and quality education for all. Ultimately, the goal is not just to achieve high performance and efficiency within universities while also producing highly skilled and

versatile Malaysian graduates. This simultaneously addresses concerns about graduate employability and meets the global demand for enhanced academic quality, as mentioned earlier.

Literature Review

Servant Leadership, Leadership Competency, Self-Efficacy and Job Performance

Job performance refers to how an individual's actions or behaviours influence their organisation's achievements (Fox et al., 2005). In academic institutions like universities, the performance of leaders plays a pivotal role in determining the overall success of the institution (Jamali et al., 2022; Raime et al., 2023). Despite considerable research on leadership within higher education, there remains a gap in understanding the factors impacting university leaders' job performance (Johari et al., 2022). Previous studies have also highlighted the need for further investigation into additional factors influencing performance, underscoring the critical role of job performance in organisational success (Raime et al., 2022).

Raime et al. (2022) proposed conducting extended research to identify other significant factors affecting university leaders' job performance. Their findings suggest that the known independent variables (servant leadership, leadership competency, and self-efficacy) account for only a moderate percentage of job performance variance ($R^2=56.7\%$), indicating the presence of other contributing factors. Furthermore, Raime et al. (2022) suggested that future research should consider their proposed research framework while incorporating moderating or mediating variables. This addition would enhance our understanding of the relationship between the independent variables (servant leadership, leadership competency, self-efficacy) and the dependent variable (job performance).

As this research builds upon Raime et al. (2022), identical operational definitions and measurement instruments for all independent and dependent variables have been employed for consistency. Servant leadership, as delineated by van Dierendonck and Nuijten (2010), emphasizes empathy and the prioritisation of others' needs over self-interest. Leadership competency encompasses a spectrum of essential attributes, including knowledge, skills, behaviours, and attitudes critical for career success (Khadka et al., 2014). Self-efficacy, as expounded by Chen et al. (2001), refers to an individual's self-assurance in effectively executing tasks, particularly important for leaders navigating complex organisational environments.

Working Environment and Job Performance

Abdul et al. (2016) defined the working environment as encompassing various factors that influence employees, including social support from management and colleagues, compensation and benefits, emotional resources, organisational structures, and ethical corporate culture. Their research revealed a strong correlation between the working environment and employees' job performance, a finding supported by other contemporary scholarly works (Shafi et al., 2023; Shaikh, 2022). However, recent literature has primarily focused on industries such as manufacturing (Shafi et al., 2023), hospitality (Wang, 2024), the general public and private sectors (Shaikh, 2022), and auditing firms (Ali et al., 2023), with limited attention to the education sector (Anwar et al., 2022; Zhenjing et al., 2022). Consequently, this research

incorporates the working environment as a variable to analyse its unique impact on job performance within the educational context.

Additionally, Abun et al. (2021) reported that the working environment served as a mediator between self-efficacy and workers' job performance. This rationale contributed to the decision to explore the working environment as a potential mediator in this research, specifically focusing on leaders and its role as a contributing factor to leaders' job performance.

Proposed Research Framework and Underpinning Theory

Based on the underscored issues and highlighted literature gaps, the primary objectives of this research are to investigate the mediation effect of the working environment between the independent variables (servant leadership; leadership competency; self-efficacy) and university leaders' job performance. The proposed research framework is depicted as Figure 1 below.

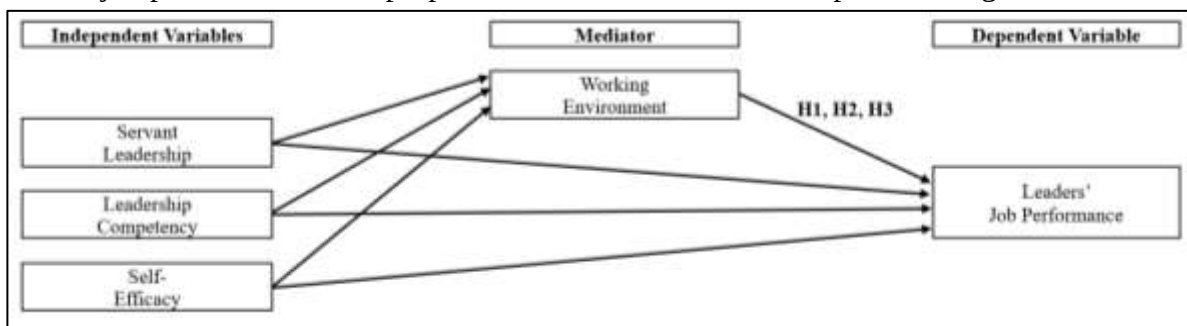


Figure 1: Proposed Research Framework

This research is based on Social Exchange Theory (SET), which articulates people engage in relationships where they seek rewards and minimise costs (Homans, 1958). In this context, the researchers interpret servant leadership, leadership competency, self-efficacy, and the working environment as sources of rewards. When leaders feel valued through these qualities or elements, they are inclined to reciprocate with enhanced job performance. Furthermore, a supportive working environment enables university leaders to understand and anticipate the positive outcomes of embracing servant leadership, leadership competency, and self-efficacy within their institutions. This fosters a natural progression towards accountable and ethical job performance, characterized by a strong emphasis on moral standards and respectful behaviour.

Drawing from comprehensive literature reviews and supported by the underlying theory, the following hypotheses have been formulated: The relationships between the independent variables (servant leadership, leadership competency, self-efficacy) and university leaders' job performance are mediated by the working environment (H1, H2, H3).

Research Methodology

This research presents a quantitative, correlational design utilising measuring instruments derived from previous literature. The independent variables (servant leadership, leadership competency, self-efficacy) were adopted from van Dierendonck and Nuijten (2010), Khadka et al. (2014), and Chen et al. (2001), respectively. Meanwhile, job performance was measured using a scale from Fox et al. (2005). The working environment scale was adopted from Abdul

et al. (2016). The researchers confirmed the operational concepts initially proposed and adapted the measuring instruments accordingly, ensuring their appropriateness for the research context.

The research involved leaders from public universities in Malaysia, with an initial population of 2921 potential participants. Using Krejcie and Morgan's (1970) table, a sample size of 341 participants was determined to be sufficient for data analysis. Quota sampling was employed to ensure representative participation from each university (Sekaran & Bougie, 2019). Self-administered Google Forms were distributed to 341 participants, with additional questionnaires distributed to each university to address potential low response rates (Sekaran & Bougie, 2019), totalling 520 questionnaires. A total of 433 completed questionnaires were received, providing sufficient responses from all universities to commence data analysis. Descriptive analysis was conducted using SPSS version 26, while structural model assessments were performed using SMART PLS 3.0. After data screening and cleaning procedures, the researchers opted to proceed with subsequent analyses using 431 data points to ensure the accuracy of the results.

Data Analysis

Normality Testing

This research performed the normality testing procedure to check for data skewness and kurtosis. Table 1 shows the results of Skewness ($-2 \leq x \leq 2$) and Kurtosis ($-3 \leq x \leq 3$) (Kline, 2005), and it can be confirmed that there is no normality problem.

Table 1: Normality Testing

	Overall Mean	Skewness	Kurtosis
Job Performance	4.2519	0.646	0.041
Servant Leadership	4.1908	-0.153	-0.582
Leadership Competency	4.2623	0.085	-0.527
Self-efficacy	4.3046	0.528	-0.921
Working Environment	3.4285	-0.577	-0.532

Measurement Model Assessment

Table 2 presents Cronbach's alpha values for job performance, leadership competency, self-efficacy, servant leadership, and working environment. Cronbach's alpha gauges how internally consistent or dependable an instrument is. All variables show strong Cronbach's alpha values, ranging from 0.907 to 0.956. These values signify that the items within each variable consistently and reliably measure the same concept. Specifically, job performance, leadership competency, self-efficacy, and working environment surpass the commonly accepted threshold of 0.70, demonstrating good internal consistency (Nunnally, 1978). Notably, servant leadership exhibits an even higher value. These high Cronbach's alpha values affirm that the scales used in the study are internally consistent and can be confidently employed to measure the relevant variables (Nunnally, 1978).

Table 2: Internal Consistency

	Cronbach's Alpha
Job Performance	0.912
Leadership Competency	0.936

Self-Efficacy	0.907
Servant leadership_	0.956
Working Environment	0.949

In addition to checking internal consistency, the researchers also assessed discriminant validity through lateral collinearity analysis. This analysis ensures that each construct in the model is distinct and does not overlap with others. Table 3 presents the Inner Variance Inflation Factor (VIF) for the exogenous variables and the working environment (MV). VIF values show how much variance in each exogenous variable is influenced by its correlation with other variables. The VIF values for leadership competency, self-efficacy, and servant leadership are 2.856, 2.015, and 1.861, respectively. These values are below the commonly accepted threshold of 5.00, indicating that multicollinearity is not a significant concern (Hair et al., 2019). Additionally, the VIF value for the working environment is 1.000, which is ideal as it signifies no correlation with other exogenous variables.

Table 3: Lateral Collinearity

	JP	LC	SE	SL	WE
Leadership Competency					2.856
Self-Efficacy					2.015
Servant Leadership					1.861
Working Environment	1.000				

* JP = Job Performance, LC = Leadership Competency, SE = Self-Efficacy, SL = Servant Leadership, WE = Working Environment

Structural Model Assessment

The path coefficient analysis was performed to evaluate the importance and significance of relationships within the structural model, thus testing the research hypotheses. As per Hair et al. (2019), a satisfactory t-value should be greater than 1.645, and a p-value less than 0.05 signifies a significant relationship between variables. Table 4 below presents the relationship between variables based on the original sample, featuring mean, standard deviation, t-values, and p-values. The results indicate no significant relationship between leadership competency and the working environment (t-value=0.740; p=0.460), as well as between self-efficacy and the working environment (t-value=1.535; p=0.125). Nevertheless, this research identifies a strong positive relationship between servant leadership and the working environment (t-value=9.919; p=0.000). Lastly, there is a significant positive relationship between the working environment and job performance (t-value=11.359; p=0.000), indicating that a positive work environment is likely to lead to improved job performance.

Table 4: Path Coefficient (Direct Effects)

Relationships	Original Sample	Mean	SD	T Value	P Value
Leadership Competency -> Working Environment	-0.044	0.036	0.060	0.740	0.460
Self-Efficacy -> Working Environment	0.084	0.081	0.054	1.535	0.125

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enhances the accuracy of statistical analysis by allowing for a more comprehensive calculation of measures (Ramayah et al., 2018).

Table 5 presents the outcomes of the PLS coefficient analysis regarding the total indirect effect of each independent variable on job performance. The t-values reveal that the indirect effects of leadership competency and self-efficacy on job performance were not significant, as their p-values exceeded 0.05 (Hair et al., 2019). Conversely, the indirect effect of servant leadership on job performance was significant, with a t-value of 6.192 and a p-value of 0.000.

Table 5: Path Coefficient - Total Indirect Effect

	Original Sample	Mean	SD	T Value	P Value
Leadership Competency -> Job Performance	-0.017	- 0.015	0.025	0.695	0.487
Self-Efficacy -> Job Performance	0.032	0.032	0.022	1.426	0.154
Servant Leadership -> Job Performance	0.203	0.208	0.033	6.192	0.000

After examining the path coefficient of the constructs, it was observed that the working environment acts as a mediator only in the relationship between servant leadership and job performance. This was evidenced by the results in Table 6, where zero is not within the confidence interval of servant leadership and job performance relationship, as supported by Preacher and Hayes (2008). The LLCI and ULCI for the correlation between servant leadership and job performance through the working environment range from 0.143 to 0.261, unlike the indirect relationships observed between leadership competency or self-efficacy and job performance.

Table 6: Confidence Interval Bias - Total Indirect Effects

	Origin al Sampl e	Mea n	2.5% (LLC I)	97.5 % (UCL I)
Servant Leadership ->Working Environment -> Job Performance	-0.017	- 0.015	0.143	0.264
Leadership Competency ->Working Environment -> Job Performance	0.032	0.032	- 0.065	0.029
Self -Efficacy ->Working Environment -> Job Performance	0.203	0.208	- 0.011	0.080

LLCI = Lower-Level Confidence Interval; ULCI = Upper-Level Confidence Interval

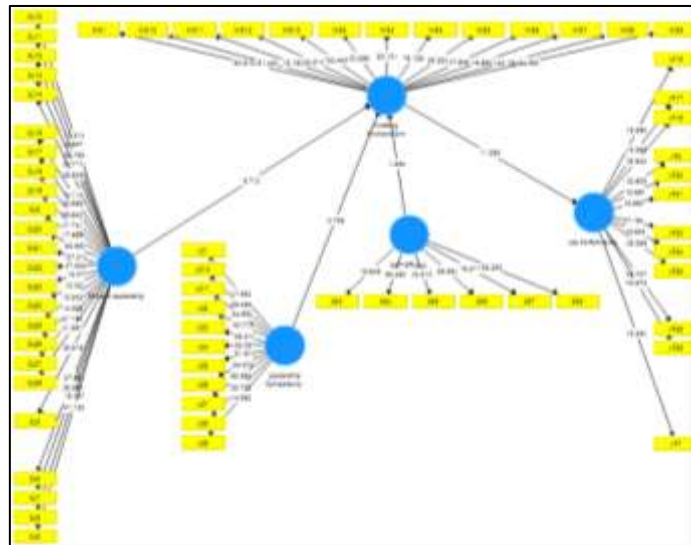


Figure 3: PLS Bootstrapping for Total Indirect Effects

The fundamental objectives of this research are to investigate the mediating role of the working environment in the relationships between servant leadership, leadership competency, self-efficacy, and job performance among Malaysian public university leaders. Hypothesis H1, proposing that the working environment mediates the relationship between servant leadership and job performance, was supported, with a 95% bootstrap confidence interval indicating mediation. This suggests that a positive working environment indirectly contributes to enhanced job performance by providing a conducive atmosphere for effective decision-making. However, H2 and H3, which suggested mediation between leadership competency or self-efficacy and job performance through the working environment, were not supported. The lack of mediation aligns with the direct analysis, which showed no significant relationship between these variables, indicating that the working environment may be less influenced by competency and self-efficacy.

The subsequent step involves calculating the coefficient of determination (R^2) to evaluate the strength of mediation and quantify the relationship between the independent and dependent variables as a percentage (Hair et al., 2019). The R^2 values for the endogenous variables, specifically the working environment and job performance, are presented in Table 7.

Table 7: Coefficient of Determination

Variables	R Square	R Square Adjusted
Job Performance	0.147	0.145
Working Environment	0.295	0.290

The values indicate that the independent variables (servant leadership, leadership competency, and self-efficacy) explain approximately 14.7% of the variance in job performance, while for the working environment, these variables explain approximately 29.5% of the variance. This suggests a significant influence of the independent variables on shaping the working environment, with the working environment having a higher R^2 compared to job performance, indicating a stronger influence on the former. However, it is crucial to note that despite the higher R^2 for the working environment, 29.5% of the variance in job performance through the

working environment is considered relatively weak (Hair et al., 2019), likely due to the direct significant relationship between leadership competency/self-efficacy and job performance, bypassing the working environment as a mediator.

Discussion

Building on insights from prior research and addressing their recommendations, this study aimed to bridge the gaps identified by delving into the mediating role of the working environment in the relationships between established independent variables: servant leadership, leadership competency, and self-efficacy (Raime et al., 2022). Through this examination, the research contributes empirical evidence that highlights the pivotal role of the working environment in shaping leaders' job performance. It underscores the significance of soft skills (encompassed within servant leadership) in the selection of leaders capable of fostering a positive and conducive working environment, thus promoting fair, integral, and respectful decision-making processes.

The empirical evidence provided by this study regarding the mediating role of the working environment and its impact on leaders' job performance can be of immense significance to policymakers. Understanding the pivotal influence of the working environment on leadership effectiveness can inform the formulation of policies aimed at creating more conducive and supportive working environments within educational institutions. By emphasising the importance of servant leadership qualities, policymakers can focus on initiatives that promote leadership development programs, encourage a culture of respect and fairness, and foster environments that facilitate integral decision-making processes. These efforts can contribute to improving overall leadership quality and organisational effectiveness (Raime et al., 2023), particularly in the education sector, aligning with Malaysia's ambition to establish itself as a global education hub by 2025 (Fadzil et al., 2022).

Furthermore, the implications of this study extend beyond the educational sector to the broader economic landscape and align with the goal of achieving quality education (SDG4). A positive and conducive working environment not only enhances leaders' job performance but also has positive ripple effects on economic well-being. When leaders are supported by favourable working conditions that encourage fairness, integrity, and respectful decision-making, it can lead to increased productivity, employee satisfaction, and ultimately contribute to economic growth. Moreover, aligning leadership practices with SDG4 objectives ensures that educational institutions play a vital role in providing quality education and fostering the skills needed for individuals to thrive in society and the economy. As such, the findings of this study have far-reaching implications for Malaysia's educational goals, economic prosperity, and progress toward sustainable development.

Recommendation and Conclusion

This research acknowledges several limitations, including its focus solely on university leaders, which limits its broader applicability. To enhance external validity, future research should include a wider range of higher education institutions and larger sample sizes. Additionally, excluding stakeholders such as university lecturers restricts the perspective of the research; thus, a more comprehensive approach is recommended to understand the dynamics of the

higher education industry better. Given the geographical limitation to Malaysia, future studies could expand to other Asian countries or industries for further validation. The cross-sectional design of this research also limits the understanding of long-term behavioural changes among university leaders, suggesting the need for future longitudinal studies. Furthermore, future research should prioritise establishing causation and exploring other mediating and moderating variables to enrich our understanding and guide leadership practices, recruitment processes, and policy development in universities. Comparative research between public and private universities regarding leaders' job performance patterns could also provide valuable insights.

In conclusion, this research explored the mediating role of the working environment in the relationships between servant leadership, leadership competency, self-efficacy, and job performance among leaders in Malaysian public universities. It confirmed Hypothesis H1, indicating that servant leadership indirectly boosts job performance through a positive working environment. However, Hypotheses H2 and H3, proposing mediation through the working environment for leadership competency and self-efficacy, were not supported. While the working environment plays a significant role, its direct impact on job performance variance (R^2) was relatively weak, likely due to the direct influence of leadership competency and self-efficacy. This finding underscores the importance of fostering supportive working environments while recognising the direct impact of leadership qualities on job performance, warranting further research to optimise organisational outcomes.

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A SEMIOTIC INVESTIGATION OF THE MEANINGS ABDUCTED FROM THE CHILDREN'S DRAWINGS OF WAR: STORYTELLING THROUGH DRAWINGS

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Abstract: Drawing is a vital tool used in understanding people, especially children, with the use of visual media as a means of expressing their emotions, as well as the use of different forms of images that emerge on a drawing surface. Therefore, it is significant to understand that children can use different forms of drawing media to articulate their inner feelings as well as making their thoughts understandable to others. This study, based on the belief that the art works of child survivors furnish materials for analysis, focuses on meaning-making of the drawings of the child survivors of war through semiotics investigation, thereby concluding with the grand narrative of war through the lens of the child survivors. The researcher had meaningful meaning-making of the drawings and the findings of the study include: conceptualization of the masjid (mosque) as a sanctuary during war; definition of religion as a wellspring of resiliency, demarking peace as the absence of war, and highlighting the role of kambangsa (clanship) amidst danger, and from all of these, a grand narrative of the child survivors of Marawi Siege was written. The meanings abducted from the drawings led to the narratives of the child-survivors- narratives that may have been left unspoken and unheard after all these years of trying to live a normal life as young, gentle and innocent children of the city. This supported the claims that children are thinkers with knowledge of their own sensations, thoughts, beliefs and other mental states. This study implied that drawings are rich sources for semiotic discourse despite the limitations at hand.

Keywords: Semiotics, Grand Narrative, Drawings, War, Narratives, Themes, Child-Survivors

Introduction

Drawing is a dialectical process in which children use visual media as a means of expressing their emotions, as well as the use of different forms of images that emerge on a drawing surface (Matthews, 1999). Therefore, it is significant to understand that children can use different forms of drawing media to articulate their inner feelings as well as making their thoughts understandable to others. Moreover, this study based on the belief that the art works of child survivors furnish materials for analysis, focuses on unveiling the meanings of symbols or objects and other elements in the visual narratives of the child survivors through semiotics. In the primitive times up to this day, art has been undeniably a strong medium for communication, such as the cave paintings discovered in Lascaux, France which have become the source of the experts in gathering and understanding the traces of one's roots. At present, art still plays the same role for people to communicate between one another. Elin (2012) adds that when people are unable to communicate verbally to others, then people turn to signs or symbols to express one's self. Thus, symbols or signs can be abstract, realistic or semi abstract symbolic form or just body languages with symbols, sign, or sound.

The corpus for analysis in this study consisted of the drawings created by kids as a semiotic instrument to convey a specific message. Therefore, meaning-making was not examined in terms of how children generate knowledge from a developmental standpoint. Rather, a social semiotic approach was applied to the process of meaning-making as it related to the messages that children drew and wrote to express how they felt about the Marawi Siege. This study helped to make sense of the drawings by illuminating the messages the children were trying to get across about how the siege affected the community as a whole.

Research Instruments & Methods

The focus of this study was to the child survivors of Marawi Siege aged ten to twelve years old in the aforementioned two temporary shelters. This made use an analytical research design to investigate the poster narratives drawn by the participants situated in the two temporary shelters of Marawi last September 2020. This study utilized poster narratives as the main instrument and got 30% sampling of the population of each mentioned transitory shelter. The drawings were analyzed to deduce the meanings in order to relate these with that of the participants' expressions of terror and survival during the siege. The researcher met the participants in the transitory shelters and instructed them to draw their memories of what transpired during the Marawi Siege.

The researcher used the following instruments be able to answer the research questions posed:

- 1) Drawings as the main instrument in this research, the drawing or poster narratives were collected as outputs of the respondents which the researcher utilized in order to deduce prevalent themes present in the drawings and to better understand respondents' expression of terror and survival during the siege;
- 2) Interview Schedule was also utilized to the child victim-respondents to serve as the guide for validation of the researcher in relating the abducted themes of the poster narratives to the actual explanations of the respondents on their drawings of the Marawi Siege;
- 3) Counselling Activity was used as an intervention for counselling purposes through an activity where respondents were able to freely say what they felt and thought about the activity.

The researcher conducted the gathering of data needed for this study at the two temporary shelters of Marawi, namely: Boganga and Rorogagus Phase 1 and 2. The researcher followed several procedures during the gathering of date, such as: entry protocol, drawing process, drawing collection, counseling to the respondents and interview. Also, this study was conducted with high regards to ethical considerations on the following:

- 1) Voluntary Participation where participants were free to opt in or out of the study at any point in time should they feel uncomfortable with any of the data gathering procedures. The researcher also explained to the respondents, along with their parents or guardians and the shelter head, the purpose of the study and how the gathered data are treated.;
- 2) Informed Consent where the researcher made sure that before the participants were sent to the meeting area, a letter of consent was received by the parents, whereby agreeing to the participation of the children to the study. Participants knew the purpose of this study where consent was dutifully sought to the participants' parents or guardians; 3) Confidentiality of the identity of the respondents.

Results and Discussion

Analyzing works of art permits for the critical examination and improvement of those topics that go beyond historic eras. These analyses permit people to apprehend that sure subjects are not absolutely difficult to understand and may be as applicable nowadays as they had been hundred years ago. In this study, the researcher is able to abduct several meanings in general from the drawings of the children-participants, these meanings are: Masjid as an Image of Survival, Religion as a Wellspring of Resiliency, Peace is the Absence of War, *Kambangsa* Amidst Danger, and to capture all of these, the Children's Narrative of the Marawi Siege.

Masjid as an Image of Asylum

Following several of the narrations of the participants, particularly those of participants 1, 2 and 4 (see appendices), it is inferred that the *masjid* is conceptualized by the participants not just as an image representation of a religion, but, in this paper, much more of an image of asylum. It is mentioned in the previous interviews by the participants that they have found sanctuary in the different *masjids* during the Marawi Siege.

Although not majority of the poster narratives include *masjid* as an apparent visual image, it is considered significant by the researcher due to the actual narrations of the participants. As a matter of fact, it is mentioned several times in the narrations that most of them go to the *masjid* and even stay there for days seeking asylum. In general, a *masjids* or mosques serve as the center of community empowerment since the time of the Prophet. Though the mosque can play a wide range of roles and have an infinite scope, in its development and through the changing times, the mosque has become increasingly minimalist and restricted to worship only. However, the manner the participants fashion the image of a *masjid* in their narrations capture the researcher most significantly as it turns the meaning of a *masjid* into an image of asylum, thus survival.

It is already universally accepted that a *masjid* is a representation of Islam as a place of worship for its believers. However, in the poster narratives, the participants are able to conceptualize the image of a *masjid* as a sanctuary during war which is a product of their social and cultural interactions with the object during the siege. Based on the narrations, families and individuals, Muslims and Non-Muslims alike find asylum in the *masjid* while believing they would not be harmed when inside the *masjids*. The moves of the social actors in the poster narratives to run in the *masjids* is a sign which is a socially motivated carrier of the meaning of the *masjid* as an image of asylum. This is primarily inferred because based on the narrations, the social actors, who may or may not be Muslims, do not find any other way out, except to either leaving the city or hiding in the *masjids*.

In the framework of Kress and van Leeuwen (1996), it sees the form of expression of an idea or emotion as a differentiating factor in understanding the message, as this framework believes that verbal or visual expression makes a difference. This framework primarily defines Visual Image, as a language, as nebulous and is culturally and socially defined. It further discusses that Images speak through signs. A sign is what constitutes the basis of what is formerly known as Social Semiotics. In their book *Reading Images*, Kress and van Leeuwen (1996) draw examples from many domains, such as text books, websites, advertisements, magazine articles

and so on to express their meaning making in their social practices. Here, Kress and van Leeuwen (2006) discuss forms (signifier) such as vector, modality, gaze, composition, perspective, line and color, as well as the way in which these forms are used to realize meanings (signified) in the making of signs.

Brooks (2009) adds drawing will frequently incorporate and portray the essence of a concept or idea. When those mind or ideas exist outside of the child, the child can then come up with the concept with regard to different ideas. Drawing, while used as a medium of exchange, can shape a dynamic feature that permits an elaboration of a preliminary concept and the definition of a concept. Moreover, the Maryland State Department of Education (2013) stated in the book *Creative Connections: Young Children and the Art* that when children participate in the artistic process, children learn to observe, organize and explain their experiences; they can make decisions, take actions and control the impact of these actions; they can create forms and meanings that did not exist before. This is a product of the artistic experience that recognizes the active role of children in learning. This experience provides them with many opportunities to construct and process the meaning conveyed through language and other means of expression. In addition, children's solitary exploration on open source materials and the stimulation process of participating in creating their own artistic expressions can be a meaningful experience for children.

Religion as a Wellspring of Resiliency

It is made perceptible by the participants in their poster narratives that religion, Islam in particular as the religion of the Meranaws, plays a substantial part in the survival of the child-victims and their families. This is depicted in several posters such as Drawings No. 1, 2, 3 and 4. In these particular posters, the participants put on view the images of social actors praying, some are accompanied with texts as discussed previously.

Meranaws, the inhabitants of Marawi, composed the majority number of the victims of the siege. Islam being the religion follows vastly in the city immensely teaches its believers of *sabr*, which means the ability to remain steadfast and patient while in any situations. In fact, this teaching is one of the two parts of faith of Islam. This teaching of *sabr*, as part of the religion, hugely partakes in sculpting the resiliency of the Meranaws particularly during adversity, that in this case was the Marawi Siege. It is also seen vital to note that most of these scenarios exhibiting the religious acts of praying by the social actors are placed usually at the center of the visual space, as if giving emphasis to its importance.

Moreover, as communicated in the poster narratives, there are scenarios exhibiting *tawakkul* (*putting complete trust to Allah*) by the social actors. This is another part of the religion that teaches its believers of complete reliance to God. For instance, Poster Narrative 2 shows a mother praying while the bombing of the city and the fire shot between the militants and military, this poster is accompanied by a text saying "Allah please save our city". One more poster conveys a picture of a crying woman lifting her hands above, as if imitating the act of making *dua* (prayer) by the Muslims, the woman here also is wearing a Muslim clothing which could speak of her identity. In another narration, the respondent narrates that while they are leaving the city, her sister is playing a Qur'an recitation. These scenarios showcase the vantage point of resiliency as a result of the teachings of the religion. Hence, it is further deduced from the findings of this study that the participants conceptualize and illustrate the meaning of

religion in their poster narratives not merely as a teaching but as a wellspring of resiliency which takes a significant role in their acceptance of the repercussions of the siege.

Kress and Leeuwen (1996) state that the approach of visual grammar starts from the social aspect. Its structure is not a simple reproduction of the structure of reality, but instead, producing a reality picture bonds to the interests of the social community that produces an image, circulate, and read it, so it becomes ideological. Meaning expressed by printmakers, photographers, designers, painters and sculptors in first and foremost are the social meanings. In addition, Leone (2020) argues that religion as a semiotic resource must not merely be focused on studying how language generates religious patterns of codification and meaningfulness, but also, conversely, how religious ideologies can influence the conception of meaning in even more mysterious ways. He adds that a semiotic analysis of religion must capture both the general dynamics of human reasoning and reflect the specificities of these dynamic processes, starting from abstract alternative ways of seeing the world.

As they point out, Kress and van Leeuwen (1996) demonstrate that the visual structure of center plays an increasingly significant role in Asian visual semiotics as compared to Western visual semiotics, which can be explained in terms of cultural and social values. According to them, this tendency may be attributed to Confucianism's emphasis on hierarchy, harmony, and continuity, which makes centering a fundamental organizational principle within one's culture of visual semiotic. This idea is found in parallel with this study as it is mentioned previously that the participants seem to highlight the role of religion in staying resilient during the adversity by their choice of framing the images of praying, along with texts at the center of the visual space.

Peace is the Absence of War

The meaning of peace as perceived by the participants is also demonstrated in the poster narratives. This conceptualization of peace by the participants are particularly evident in Poster Narratives 5 and 6. In the mentioned drawings, the participants make a comparison of their lives before and after the siege.

With the said comparison, the participants are able to illustrate their definition of peace. As seen from the poster narratives, their perception of peace is centered to the idea of a beautiful urban area, silent life, undestroyed houses and other buildings and a complete family. The participants make use of a juxtapose presentation of pre and post war, and from this the researcher draws the meaning of peace by the participants. Critically, peace is viewed by the participants as the absence of war where there are no destroyed houses, bombings, military, militants, migration, or any ruins. These children describe peace as the absence of war and conflict, the life before the battle between two forces, the absence of death and destruction. All the children draw inactive figures of houses, cars, and trees and they describe peace as their lives in the past, and with these come the implications that these children first understand the concept of war before they conceive peace in their innocent minds.

In a much-related study of Farokhi, M. and Hashemi, M. (2011) entitled *The Analysis of Children's Drawings: Social, Emotional, Physical and Psychological Aspects* which significantly shows that drawing is in the same field of expressions as speech. It is revealed in this study that through drawings, children express their happiness, dreams, pain, etc. Not only

an understanding of their relationship with the world and other things, but the children's artwork represents their individual vision. Moreover, with regard to the study *Children Express: War and Peace Themes in the Drawings of Iraqi Refugee Children in Jordan* by Jabbar and Betawi (2018), it is revealed that even if the drawings of younger children are not detailed and only show some figures, children under the age of 4 can understand the concept of war. Many of the children who participate in the study do not directly experience the deaths of relatives and friends, but are still able to describe the war and its consequences in detail in their paintings. The children of Iraqi refugees share something with their peers upon resettling, they give the peace new meaning and become peacemakers in Piaget's accommodation phase. Lastly, it is conveyed that drawing, at present and in the future, will help them accept the traumatic events they have experienced and maintain their identities shattered unwillingly.

Clearly, human beings have adopted positive characteristics as symbols of peace. In the course of history, peace has been considered essential to human survival, as well as to the development of nations (Baltork, Mansoori, and Azad, 2015; Bar-Tal, 2002). Peace may be defined as the absence of war or violence among relevant parties in a harmonious relationship based on mutual benefit (Johnson and Johnson, 2006). Two features of definitions of peace appear to be significant in the literature when analyzing the definitions of peace in the literature. There are two main characteristics of peace: the first is social dimension, and the second is that peace is accepted equally in all cultures (Fogarty, 1992 in Asal, 2013). By definition, peace is conceived in two dimensions as positive peace and negative peace. The concept of positive peace refers to the resolution of disagreements without violence, as well as the inclusion of social justice. In terms of negative peace, it is associated with the absence of war, the absence of war activities, or a decrease in conflict. It can be argued that negative peace refers to the absence of violence, whereas positive peace refers to the absence of structural violence, which is often the result of social injustice (Galtung, 1969 and Sagkal et al., 2012).

In societies, according to Erkman (2012), peace is not only a cultural element, but also a value, so it is crucial that people practice and internalize peace. A democratic society can develop a peace culture by these people. He adds, peace culture can be defined as a mosaic of different personalities, attitudes, values, and beliefs, with the intention of balancing the needs of freedom, social proximity, and dependence of people. Finally, he argues that peace consists of harmony between individuals, handling differences, and sharing resources in justice.

Kambangsa Amidst Danger

It is made evident on poster narratives the depth of *kambangsa* among the Meranaws, most particularly in times of crisis in the case of this study. Despite the most brutal experience that every constituent has to go through when the war began, Meranaw people show the importance of *kambangsa* (kinship or clanship) towards their fellow Meranaws.

Kambangsa (kinship or clanship), in this study, is viewed on a different perspective. Although, this attitude is commonly associated with kinship or clanship among the Meranaws, it may also speak of the frame of mind of the Meranaws on "One Bangsa, One Meranaw", which widens the scope of the idea of *kambangsa* to be not finite to close kins and clans alone but to the entire

community of Meranaws in general. Aside from this viewpoint is showcased in the verbal narrations, this is most especially exhibited in the poster narratives as well, as such, when a

woman offers a ride to a woman which she describes as “*duwanyan ka Meranaw*” (I pity her because she is a Meranaw) to flee with them out of the war zone. Similarly, as can be recalled, in one narration, the respondent mentions that her mother assures her that they will be safe because the militants are described by the mother to be Meranaws. Here, the poster narratives serve as a resource of representation which display a culturally induced meanings. These scenarios would not have happened should the Meranaws do not have this perspective of *kambangsa* (kinship or clanship).

According to Kress and van Leeuwen (2006), in reading images, they view image as a resource for representation, and therefore displays culturally induced regularities. It is widely accepted that the meanings communicated by individuals are the primary social meanings. It is their belief that images and other visual modes can represent objects and their relationships in a world outside the representational system, therefore, for visual sign-making in visual communication, there are a large number of different ideational options available. In visual grammar, Kress and van Leeuwen (1996) explain that structure of visual language is equated with linguistics almost similarly. Grammar in linguistics describes the combining of words into clauses, sentences and texts. Likewise, visual grammar explains the procedure to combine visual elements, that is people, places, and objects and themes, in visual statement in a certain complexity and extension. Just as the structure of linguistic, visual structure refers to the specific interpretation of the experience of form and social interaction.

Kress and Ivan Leeuwen (1996) add that imagery and other visual modes, accompanied with texts and narrations, can also be used to create complexes of signs that are internally cohesive and externally cohesive to the contexts in which they are created. Consequently, there are a large number of different intellectual options available for visual sign-making in visual communication as a result of the belief that images and other visual modes can represent objects and their relationships outside the representational system.

Children's Narrative of the Marawi Siege

A child's world is often perceived as that fleeting period in anyone's life where there is freedom from the cares of adult life, characterized by innocence, play and lack of pretentiousness. However, there are realities in the world that are impossible to shield them away from. One of these is armed conflict and violent extremism. In every instance of armed conflict, the most affected of all are the children, the most vulnerable of the so-called ‘collateral damage,’ that war brings about, for it changes their view about the world, the society, their future, and even themselves. The relatively quiet world of children in Marawi City was brutally disrupted when ISIS-inspired extremists overran the area and for six grueling months, the military engaged the adversaries in armed hostilities that took a staggering toll on infrastructures, properties, homes, and lives. It also shattered the children's innocence forever, as their schools and neighborhoods were laid to waste and their families forced to cope with the loss.

Forty posters made by the child survivors of the siege were subjected to semiotic analysis that included a thematic discussion of several elements to portray the act of war and the damage and pain inflicted on the children and their loved ones. These are supported by the narrative accounts of the artists themselves. However, after all the manner of semiotic analysis done on each of the posters, one is tempted to take away the analytical lens and take things from another perspective, this time focusing on the overall messages that these drawings collectively want

to portray, and create a large picture that the canon corps of semiotics would not be able to paint. A casual look at the drawings made would yield the usual observations of stick figures, lack of linear perspective, odd shapes, humanoid figures with weirdly-proportioned parts and limbs, typical characteristics of children's art. But a more directed engagement with the posters will give the observer the impression that the children who draw the posters have seen, heard, and felt so much of the siege.

It commences with the children's image of Marawi before the siege. They reveal the beauty of the peaceful urban life in Marawi where they could lovingly make memories with their families and could freely play with their playmates. A place where the sun attractively rises and sets, a place where trees could effortlessly dance and a place where flowers and plants beautifully blooms, and from which, the Lake Lanao is a witness of all these beauties. Yet, these beautiful picture of a peaceful Marawi came to an end when the "black" militants, thereby exposed as members of the ISIS, inflicted turmoil to the entire city. The residents were skeptical in the first few days of this unfortunate event as they could not contemplate how these militants who identified themselves as Muslims could even think of waging a war in the only Islamic City in the country, dominated by Muslims like them. This doubt in the hearts and minds of the adult residents of the place stopped them from leaving the place immediately.

Days have passed, the trappings of the war is experienced by the young-- the bombs, guns, burning homes, blood and gore, killings, and displacement -- as portrayed in the posters, all prove that children also feel the privations and the damage foisted on them by the war as much as the adults have. At some point, one might get concerned with how clearly the child artists are able to identify the players in the battlefield, the combatants, the widespread destruction that had resulted from the conflict. All of these war activities leave tears that the children and their families shed over their displacement and losses. There are those who finally decided to leave the city, while others do not have choice but to stay and look for a real sanctuary.

The en masse scenes of flight are heart-wrenchingly narrated. One family could just be thankful to flee inside the comfort of a car, if comfort is even possible that time; while there are those who walk barefooted, those who escape along with the sick and old, and those who choose the Lake Lanao as an escape route. Yet, what is more sorrowful is those who did not even make to step out of the city the least, those who are killed along the way. This scene caused other men, especially the Non-Muslims, to set off in fear and trepidation to the *masjids*, where inside it, they found a temporary safe haven. One could also wonder much more do these children know and feel about the war that the adults do not, through their drawings. Their spoken descriptions of their drawings accurately describe what they have put onto paper, the stories of how it all affect them.

Many of the posters are replete with portrayals of soldiers and militants in battle, of bombs being dropped from fighter planes hovering in the skies, of gunshots being fired, of buildings, *masjids* and homes being destroyed and of their fleeing to safer ground to avoid being caught in the hostilities. The children have finally realized that they lost their homes, and in losing their homes, their dreams and future similarly crumble apart. But there is also much to be relieved about. While the ravages and losses of war may have been so strong enough to affect them, some of the drawings express their love and concern for their families, hope for a better life and their homeland as shown in the portrayals of family and community and of the use of colors such as green to signify peace.

In spite of all, perhaps best of all, they were able to show that they were able to have a strong, unbreakable faith in God and were able to express it as evidenced in the portrayals of mosques and of people praying, and in some instances, a smiling sun. In one of the interviews, the artist, Respondent 7 said of why the sun in the drawing was smiling:

"The sun is a symbol that even if Marawi is destroyed we are still happy because what happened is the will of Allah and I will not lose hope that we will live in our house again."

The children have displayed a deep understanding of the what faith plays in surviving a conflict, such as Marawi Siege. And, along with this strong reliance to God, they have as well put on view several frames of mind as embedded in the culture, such as *kambangsa*, in again surpassing the struggles that the Marawi Siege has left to each inhabitant of the city. The children may have conceptualized *kambangsa* in a lens where a Meranaw would not hurt other Meranaws as they belong to the same bloodline, for now. Yet, perhaps in the future, they will view it as a resolution to any conflict that may arise in the city because just like how they think a Meranaw will not inflict pain to other Meranaws, this could also be utilized and understood in a perspective that as inhabitants of this city, all should unite to protect, preserve and guard the well-being of Marawi City. And with this, once again, this will be a place where the sun attractively rises and sets, a place where trees could effortlessly dance and a place where flowers and plants beautifully blooms, all these beauties enjoyed by people who live harmoniously.

The children may not yet be of age to understand the grown-up aspects of the conflict such as the ideology of the adversarial group, the politicizing of the conflict, or the actual extent of the damage to property, livelihoods, and homes, but the Marawi Siege, just the same, have disrupted their lives and like the adults, they have their share of the struggles of survival, of picking up the pieces and of coming to terms with what have happened to them. For some, these drawings are cries for help and understanding, for some a cry to stop the hostilities, for others, a fervent wish for healing. Through their artwork, the children of the siege are able to convey a great deal of their anguish at the outbreak of the hostilities and its aftermath. Through their chosen colors, strokes, and figures, they are able to weave and embroider a tapestry of narrative that is theirs, which serves as their voice.

The children who take part in the conducted study may have had variations in how they see the war, but one message rings true: war destroys, war disrupts, war affects not just affect the adults, it affects children too. In addition, through the drawings, it can be sensed that while children have an idea of what war is, they also have an idea of what is peace. The spoken narratives that come from the children also shed more light on their siege experiences and served to corroborate what they have drawn on the paper. However, at times art can express what words never will, and this the drawings speak voluminously more than what the children's responses are to the interview questions.

There is much heartbreak to be felt from the content of the posters, and a sense of pity that these children have to be subjected to such a difficult travail at their tender ages, and yet at the same time, one cannot help admiring the simplicity, the candidness, the lack of pretense, and the optimism and love of community and family of the children as expressed in their artwork. That, in spite of the violence, rubble, and tears, there is hope and light waiting at the other end

of the tunnel. After all, they do still have much to live and experience later on; a better future for themselves and Marawi City is one of them. In fact, it can be ventured that the children of the siege have shown themselves to display a high level of resilience and strength that can be envied.

From what has been gleaned from the child survivors' drawings, it can be said that drawing is indeed an effective way for children to communicate feelings that would otherwise stay hidden because they have no avenue nor the freedom to do so. In addition, the principles of semiotics can be effective in discovering the meanings and the stories behind the drawings.

One might then finally ask, have these children, as they are processing in their young minds what have happened to them, come to terms with what they have gone through? Are they, in all honesty, able to come up with a clear picture of what the war is, how they cope well enough to carry on with their lives no longer perturbed by the effects of the siege? Have they healed enough? From what the posters and the subsequent narratives that were formed, there is much hope. They have a concrete idea of what armed conflict is and what it entails, but they have also developed courage and resilience founded on a strong background of faith in Islam, which teaches peace and dialogue as well as tolerance, not extremism and violence. In time, they would have moved on from the Marawi Siege, but the images, meanings hidden in the signs and symbols found in their artwork, and their feelings towards a tragic event which had wrought some if not major disruptive effects on them and their families will be preserved in their drawings, which in turn, serves as a painful reminder that in war, there are no victors, only survivors.

Conclusion

It is but significant to identify the prevalent themes that drawings of children try to speak of. This finding of the study suggests that there are fathomless messages behind each visual image illustrated by children. Much as it is important to understand the recurrent visual images, it is also inferred that identifying the prevalent themes is of equal importance in understanding what the children are trying to communicate. This suggests that children are not just mere children, innocent and young, but also thinkers of knowledge and are great narrators of experiences. As war is highlighted as the most prevalent theme, along with glimpse of chances in the narratives of the children, the findings imply that there may be hope in spite of the overwhelming and insurmountable consequences of battle for children. In addition to being remarkably resilient, those kids often have a remarkable preference to live to tell the tale and thrive, and it is important that people around them understand that. A proper environment, along with protection, care, and support, is important for them in doing so. They flourish, recover, and defeat the difficult aspects of their lives when they do enjoy such circumstances.

Appendices (INTERVIEW TRANSCRIPTION)

Respondent 1

Researcher: Why does it look like the person in your drawing is not happy?

Respondent: When the siege happened, we were at our Province. My mother was bringing my younger sibling when my uncle called us and informed us about the battle in Marawi. My mother kept on crying, worried about our relatives and the house of our grandfather. This was what we saw in the television, destroyed houses and *masjid*. Most of our relatives hid in the *masjids*. These were the soldiers dropping bombs in Marawi according to my father and this was the flag of the “blacks”.

Researcher: The color of your parent’s clothes are nice. Why does it seem like your mother is wearing orange?

Respondent: That is what they like. My father always wears blue thobe while my mother wears her *mokna*, that orange one.

Researcher: How about this flag, why did you choose this color?

Respondent: That is what I saw in tv, I was even scared.

Researcher: How about this equal sign that you drew between these flags?

Respondent: Because we did not know that time who will win.

Respondent 2

Researcher: Tell me about your drawing.

Respondent: My mother prayed hard to Allah and was crying. The house beside ours, according to my mother, was full of ISIS, they went upstairs and were firing at the soldiers. I was also crying because we had nowhere to run to. My father was not in Marawi that time because he purchased goods in Iligan, and when people were leaving, my mother said that we had to wait for my father but he did not come after how many days. We heard the helicopters above and every time they went near, we hear explosions too. The workers of my uncle also went to the *masjid* in front our house.

Respondent 3

Researcher: What is the meaning of your drawing?

Respondent: This is me, my mother and my father. This was when we were running away and the only thing my mother had was a small bag. That was the school at Banggolo on fire and those were the soldiers dropping bombs.

Researcher: Why did you color the helicopter with this?

Respondent: Because it is the same color of helicopters that I saw flying above, they are ccolor green. This, on the other hand, is school, it is brown because it is wood, an old school, it is not concrete.

Researcher: How about those red colors in the school?

Respondent: That is the color of the fire after the soldiers bombed the school. While they were bombing, the fire turned red because it was a massive fire.

Researcher: How about this erasure in your drawing?

Respondent: I made a mistake, I erased it because it does not look good.

Researcher: Why is this flag colored with black?

Respondent: Because that is the color that they like, the black is not a good color just like them, they are not good people.

Respondent 4

Researcher: This is a good drawing; can you tell us the story?

Respondent: I drew what happened during the Marawi Siege. This was when we escaped, there I was with my father, mother and my three siblings, that is our youngest I was bringing with. While escaping, we saw dead bodies on the street, those were the dead bodies pointing to his drawing), they were many gentlemen. Our neighbors who did not have cars too went to the masjid and stayed there. We left our house while on fire because a bomb was dropped by that helicopter.

Researcher: Why are there many dead people in the street?

Respondent: Those are the blacks who died. Look they are all wearing black, because that is the color that they like. We also wore black when we were escaping so they would not harm us.

Researcher: Were there many who died?

Respondent: Yes, eight or ten people.

Researcher: What is this ISIS that you wrote near the plane?

Respondent: That is what I saw written to the houses and gates. This plane has people inside who were wearing green, that is why I colored the plane with green because they are soldiers. They look brave but scary.

Researcher: How about this erasure in your drawing:

Respondent: It was a mistake, I erased it to look beautiful.

Appendices (Drawings Exhibit)

Drawing No. 1



Drawing No. 2



Drawing No. 3



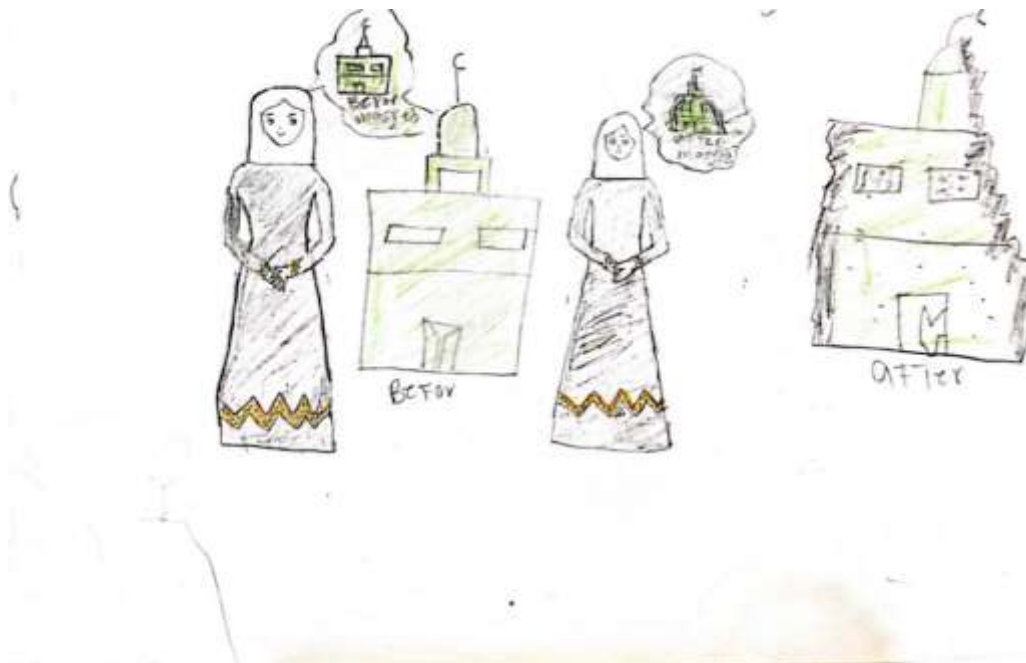
Drawing No. 4



Drawing No. 5



Drawing No. 6



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SOCIETY IN J.R.R. TOLKIEN'S TRILOGY THE LORD OF THE RINGS

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Abstract: *Serrano (2008) said that behind every book is the human being, behind every human being is the race, and behind every race is the whole world of humankind. Through literature, people learn about various people and societies at different times. This study focused on the society portrayed in Tolkien's The Lord of the Rings. The literary elements, devices, and some generalizations about the society portrayed in the trilogy were analyzed using Sociocultural and Marxist theories. The kind of society portrayed in the trilogy is communal but because of the Hobbits' journey, it shifted from communal to associational. It also portrays a regionalist society with its practices, rules, and languages. Furthermore, the setting of the trilogy has shifted from one place to another. Among these places is the Shire, the main setting which describes a communal society that shows personal and intimate interactions while the other places do not, which perfectly describes an associational society. Industrialization is also seen in some associational societies which caused alienation among members of the society that later resulted in a slow cultural extinction. Regionalism is also presented with the inclusion of different races, cultures, languages, and practices. With these, some generalizations concluded are the nature of humans to want power and the tendency to be greedy, true love, and loyalty among friends, the unification of different races, and the triumph of goodness against evil and the effects of war in society. Lastly, the trilogy shows that anyone can grow and learn from their experiences to realize their full potential through interaction in society*

Keywords: *Tolkien, The Lord of the Rings, Society, Literary Elements, Literary Devices*

Introduction

According to Serrano (2008), "*Behind every book is the human being, behind every human being is the race, and behind every race is the whole world of humankind.*" This means that the most important objective of studying literature is to know the human being and his society. According to De Bonald, as cited by Valvi (2023), "*Literature is an expression of society.*" Through the books, people learn about different kinds of people in different types of societies and at different times. Writers may correspondingly affirm or criticize the values of the society in which they live, but they write for an audience which can be collectively called the society. Through literature, a writer becomes another person, and all other functions that a man can do. Additionally, he creates his characters, his world, and his societies.

John Ronald Reuel Tolkien is a brilliant philologist who wrote the trilogy *The Lord of the Rings*. Tolkien made his society which he called *Middle Earth*. It was composed of different races and creatures such as hobbits, dwarves, elves, wizards, and human beings. Furthermore, the author showed us that there is a possibility that human beings and different creatures could live as one and with the same rights and that there could equality despite the differences. In reality, all living persons and animals want equality, and this trilogy shows the kind of equality that each desire.

Ember (1981) recapitulated that a society includes social organizations and the complex network of interconnected interdependent and overlapping social relationships. This refers to the group within which human beings can live a common life. The members are expected to influence, interact, and engage in social and meaningful relationships. This will influence them to develop personalities that represent the organization of biological, psychological, social, cultural, and situational factors that underlie a person's behavior. Thus, a member develops personalities through social interactions with other members of the society. Moreover, Chinoy (1967) stated that the concept of social relationships is grounded upon the fact that human behavior is oriented in innumerable ways to other persons. Not only do men live together and share common opinions, values, beliefs, and customs, but they also continually interact, responding to one another and shaping their behavior about the behavior and expectations of others. With this, the trilogy *The Lord of the Rings* was analyzed using the different theories about society and how the characters interplay together to generalize the kind of society portrayed in the literary work.

Another important aspect of this research is the use of Marxism theory. It is a theory and practice developed by Karl Marx and Friedrich Engels which advocated public ownership of the means of production and the dictatorship of the proletariat until the establishment of a classless society. It originally consisted of three related ideas: a philosophical anthropology, a theory of history, and an economic and political program. Marx believed that all knowledge involves a critique of ideas. What uniquely characterizes the thought of Marx is that, instead of making abstract affirmations about a whole group of problems such as human nature, knowledge, and matter, he examines each problem in the dynamic relation to the others and, above all, tries to relate them to historical, political, social, and economics. In Marx's view, the dialectical nature of society is expressed in class struggle. With the development of capitalism, the class struggle takes an acute form. Two basic classes, around which other less important classes are grouped, oppose each other in the capitalist system: the owners of the means of production, or the bourgeoisie, and the workers, or the proletariat (Selden, Widdowson, & Brooker, 2005).

It is also important to note the role of the Industrial Revolution in using Marxism. It can be said to have made the European working class. In the wake of the revolution, new social relationships appeared. As Ben Franklin once said, "*Time is money*". Man, no longer treated men as men, but as a commodity that could be bought and sold on the open market. Additionally, Littlefield (1962) mentioned that large-scale child labor is also one of the effects of industrialization because little strength or training was refined to tend the machines, women and particularly children ranging in age from six years up were employed in large numbers and mercilessly exploited. Lastly, the mechanization of warfare was also brought about by the Industrial Revolution. A far-reaching consequence was the development of highly efficient mechanized weapons that rendered immensely more destructive and dangerous to civilized progress.

The sociocultural approach, on the other hand, focuses on the relationship between society and literature. The writer who lives in a particular society may portray his society to create his own society. Furthermore, sociological critics show us how literature can function as a mirror to reflect social realities and as a lamp to inspire social ideals. Sheldon (1968) additionally states that through literature, we can see our surroundings in a way of enchantment. Many have also used literature as propaganda to expose the reality in every society.

Research Methods

The ideal research method for this study is Qualitative. To further analyze the society portrayed in J.R.R. Tolkien's trilogy, *The Lord of the Rings*, Critical Discourse Analysis (CDA) was used. Discourse Analysis, according to Shaw and Bailey (2009), is the study of social life, understood through analysis of language in its widest sense. This includes images, symbols, and documents whether in conversation or culture. Furthermore, it encompasses a broad range of theories, topics, and analytic approaches for explaining language in use. Mullet (2018) further adds that CDA is a qualitative analytical approach for critically describing, interpreting, and explaining how discourses construct, maintain, and legitimize social inequalities. Aside from this, it rests on the notion that the way use language is purposeful.

Naidu (2023) additionally states that CDA is an interdisciplinary research methodology used to analyze discourse. It views discourse as a form of "social practice" and investigates the social construction of meaning. Additionally, it deliberately focuses on the social and political forces that produce social phenomena to challenge societal practices. With this method, this research focused on analyzing the kind of society *The Lord of the Rings* portrays, and the literary elements focusing on the setting. Moreover, Marxist Criticism was applied to further elaborate the kind of society the trilogy presents. Finally, some generalizations were derived after the identification of the kind of society. To further elaborate, the following research questions were answered: 1.) What settings are used to show this society; 2.) What kind of society does *The Lord of the Rings* portray; and 3.) What generalizations about society can be gleaned from the trilogy?

Results and Discussion

Importance of Setting in the Identification of the Society in The Lord of the Rings

Literary elements are very important in determining what kind of society the trilogy, *The Lord of the Rings*, portrays. This study, however, is focused on the setting since this will aid in the identification of society. Setting, according to Rosyidin (2008), is the element which reveals the place and the time of the events taking place in the literary works. The trilogy shows the journey of Frodo going to Mount Doom where the Dark Lord Sauron resides. Along this journey are the places the fellowship has gone to, and which are comprised of different inhabitants. The author used regionalism to create his earth. In *Middle Earth*, different races lived in different places and one of the main settings is the *Shire* where Hobbits live. It is described as a simple and innocent place where the only sources of entertainment are gossip, parties, and gifts thrown by Bilbo Baggins. However, the once innocent and peaceful haven was ruined by the industrialization brought by Saruman. Factories were created and greatly affected the Hobbits, especially the emotional and physical aspects of the Hobbits and the Hobbiton. The introduction of the *Shire* establishes the kind of society the Hobbits have. As Ember (1981) has stated, it represents a geographical aggregate having boundaries, similar or consisting of several persons in meaningful interaction and engaged in social relationships. Additionally, Ember (1981) says that a society is placed in a certain geographical state where there is interaction involved. In the trilogy, there is a certain place and interaction between the members of society. Since it is a provincial-like setting, personal interaction is more visible.

The Hobbits even have a common place for gossip, but unfortunately this supposed haven was destroyed.

Another setting highlighted in the trilogy is the *Forest*. This is inhabited by the Ents. Treebeard introduces to the readers the pain the Ents suffered because of what Saruman did to them. The Ents despised him because of what he did to the *Old Forest* where he cut trees and made them as weapons. The Forest played a vital role in the trilogy since it represents nature and other natural things. In the trilogy, Treebeard expressed his disgust towards Saruman who ruined the forest. This is due to industrialization and the worst part was that it was used to create more weapons for war. According to Littlefield (1962), a far-reaching consequence of the Industrial Revolution was the development of highly efficient mechanized weapons that rendered immensely more destructive and dangerous to civilized progress. Though it has brought some advantages, it has also brought many disadvantages. Aside from the mechanization of warfare, it also resulted in the chemical waste produced by the factories that was being thrown into the sea. Hence, the *Forest* reminds us of nature and the need to value it.

Elrond's house is another setting in the trilogy. This is inhabited by the Elves. This is where the fellowship stayed and met Gandalf and Bilbo again. Different races also hold their meetings here. This symbolizes a place for unity where they talk about the need for peace. To attain peace, there must be unity first among the members of the society. This is shown in the trilogy when they convened and came up with a fellowship consisting of members who represented each race. This demonstrates the friendship and trust between the inhabitants of Middle Earth.

Amon Hen is also known as the Hill of Sight where Frodo decided to continue the journey alone after Boromir tried to take the ring from him. Frodo thought that if the fellowship went with him, they might be killed. Hence, this was where the fellowship ended. From the name itself, Hill of Sight symbolizes the enlightenment of Frodo which also represents his love for his companions.

Gondor is the realm of the men in Middle Earth where the other members of the fellowship ended up after being separated from the fellowship. This represents men's vulnerability and their need of other races to fight the enemies because men did not possess supernatural powers.

Mount Doom is where the *One Ring* needed to be destroyed since this is where it was created. It is a symbol of the beginning and end. It symbolizes the beginning since this is the reason why the war started. The ring is created here which caused misery among the inhabitants of Middle Earth. From the name itself, once the ring is destroyed, greediness for power would also end. In a society, the root of a conflict causes the people around to be in chaos.

Society in *The Lord of the Rings*

There are different types of societies labeled by different sociologists. Herbert Spencer labeled two types of societies as militant and industrial; Sir Henry Maine distinguished between a society based on status and one based on contract; Ferdinand Tonnies differentiated *Gemeinschaft* (community) from *Gesellschaft* (society); Emile Durkheim contrasted societies held together by mechanical solidarity and those held together by organic solidarity; Howard Becker has identified two types as sacred and secular; and Robert Redfield employs the categories of folk and urban society. Each of these pairs of categories calls attention in different ways and with varying emphasis to approximately the same social and cultural differences.

This can be brought together as communal and associational societies. A communal society is characteristically small, with a simple division of labor and consequently only a limited differentiation of roles. The social roles are inclusive rather than segmental, social relationships are personal and intimate, and there are comparatively few subgroups other than family and kinship units. Because members of a communal society generally perform inclusive rather than segmental roles, they necessarily interact with one another in a wide variety of contexts. Social relationships are therefore long-lasting, inclusive, and intimate or personal. They take on intrinsic significance rather than being instrumental; they are valued for themselves rather than for other ends. The reciprocal expectations of persons involved in these primary relationships are diffuse and generalized, one must live up to standards of respect, loyalty, affection, or love.

On the other hand, associational society is characterized by a marked division of labor and a proliferation of social roles. The social relationship tends to be transitory, superficial, and impersonal. Individuals associate with one another for limited purposes, and social interaction tends to be confined to the specific interests involved. Such relations are fundamentally instrumental; they are important not in themselves but for the goals or ends that they bring closer to realization. As a result, there is less possibility of strong emotional involvement with other persons than in primary relationships (Chinoy, 1967).

Another differentiation of society comes from Macionis (1991). These are agrarian and industrial societies. In agrarian societies, most occupations are carried on within the home, the development of large industrial machinery, however, led to the creation of factories. Individuals who had worked primarily within the family became industrial workers linked to many others only by economic necessity. Lost in the process were many traditional values, beliefs, and customs that had guided agrarian life for centuries just like the associational society.

Chinoy (1967) further added that the distinction between communal and associational society also provides the basis for a historical interpretation of modern society. The long-run trend, some students argue, has been from communal to associational society. The growth of cities, the presumed decline in the importance of the family, the multiplication of associations and the extension of bureaucracy, the weakening of tradition, and the lessened role of religion in everyday life are all adduced as evidence of transformation. It is presented in the trilogy how the Hobbits continually interact by going to the Ivy Bush, an inn, where they convene, gossip about people, and how they love simple things like gifts, eating, and laughing. At the beginning of the trilogy, *The Fellowship of the Ring*, it shows how the Hobbits liked to gossip and even had a common place for it—the Ivy Bush, a small inn where there is the host, old Ham Gamgee. Thus, the trilogy portrays a society from communal to associational. However, more instances are purely communal since it has three parts and the act of traveling from one place to another makes it change from communal to associational. It is evident when at the beginning it focused on the society of the Hobbits, especially the ones living in the Shire. They are described as keen-eared and very conscious of themselves that they do not want to be seen. They are also very delighted with gifts and parties. They also have one work they know and that is shoemaking. Furthermore, they similarly act just like human beings, fond of simple jests always which is a rule for them. Since the Shire is small, they tend to interact personally. This is one of the characteristics of a communal society. According to Chinoy (1967), a communal society is characteristically small, with a simple division of labor and consequently only a limited differentiation of roles. Aside from that, the social roles are inclusive rather than segmental, the social relationship is personal and intimate, and there are comparatively few

subgroups other than family and kin. This is presented in the trilogy since the characters are more intimate and interactive with others unlike in cities. If it is compared to other people in the past, they tend to walk just to go to a place to visit as shown how they go to The Ivy Bush just to hear stories about the adventures of Bilbo.

It is also important to note that a society cannot exist without its culture. In the trilogy, some practices are presented to show the society they have. Each race has its own rules and practices. For example, the Hobbits value family ties as vital. As stated in the trilogy, they are clannish and reckoned up their relationships with great care. They even drew long and elaborate family trees with innumerable branches. This is evident in this text from the first book, *The Fellowship of the Ring* (1994): *"All Hobbits were, in any case, clannish and reckoned up their relationships with great care. They drew long and elaborate family trees with innumerable branches. In dealing with Hobbits, it is important to remember who is related to whom, and in what degree."* Another practice of the hobbits was the giving of gifts. Instead of the usual practices of today, the celebrant must give gifts. Based on the text from the book, it directly states: *"He [Bilbo] gave away presents to all and sundry---the latter were those who went out again by a back way and came in again by the gate. Hobbits give presents to other people on their own birthdays. Not very expensive ones, as a rule."*

Another important aspect of a society is the existence of a government. A society is also governed not only by its rules but by the government itself and the ones governing it. The Shire's counterpart for policemen is the Shirriffs who do not wear uniforms and focus on beasts rather than the people who were the ones to be protected. Evidently mentioned in the book: *"The Shirriffs was the name that the Hobbits gave to their police, or the nearest equivalent that they possessed. They had, of course, no uniforms, only a feather in their caps; and they were in practice rather haywards than policemen, more concerned with the straying of beats than of people."*

In *The Return of the King*, it displays how the Shire was drastically ruined. The once communal society turned into an aristocratic society where the Chief's Men took all the crops, food, etc. Frodo and his companions were shocked by this since they thought of the shire as innocent and free. According to Chinoy, the associational society is characterized by a marked division of labor and a proliferation of social roles. The social relationship tends to be transitory, superficial, and impersonal. Individuals associate with one another for limited purposes and social interaction tends to be confined to the specific interests involved. It was also evident why some traditions were lost because of the lack of communication. It further caused alienation among the members of the society which was caused by the capitalism and industrial society which later emerged. As mentioned by Macionis (1991), alienation is the experience of powerlessness in social life dominated by capitalists and dehumanized by their jobs, workers find little satisfaction in their lines. Furthermore, the development of large industrial machinery led to the creation of factories. This resulted in individuals who had worked primarily within the family becoming industrial workers linked to many others only by economic necessity, and unfortunately, lost in the process were many traditional values, beliefs, and customs.

The last part of the book shows how the Shire was industrialized which caused many Hobbits to work for the factories. When Frodo was still there, no one was controlling the Hobbits, but when they came back, someone was controlling the Shire to the point that they were not recognized by the one who was guarding the gate that served as a boundary. How they interacted in the past was different since they were busy with their work in the factory which

also caused the foul environment which the fellowship never thought the Shire would ever adapt.

The feeling of alienation was also implied in the trilogy. Ben Franklin said that men no longer treated men as men, but as commodities that could be bought and sold on the open market. This is presented in the trilogy when the Ents were sold to be used as weapons during the war where Saruman and Sauron were competing for power. In this act, many were affected especially the culture and traditions of the living beings in the Middle Earth. Moreover, Gollum was also exiled in a cave because of his greed. His temptation of the ring caused him to hide away from his kin because he was afraid that the ring would be taken away from him. Saruman also did the same when he betrayed his friends by being an ally to the Dark Lord which in turn made him alienated from the others as he concentrated on looking for the ring and betraying the Dark Lord when he would eventually get the ring. He also manifested a cruel characteristic by making Wormtongue his slave. He kept on abusing him and treated him like an object to order around. Saruman was once one of the scholars, but he became so greedy that he forgot all the values and the good intentions he had once. It was the knowledge about the ring that ate him up. This shows that the industrialization caused people to alienate themselves and lose their culture.

Thus, the trilogy presents a society that changes from communal to associational. It has different settings which also changes the kind of society it deals with. The significant change in society is because of the changing of the environment and the creation of new things brought by the industrial societies. As Chinoy reiterated, the growth of cities, the presumed decline in the importance of the family, the multiplication of associations the weakening of tradition, and the lessened role of religion in everyday life are all adduced as evidence of this transformation.

Generalizations about the Society in *The Lord of the Rings*

From the trilogy, there are many generalizations about the society that can be gleaned. Some of these are the nature of human beings to want power and the tendency to be greedy, true love and loyalty among friends, the unification of different races, the triumph of goodness against evil, and the effects of war on society and its people. The Hobbits in the Shire were not perfect. They had some flaws, but the innocence of the Shire was undeniable though they were considered by Gandalf as naïve. The place was also free from industrialization at the beginning, but it was ruined by Saruman the Grey. Fortunately, Frodo and his companions came back and fought Saruman to regain Shire. This shows the bad nature of industrialization. It destroys Mother Nature and even human beings, themselves, are ruined. Industrialized society also causes alienation among the members of the society. Another result of industrialization is the mechanization of warfare. This is why war never ends because of the never-ending creation of weapons.

Another generalization is the tendency to want power and to be greedy. This is one of the main themes of the trilogy. Since the *One Ring* possesses the magical power that could control the people of Middle Earth, some wanted to use it for their own sake. Some of the characters may not be human but the author used other races to show the reality that human beings are by nature greedy. It just depends on how each fight this want by his own will. Like Frodo who fought his desires for the ring and his innocence which is common to the members of his society. Greed made Gollum kill his dear friend, Deagol, and betray Frodo and Sam. This shows how a person loses sanity that he can even kill his friend for want of something precious.

In this, the trilogy presented that greed will never be an advantage to anybody. It kills not only physically but mentally and socially. Chinoy said that it is important in a society that individuals interact, and, in addition, it was shown in the trilogy how Gollum was left in isolation because of his greed. Materialism was one of the reasons why he became alienated from society. Furthermore, Arnold as cited by Bate (1952) said that the commonest of commonplaces tells us how men are always apt to regard wealth as a precious end itself. Greed also made the Black Riders slaves of Lord Sauron. They were once kings, but they preferred to be devoured by the *One Ring*, so they became slaves and searched for it and left their being great kings. The author presented in the trilogy that even the great, when devoured by great greed, would eventually succumb. Greed excuses no one as the human being is by nature greedy. No one will be eaten up by greed if one knows limitations.

During the world war, greed is largely shown. If the leaders can control and know their limits, war will never happen. Peace may reign instead of spilled blood and corpses. Greed made Saruman leave to be an intelligent wizard in search of the *One Ring*. This shows that intelligence is not a factor to measure how one can deal with greed because even the most intelligent person succumbs to being greedy. Bate (1952) stated that the use of culture is that it helps us use its spiritual standard of perfection, to regard wealth as but machinery, and not only to say as a matter of words that we regard wealth as but machinery. In war, most of the ones who patronize it are those who are well-learned, which is ironic because they should be the ones to use their knowledge to spread peace and serenity. Hence, the trilogy portrays that greed knows no boundary. For poor, rich, and intelligent human beings, greed may arise if one does not know how to control and know limitations. It also shows that these kinds of people exist.

The sacredness of true love and loyalty is likewise very important. In the trilogy, Sam's true love and loyalty to Frodo made him decide to continue the journey on his own. If he did not possess these two things, he might have used the *One Ring* for his reasons but because love triumphed over him, he continued the journey. In war, it is very important to have a loyal ally because if one does not have one, there will be no success no matter how good or how strong the strategies are. It will only cause a downfall. It cannot be avoided that there will be a traitor in the midst during a war. They seem to go along with each other. This traitor may have been tempted because of greed. In the trilogy, for instance, the nine kings who succumbed to the power of Dark Lord Sauron betrayed their subjects. Gollum betrayed the trust of Frodo by attempting to take the ring. Love and loyalty made Sam accept the responsibility of being the ring bearer. These made Sam also accept the responsibility with good intentions because in the first place, if he did not possess any, the War of the Rings would never be finished. Love for peace in Middle Earth made different creatures convene and look for a solution to the present situation of the land. The trilogy showed that love is the greatest gift of all. If one has all the love, greed will never arise. In this, the author wanted the readers to know the essence of love and loyalty.

One of the unique ideals in the trilogy is the unification of different races to fight Lord Sauron. There are Elves, Dwarves, Wizards, Hobbits, and Men. This is a unique element of the trilogy, especially for the idealists. It will not hurt if people imagine a place like Middle Earth. The trilogy wanted the people to see how unity leads to peace. Those races helped one another to attain peace, so, why can the present world not do it? Today, different races fight because of power. When the author wrote it, it was the time when the world was in chaos. This may have led Tolkien to create inhabitants who loved each other- may or may not be of the same kind. What is important is love.

Additional generalization is the triumph of good against evil. At the end of the trilogy, the *One Ring* which corrupted some souls had finally been destroyed along with the evil characters. This shows how the author used the trilogy to show that amidst the evil that surrounds the world, goodness will always reign at the end of the day. This triumph will not be successful without the integration of important factors that a society should possess. Aside from the triumph of good against evil, the author presented the idea of the evil of some other characters, aside from their great enemy, Dark Lord Sauron there are many enemies the fellowship encountered. This only shows that many enemies are surrounding Middle Earth. The trilogy wanted to show that one will never know what will happen because the world is full of evil.

Lastly, not everyone can cope with the aftereffects of war. In the trilogy, it was a relief when everything came back but for Frodo, he could not forget the experiences he had in the war. Every year he got sick when the anniversary of his attack came. Frodo's struggle did not stop even if the war stopped. Frodo's war was against him. It means that when a writer writes, sometimes it is a creation based on the environment he is in and the time and the happenings in that era. The ending of the novel shows the major effects of war on some people. Sometimes it is more painful after war because the memories and pain will always re-appear. It does not mean that when the war ends, the pain it brought also ends. In the real sense, war never really ends. The greatest war is against oneself. In the trilogy, Frodo has a war that never ends. For him, he cannot move on if he stays in the Shire where once he thought the haven was but after the war, all he must remember is the pain during the war. Every year that passed reminded him of the pain he suffered.

In the trilogy, it was portrayed that the Mordor was in the southeast part and the Shire was in the northwestern part. This placement in the Middle Earth seems to be like the true English society. This exhibits that real society was used as an inspiration to create Middle Earth. The Second World War shook the foundations of British society much more than the first. The strain on manpower and the call for industrial adaptation was much greater: evacuation and the development of the war industry required much more migration disturbance of family life: bombing from the air was on a quite different scale, in both its physical and its psychological effects. All classes, rich and poor alike, of both sexes and all ages, were drawn much more completely into the struggle (Cole & Postgate, 1961).

It illustrates how the British society was greatly affected by the effects of war. War ruined everything. Status was not exempted, from rich to poor, everyone was affected. This only shows how war ruins everything a society has. The foundations of a society are easily corrupted by war. From the presentation in the trilogy, the author wanted to impart to us that in the real world, one will never be certain of the things that will happen. Every literary work is the result of a complex interaction of social and cultural objects. It is in any case, not an isolated phenomenon (Sheldon, 1968)

The trilogy was written out of the things that were happening in the real world. The subject matter used by the author was phenomenal. It can always be seen and felt, from the past, in our present, and in the future. The greed for power, evil, and the corruption of morals are always present in every society. As Bate (1952) said, *"It is almost too much to expect of poor human nature, that a man capable of producing some effect in one line of literature, should, for the greater good of society, voluntarily doom himself to impotence and obscurity in another"*.

The author furthermore used Frodo to show the readers that in oneself there is a journey to take. In the trilogy, Frodo traveled physically up to Mordor but figuratively, the journey he took was an initiation for him or a 'rite of passage'. Rite of Passage, according to Larson (2014), is a literary device coined by the anthropologist Arnold van Gennep which means to describe those rituals that mark significance in the life transitions of individuals in a society. This is best described in the trilogy, when Frodo was just an innocent Hobbit but throughout the journey, he realized the world outside that there were many things he had to learn. He knew pain, betrayal, and other emotions known to man. He was initiated from being an innocent to a knowing and experienced Hobbit. In the end, he did not stop traveling, instead, he went on an endless journey, because he could not stay in the Shire anymore since he always remembered the pain he suffered throughout the journey. Even if he returned to the society he belonged to, the journey he took affected his perceptions. This is evident in this conversation between Frodo and Sam towards the end of the last book. Sam said, *"I thought you were going to enjoy the Shire, too for years and years, after all you have done."* Frodo replied: *"So I thought too, once. But I have been too deeply hurt, Sam. I tried to save the Shire, and it has been saved, but not for me."*

Society is also greatly affected by the aftermath of war. Not only the individuals suffer, but society, too. In the trilogy, the Shire was the place which had suffered greatly. The once innocent Shire was infested with foul factories that emit foul chemicals into the water. The trilogy is used to show the reality of society the Middle Earth. It also shows that the society is the same as the real society though the author created a different world. According to Selden, Widdowson, & Brooker (2005),

a reflection of reality or consciousness not merely of objects but of human nature and social relationships is what people naturally possess. Aside from that, people are always aware that the work is not itself reality but rather a special form of reflecting reality.

Conclusion

This study aimed to show the kind of society portrayed in J. R. R. Tolkien's trilogy, *The Lord of the Rings*. Sociocultural and Marxist Criticisms were used to find out what kind of society the trilogy portrays. In doing so, literary elements and devices that are implicitly presented in the trilogy were determined first. Through this, the society portrayed was described and, lastly, the generalizations about the society were then enumerated.

The Lord of the Rings recounts the journey of the Hobbits, including Frodo Baggins who was left with the *One Ring* owned by the Dark Lord. The kind of society portrayed in the trilogy shifted from communal to associational society. The trilogy followed a journey so there were many societies presented. One of these societies was the Shire, where most of the Hobbits lived. In this society, the Hobbits were innocent and naive but generous and simple creatures. They had simple pleasures where they usually ate six times a day and enjoyed parties.

Accordingly, the society portrayed in the trilogy was from communal to associational. The trilogy started with the establishment of the society of the Shire which was presented as a provincial-like setting which made it a communal society. One of the characteristics of communal society was shown in the trilogy which was the intimacy and personal relationship the Hobbits had in the trilogy. However, since the trilogy shifted from place to place, society also changed along the way. It changed from a communal society to an associational society where relationships were purely transitory and impersonal.

Literary elements and devices helped in determining the kind of society the trilogy presented. The elements, such as the setting, characters, symbols, and themes, make it easier to analyze the trilogy. Setting is a very important literary element to describe a society. The society presented in the trilogy was dependent on the places the story took but the main setting was the Shire. It was where the Hobbits lived. It also presented the society of Hobbits but was characterized just like human beings. Society was innocent but had flaws. The Hobbits tended to be jealous but easily swayed when bribed.

Regionalism, flashbacks, and rite of passage were also some of the devices used to show society. Some generalizations about society were also presented. The trilogy also presented some individuals comprising the society as evil and some good. The effect of industrialization was also presented in the novel as it ruined not only the physical environment but also the people themselves. It caused alienation among some members of the society.

Amidst the evil atmosphere, some of the people also value love and loyalty. Frodo and Sam did not leave each other except at the end of the trilogy where Frodo went to the Grey Havens leaving Sam behind. Lastly, in a society, everyone would grow and learn, and those experiences would teach one to realize their full potential through interaction in society.

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MENCHU SARMIENTO'S "WHEN BEN WAS BEN" AND LAKAMBINI SITTOY'S "DENIAL, DENIAL": A LITERARY ANALYSES

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Abstract: *This inquiry sought to uncover the images of women as portrayed in the contemporary short stories entitled "When Ben was Ben" by Menchu Sarmiento and "Denial, Denial" by Lakambini Sitoy. Feminist Literary Criticism, specifically liberal, radical, Freudian, socio-cultural, stereotypical feminist perspective were employed to critically analyze the actions and feminist perspective of the female characters. The study attempted to meet the following objectives: 1) to describe the images of women as depicted by the authors in the stories; 2) to identify the dominant devices used in the stories; and, 3) to determine the feminist themes conveyed in the stories. Through examining and analyzing the short stories, different images of women were discovered. The close textual reading resulted in the researcher's coming up with the following findings: female characters are portrayed as evil, homemaker, martyr, independent woman and seductress. The dominant devices are symbols, juxtaposition, foreshadowing, imagery, idiom, metaphor, irony and figures of speech were effectively utilized in the stories to probe the images of women that are found in each story. Indeed, women will come a long way in facing the battle against patriarchal values. The stories deal with feminist concerns and issues that concern women, their realization and epiphanies and the injustices perpetrated against them by traditional values.*

Keywords: *Feminism, Images, Literary Devices, Themes*

Introduction

The struggle for women's right to vote which spanned for three decades which is the site for early feminism in the Philippines. From this struggle has started the awakening of women activists and organizations that raised the class question in feminism and affirmed the need to restructure society and restructure gender for to be a feminist would mean to take part in this struggle.

It has come a long way from the lineage of centuries-old revolutionary struggle to a recent feminist direction on women liberation, from the roots of Babaylanes gifted with both psycho-spiritual healing and political counsel, the women revolutionaries and fighters who faced the full force of Spanish conquerors, and American and Japanese colonizers, to the women professionals and religious who joined to march at EDSA against the dictatorship of Marcos. The actuality of this existence means that Filipino women truly understand gender oppression, that they are after all a relevant race. And also with the two female presidents, Corazon Aquino and Gloria Macapagal Arroyo, and the first woman Supreme Court Chief Justice Maria Lourdes Aranas Sereno, have reflected the effort of women to involve themselves equally with men in political governance and as well as in the society. With the ubiquitous phenomenon of the Filipina domestic and overseas contract workers, Filipino women had been receiving appreciation for becoming members of the labor force and become the "pillars of the society."

While it can be said that Filipino women have gained more leverage than their other Asian sisters in uplifting their status in the society, their fight against oppression and exploitation is far from won. They may have come a long way but they still have far to go.

As shown in the report of Doctor Jose Ramon G. Albert during the national celebration of Women's month March of 2013, on politics, men have continued to keep a firm hold on electoral positions in both chambers. In the context of Philippine politics, women have traditionally not been the holders of power although some inroads have been made in the past decades. On labor and employment, there is the increasing participation of women in the labor force over the years. However, a wide gap between women and men still persists in the labor force participation rate. This could be due to gender biases as well as constraints in the household such as domestic responsibilities which itself is a gender issue. On judiciary, there is the rising share of female judges but still more share for men.

The majority Filipinas bear the brunt of oppression. As workers, farmers, migrant brides, and maids, as housewives and prostitutes, they are part of one people victimized by the patriarchal order; they are poor and powerless, they have the double day and their husbands, fathers, brothers, sons, union bosses, and political leaders seldom help or listen to them. Thus, a women's movement has arisen, waving the anti-imperialist, mass-oriented and feminist banner. In this movement, the personal merges with the political as human relationships forged in bed or within the larger home are clearly seen as extending to social sphere and inextricably connected to prevailing structures, ideas and institution in the society.

A breakthrough in the recognition of women's role in the public arena can be found in the Article II, Section 14 of the Philippine Constitution: "the state recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men." But is this really observed in the other aspects like in the field of fiction and other literary pieces?

It has been the aim of the pioneering female writers to break the stereotypes and discrimination on how women are viewed in a patriarchal society. Through the use of their pen and words they have raised the feminist awareness of every reader. Aside from writing as a passion for art's sake these women have used it as a tool to gain literary recognition and to use literature and criticism to promote social change. And as literature offers complex realities of life as Filipino women live it, it is this mirror that will be used for this reflective journey. This paper involves selected contemporary short stories as an attempt to explore the life of Filipino women as consciously or unconsciously presented by contemporary Female writers.

This paper, however, concerns itself with looking into the images of women— their attitudes, their roles, how they react in facing the challenges in life, and how they respond to what the society or the people around them dictate, as women writers project or shape them.

Research Methodology

This is a review of contemporary Filipino women writers and their works. The researcher searched for a book collection that would contain several short stories by Filipino women writers as subject for analysis and found the *Likhaan Book of Poetry and Fiction 2000* suited very well for the study, a volume in the series of books intended by the *Likhaan: U.P. Creative*

Writing Center to be a collection of stories and poems representative of the finest work being written out from thorough examination of fictions from journals, magazines and other periodicals produced by Filipino writers. The method used in selecting the stories was purposive sampling. The book contains eleven short stories by female writers the other stories included in the book were eliminated from the selection process because they were written by male writers. The researcher read and critically examined each story found in the collection. However, out of the eleven short stories written by female writers, only five were painstakingly chosen based on the gravity of its representations of women as embodied in the contemporary Philippine Literature.

This study is an avenue for literary criticism involves analysis, interpretation and evaluation. The researcher read and analyzed the short stories focusing on women characters and their images. Thus, the researcher identified the literary elements and devices to reveal the relevance of these images as a literary piece and find out the feminist theme that took shape in each of the stories.

Presentation, Analyses and Interpretations of Texts

This section gives the synopses of the short stories as well as the presentation, analyses, and interpretation of texts used in this study.

When Ben was Ben

Menchu Aquino Sarmiento

Synopsis

Moomah got pregnant of Ben while Popper was in the seminary. Wawa, Mommah's mother, had been horrified and scandalized on first learning that a seminarian was the father. But there was no help but to marry them off. Everyone in the family has a nick name, the father as Popper. Their nursemaid was Yahyey. The grandmother was Wawa. Roy was Baby Cakes. The mother was Moomah, named after a storybook character, and Ban was ben. The family nickname was Moomah's idea. She usually talks to her children in a contrived speech pattern in her fervid pursuit of domestic idyll.

Pooper usually drank beer and smoke while watching action movies. He thought it was the manly thing to do. He watched until early morning while wearing his rumpled polo-barong. His officemates called him EVP- Evening Vice President- for he never made it to the office earlier than eleven, and white zombie because he was so quiet. Soon he resigned from his job as an administrative assistant. He declared himself agnostic when he got married to Moomah.

Moomah had a good job. She was into serial multilevel marketing. She also sold prosaic goods to their neighborhood. She was such a wonder at sales that all the products she sold were bound with success. Her determined cheeriness stood her in good stead. After participating in a Mind-Over-Matter corse sponsored by her unmarried sister Bonbon she persuaded that positive attitude would attract positive energy that would take the form of money and other good things.

Ben was named after a mouse character in the old b-movie called Williard. Ben the mouse in the movie was Williard's bestfriend. Michael Jackson sang the movie theme song. Moomah liked it so much that was why she named their first child Ben. In a hollow chuckle Popper also

added that Ben also meant “the son of my death” in Hebrew, because the mother of the biblical Benjamin died while giving birth to him.

Moomah and Pooper were not having normal conjugal relations. Moomah wanted Ben and Baby Cakes think they were happy. So she made efforts to nudge out Pooper out of bed on Sundays so they could be at the mall after she and the children have attended mass. Pooper only went so he could sit in restaurants and drink beer. He does not go for public worship since he had declared himself agnostic. He smoked inside the car and listened to mellow rock while he waited for them.

One time, Pooper berated and embarrassed Moomah at the mall when she tried to tug Pooper to come with them and look for something they wanted to buy. Pooper does not accept Moomah’s concern when she tried to warn him about his smoking habit inside the house. After the children got hospitalized, he moved his smoking outside and surrounded himself with mosquito coils to show how they made him suffer through their own physical weakness.

Moomah gave Pooper one case of beer a week to show that she still respects even he is not working. One time Moomah poured shampoo on Pooper’s beer bottles when Pooper did not want to celebrate her birthday. Pooper was enraged with what Moomah did. He threw and smashed the spoiled beer on the wooden floorboards while Moomah has locked herself and the boys in the bedroom.

During most quarrels, Pooper withdrew into stony silence and Moomah locked herself in the bathroom. During one fight when Moomah was pregnant of Roy, she stood across the antique altar table and released her resentments towards Pooper by making deliberately deep jagged cuts in the table. Pooper grabbed her by the hair and smashed her cheek on the table. Ben was so frightened that he hid himself under the stairs. Hunched over and trembling, they found him chocking gurgles and popping out mucus bubbles out from his nostrils.

The family history of violence was revealed when Pooper and Moomah were called to school when Ben has stabbed his classmate on the hand with his Goliath pencil. Moomah and Pooper undergone family therapy sessions. All along Moomah cried and Pooper just sat silently. At the end of the story Pooper said that Ben was a nihilist. Ben walked over the corner and placed a family of ragdoll toys in a Tonka dump truck and made them fall out. He ran over them several times as he repeatedly said: “Now you’re dead, dead, dead.”

What images about Filipino women are shown in the selected contemporary Philippine short stories by women writers?

Woman as Evil

In the story, Pooper, father of Ben and Roy, was presented as a drunkard. He drank beer in bleak silence while movies until the beer or the ice ran out. He smoked inside the house all the time. He goes out on Sundays at the mall after his family has attended the mass so he could sit around restaurants and drink beer. He believes it is the manly thing to do.

Pooper had been in the seminary when he got to marry Moomah, Ben’s mother, because she got pregnant. He became agnostic and stopped believing in God after. He doesn’t go to church and attend mass. Once he had told Ben that only fools could still believe in God given the state

of world's affair. This would suggest the image of a woman as the source of evil. "There must be something in dire for her who took away a man who was supposed to belong to God." Women as defined by Rousseau (in Pond, 2010) are sexual creatures who are constantly tempting men away from the path of reason and morality.

As noted by Priscelina Pantoja-Legasto (Kintanar, 1992) in her study, it is Adam's love for Eve that causes him to disobey the creator, not any defect in his character. Thus, it is Eve who still seems at fault since Adam's culpability is effaced. In like manner, it appears that in the story it was Moomah's fault why Popper became agnostic. It is she who caused his suffering and who took away the good life he could have.

To efface man's nature as supposedly possessing the same putrid flesh a woman, man creates another unto whatever he denies is displaced— his flesh, his evil nature, even his original sin. It seemed that men will be born out of women, they too will be stained with the original sin. This was implied in the story because the stain, the "inheritance" passes from mother to son, for instance the violent attitude of Ben when he stabbed his classmate through the soft web of skin that joins the thumb to the rest of the fingers with his newly sharpened Goliath pencil. Moomah appears to be liable of her husband's vices and her children's attitude.

A Homemaker

Aside from being a wife and a mother, Moomah works into a serial multi-level marketing and sells prosaic goods such as longganisang lukban, boneless bangus, and ice candy from her home freezer to their neighbors to earn for her family to survive. She did not depend on his husband's salary to provide for their family needs, especially now that her husband has resigned from his job as an administrative assistant. Moomah has broken the stereotype of a traditional woman who just stays at home to attend domestic chores. According to Aleta et. Al. (1979), with or without training, the Filipina is born money-maker.

Fairchild (1954), as cited by Pond (2010) in her study, that women are known to be expressive or even effusive in demonstrating their love. She stands as the focus of the family, linking father and offspring and the center of the family group. This is like manner on the effort of Moomah on making ways for her children think that they are all happy. The family nicknames Wawa, Yahyeh, Popper, Moomah, and baby were her idea in her fervid pursuit of domestic idyll. Her contrived speech pattern whenever she talks to her children is her manner of building good connection to them.

Sundays at the mall after they attend mass were the only form of recreation they enjoyed. So even though Popper, her husband, no longer go to public worship she still nudges him out of the bed early so they could go out like every other normal family does. This demonstrates that Moomah is trying her best to make a relation of personal intimacy between Popper and their children.

As a homemaker Moomah is also sensitive with the health and welfare of her family. Evident when she appealed to Popper that he should stop smoking for both Ben and Roy have asthma and that smoking will give him cancer. She said it through a humorous way so she may not appear to be commanding Popper.

Moomah is a subservient wife. She gives Popper a case of beer a week to show him that she still respected him even if he wasn't working. She let him use his separation pay to buy the things he craved. Moomah believed that all Popper needed was more encouragement and understanding.

A Martyr

Moomah in the story portrayed another image of a woman who is a suffering martyr. Upon knowing that she got pregnant by Popper who was at the seminary, she has bear with her the guilt of taking away from him the passion to serve God. She has been trying to make their relationship works but Popper's rejection and resistance is stronger. This goes to show that Moomah is subordinate to Popper's male dominance despite the fact that she has actually surpassed him in terms of being the provider of the family.

Moomah projected a silent suffering martyr as mentioned by Kintanar (1992) who suffers in silence and denies her wounds for the sake of love, in the story Moomah's love towards her children. This was illustrated several times in the story. Popper one time had berated her at the mall when she was trying to tug him to come with her and look for something to buy.

"Well, you're the one with money now so what do you need my opinion for?" He shrugged, always speaking loudly for the salesclerk and all other customers to hear.
"I am just your driver, that's all. You're the breadwinner. I'm the bum". (pg. 272)

The above sentences show that Popper is envious of his wife, in a way he has usurped his pride of place in the family as the family breadwinner. Moomah on the other hand hid her embarrassment with a witty response. Popper's rejection of Moomah's concern with his smoking habit also suggests that she inferiority. For accordingly, it is man's rationality—the triumph of reasons over emotions, feelings and impulses—that awards him superiority and dominance over a woman.

Moomah usually cries and locks herself in the bathroom whenever she and Popper have a quarrel. She cannot stand Popper's violent attitude, notable when he was throwing bottles with rage in the presence of their children while Moomah's hoarse tears and righteous rage muffled behind the bathroom door. This shows a powerless woman who chose to bear the pain rather than to fight. No matter how badly the husbands may behave, the wife is expected to obey and entertain him without complain (Opperman, 1998).

Blinking back her tears, she had deliberately made deep jagged cuts in the table's finely oiled surface with a kitchen knife, and in strident singsong whine had proclaimed: "Imagine this is me, sweetheart! This table is myself, and you are this blade cutting, cutting away. This is what you do to me, sweetheart, to my very heart of hearts! Yes! Yes! (she slashed at the air with the knife instead of with the fist of triumph) I have feelings! See how my heart aches and bleeds, sweetheart! Oh how you wound me! Again, and again, and again..." She

punctuated each “again” with another gash on the
tabletop. (274)

Moomah at this instance has finally broken her silence. The slashing of the table with a knife was her only way of expressing her resentment towards the action of her husband. This way of fighting back actually of Moomah illustrates her first deviation from her conventional character and an act of defiance against her traditional role. She rebelliously released her anger and heartache to make her husband realize the depth of pain he has caused her. But on the contrary Popper was numb enough to be emotionally affected with Moomah. He was more concern with the destruction of the fine piece of furniture, he yawped:

“You stupid bitch! My lola sent me that table all the way
from Bohol!” He grabbed her by the hair and smashed
her cheek down on the scarred table. (274)

As radical feminists would say domestic violence emphasizes gender and power inequality in opposite-sex relationships. It focuses on the societal message that sanction male’s use of violence and aggression throughout life, and the proscribed gender roles that dictate how men and women should behave in their intimate relationships (Pence and Paymar, 1993).

Popper’s action of domestic abuse was his attempt to dominate and control Moomah. He has used fear, guilt, shame, and intimidation to wear Moomah down and keep her under his thumb. It has escalated from his verbal abuse to violence. That made Moomah unsuccessful in her contest.

What literary elements and devices are used to reveal these images?

Moomah was called that name after from a storybook character which is an opossum-like creature who sets out in the sea in her boat which is actually a large shoe. An opossum is a small tree dwelling marsupial whose young are carried and suckled in an abdominal pouch. Just like Mommah who holds and protects her children. The boat in the storybook which is actually a large shoe would refer to their situation being enclosed to Popper’s control, transporting or leading them into difficult situations same as what happened in the storybook wherein Moomah was drowned bit by bit by a monstrous shark, or an octopus took away her life. This could also be a foreshadowing of what happened all throughout the story.

The **juxtaposition** of the characters of Moomah and Popper are entirely contrasted. Moomah was portrayed by the author with full optimism bounded with the belief that positive attitude would create a correct electromagnetic field around and will attract more positive energy that would take the form of good things. With this in mind and imprinted in her heart, Moomah always looked at the bright side of everything like hoping that her husband will change into a better person. Unlike Moomah, Popper was a pessimist believing that all life simply and totally sucked. He claimed to hate his life, he drown himself in silence in drinking beer and smoking.

Moomah was a hardworking mother selling prosaic goods aside from her job in a serial multilevel marketing. She was such a wonder at sales that every product she sold were bound with success. Popper on the other hand was being called EVP (Evening Vice President) because he usually never made it to the office earlier than eleven, and white zombie because he was so

quiet which goes to show that he does not have a good working relationship with his officemates. Soon he resigned from work and got unemployed.

Moomah was hopeful and still believes that even all Pooper needed was more understanding and encouragement that maybe later on he could teach and write. But no matter how Moomah try to pull Pooper up from his bootstraps, Pooper is like a gravity that can't be pulled up. Moomah is religious and Pooper declared himself agnostic. Lastly, Moomah is emotionally weak evident whenever she locks herself crying in the bathroom or weeping loudly during their session with the family therapist, whereas Pooper is insensitive, usually withdrawing into stony silence with his beer and cigarette whenever they have problems and quarrels.

Situational irony can be found in the story. Moomah and Pooper once had a quarrel. To distract her children, she put on the video tape of Lion King while she smiled tensely at her son's wondering faces and then she sang *Hakuna Matata*. It means no worries for the rest of your life. It could be what was Moomah is trying believe in defense with her quarrel with Popper. And ironically, Moomah has lived with fears and will continue to lie with it.

In literature *bed* is a metaphor for safety. In the story, the queen sized bed would denote the act of Moomah in protecting her children. "Moomah clutched the curl up little body before her like a shield." As a mother she does not want her children to be exposed to the violent action of Pooper, she wanted to protect her family from risk or harm and injury. Moreover, bed also is a metaphor for futility, inactivity, sexual dalliance, and abandonment of obligation are all presented in the story. Moomah's efforts on trying to make things work all throughout the story have no practical effect or useful result to Popper and their marriage. Wawa's recommendation about sleeping arrangement led to the revelation that Moomah and Pooper were not having and intercourse which is basic or central to marriage's nature. Abandonment of obligation would refer to Popper's being unemployed. As the head of the family he should be the one who will provide the needs and give protection to his family, but in the story he did not took any action in his function as a father.

What feminist themes are conveyed in the stories?

The right to life was sacred and non-negotiable, Moomah got pregnant of Ben and Pooper who was at the seminary was forced to marry Moomah in order to protect her reputation and self-respect. Pregnancy outside marriage is undesirable in the traditional Filipino society for it usually goes along with unwanted consequences. That was why Wawa, Moomah's mother, was scandalized and horrified upon learning about it. Moomah and Poopers marriage may have resolved the issue on Pooper's being responsible of Moomah's pregnancy. Consequently, Moomah had to deal with the aftermath of the marriage given the fact that Pooper is not participative in building a good family relationship. Pooper was unhappy about it, he looked at Ben as the misfortune brought by Moomah.

He had looked at the window, the door, the tabletop but never at Ben. It was as if he was so exhausted that he couldn't even hold his head up straight long enough to look at his son. (270)

Their marriage led him to his vices, agnosticism, violence, and hatred in life.

It had been her birthday but Popper didn't want to celebrate because he believed that all life simply and totally sucked, including hers, so it was pointless to celebrate another year. Moomah had cried and locked herself in the bathroom but to no avail. (pg. 273)

The harsh attitude of Popper has made things worse to Moomah. As a subservient house wife, her happiness all depends to Popper, as patriarchy points out women should suit the needs of their husband. If the husband is unhappy it means that the wife is unsuccessful with her duty. This also has something to do with oppression of women in the society. Popper blamed Moomah with his misfortunes, as a consequence he took advantage of his being the head of the family, as patriarchy is associated to the subordination of women. He was jobless and alcoholic which are considered factors that may justify the domestic abuse and violence he had directed towards Moomah.

Denial, Denial

Lakambini Sitoy

Synopsis

Lara, the narrator of the story, recalled her past experiences way back in college when she was twenty-two about her roommate Cherie who was seventeen. Lara confessed why she started to hate Cherie when Cherie told her she loved her. Lara was a bad-tempered slob and Cherie was a hysterical narcissist. No one in the entire dorm would want them, so the matron decided to make them roommates in a room for four. Cherie cannot sleep unless there was someone else in the bed. Lara usually woke up with amazement that Cherie was sleeping next to her.

Lara could not understand why it was important to Cherie to be desired all the time. Cherie wore clothes that mold her body. Cherie always strayed into video arcades and walked too close to bar entrance. Lara as the bigger girl always ended up bringing Cherie's shopping bag and groceries as well as hers. Cherie was accustomed to cars that she had never taken a jeepney on her own, so she was always accompanied by Lara who has a much better sense of direction. Every other week when Lara had collected her pay from the library, they would sit on her bed and budget their taxi fare, so they could go out to malls, museums or to the other side of the town. Cherie was dependent to Lara. Lara said she was a good roommate.

One evening, Cherie asked Lara why she hides her skin and always wore jeans if she would look terrific on halter. Lara said she looked fat on anything. Then Cherie said she wished to be like Lara because boys let her alone. Cherie told Lara that she admires girls who cannot afford to like boys. That hurt Lara because she also liked boys very much but she just cannot show it.

When Lara was a child, her mother usually braid her long hair which hung down to her waist. Her skin has a certain smooth warm pink complexion. "What a pretty child you are Lara" her Tito used to tell her. He moved into their house when Lara was in grade school. He was an artist, he painted for some organization who was against imperialism and bureaucratic capitalism. Lara remembered the comfort and security his Tito has showed her. He remembered her Tito's eyes, his mouth, his breath, and his muscles on her lower belly as the inside of her thigh lightened. Among the things she cannot remember were the first time her Tito touched her

and everything that he made her do or had her say when her mother was away. Her Tito has took advantaged on her innocence and raped her several times. It led Lara to withdraw herself in silence. She stopped talking.

Cherie sometimes sleeps out without telling the matron. She would call Lara to tell her what happened to her evening, just like the night of her first orgasm and how she had rescued a boy from homosexuality. Lara cannot stand it whenever Cherie told her things like those. One night Cherie called that she was at a hotel in Antipolo with the guy named Dino. Cherie called while she was masturbating as she told Lara that she loves her. That was the time Lara figured out to kill Cherie. She plotted out several scenarios on her mind until the matron came over.

In February the following year, Cherie and Lara went to go stock house shopping in a spacious warehouse. Lara sat herself on the floor while Cherie got herself dressed and undressed. Once, a Chinese woman asked if they were a couple. Suddenly Cherie got herself naked and asked Lara to look at her as she roll her nipples around her thumb. She grabbed Lara up and told her that every woman is a closet lesbian. Cherie stood naked touched Lara inside her soft loose jeans for several hours with the tip of one finger. As Lara cried out Cherie stopped and reached down for her clothes telling Lara that she is not a lesbian. Lara gazed at her despair. Lara felt a clinical rage.

On their way back to the dorm Lara hailed a taxi and instructed the driver to take them to the highway where a new flyover was being constructed. It was late, almost nine o'clock they took off from the taxi. Lara told Cherie to stay and watch for a jeepney or she was just going to the sari-sari store to change a 500 peso bill. Lara left Cherie and went back to the dorm.

Lara cannot sleep well after that. She dreamed of Cherie for several nights. Two weeks later, returning from school, she found out that all of Cherie's things were gone. That was the time when Lara concluded that Cherie was dead. Lara was half-certain that it was Cherie she saw on the cover of the tabloid: Chop-chop lady found in the canal though the photograph was blurry.

Lara graduated as Magna Cum Laude. She returned to the university the following term as a terror teacher. She moved out of the dormitory and into her own studio apartment. She continued to take long walks through the campus. Lastly, she remembered that the night she found out that all of Cherie's things were gone from their room she did a smooth clever stalking dance and taking her shirt off.

What images about Filipino women are shown in the selected contemporary Philippine short stories by women writers?

A Strong Independent Woman

Lara, the narrator of the story, embodies the image as a strong and independent woman. She was raised by her mother alone, her father lived with his second family in Mindanao. During her college years she resided at a dormitory where she became roommates with Cherie. She filed the circulars in the library so she can earn money. In contrast to the patriarchal worldview: "A man needs a woman to attend to his needs and a woman needs a man to support her." In the story Lara did not depend on anyone to provide her needs and support her. Her being strong and athletic are illustrated when she have to bring her and Cherie's shopping bag and groceries.

Lara is of a boyish type, she wears jeans all the time, she have sneakers and hiking boots. She has short hair. She has broken the stereotyped traits of a Filipina who is dependent, weak, and indecisive. Lara is a self-made woman who successfully graduated Cum Laude.

A Seductress/ Temptress

Cherie was 17 when she and Lara became roommates. Her dependency towards Lara started the very moment they met. She cannot sleep unless there is someone beside her. Cherie had never taken a jeepney on her own that's why she always had to tag Lara with her to show her the way. She's emotional when it comes to her infatuations. She's hysterical narcissist. It was important for her to be desired all the time. She wore clothes that mold her like limp cotton or batik shifts, she favored sandals with leather thongs that revealed her feet. Her manner of clothing suggests that she does not conform to the ideal culturally constructed Filipina who is conservative. Her being physically attractive was her way also to get attention and be admired. In order to gain social acceptability, women are under constant pressure to 'correct' their bodies and appearance more generally, and make them conform to the ideals of feminine appearance of their time, the so-called 'norms of feminine appearance' (the standards of appearance women feel they should be living up to) (Jennifer 2003) cited by Papadaki (2012). Cherie being preoccupied with her looks, she treated herself as thing to be decorated and gazed upon.

Women are like a fragile deer and men are dogs, and woman should not look out the windows as if they are a bunch of grapes dangling from a branch inviting every passerby to pluck it. She must avoid arousing temptation so as to protect herself to the sexual irresponsibility of men (Salazar, 1996) cited by (Pond, 2010). Cherie in the story did not adapt this idea, she consequently attracts male using her charm

She was forever straying into video arcades, walking too close to the entrance of bars, drawn by some infuriating urge to explore. (279)

Cherie is an epitome of a modern woman who is open minded about sex. She was just seventeen year old has lost her virginity. She even went to hotels with guys, which is so unlikely on what has been culturally required that Filipino women should not too be liberal. They are required to stifle their personality and sexuality, and should show a total lack of intimacy with men to maintain reputation and self-respect. Not only did she make love with guys but also with girls evident when she touched Lara.

Cherie has created her own identity. She is beautiful, fashionably dressed and sexually attractive. Cherie is an image of a woman who is a seducer or a temptress— a real daughter of Eve— offering herself for a prospective conquest.

What literary elements and devices are used to reveal these images?

The characterization of Lara and Cherie reveals the conflict in the story and its theme. Lara and Cherie are opposite in every way from physical appearance to attitude but they share a common ground; their avoidance of other people and finding solace and comfort in the company of one other. It is explicitly implied in the story that the two of them were used and abused by male.

Lara was molested as a child by her Tito and Cherie also becomes a sex object to every man she sleeps with.

However, it can be noted that their names is an irony to their character. The name **Cherie** is from the fruit cherry which symbolizes a sweetness of character and is also said to be a symbol for virginity “the fruit cherry is said to be the symbol for virginity because the long story has become that once you pop girls hymen it bleeds which it really doesn’t but as a cherry would pop it would be.” In the story though except for sweetness, the symbolism of cherry contradicts to the personality of Cherie. For one she is not modest and she isn’t even a virgin. She’s an embodiment of beauty and sexuality but she is weak, dependent and powerless thus she becomes a sexual object to men. Even her choice of clothing reveals her character as seductive, fragile and alluring woman. Her feathered thong slipper like her is small, beautiful but not dependable. In fact, Cherie cannot take care of herself, she always need someone to lean on and it turn she is also used without her knowing it.

Lara a two syllable female name suggests power and strength, which suits to the description of Lara in the story as an athletic woman. However, it is an irony that Lara despite her athletic built and strong character is in fact a victim. She may look strong to defend herself but in reality she’s been defenseless as a child. She was molested and used as a sex object and as a result, it made her a different person. She lived in denial. She built a way to protect herself by trying to erase everything from her childhood memories but she fails to. In fact, she vividly remembers it all but she’s in denial to accept it. One of her defense mechanism is by bullying other people like her roommates and her students who described her as terror when she became a university professor. Such bullying is her defense mechanism to cover her dark past as child. Note how she got disappointed with the woman from her class who admitted in national television that she was a victim of sexual abuse. From then she considers her “The Other” instead of feeling sympathy to the victim who was just like her.

Moreover, the title of the story itself is the overall theme. Both Lara and Cherie are in **denial**. The denial to accept reality that they’ve been sexually abused that they have problems getting around with other people that they have built a defense mechanism to escape reality by distancing themselves from other people and finding comfort with the company of one another.

What feminist themes are conveyed in the stories?

The feminist themes depicted in the story are the following: women as sex objects, seductress, weak and dependent creature. The title of the story itself summarizes and describes the theme and characters of both Cherie and Lara. Both of them lived in denial caused by their experiences.

As portrayed by the character of Lara, she turned to be a woman of strength who built an invisible wall to cover herself from other people as a way of protecting herself something that she hasn’t done as a child when was being sexually abused by her Tito. As posited in the story, no one knows that she was being molested not even her mother. Throughout the story as she is presenting in a first point of view it can be noticed that she vividly remembers everything that transpired when she was a child including the act of abuse but she’s contradicting the memory by telling herself that she has moved on and forget about it. Lara therefore is a woman who was sexually abused by a male, who was used an object for his sexual gratification. And the experiences have shaped her to be the person that she is who is constantly living in denial.

Cherie on the other hand fits to the description of a seductress: beautiful, fun, and attractive. She's a dependent woman who can't even take care of herself even with simple things such as carrying her shopping bags and taking public transportation alone. She uses her charm and beauty to manipulate other people to do things for her and in return, she is also being taken advantage of. She may not be aware but she is also another sex object to the different men whom she sleeps with. Women as sex object therefore is the feminist theme presented in the story.

The portrayal of Lara's Tito depicts men's exploitation of women. He used Lara for his sexual pleasure bribing her with yemas when she was just a child and telling her lies to cover up his abuses. Lara's Tito is a painter and his work in in fact a manifestation of his character. The word IMPERIALISM, BUREAUCRATIC, CAPITALISM these are associated with power which results to inequality. According to Lara, "Tito's work was a concrete proof, rumors of disaster made real." but it seems as though that the subject of his hate art is brought to life in reality as he himself is worse than those fat men in "business suit, beggars, farmers with their pants legs rolled up" which are the subject of his hate art.

Summary and Conclusions

When Ben was Ben is a story about a wife-mother who had been emotionally and physically suffering from the consequences of the atrocious habit of her husband had become as an outcome of forced marriage. Moomah and her husband were not having a normal conjugal relationship. She was a loving and good mother though to her two son. She is a hardworking woman who provides the needs of her family not depending on her husband's salary. She was a subservient wife who optimistically believes that all her husband her needed was more encouragement and understanding and he will change into a better person. Her son's final outrage final outrage manifests the trust sentiment expressed by the characters in the story. This is how her son had learned to process his anger as influenced by what he has observed done by the adults around him.

Lara in Denial, Denial is forever haunted by the memory by the memory of her college days roommate Cherie, whom she believes to be dead, perhaps, mutilated; and of that moment when friendship and desire, admiration and resentment, fuse then shatter, leaving only shards of guilt and confusion. But of killing Cherie in her mind, Lara is keenly aware, too, that she has placed a part of herself on knife's edge. In the story, Lara was a victim and perceived as a sex object twice: first was by the man he called Tito who exploited her sexuality by taking advantage of her childhood innocence and powerlessness and second was by her roommate Cherie who used her as an object for her adventurous experiment. Lara felt she was deceived all along by people she had learned to admire and trust. Her Tito bribed her with material things to gratify his horny soul. And Cherie seduced her to win her affection and she even deceived and manipulated Lara by using her charm and sweetness. These experiences had highly affected Lara's physical, mental, emotional and social attitude.

The literary devices that were found in the stories are symbols— yellow ribbon, cave, candle, wax ball, sepia light, rat, Cherie. Figures of speech like foreshadowing, imagery, onomatopoeia, allegory, idiom, metaphor, juxtaposition, and irony.

The feminist themes are the political, economic and social involvement of women, women's subordination, gender oppression, and sexual objectification of women.

Feminism, specifically liberal, radical, Freudian, socio-cultural, stereotypical feminist criticism proved to be very helpful in examining the images of women in the contemporary short stories by contemporary Filipino women writers. Through examining and analyzing the five stories under study, different images of women were revealed. This close textual reading resulted in the researcher's coming up with the following conclusions:

1. The female characters in the selected stories are portrayed as involved, sophisticated, strong-minded, competitive, strong, independent and unconventional. The authors depict the female characters as women who value their worth and dignity.
2. Different literary devices were effectively utilized in the stories to probe the images of women that are found in each story. The devices that were found in the stories are symbols, figures of speech, irony, juxtaposition and allusions.
3. All the writers made a positive portrayal of the image of a woman. No matter how they are portrayed or perceived by the other characters, they were still developed as feminist characters.
4. However, the study found out that some female characters are limed as sexual objects created for men's pleasure. Although they give their characters the freedom to assert themselves, to be involved in the economic field, to have the strong and right attitude in facing the problems of the modern world, they still made use of the male figures to make woman as sex object.
5. It is quite clear that in the short stories women are represented within the framework of patriarchal definitions of femininity. The stories deal with feminist concerns and issues that concern women, their realization and epiphanies and the injustices perpetrated against them by traditional values. These women struggle with their identity, with their physical place in the society, in their relation with other people. However, the domination of patriarchal standards in the cultural representation is challenged by the stories appear to put their traditional construction into question. Through the analyses undertaken, the researcher concludes that the women will come a long way in facing the battle against the patriarchal value. Though they had started to they had started to attain education, evaded the economic field, fought back the oppressors and put men in their place.

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LITERATURE REVIEW OF CONCEPT ATTAINMENT MODEL TECHNOLOGY: THE EFFECTIVENESS CONCEPT ATTAINMENT MODEL MIXED WITH OTHER MODEL IN COMPUTATION WORK

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Abstract: *Concept attainment is an instructional strategy that uses a structured inquiry process. Students fail to grasp the certain concepts of subject, which lead disinterest among students. Moreover students are often unable to apply their knowledge to advance studies. In concept attainment, students figure out the attributes of a group or category that has been provided by the teacher. The purpose of this study is to determine the effect of applying the concept attainment model mix with other model on students critical thinking skill and the use of technology in teaching. The literature review method was used to collect and analyze the relevant literature in this field. The results of this literature review reveal that the concept attainment model mix with other model have proven effective in enhancing students understanding and practical skills and found there will be significant difference between the mean achievement scores of the science or social students taught. The strategy is based on the research investigated how different variables affected the concept learning process and the use of technology in teaching have proven effective in enhancing students understanding and practical skills. However, several challenges were also identified, such as the lack of adequate resources and facilities, the need for increased training of lecturers, and adaptation to technological changes in the concept attainment model. Further research is needed to address this challenge and develop the concept attainment model that are more integrated and relevant to industry needs. By taking into account the findings of this literature review, it is hoped that the concept attainment model mix with other model on students critical thinking skill and the use of technology in teaching can be improved, so that students can acquire the knowledge and skills needed to be successful in the world of computaion work.*

Keywords: *Concept Attainment, Learning, Model, Computation, Mix*

Introduction

Along with the times, good education becomes the foundation in the development of a nation. Education should also develop according to developments and technological advances in order to produce professional human resources. One way to improve the understanding of learning material can be developed concept attainment learning models mixed with other learning models that can attract the attention and interest of students. The limited number of academics and practitioners who are experts in the knowledge and use of concept attainment learning

model technology mixed with other learning models has resulted in slow adoption in the world of education. There are 3 main obstacles to the adoption of the concept attainment learning model mixed with other learning models, namely: (1) Lack of understanding of the concept attainment learning model mixed with other learning models and their benefits, (2) Lack of skill development of the concept attainment learning model mixed with other learning models, and (3) Lack of education and training (training) concept attainment learning models mixed with other learning models. These obstacles indicate the importance of improving education, the concept attainment learning model is mixed with other learning models through formal and non-formal education. In fact, universities are expected to produce experts in concept attainment learning models mixed with other learning models needed for computational work.

Concept attainment learning model education mixed with other learning models in higher education aims to produce graduates who are equipped with the achievement of theoretical concepts and practical achievements that are relevant to the needs of experts in the field of concept attainment learning models mixed with other learning models in computational work. Through education the concept attainment learning model mixed with other learning models, improving the quality of human resources and adopting the concept attainment learning model mixed with other learning models in computational work can be done to face the high global competition that exists. The importance of providing concept attainment learning model education mixed with other learning models indicates the challenge and need for the role of academics. It is necessary to study the perception of academics regarding the benefits and constraints of applying the concept attainment learning model mixed with other learning models first as a first step in preparing a concept attainment learning model mixed with other good learning models, because academics have a deep understanding of the potential and challenges involved when they want to adopt a concept attainment learning model mixed with other learning models.

Based on the latest research review, focusing on the following research questions: What are the views expressed by academics regarding the benefits and constraints of implementing the concept attainment learning model mixed with other learning models first as a first step in preparing a concept attainment learning model mixed with other learning models. Through the perception of academics from various professions, diverse, thorough and valuable insights are obtained about how the concept attainment learning model is mixed with other learning models first as a first step in preparing a concept attainment learning model mixed with other learning models affecting the concept of how to work and the concept of computational work practice. As well as an overview of potential steps that can be taken to encourage the adoption of concept attainment learning models mixed with other learning models, both in practical concepts in computational work, and concepts academically through the implementation of concept attainment learning model education mixed with other learning models in universities.

Methodology

This research uses a qualitative approach with a literature study or literature review. The analysis is conducted descriptively and discussed thematically to identify the advantages, challenges, adoption, and opportunities of concept attainment learning models mixed with other future learning models in computational work. A full text evaluation is carried out to categorize the collected articles. If the article includes some topics, this article uses only the main focus for classification. The main focus is identified by reading the specific objectives stated in the article. The literature sources used are articles from various learning models.

Result and Discussion

The following 30 literature sources are used to analyze the concept attainment learning model mixed with other learning models regarding challenges and opportunities.

Table 1: Results of Literature Study Advantages, Obstacles, Opportunities The concept attainment learning model is mixed with other learning models in the future

No.	Heading	Reference	Discussion
(1)	Effectiveness and experiences of team-based learning in nurse education programs: a mixed methods systematic review protocol	(Dave Sookhoo, Chris Thurston, 2018)	The review focused on application exercises, an important part of the TBL activities, and confined itself to reporting on the use of specific tools, concept mapping and case study as strategies to facilitate learning.
(2)	Rethinking Teaching Team- Based Learning: The Challenges and Strategies for Medical Education in a Pandemic	(Yun Li, Nicholas A. Sears, Ian V. J. Murray, Kamlesh K. Yadav, 2021)	To help students achieve this learning goal, an interdisciplinary group of engineering, basic science, and clinician–educators develop strategies to blend engineering concepts into the medical curriculum.
(3)	The effect of team-based learning on content knowledge: A meta-analysis	(Elizabeth Swanson, Lisa V McCulley, David J Osman, Nancy Scammacca Lewis, Michael Solis, 2019)	Following the readiness assurance process, students then participate in knowledge concept application based activities that allow the teams to use knowledge to address significant, real world problems.
(4)	THEMATIC APPROACH -A NEW PERSPECTIVE IN TEACHING	(G. Saraswathi, Leo Stanly, 2018)	A thematic approach allows teachers to put whatever concept they are teaching into a perspective that might be more easily understood by students or framed around a problem.
(5)	The effect of thematic learning model, learning style, and reading ability on the students' learning outcomes	(L. Nurlaela, M. Samani, I. G. P. Asto, S. C. Wibawa, 2018)	Concept mapping and visual representations help learners think about a subject globally and allow flexibility in their thinking. The student books provided in this study was a material which was feasible to qualify, because it

(6) Development of Integrated Thematic	(Risda Amini, Sry Eka Handayani,	presented the concept and the structure and activities that the students had been identified. The main problem is the inappropriate current practice of learning process with teaching materials. This problem gives an impact on the achievement of concept objectives as it should be. The development of teaching materials is needed to overcome these problems by considering appropriate concept attainment model so that the expected goals will be achieved.
Teaching Materials using Problem Based Learning Model in Elementary School	Yanti Fitria, Sri May Lena, Yullys Helsa, 2019)	The characteristics the combination of inquiry strategy and thematic learning include: 1). Child-centered, 2). Direct experiences, 3). Ambiguous distinction of subject matters, 4). Concepts from various subject matters, 5). Flexible, 6). Learning outcomes adjusted to students' interests and needs, 7). Principle of fun learning while playing, 8). Students' active and creative involvement, 9). Self-study skill improvement, 10). Constructive theory, 11). Intellectual ability improvement.
(7) Inquiry-based Integrated Thematic Instruction On Character Education Of Primary School Students	(Chumdari, Sri Anitah, Budiyo, Nunuk Suryani, 2018)	Smartness of Smart Classroom involves optimal presentation of teaching content, convenient acquisition of learning resources, deep interaction of classroom teaching, context awareness and test, classroom layout, and electric management can be summarized into five dimensions, as follows: Showing, Manageable, Accessible, Real time Interactive and Testing (SMART). The five dimensions embody the features of Smart Classroom, called SMART conceptual model. The MGBITL application has been design which consists of 21
(8) ARS Interactive Teaching Mode for Financial Accounting Course based on Smart Classroom	(Shenglei Dai, 2019)	

(9) HAVE A DIFFERENT CONCEPT: HOW TO DESIGN MOBILE GAME-BASED INTEGRATED THEMATIC LEARNING FOR ELEMENTARY SCHOOL STUDENTS?	(Rifda Eliyasni, M. Habibi, Nurfaizah, Tiok Wijanarko, 2024)	types of games adapted from Class V Theme 8 Subtheme 1 material which is the result of research activities. The introduction of MGBITL will aid teachers in teaching materials that need imagination, make subject matter easier to understand, and promote fun learning concepts. Students are unaware participating in a learning activity. The changes can be summarized in change of terms use Smart or enriched in certain dimensions, use of the concept smart education or smart pedagogy which have been substituted by enriched methodologies and strategies. Some indicators have been integrated in other dimensions especially those related to instructional design. Some concepts have been specified with more precision. Educational agents, roles or Smart technology, should not be mistaken for artificial intelligence.
(10) Smart learning environments: a basic research towards the definition of a practical model	(Pedro Antonio García-Tudela, Paz Prendes-Espinosa, Isabel María Solano-Fernández, 2021)	The concept of learning analytics introduces new technology, machine learning, being applied to a non-technical world as education. The purpose is to tailor educational method to the individual learner need and ability, such as intervening with students at risk or providing feedback and instructional content. It uses techniques related to machine learning, data visualization, learning sciences, and semantics.
(11) Artificial Intelligence in Education: A Review	(LIJIA CHEN, PINGPING CHEN, ZHIJIAN LIN, 2020)	Self restraint was assessed with a prohibition task which a child was shown an attractive toy and told not to touch it for 30 seconds, a task that has conceptual similarities to the well known
(12) The Nature and Organization of Individual Differences in	(Akira Miyake, Naomi P. Friedman, 2012)	

Executive Functions: Four
General Conclusions

(Lucina Q. Uddin,
2021)

(13) Cognitive and
behavioural flexibility: neural
mechanisms and clinical
considerations

delay of gratification tasks and
requires active goal maintenance.
Flexible thinking is a critical
component of creativity or ability
to think of new ideas or make new
things. Flexibility and creativity
have not historically been studied
in tandem despite the obvious
parallels between the constructs.
While cognitive flexibility is
conceptualized as an aspect of
executive function and is
associated with a rich human
neuroimaging literature, creativity
has only recently become the
topic of cognitive neuroscientific
investigations.

This definition involves three
important concept characteristics.
Cognitive Flexibility is an ability
which could imply a process of
learning it could be acquired with
experience. Cognitive Flexibility
involves the adaptation of
cognitive processing strategies. A
strategy in the context of this
definition is a sequence of
operations which search through a
problem space. Cognitive
flexibility refers to changes in
complex behaviors and not in
discrete responses. The adaptation
occur to new and unexpected
environmental changes after a
person has been performing a
task.

Cognition and Automaticity
Model attempts to combine
concepts related to individual
differences in knowledge and
cyber risk related to habitual and
routine behaviours when
considering evaluations of
phishing e-mails. Its present state
does not currently account for
how these concepts may interact
with influence techniques or the

(14) Cognitive Flexibility

(José J. Cañas,
Inmaculada Fajardo,
Ladislao Salmerón,
2006)

(15) Individual differences in
susceptibility to online
influence: A theoretical review

(Emma J. Williams,
Amy Beardmore,
Adam N. Joinson,
2017)

(16) Why do people file share unlawfully? A systematic review, meta-analysis and panel study	(Piers Fleming, Steven J. Watson, Elisavet Patouris, Kimberley J. Bartholomew, Daniel J. Zizzo, 2017)	range of individual factors that may influence susceptibility. Selected the media of music and eBooks to provide conceptual breadth there are clear limits to generalizing to other media types. The effect of PBC was similar for both students and younger participants; examining the similarities and differences between these groups could provide greater insight into the exact mechanisms that contribute to the differences with older, non-student samples. To make analytical sense of the situation, need to look at the recent history of the activity systems involved. In municipal primary care health centers, multi-professional teams have effectively increased the continuity of care, replacing the isolated visit with the long-term care relationship as the object of the practitioners' work activity. The notion of care relationship has gradually become the key conceptual tool for planning and recording work in health centers. Learners can get the possibility to understand the concepts better thanks to the use of 3D models. Augmented Reality (AR) allows adding a new layer of information to physical reality using a Smartphone or tablet. Using disruptive technology, teachers can provide attractive presentations that will attract students attention even in the case of an uninteresting topic. Development of learning task complication principles is an essential part of designing educational system and provides its conceptual unity and adaptive capabilities as well. The idea of
(17) Expansive Learning at Work: toward an activity theoretical reconceptualization	(YRJO ^o ENGESTRO ^o M, 2001)	
(18) Disruptive Technologies - A promising key for Sustainable Future Education	(S.Gejendhiran, S.Arokia Anicia, S.Vignesh, M.Kalaimani, 2019)	
(19) CHILDREN'S COMPUTER CLUB AS AN	(Vladimir A. Lokalov, 2014)	

EXAMPLE OF NON-FORMAL EDUCATIONAL SYSTEM IN THE FIELD OF INFORMATICS

(20) Gamification Elements in Quizizz Applications: Evaluating the Impact on Intrinsic and Extrinsic Student's Motivation

(N Razali, N A Nasir, M E Ismail, N M Sari, K M Salleh, 2020)

(21) The Gamification of Learning: a Meta-analysis

(Michael Sailer & Lisa Homner, 2020)

gradual specialization in process of vocational training is well known in vocational education. The traditional model of gradual specialization consisting of 3 training levels: 1) primary, 2) basic, 3) advanced - was taken as a basis of CCCP educational system concept. Each level is characterized by the degree of specialization as well as special principles of learning task system development which result in forming generalized actions. The effectiveness of gamification usage toward the students intrinsic motivation. This study has chosen The Quizizz application as the platform in identifying students learning motivation through this approach. The Quizizz application is an educational application using the concepts of the learning based game designed in the form of online games for teaching and learning in class. These are the five elements of mechanics focused on the Quizizz application including points, level of difficulty, reward and avatar. The significant results in the analyses of the conceptual moderators were mostly found for behavioral learning outcomes is of particular interest for future investigations. The transparent reporting of study characteristics, control group arrangements, and combinations of learning processes and learning outcome data as well as investigating several outcome types in single studies would provide a more comprehensive (meta-analytic) investigation of the factors that contribute to the effectiveness of gamification.

(22) Exploring Students' Use
of a Mobile Application to
Support Their Self-Regulated
Learning Processes

(Martine Baars,
Sanyogita Khare,
Léonie Ridderstap,
2022)

The strategies students utilized when studying in general, students commonly used summarizing, note-taking, organize and elaborating, and self-explaining in the self-study app. Some students tried concept mapping. This strategy suited a student with visual memory but did not suit another student style, who used clear writing goals instead. However, once students learned how to use a strategy provided by the study app, they no longer found it necessary to use the app to continue utilizing that strategy. This indicates reduced benefit of the app once the desired strategy is learned.

(23) Computer Network
Learning Strategy In The
Revolution 4.0 Era With The
Waterfall Method

(Basuki Wibawa,
Suyitno Muslim,
Sulfikar Sallu, 2020)

The method used is combining 14 (fourteen) learning models, namely the global method, the lecture plus method, debate, thought concept mapping, problem-solving methods, design methods, experimental methods, methods skills training, demonstration method, lecture visit method, discussion method, recitation method, scripts cooperative, discovery method, inquiry method, peer teaching method and team teaching method with using the blended learning model. The result to be achieved is to produce a strategy guide for computer network courses to be used as reference material in the curriculum courses.

(24) The Impact of Modern
Technology in the Teaching
and Learning Process

(Siyamoy Ghory,
Hamayoon Ghafory,
2021)

The objective of technology in a typical educational environment is to enhance the education of knowledge and skills via enhanced efficiency and effectiveness. To conduct a thorough examination of this concept must first define a few concepts. The phrase efficiency

(25) Integrated STEM
Approaches and Associated
Outcomes of K-12 Student
Learning: A Systematic
Review

(Hong Chung Le,
Van Hanh Nguyen,
Tien Long Nguyen,
2023)

refers to the rate at which humans acquire knowledge, whereas the term effectiveness refers to the quantity of given knowledge that is operationally learned. When technology is used directly to a learning environment, such as a school, both students and teachers can be considered as learners. Synchronization-based integrated (STEM) approach teachers identify common knowledge and skills in two or more subjects, and teach those subjects separately but create knowledge connections to reinforce these concepts.

Integrated STEM approaches also often involve hands-on learning experiences through experiments, projects, and other interactive activities. This type of learning can be more motivating than simply reading about a concept in a textbook. Collaboration and teamwork in STEM activities can be motivating for students who enjoy working with others and obtain a sense of accomplishment by contributing to a group effort.

The concept of multimedia captures these many ways video, still images, text and sound in which words, pictures and numbers can be delivered for the purpose of assigning meaning. These tools assist the learning of new knowledge much more effectively. Direct mathematical objects include mathematical facts, math skills, mathematical concepts, and mathematical principles, while indirect mathematical objects include the ability to think logically, the ability to solve problems, the ability to think analytically and positive attitudes toward mathematics.

(26) THE
IMPLEMENTATION OF
INTERACTIVE
MULTIMEDIA IN
IMPROVING
MATHEMATICS
LEARNING OUTCOMES

(Nurmawati, Lusi
Rachmiazasi
Masduki, Edy
Prayitno, Maria
Yustina Rensi
Dartani, 2020)

(27) Teaching occupational health and safety in engineering using active learning: A systematic review	(Italo Rodeghiero Neto, Fernando Gonçalves Amaral, 2023)	It is explained by the absence, in the literature, of systematic reviews that discuss concepts of Active Learning and OHS, contributing to the academic field regarding the real situation of the combination of these fields. This study aims to answer the research questions (i) What active learning strategies are utilized in the fields related to OHS in the engineering specialties? (ii) What are the advantages and disadvantages of using each strategy? (iii) What competencies are the students developing based on these strategies? The inconsistent findings raise the question about how the overall FOF toward a task is related to FOF toward subtasks, as well as how they are differentially related to learning behaviors and gains. In Betty's Brain, further research may examine the association between FOF toward single concepts and the overall FOF as well as the difference between the average FOF toward single concepts and the overall FOF. The difference in the associations between various FOF and learning is critical because of practical implications. If FOF specific toward the material can facilitate learning, teachers may need to demonstrate the link between learning material and students experiences as concretely as possible. The following aspects (1) Exergames are characterized by entertainment, flexibility, and competition. Learning in the game students can improve their participation and interest in learning motivating them to study
(28) How are feelings of difficulty and familiarity linked to learning behaviors and gains in a complex science learning task?	(Yingbin Zhang, Luc Paquette, Ryan S. Baker, Nigel Bosch, Jaclyn Ocumpaugh, Gautam Biswas, 2022)	
(29) Effects of exergames on student physical education learning in the context of the	(Zhao, M., Lu, X., Zhang, Q., Zhao, R., Wu, B., Huang, S., & Li, S., 2024)	

artificial intelligence era: a
meta-analysis.

actively. Students gain a sense of
accomplishment in completing the
game tasks further improving
their self-confidence in learning.

(2) Exergames can provide a
relaxing and enjoyable learning
environment. Students can
perform multiple and repeated
simulation exercises in this
environment creating a stronger
sense of actual participation and
experience fully feeling the
pleasure and charm of sports. The
learning environment created by
games allows students to establish
a general perception of learning
from technical movements. (3)
Children and adolescents begin
interacting with technical devices
at an early age and are immensely
obsessed with virtual games. In
conclusion, exergames are in line
with the modern concept of
education aiming at the
development of students and the
improvement of health quality
and social adaptability.

The conceptual framework and
definition of blended learning
explained has developed an ISD
model named PEDATI. PEDATI
stands for pembelajaran daring di
perguruan tinggi (online learning
in higher education). The term
PEDATI refers to the ISD model
developed in this study. PEDATI
has four steps: 1) formulating
course learning outcomes, 2)
mapping and organizing content,
3) determining appropriate
learning activities, 4) designing
synchronous and designing
asynchronous learning activities.

(30) Development of an
Instructional System Design
Model as a Guideline for
Lecturers in Creating a Course
Using Blended Learning
Approach

(Uwes Anis
Chaeruman, Basuki
Wibawa, Zulfiati
Syahrial, 2020)

From table 1 it can be that the results of the literature review of the concept attainment learning
model mixed with other future learning models in computational work are still very little

developed. Therefore, another article is included related to the development of learning models for concept attainment concepts mixed with other learning models in computational work.

Conclusion

Through a literature review, it was found that the development of learning modules, the attainment of concepts mixed with other learning models is still little applied in computational work. It is necessary to develop a learning model of concept attainment mixed with other learning models that are in accordance with computational work in learning so that learning can be more effective.

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FACTORS INFLUENCING LOYALTY TO TAOBAO MARKETPLACE FROM THE PERSPECTIVE OF CUSTOMERS FROM JIANGXI, CHINA

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Abstract: *This study looks at the variables affecting Chinese customers' loyalty in online marketplaces. Global digitization has greatly aided the development of this online purchasing trend. The overarching objective of this research is to focus on the web of factors that shape Chinese consumers' loyalty to online marketplaces. By unravelling the underlying variables and dynamics, this research aims to provide e-marketers with the tools and insights necessary to navigate the complexities of the Chinese market successfully. A quantitative analysis is employed to address the aim and objectives of this study. Survey questionnaire was utilized to gather data. The survey results underwent a rigorous examination with the aid of the Statistical Package for the Social Sciences (SPSS). Various statistical methodologies, including but not limited to multiple regression analysis to test hypotheses, the application of descriptive statistics to summarize data, and a comprehensive validity analysis, were employed in the process of scrutinizing and interpreting the survey findings. In conclusion, all four of the hypotheses established for the current inquiry are accepted with the help of hypothesis testing. The outcome of this investigation underscores the critical significance of various factors such as pricing strategies, the robustness of website security measures, the precision of information dissemination, and the influential role of word-of-mouth recommendations in shaping and sustaining consumer loyalty. The study's findings serve as a compass for e-commerce entities, guiding them toward crafting more effective pricing strategies that resonate with their target audience. In sum, this research not only highlights on the dynamics of customer loyalty but also furnishes e-commerce businesses with actionable insights to elevate their customer retention strategies and brand marketing efforts.*

Keywords: *Customer Loyalty, Online Marketplace, Pricing Strategy, Website Security, Word of Mouth*

Introduction

This study examines the variables affecting Chinese customers' loyalty in online marketplaces. People today find it impossible to envision their lives without the ease of online shopping. Global digitization has greatly aided the development of this online purchasing trend. The expansion of internet purchasing has been seen to have a positive impact on all sectors and industries of the world. Before integrating e-commerce into their processes, firms must first create their own websites.

Background

The rise of online shopping has become indispensable in the retail sector, transitioning from a mere option to a necessity. Rita et al. (2019) emphasize how businesses have integrated online shopping into their strategies, enhancing customer convenience and satisfaction. In China, this trend has been particularly pronounced, with millions of consumers embracing e-commerce, as evidenced by China Internet Network Centre (CNNIC)'s statistics showing a significant surge in online purchases. However, this growth presents both opportunities and challenges for marketers, requiring a deep understanding of Chinese consumer behavior to develop effective e-marketing strategies tailored to their preferences.

Customer loyalty is paramount in the online retail landscape, as highlighted by Breznitz & Murphree (2011) and Syed and Norjaya (2010), whose research underscores the link between meeting or exceeding customer expectations and fostering loyalty. Understanding the multifaceted nature of customer loyalty is crucial for businesses to thrive in the online marketplace. The objective of research in this area is to unravel the factors shaping Chinese consumers' loyalty to online marketplaces, providing e-marketers with the insights necessary to navigate the complexities of the Chinese market successfully. In an era defined by rapid technological advancement and shifting consumer preferences, adapting to the nuanced drivers of customer loyalty is key to thriving in the online retail sector.

Research Problem

The burgeoning online marketplace has captivated interest across society as a novel avenue for shopping, marking a transformative shift in business operations towards digital infrastructure. China stands as a formidable force in the global internet market, experiencing rapid growth and shaping the competitive landscape of e-commerce. Amidst the opportunities presented by this growth, online marketplaces face intensifying competition and the imperative to navigate the intricacies of the digital realm. Strategies for engaging online customers and fostering loyalty are paramount, as identified by Momtaz et al. (2011), with an emphasis on understanding the unique dynamics of the online purchasing environment in China. These strategies were developed by focusing on how to convince online customers to make a purchase. The online purchasing environment and typical purchase scenarios are very different from one another as a result of electronic networking's invulnerability and digital world (Aryani et al., 2021). Despite the clear growth in corporate and consumer engagement in e-commerce, there is a significant lack of empirical research on Chinese consumers' online shopping behaviour. This gap in knowledge raises questions about the applicability of findings from Western contexts to China's unique cultural and legal environment. This study aims to address this gap by empirically investigating the factors influencing Chinese consumers' propensity to shop online. By identifying and discussing various tactics for sustaining client loyalty and retention, this research aims to provide valuable insights for online marketplaces seeking to optimize their strategies in the dynamic Chinese market. Ultimately, understanding the drivers of client loyalty in online markets is essential for navigating the evolving landscape of e-commerce in China.

Research Questions

1. Does pricing strategy of online marketplace influence the loyalty of Chinese customers?
2. Does website security of online marketplace influence the loyalty of Chinese customers?

3. Does information quality of online marketplace influence the loyalty of Chinese customers?
4. Does word of mouth of online marketplace influence the loyalty of Chinese customers?

Research Objectives

1. To determine the influence of pricing strategy of online marketplace on the loyalty of Chinese customers.
2. To determine the influence of website security of online marketplace on the loyalty of Chinese customers.
3. To determine the influence of information quality of online marketplace on the loyalty of Chinese customers.
4. To determine the influence of word of mouth of online marketplace on the loyalty of Chinese customers.

Significance and Scope of The Study

The forthcoming research study focuses on the factors influencing Chinese consumers' loyalty to online marketplaces, aiming to enrich existing literature and provide practical insights for industry practitioners. By evaluating the efficacy of client loyalty strategies specific to online marketplaces, the study seeks to broaden the scope of benefits and enhance its applicability within the field. While primarily centred on online marketplaces, the study's recommendations hold relevance for businesses across various sectors, offering adaptable strategies to bolster client retention and loyalty. Moreover, the research sets the stage for further exploration into the impact of customer loyalty on businesses in China and other Asian countries, signalling a potential avenue for future research and practical applications in a broader context. Factors influencing Chinese customer's loyalty in online marketplace has been the focus of this research paper. This research paper has supplied a thorough understanding of customer loyalty and factors affecting customer loyalty. A quantitative analysis is employed to address the aim and objectives of this study. Questionnaire was utilized to gather data. Therefore, when future readers conduct their own research on the same subject, they will profit from the richness of information provided in this research paper.

Literature Review

Customer loyalty stands as a crucial metric for the success of any business, reflecting the degree of customer satisfaction with a company's offerings and interactions. Daroch et al. (2021) highlighted the importance of factors such as the reputation and services provided by online sites in influencing consumers' online shopping behaviour. Businesses strive to foster and nurture customer loyalty, recognizing its pivotal role in bolstering brand recognition and driving financial gains. However, the consequences of customer discontent are equally significant, potentially leading to substantial losses. Effective communication and prompt resolution of customer concerns are emphasized in the retail sector to enhance satisfaction levels, with Souca (2014) underlining the importance of understanding both customer delight and discontent. Through consistent delivery of exceptional services and exceeding customer expectations, businesses aim to cultivate lifelong loyalty among their customers, safeguarding their market position and ensuring sustainable growth.

Customer satisfaction, driven by the alignment between customer desires and actual experiences, is a key determinant of loyalty. It transcends individual transactions, encompassing the overall perception of a business by customers. The concept of customer loyalty undergoes a transformation when viewed through a financial lens, with Souca (2014) highlighting the significance of customer delight and discontent in this context. Delight occurs when a business exceeds customer expectations, while discontent arises from issues such as inefficient problem resolution and unmet expectations. By prioritizing customer satisfaction and striving to deliver exceptional experiences, businesses endeavour to secure and strengthen customer loyalty, thereby fortifying their market position and mitigating the adverse effects of customer dissatisfaction.

China's Online Marketplace

China's online marketplace has experienced remarkable growth fuelled by the increasing buying power of Chinese consumers and the widespread accessibility of the internet. Online commerce transactions in China reached approximately 15.43 trillion yuan, representing an almost 12 percent year-on-year growth. (Statista, 2023) The rise in online usage, coupled with a more user-friendly shopping environment, has led to a surge in online shoppers. While C2C e-commerce dominates, platforms like Taobao accommodate both B2C and C2C transactions, reflecting the evolving dynamics of China's online retail market. Despite historical consumer tendencies like a preference for conservative savings habits and mistrust of online retailers, attitudes appear to be shifting, especially among younger, educated consumer segments who exhibit a heightened sense of brand awareness and an appreciation for foreign products. However, international companies face significant challenges in establishing a successful presence in China's online market, including cultural barriers, governmental regulations, and underdeveloped distribution networks and online payment systems. Surveys indicate a lower rate of e-commerce adoption among Chinese consumers compared to Western counterparts. Nevertheless, the government's prioritization of e-commerce and policies aimed at guiding its expansion highlight the market's importance in stimulating China's economy. While accessing this market presents hurdles, its dynamic nature and untapped opportunities make it an enticing prospect for businesses aiming to tap into China's growing consumer base.

Pricing Strategy

Pricing strategy is a critical component of retail business strategy, influencing consumer behaviour and overall profitability. Among the various approaches delineated by Gefen (2000), variable pricing and fixed prices stand out as significant methods with distinct impacts. Variable pricing offers flexibility and responsiveness to market dynamics, allowing retailers to adjust prices based on changing demand and market conditions. This adaptability enables retailers to attract customers through discounts and promotions, fostering loyalty and driving sales. On the other hand, the long-term fixed-price strategy provides stability and predictability by maintaining consistent prices over an extended period. Rooted in customer psychology, this approach builds trust and reliability in the brand, leading to repeat purchases and sustained customer loyalty. The variable pricing strategy thrives in environments characterized by fluid market conditions, enabling retailers to swiftly respond to fluctuations in consumer demand. During peak seasons or sales events, prices can be reduced to attract shoppers, while higher price points during low-demand periods help optimize profits. Conversely, the long-term fixed-price strategy appeals to customers seeking stability and consistency, catering to a segment valuing predictability in their shopping experience. By maintaining steady prices, retailers

cultivate trust and simplify product management, appealing to customers who prioritize reliability in their purchasing decisions. Overall, both pricing strategies offer unique advantages and play crucial roles in shaping the retail landscape. Gerpott & Berends (2022) examined 132 articles on competitive pricing in e-tail markets. They highlighted that pricing strategies do not receive proper research attention according to their practical relevance.

Website Security

Customer satisfaction in e-commerce is intricately linked to perceptions of security, with robust security measures being vital for enhancing consumer trust and confidence. Elliot and Fowell (2000) define security as the safeguarding of customer personal information obtained through electronic transactions, highlighting its importance in mitigating risks related to unauthorized access and misuse of data. Security concerns in e-commerce primarily revolve around user authentication and the security of data and transactions, areas that directly influence customers' trust in online retailers. As consumers perceive lower security risks, their satisfaction with e-commerce services tends to increase, emphasizing the critical role of security measures in shaping consumer experiences and fostering trust in online platforms. In the rapidly expanding e-commerce landscape, particularly in markets like China, security concerns are paramount due to heightened apprehensions about submitting personal information online. Despite the popularity of e-commerce in China, security remains a significant barrier to industry growth, distinguishing it from more mature markets (Dong-Her et al., 2004). Chawla & Kumar (2022) found that a secure and reliable system is essential for e-business firms to work successfully. They also found that website information and effective customer care services build a customer's trust. Tran and Nguyen (2022) investigated the relationship between security, individuality, reputation, cognitive trust, perceived risk, consumer attitudes, and purchase intention of online shopping. They found that security and reputation positively affect cognitive trust and negatively affect perceived risk. According to Aboobucker (2019), security issues does have an impact on the online shopping buying behaviour of the customer. Positive correlation between security measures and e-satisfaction underscores the importance of providing a secure online environment to enhance the overall shopping experience and bolster customer confidence (Sharma & Lijuan, 2015).

Information Quality

Customer perception of website information quality is a crucial determinant of user engagement and satisfaction in e-commerce platforms. Park and Kim (2003) define website information quality as the quality of information presented on a website, which directly influences users' perceptions and interactions with the platform. This concept encompasses various elements, including the nature of products offered, service quality, website design, usability, and overall product representation. Amsl et al. (2023) found that online shoppers make product purchase decisions based on product information shown on a retailer's website. According to Yoo et al. (2023), information trust, information accuracy, and website design had a positive influence on customer satisfaction, which subsequently led to user shopping loyalty. It serves as a fundamental aspect of e-commerce websites, highlighting the significance of optimizing information presentation to enhance user satisfaction (Kuo & Chen, 2011). Therefore, achieving high website information quality involves not only delivering accurate and relevant information but also creating a user-friendly and captivating online environment that enhances customer satisfaction and drives user adoption.

Word-Of-Mouth

In the digital age, word-of-mouth marketing has undergone a transformative evolution, propelled by the proliferation of e-commerce and social media platforms. Consumers now wield unprecedented power as online product evangelists, utilizing digital channels to share their opinions and recommendations about various products and services (Sharma & Lijuan, 2015). This democratization of consumer feedback has reshaped the marketing landscape, allowing individuals from diverse backgrounds to participate in influential marketing activities. Social media platforms have emerged as the epicentre of modern word-of-mouth advertising in e-commerce, offering consumers a plethora of tools to express their sentiments, including online reviews, testimonials, and influencer endorsements (Sharma & Lijuan, 2015). These platforms serve as virtual arenas for product discussions, facilitating the organic exchange of information and opinions among users. The interconnected nature of social media amplifies the reach and impact of these interactions, creating a dynamic cycle of recommendation and exploration that drives consumer engagement and brand recognition. As individuals initiate conversations about brands online, these narratives have the potential to spread virally across social circles, significantly enhancing the brand's visibility and resonance within the market (Ahn et al., 2007). Thus, fostering brand discussions in the digital landscape becomes paramount for achieving heightened brand recognition and fostering consumer engagement in the competitive e-commerce arena.

Customer Loyalty

In the realm of e-commerce, the interplay between customer trust and loyalty is fundamental to the success of online businesses. Coulter and Coulter (2002) emphasize that trust, functioning as a psychological state, significantly shapes customers' attitudes and behaviours, influencing their interactions with e-service providers both in the present transaction and in future engagements. Mazumder (2020) highlighted that trust of the customer acts as a mediating factor which enhances the loyalty of the customer in regard to the further purchase and consumption of the particular product or service in the online environment. Thus, customer satisfaction serves as the foundation upon which trust is built, setting the stage for subsequent loyalty. Jiby and Pragadeeswaran (2016) found that the online shopping intention, attitude, and loyalty are not only due to ease of use alone, but also by factors like trust, product quality, service quality, previous online shopping satisfaction experiences, and easy access in online shopping. The establishment of trust engenders a sense of reliability, influencing customers' willingness to engage in repeated transactions with the same e-commerce platform. This propensity to return for further purchases constitutes the essence of customer loyalty, as conceptualized by Oliver (1997). Furthermore, Al-Adwan and Al-Horani (2019) found that customer trust, satisfaction, and loyalty with regard to the provision of e-commerce services are expected to be critical factors for the assessment of the success of online businesses. Thus, for e-service providers, nurturing and preserving customer trust is paramount, as it serves as the cornerstone for cultivating enduring relationships and securing repeat business in the competitive digital marketplace.

Underpinning Theories

Oliver's theory of customer loyalty delves into the intricate relationship between satisfaction, trust, and loyalty within the e-commerce landscape. Oliver (1997) posits that satisfaction,

characterized by a state of completion intertwined with enjoyment, serves as a subjective assessment of how a purchase aligns with a standard of pleasure versus unhappiness. This satisfaction, which accumulates over time, lays the groundwork for trust development and subsequently fosters loyalty. Contrary to Oliver's perspective, the article defines loyalty as an unwavering determination to consistently choose the same brand or set of brands in the future, even when faced with situational influences and marketing strategies that may tempt one to switch allegiances. Loyalty, as elucidated by Oliver (1997), encompasses a steadfast resolve to repurchase a particular product or service, disregarding alternatives, thereby solidifying the customer's allegiance through repeated actions and choices. Fishbein and Ajzen's (1975) Theory of Reasoned Actions elucidates consumer attitude, intention, and behaviour by highlighting the logical judgments individuals make based on available facts. The theory posits that trust, fostered by truthful and trustworthy website content, positively influences early purchases and subsequently impacts loyalty. The Technology Acceptance Model, an extension of the Theory of Reasoned Actions by Mayer, Davis, and Schoorman (1995), further explicates consumer behaviour by emphasizing perceived ease of use and utility as determinants of technology adoption. McKnight et al. (2002) proposed a study paradigm for e-commerce consumer loyalty based on the Theory of Reasoned Actions and the Technology Acceptance Model, suggesting that website qualities foster customer trust, thereby influencing trust-related activities and loyalty. Additionally, Oliver's (1980) Expectation Confirmation Theory exemplifies customer post-purchase behaviour by illustrating how expectations shape consumer perceptions, subsequently influencing trust and fostering loyalty. Finally, Ajzen's (1991) Theory of Planned Behaviour forecasts human social behaviour by incorporating various variables, including emotional components, attitudes, social consequences, and perceived influence over behaviour development, thereby providing a comprehensive framework for understanding and predicting consumer loyalty in e-commerce contexts.

Research Hypothesis

H1: Pricing strategy of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.

H2: Website security of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.

H3: Information quality of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.

H4: Word of mouth of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.

Research Framework

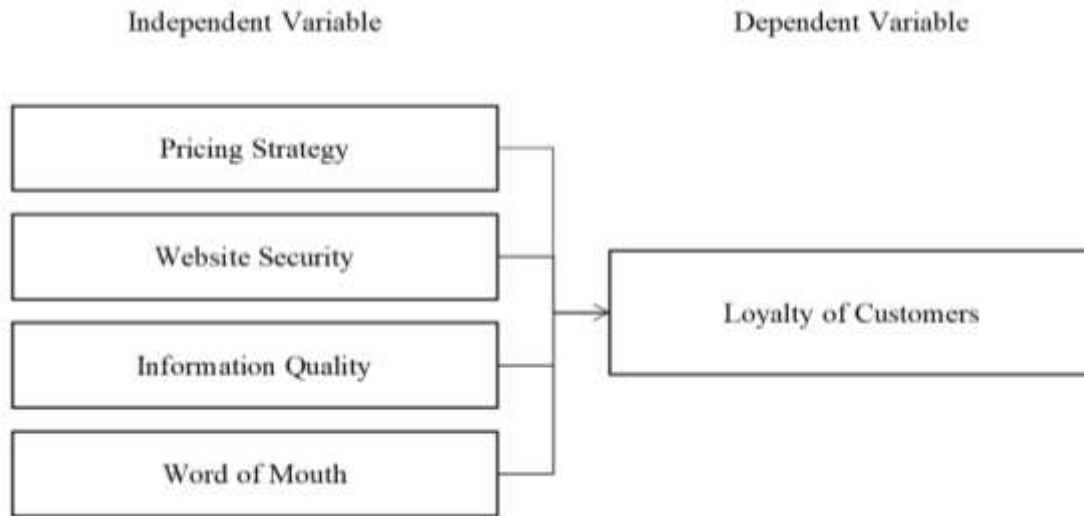


Figure 2.7: Research Framework

Source: Authors (2023)

Methodology

Research Design

The research strategy used in this study is a quantitative research approach, which involves collecting and analyzing numerical data to test hypotheses. The research method used is a survey, which was conducted online and targeted Chinese Taobao users.

Population

The population of Chinese Taobao users as of December 2022 was approximately around 300 million annual buyers. (DMR,2023)

Sample Size

The sample size for the survey is 384 participants. The sampling technique used in this study is convenience sampling, which involves selecting participants who are easily accessible and willing to participate in the study.

Instruments

The questionnaire used in the survey is a structured questionnaire that includes questions related to the factors influencing Chinese customers' loyalty in online marketplaces, including pricing strategy, website security, information quality, and word of mouth. A quantitative instrument evaluating the elements influencing Chinese customers' loyalty in online marketplaces: with regard to Taobao online marketplace was developed to collect information from the respondents for testing purposes. Each question was scored using a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = highly agree). The questionnaire used to assess the items of the independent variables and dependent variable was

created by adapting and modifying the items from the research conducted by Madjid et al. (2018) and Yang et al. (2015) respectively.

Data Analysis

The data analysis for this study was conducted using the Statistical Package for the Social Sciences (SPSS), which is a software program used for statistical analysis. The data analysis included descriptive statistics, multiple regression analysis, and validity analysis. The focus of this study was on online shoppers hailing from China, comprising the study's primary demographic.

Results

The main goal of the study was to examine the variables affecting Chinese customers' loyalty in online marketplaces, specifically with regard to Taobao online marketplace. 384 Chinese users of the Taobao online marketplace were surveyed to reach the study's goals. The sample profile and response rate are displayed in Table 1. Only 116 replies were received out of the 384 questionnaires that were sent out. With 30.20% response rate, it is considered acceptable as mentioned in Tools4dev (2023), most statisticians agree that the minimum sample size to get any kind of meaningful result is 100. However, only 104 out of the 116 replies submitted by the respondents were accepted as credible. 89.66% of the received replies in this instance are valid. Due to confusing, missing, or irrelevant information, the remaining replies were judged inappropriate for further research.

Table 1: Response Rate

Items	Frequency
Number of Surveys Distributed	384
Number of Surveys Obtained Back	116
Response Rate (%)	30.20
Valid Response	104
Valid Response Rate (%)	89.66
Number of Responses Used for Statistical Analysis	104

Descriptive Analysis of The Demographic Questions

To begin, the researcher inquired about the participants' gender. Male and female were the two choices. Female respondents provided 58 of the responses, making up 55.8% of the total, and male respondents provided 46 of the replies, making up 44.2% of the total.

Table 2: Gender

	Frequency	Percent	Cumulative Percent
Valid Female	58	55.8	55.8
Male	46	44.2	100.0
Total	104	100.0	

Secondly, the researcher inquired about the participants' age. Four alternatives were presented to the responders. 18 to 30 years, 31 to 40 years, 41 to 50 years, and above 51 years were the alternatives. 36.54% of the respondents were between the ages of 18 and 30. The age group

between 31 and 40 comprises 20.19% of the population. 31.73% of the sample's respondents were between the ages of 41 and 50, while 11.54% were above the age of 51.

Table 3: Age

		Frequency	Percent	Cumulative Percent
Valid	18 - 30 years old	38	36.54	36.54
	31 - 40 years old	21	20.19	56.73
	41 - 50 years old	33	31.73	88.46
	> 51 years old	12	11.54	100.00
	Total	104	100.0	

Thirdly, the researcher inquired about the participants' education level. Five options were presented to the responders. High school was the highest level of education for 18.27% of the respondents. The highest level of education for 24.04% of the respondents were Pre-U/A-level/Foundation. 39.42% of the respondents were Bachelor's Degree holders. 15.38% of the respondents were Master's Degree holders. Whereas, only 2.89% of the respondents had Doctoral Degree.

Table 4: Highest Level of Education

		Frequency	Percent	Cumulative Percent
Valid	High School	19	18.27	18.27
	Pre-U/A-level/Foundation	25	24.04	42.31
	Bachelor's Degree	41	39.42	81.73
	Master's Degree	16	15.38	97.11
	Doctoral Degree	3	2.89	100.00
	Total	104	100.0	

Descriptive Analysis of Variables

Pricing Strategy

PS1 has an overall mean score of 3.18 (std. deviation = 0.64). PS2 has an overall mean score of 3.94 (std. deviation = 0.83). PS3 has an overall mean score of 3.39 (std. deviation = 0.48). The mean index for pricing strategy has an overall mean score of 3.50 (std. deviation = 0.65). Since the standard deviation for all the items are below 1.00, it is concluded that all the respondents agree that pricing strategy does influence Chinese customers' loyalty in Taobao online marketplace.

Table 5: Descriptive Statistics for Pricing Strategy

	Items	N	Mean	Std. Dev
The price offered on online shopping is in accordance with the quality of the item.	PS1	104	3.18	0.64
Prices offered on online shopping are more economical than traditional shopping.	PS2	104	3.94	0.83
Promotional and discount strategies used by the online shopping web influences me to make a purchase.	PS3	104	3.39	0.48
	Mean Index	104	3.50	0.65

Website Security

In assessing the impact of website security on Chinese customers' loyalty within the Taobao online marketplace, it can be examined several key dimensions. WS1 exhibits an impressive mean score of 4.11, with a standard deviation of 0.64. Moving on to WS2, as observe a slightly lower mean score of 4.09, accompanied by a standard deviation of 0.51. WS3, on the other hand, stands out with an elevated mean score of 4.93 and a low standard deviation of 0.49. When consider the mean index for website security across these dimensions, it averages at 4.38, with a standard deviation of 0.55. An observation is obtained that the standard deviations for all these items fall comfortably below the 1.00 threshold. This convergence suggests a consensus among respondents, affirming the influence of website security on the loyalty of Chinese customers in the Taobao online marketplace. It's apparent that the respondents collectively recognize the important role website security plays in shaping customer loyalty, underscoring its significance in the context of e-commerce in China.

Table 6: Descriptive Statistics for Website Security

	Items	N	Mean	Std. Dev
I am sure Taobao's online site has a security system to protect my personal and financial data.	WS1	104	4.11	0.64
I believe online Taobao's sites will not sell personal information (e-mail, telephone numbers, account numbers) to other parties for commercial purposes.	WS2	104	4.09	0.51
I feel safe to pay money or make buying and selling transactions on online Taobao sites.	WS3	104	4.93	0.49
	Mean Index	104	4.38	0.55

Information Quality

IQ1 has an overall mean score of 3.80 (std. deviation = 0.45). IQ2 has an overall mean score of 4.19 (std. deviation = 0.83). IQ3 has an overall mean score of 4.23 (std. deviation = 0.74). The mean index for information quality has an overall mean score of 4.07 (std. deviation = 0.67). Since the standard deviation for all the items are below 1.00, it is concluded that all the respondents agree that information quality does influence Chinese customers' loyalty in Taobao online marketplace.

Table 7: Descriptive Statistics for Information Quality

	Items	N	Mean	Std. Dev
The Taobao website catalog is complete and fulfills all my needs.	IQ1	104	3.80	0.45
Classifying types of regular items so that I can easily find the items I want to buy.	IQ2	104	4.19	0.83
The ordering process on the Taobao site is simple and does not confuse me.	IQ3	104	4.23	0.74
	Mean Index	104	4.07	0.67

Word of Mouth

WM1 has an overall mean score of 3.01 (std. deviation = 0.77). WM2 has an overall mean score of 3.99 (std. deviation = 0.85). WM3 has an overall mean score of 3.73 (std. deviation = 0.68). The mean index for word of mouth has an overall mean score of 3.58 (std. deviation = 0.77). Since the standard deviation for all the items are below 1.00, it is concluded that all the respondents agree that word of mouth does influence Chinese customers' loyalty in Taobao online marketplace.

Table 8: Descriptive Statistics for Word of Mouth

	Items	N	Mean	Std. Dev
I encourage friends or others to shop on this site.	WM1	104	3.01	0.77
Reviews or recommendations from other consumers can affect me in buying products on the Taobao site.	WM2	104	3.99	0.85
I often post positive and negative comments about the product I bought.	WM3	104	3.73	0.68
	Mean Index	104	3.58	0.77

Customer Loyalty

CL1 has an overall mean score of 3.09 (std. deviation = 0.78). CL2 has an overall mean score of 3.78 (std. deviation = 0.67). CL3 has an overall mean score of 3.77 (std. deviation = 0.96). The mean index for customer loyalty has an overall mean score of 3.55 (std. deviation = 0.80).

Table 9: Descriptive Statistics for Customer Loyalty

	Items	N	Mean	Std. Dev
Overall Taobao's online shopping site has been very well designed and is one of the best online sites in China.	CL1	104	3.09	0.78
I am very motivated to participate actively in this site.	CL2	104	3.78	0.67
I post messages and responses on this site with great excitement.	CL3	104	3.77	0.96
	Mean Index	104	3.55	0.80

Validity Analysis

The results of the validity test for the research instruments are shown in Table 4.4. The table shows that this study has a respectable level of discriminant validity since the correlation coefficient magnitude between the notion of customer loyalty and the variables affecting it ranges from 0.892 to 0.605.

Table 10: Discriminant Validity

Variables	AVE	Pricing Strategy	Website Security	Information Quality	Word of Mouth	Customer Loyalty
Pricing Strategy	0.862	0.851				
Website Security	0.783	0.788	0.817			
Information Quality	0.765	0.629	0.790	0.892		
Word of Mouth	0.686	0.689	0.622	0.743	0.844	
Customer Loyalty	0.782	0.877	0.605	0.881	0.760	0.677

Note: The coefficients in the diagonal section are the roots of AVE; The coefficient outside the diagonal is the correlation coefficient between constructs; AVE: Average Variance Extracted.

Multiple Regression Analysis

The correlation coefficient (R) value of 0.772 indicates that the independent and dependent variables are well correlated as per table 4.5. When the correlation coefficient is high, there is a significant link between the variables being studied. The coefficient of determination, often known as the R square, was found to be 0.620. The research's findings suggest that the four independent factors may account for around 62.0% of the variation in Chinese customer's loyalty in Taobao online marketplace.

Table 11: Model Summary for Multiple Regression Analysis

R	R Square	Adjusted R Square	Standard Error of the Estimate
0.772	0.620	0.627	0.390

Hypothesis Testing

As shown in the table below, all four of the hypotheses considered for the current inquiry are accepted because the significant value is less than 0.05. Information quality has contributed the most in influencing the loyalty of Chinese customers in Taobao online marketplace.

Table 12: Hypotheses Testing

Hypothesis	Multiple Linear Regression	
	Result (sig)	Remarks
H1: Pricing strategy of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.	r = 0.822 (p < 0.01)	Accepted
H2: Website security of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.	r = 0.890 (p < 0.01)	Accepted
H3: Information quality of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.	r = 0.901 (p < 0.01)	Accepted
H4: Word of mouth of online marketplace has an influence on the loyalty of Chinese customers in Taobao online marketplace.	r = 0.899 (p < 0.01)	Accepted

Conclusion and Recommendations

The study explores the factors influencing Chinese customers' loyalty in the Taobao online marketplace, focusing on pricing strategy, website security, information quality, and word-of-mouth. Findings reveal significant correlations between these variables and customer loyalty. Notably, reasonable pricing, secure website platforms, comprehensive information, and positive electronic word-of-mouth contribute to higher levels of loyalty among customers. These results align with established theories such as Oliver's Theory of Customer Loyalty, the Theory of Reasoned Actions by Fishbein and Ajzen, the Technology Acceptance Model, the Theory of Planned Behaviour, and Oliver's Expectation Confirmation Theory. Overall, the study underscores the critical role of these variables in shaping customer loyalty in online marketplaces like Taobao, providing insights for future research and practical implications for e-commerce businesses. Despite the study's contributions, several limitations are acknowledged, including sample size constraints and language barriers in questionnaire design. Recommendations for future research include expanding sample diversity, incorporating cross-national analyses, and employing real online purchase data for more robust findings. Additionally, suggestions for exploring other variables such as website quality and shipping alternatives are proposed to deepen understanding and improve prediction capabilities in the e-commerce context. Ultimately, the study underscores the paramount importance of factors like pricing, security, information quality, and word-of-mouth marketing in shaping customer loyalty, offering practical guidance for e-commerce enterprises to navigate the competitive landscape and foster enduring customer relationships.

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DEVELOPING A FRAMEWORK FOR GIG WORKERS WELL-BEING IN MALAYSIA

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Abstract: *The gig economy is rapidly expanding and evolving on a global scale, and Malaysia has emerged as a leader in this area. The Malaysian gig economy is estimated to be valued at 1.61 billion and local platforms are expected to grow from RM371.4 million in 2021 to RM650 million in 2025. About four million people in the Malaysian workforce are working in the gig economy. It is expected that gig economy will provide Malaysia with sustainable and inclusive economic growth. In fact, under Malaysia's 12th Plan for 2021-2025, the gig economy is included, with the government taking steps to regulate the sector to ensure worker welfare. However, the ecosystem in this field does not fully support the well-being of gig workers. The current policies that help workers during times of need, such as SOCSO and EPF, are always welcome but perceived as optional. It is a major concern for the gig workers due to the increasing well-being issues such as safety and security, workers protection aspects, uncertain income rate, and work-life balance. In Malaysia, gig workers are exposed to the road hazard and injury specifically those that working as driver services. Even though, gig work offers flexible working hours, most of the gig workers especially grab drivers are working more than 8 hours due to low-income rate. Thus, jeopardize their work-life balance. In the literature perspectives, the discussion on gig workers well-being is still scarce especially in Malaysia context. Therefore, this study intends to investigate the predictors of gig workers well-being in Malaysia. Hence, the main objective of this study is to develop a framework for gig-workers well-being. The research methods use to carry out this study is quantitative. The sampling technique is to collect data from 384 gig workers from diverse categories such as ride-sharing and delivery drivers, freelance writers and content creators, freelance graphic designers, independent software developers, independent household and errands services. The measurement of the data consists of nine main variables. The data will be collected using self-administered survey and is analyzed using SMART PLS 4.0. The significance of the output is to provide new inputs to support well-being of gig workers in Malaysia. In a similar vein, the findings contribute to examining the effectiveness of current initiatives and policies related to gig works. Along the same line, the significance output is to provide understanding and awareness among gig workers about their well-being and how to be sustain in their gig career.*

Keywords: Gig Works, Well-Being, Resilience, Precarious Working Condition

Introduction

This study is about developing a framework of gig workers well-being from diverse categories such as ride-sharing and delivery drivers, freelance writers and content creators, freelance graphic designers, independent software developers, independent household and errands services. Due to the technological advancement, online platforms and marketplaces such as

Grab, Foodpanda, Freelancers, and etc have continuously rising the demand for gig works. Gig workers can be defined as labourers who independently work in isolation with the short-term basis nature of work (Department of Statistics Malaysia, 2020). Malaysia's workforce comprises approximately 16.31 million persons as at June 2023, and about four million people in the Malaysian workforce are working in the gig economy (Department of Statistics Malaysia, 2023). The growing gig economy in Malaysia requires a workforce that is able to adapt and be versatile. However, working in gig economy offers risky conditions such as safety and security issues, lack of employment benefits, no workers protection aspects, uncertain income rate, work-life balance issue, career uncertainty and unpredictability, issues in financial and retirement planning and etc.

The impetus for this study arose from a number of instances involving gig workers. For instance, the incident of Elmina plane crash on 17 August 2023 in Shah Alam, had perished the p-hailing rider. On the other case, in 2018, one e-hailing driver was killed by two foreigners at a carpark in a back alley in Selayang Baru, Batu Caves, Selangor. The e-hailing driver was killed due to misunderstanding while he drove the two foreigners to their destination. Even though, gig work offers flexible working hours, most of the gig workers especially grab drivers are working more than 8 hours due to low-income rate. Thus, jeopardize their work-life balance. Therefore, it is very scrutinised to examine the predictors of gig workers well-being specifically in Malaysia context as gig economy has become primary activities in Malaysia. According to the UNCDF (2022) report, by 2025, the gig economy is expected to contribute \$2.7 trillion USD to the global economy, which is around 11.3 trillion MYR.

While there have been initiatives from government and regulatory bodies in safeguarding the interests of gig workers, there is a need for a more comprehensive framework in addressing the well-being of gig workers in Malaysia to ensure the healthy gig economy. Factors such as job demands, the nature of work, job resources, and personal resources need to be highlighted to address the well-being of gig workers as a holistic approach. Furthermore, there is a limited studies conducted in addressing the well-being of gig workers specifically in Malaysia context (for instance studies from Khairunnisa, Nur Hayati, Shafinar, & Najihah Hanisah, 2023; Lee, Cheah, Cheah, Yeo, 2023). Previous studies examined the predictors of gig-workers well-being from the perspective of job demands. For instance, study from Khairunnisa et al. (2023) examined the precarious work of gigs as a cause of concern to gig workers well-being. Risky conditions appear to be a typical in gig work, despite the benefits that many gig workers have expressed regarding this type of employment (MacDonald & Giazitzoglu, 2019).

Practicality, there is an urge from the Malaysia Digital Economy Corporation (MDEC) for the government to focus on the development of a gig economy framework that enable gig workers to receive appropriate guidance thus increasing their well-being. In a similar vein, government has taken several initiatives to intensify their efforts in empowering the gig economy in Malaysia. For instance, gig economy commission will be established to improve welfare and well-being of gig workers. The details of the commission to regulate the gig economy expected to impact 1.12 million workers are announced in the 2024 Budget. In addition, the Deputy Prime Minister, Datuk Seri Ahmad Zahid Hamidi hoped that aid for e-hailing drivers and p-hailing riders could be increased to RM500mil from the RM100mil that was allocated in 2023. Therefore, the well-being of gig workers must be scrutinised by the government since nearly 40% of the Malaysian workforce will be gig workers in the next four years (Yatim, 2021).

Literature Review

Gig Workers in Malaysia

Due to the advance technology and online platforms offered by many businesses, the existence of online or independent business growing at a high rate. Thus, creating the gig economy and creating demands for gig works. The categorisation of gig work remains unclear due to interchangeability of informal workers. Gig workers may be an under-represented category among the self-employed since they tend to not formally operate through their chosen digital platforms (Khairunnisa et al., 2023). Other workers who do not utilise specific digital platforms also categorised as gig worker if their working hours are flexible and no specific work-based location. Therefore, the Malaysia Employment Act 1955 allocates gig worker, as independent contractor category since they defined as ‘individuals employed or appointed under a Contract for Service merely to work on a specific project or job. However, the national social security system does not cover self-employment since a social protection founded on employment has been advocated in Malaysia. Thus, the gig worker is unprotected under labour laws with untitled benefits compared to formal workers. In Malaysia, gig work has become the preferred work. A study from Employees Provident Fund (EPF) (2019), expected that gig workers will account for 40% of those employed in Malaysia in five years’ time. In addition, data from The World Bank reported that 26% out of 15.3 million workers in Malaysia will belong to the expanding gig economy.

One of the plausible reasons of becoming a gig worker are to enhance the earnings (Joelle, 2022). From one perspective, some gig workers perform jobs on a part-time basis to obtain additional income, forgoing their work-life balance. On the other hand, some gig workers joining the gig works due to unavailable to get the permanent job in the market. As the annual growth of the workforce, brutal competition among labour pool, and recent economic downturns, many job seekers are struggling to secure permanent positions. Therefore, gig works able to offer some earnings to the gig workers. Other than the monetary benefits, many gig workers aim for flexibility and autonomy in doing their works. A survey from United Nations Capital Development Fund (UNCDF) on Malaysia gig workers revealed that the primary factor for joining in the gig economy is due to flexible hours (Yatim, 2021).

Despite the attractions offer by gig economy, the well-being of gig workers is at risk. The gig workers have to face the time constraints and heavy workload as they are compensated only upon the completion of their services (Christie & Ward, 2019). The more they complete the order the more they earn. Furthermore, the safety and security of gig workers are often at high risk. According to Abdullah (2021), two-thirds of the total 2,576 road deaths are involved p-hailing riders. Moreover, the benefits and working environment provided to gig workers are considered as poor compared to permanent workers. For instance, there is no provision in current labour laws that regulate the gig economy in Malaysia (Dava, 2021). In case of accidents that lead to injury or death, gig workers are entitled to receive compensation from Social Security Organisation, However, their position as employees does not fall under Malaysia’s labour regulations. They may not act in accordance with labour laws. Thus, lead to the question about well-being of gig workers specifically in Malaysia context.

Well-Being of Gig Workers

The early definitions of well-being (Kausto, Elo, Lipponen, & Elovainio, 2005; Wright, Cropanzano, Denney, & Moline, 2002) described it as a psychological and health state that was

measured by job satisfaction, job burnout, emotional exhaustion, or job stress. Later on, scholars added emotional parts to measure the well-being (Schaufeli & Bakker, 2004). Consequently, some academics contend that focusing just on the state of employment, psychological well-being, and physical health is an overly restrictive definition of employee well-being (Diener & Ryan, 2009). There is a sufficient evidence showing the importance of workplace well-being to ensures the achievement of individual and organizational goal (Wright & Cropanzano, 2004). Therefore, workplace well-being probably plays an important role in employee's life satisfaction and happiness. Some scholars even regard workplace well-being as employees' well-being (Ip, 2009). Since it might be difficult to draw a clear line between a gig worker's personal and professional life, job satisfaction and positive feelings related to one's employment are also considered aspects of well-being. By taking this point into consideration, this study examining well-being in the perspective of job satisfaction and life satisfaction. The line between work and life is becoming increasingly blurred due to the widespread use of mobile internet, and the shifting landscape presents additional difficulties for improving the well-being of gig workers.

Up to date, the study of gig workers well-being still at infancy stage specifically in Malaysia context. Therefore, this study fills the gap by exploring the study on gig workers well-being to ensure the sustainability of gig economy.

Predictors of Well-Being

Upon reviewing the literature, predictors of well-being can come from many aspects such as psychosocial, job demands, motivation, demographic differences, and etc. Previous studies reported predictors of well-being are associated with financial precarity (Harun, Ali, & Khan, 2020; Apouey, Roulet, Solal, & Stabile, 2020), emotional aspects (Coffey, Nelson-Coffey, Parsley, Pluess, 2022), job satisfaction (Broberg, Tagesson, & Uman, 2020), and demographic elements such as age, gender, and education level (Vucekovic, Avlijas, Markovic, Radulovic, Dragojevic, & Markovic 2023). As the demand of gig economy has grown rapidly, this attracts a growing number of workers who are looking for a sense of autonomy in their work. Gig work comes with financial precarity and heightened concerns for worker well-being (Apouey et al., 2020). Moreover, under precarious nature of job with financial insecurity, gig workers are working under pressure due to constantly look or wait for the next job (Griesbach, Reich, Elliott-Negri, & Milkman 2019). This creates a situation of working 'free to work anxiously' which offered in the gig works as autonomy and risks. Thus, heightening the mental stress and well-being of gig workers.

On the other hand, study from Coffey et al. (2022) emphasized that emotional aspects are associated with well-being. Coffey et al. (2022) reported positive emotion expression was found to be associated with higher levels of optimism, life satisfaction, meaning in life, and social well-being. Meanwhile, Broberg et al. (2020) emphasized job satisfaction as the main predictor to employees' well-being. Along the same line, study from Vucekovic et al. (2023) found the partial correlation between demographic variables such as age, gender, and education level with well-being. Today, there is a growing trend among women to become gig workers to enjoy the flexibility. They cope with family obligations and take care of the children while earning income. On the other hand, study shown age plays significant role in predicting well-being of gig workers (Cook, Diamond, & Oyer, 2019). Many members of the elderly population are now working gigs because they have greater access to flexible work schedules. They might have additional income in addition to their pension. Regarding education, there is

a discernible trend towards lifelong learning and on-demand certification, which is becoming increasingly significant in the gig economy because workers must demonstrate their proficiency and pick up new skills quickly in order to remain employable (Wheelahan & Moodie, 2022).

In a similar vein, other study figures out the relationship between meaning, competence, and autonomy toward well-being (Wu, Zheng, Zhao, & Li 2022). The study was conducted among food-delivery platforms workers in China. Expanding upon Spreitzer's framework, the research formulates theories regarding the correlation between gig workers' well-being and autonomy, competence, and meaning. Developed in organizational research of employee experience at the workplace, Gretchen Spreitzer's concept of psychological empowerment refers to 'a constellation of experienced psychological states or cognition' (Spreitzer, Kizilos, & Nason 1997, p. 681) consisting of four dimensions namely; meaning, competence, autonomy, and impact. Mastering these four dimensions would contribute to high job satisfaction and lower mental strain (Seibert et al., 2011; Spreitzer, 2008).

Meaning refers to the extent people attach to their work. There is a dearth of literature on how gig workers perceived meaning of their work (Wu et al., 2022). Most types of gig works seem repetitive and tiring. Therefore, it can be assumed that gig workers do not find meaning in their work. Meanwhile, the competence dimension refers to self-efficacy, one's abilities to successfully execute a course of action necessary to obtain desired outcomes (Bandura, 1977). There is limited discussion in the extant literature on how competence associated with well-being (Chan, 2019; Wu & Zheng, 2020). Nevertheless, it is logical to hypothesize that competent gig worker is more likely to feel good about their job (Wu et al., 2022). On the other hand, autonomy dimension refers to an individual's sense of control over their work (Spreitzer et al., 1997). Employees who have a degree of freedom in their work are happier and more engaged. Since gig workers view gig work as a means of flexibility and freedom, it stands to reason that autonomy could contribute to their happiness and general well-being.

In line with nature in gig works, this study would consider the dimensions of meaning, competence, and autonomy as independent variables in examining the association toward gig-workers well-being. The impact dimension has been dropped from the suggested framework because it is lack of relevance to gig work. Examining the impact dimension measurement scale, one finds that it encompasses standard employment, wherein workers are expected to have the ability to impact the organization's high-level strategy and decision-making (Matthews, Michelle Diaz, & Cole 2003). The impact dimension is absent from the suggested framework because gig workers often work in non-standard employment arrangements.

Other than the predictors of well-being mentioned above, the researchers triggered to explore other variables that could bring impact to the development model of gig workers well-being. Study from Khairunnisa et al. (2023) has addressed the possibility of precarious working conditions of gig works may impact the well-being. The precarious working conditions with no health insurance and risky on the roads might contribute to decreasing of gig workers' well-being. In addition, study from Apouey et al. (2020) highlighted the association of financial precarity and mental well-being of gig workers in France. It is believed that workers with financial precarity are experienced negative impact on mental well-being due to anxiety feeling. Therefore, this study will include both variables; precarious working condition and precarious financial in examining the well-being of gig workers in Malaysia.

Relying on the Conservation of Resource (COR) Theory postulation, those with more resources are less vulnerable to resource loss when confronted negative environment (Hobfoll, Halbesleben, Neveu, & Westman, 2018). The nature of gig works is associated with uncertainties of career path and financial insecurity which can reflect to the negative environment. Therefore, gig workers need to safeguard their resources from being loss in order to maintain their well-being. Studies have found that some individuals began to recover psychologically from the negative effects of he or she experienced (Anicich, Foulk, Osborne, Gale, & Schaerer 2020; Polizzi, Lynn, & Perry 2020). Such responses indicate resilience. In a similar vein, external resources such as support from the government toward the welfare of gig workers may play a significant role in predicting their well-being. Even though government has intensified their efforts to support the welfare of gig workers, proactive action are still needed. Up to date, there is no research address the association between government initiative and gig workers well-being specifically in Malaysia context. On the other hand, social support received from the family, emotional support, informational support, and peer support may contribute to gig workers' well-being. For instance, study from Mojahed, Fallah, Ganjali, and Heidari (2019) and Wardani, Jeanne, Mardhiyah, Komarudin, Istiqomah, and Rozi (2021) found association between social support and well-being. However, there are limited studies examining the impact of social support toward well-being in the gig works context (Yao, Weden, Emerlyn, Zhu, & Kraut, 2021; Tripathi, Tripathi, Saroj, & Yadav 2023).

What seems missing from the extant literature is a systematic examination of gig workers' well-being specifically in Malaysia context. Therefore, this study shed light to propose the framework of gig workers' well-being by considering the socio-psychological factors such as meaning, competence, and autonomy as inner resources for coping under job precarity like gig works. Notwithstanding, this study included precarious working condition and precarious financial as independent variables. Furthermore, resilience is introduced as personal psychosocial resource that act as mediator. In addition, external resources such as support from government, family, and peers will be the new constructs introduced as moderators in the proposed framework.

Research Questions

The specific research questions are developed as follow:

1. How do the specified factors explain gig worker's well-being in Malaysia?
2. How do the specified factors explain resilience?
3. How do resilience mediate the linkages between specified factors and gig worker's well-being?
4. Do government initiative support, family support, and peers support moderate the relationship between resilience and gig worker's well-being?

Research Objectives

The specific research objectives are developed as follow:

1. To examine the predictors of gig worker's well-being in Malaysia.
2. To examine the predictors of resilience.
3. To determine the mediating effects of resilience on the linkages between specified factors and gig worker's well-being.
4. To determine the moderating role of government initiative support, family support, and peers support on the relationship between resilience and gig worker's well-being.

Methodology

Research Design

This study will employ quantitative method to collect the data by using questionnaire. The unit of analysis in this study will be gig workers from diverse categories such as ride-sharing and delivery drivers, freelance writers and content creators, freelance graphic designers, independent software developers, independent household and errands services. Simple random sampling technique will be used focusing on five main geographical areas in main cities such as Kuala Lumpur, Selangor, Johor, Perak, and Pulau Pinang. Estimated 384 sample size is required for this study. Data will be analyzed by using SPSS and Smart PLS. Structural Equation Modelling will be used to examine the fitness of the proposed model.

Proposed Research Framework

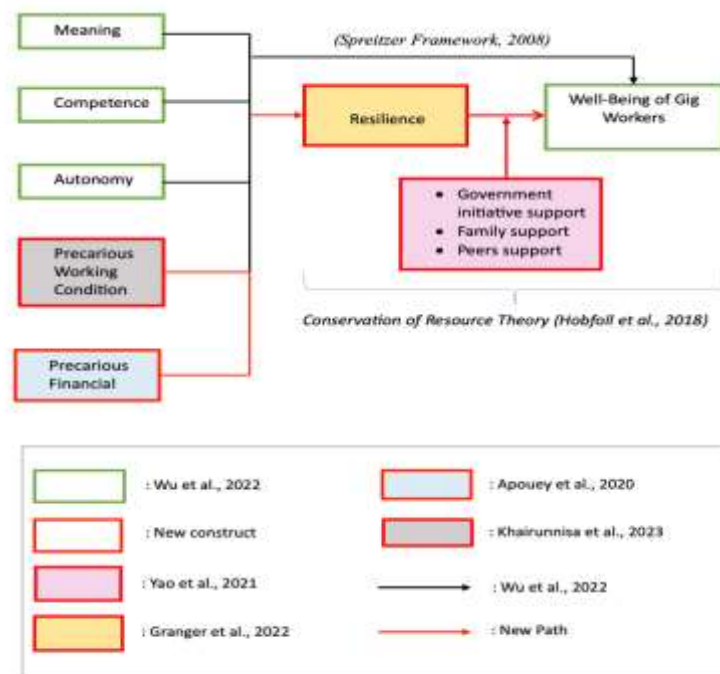


Figure 1: Proposed Research Framework

Source: Authors

Hypotheses

Considering the findings from the literature review above, the researchers proposed hypotheses as follow:

Direct Hypotheses:

- H1: Meaning is related to gig worker's well-being.
- H2: Competence is related to gig worker's well-being.
- H3: Autonomy is related to gig worker's well-being.
- H4: Precarious working conditions is related to gig worker's well-being.
- H5: Precarious financial is related to gig worker's well-being.
- H6: Resilience is positively related to gig worker's well-being.

Indirect Hypotheses:

- H7: Resilience mediates the relationship between meaning and gig worker's well-being.
H8: Resilience mediates the relationship between competence and gig worker's well-being.
H9: Resilience mediates the relationship between autonomy and gig worker's well-being.
H10: Resilience mediates the relationship between precarious working conditions and gig worker's well-being.
H11: Resilience mediates the relationship between precarious financial and gig worker's well-being.
H12: Government initiative support moderates the relationship between resilience and gig worker's well-being.
H13: Family support moderates the relationship between resilience and gig worker's well-being.
H14: Peers support moderates the relationship between resilience and gig worker's well-being.

Questionnaire Design

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

Table 1: Questionnaire Sources

Variables	Number of Items	Sources
Meaning	3	Spreitzer (1995)
Competency	3	Spreitzer (1995)
Autonomy	3	Spreitzer (1995)
Precarious working condition	23	Amable et al. (2001)
Precarious financial	3	Amable et al. (2001)
Resilience	6	Smith et al. (2008)
Government initiative supports	4	Zimet (1988)
Family support	4	Zimet (1988)
Peers support	4	Zimet (1988)

Expected Results

The expected results from this research are addressed as follow, a new model of gig workers well-being for sustainable gig economy in Malaysia, new inputs for government and related bodies to improve policy and regulations in line with Industrial Revolution 4, new inputs for government and related bodies to empower the citizens especially for gig-workers well-being, in line with Malaysia Madani concept, and well-being awareness among gig workers to sustain in their gig career.

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A BIBLIOMETRIC ANALYSIS OF AUDIOVISUAL TRANSLATION (2004-2023) BASED ON CITESPACE

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Abstract: *This study employs a bibliometric analysis to assess trends in Audiovisual Translation (AVT) research from 2004 to 2023 using the Web of Science Core Collection as resources. The analysis targets identifying key researchers, influential institutions, principal research topics, and current and emerging hotspots in AVT. This study utilized CiteSpace for visualization, revealing a steady increase in AVT publications with a significant peak in 2019. Key researchers such as Jorge Diaz-Cintas and Frederic Chaume Varela emerged as influential figures, with a robust citation network underscoring their impact. Prominent institutions include the University of London and Autonomous University of Barcelona, indicating pivotal roles in AVT research. The analysis also identifies current hotspots like audio description and subtitles, with emerging trends in educational applications and cognitive aspects of AVT. The findings also point towards a dynamic expansion in AVT, emphasizing its interdisciplinary nature and the growing importance of technological integration in translation studies.*

Keywords: *Audiovisual Translation, Bibliometric Analysis, Citespace, Translation, AVT*

Introduction

In 2024, WordStream data reveals that average weekly online video viewing has surged to 16 hours, a 52% increase over the past two years. Social media videos are also seeing dramatically higher engagement, with shares increasing by 1200% compared to content that combines text and images. Video content enhances information retention significantly, with viewers retaining 95% of what they watch, compared to only 10% retention when reading text (McCormick, 2024). This underscores the effective role of audiovisual content in spreading information and fostering social interactions. As reliance on video for information and entertainment grows, so does the need for translating this content to ensure it is accessible to audiences across different languages and cultural backgrounds. Over the past three decades, Audiovisual Translation (AVT) has transitioned from a relatively new area in translation studies to a central focus within the field (Díaz-Cintas & Remael, 2007).

AVT is widely recognized as one of the most dynamic and rapidly expanding fields within Translation Studies, epitomizing the essential translation practice of the 21st century (Adams & Cintas, 2022). AVT adds complexity due to its multimedia nature, requiring an interdisciplinary approach for effective study that includes a deep understanding of the involved technological aspects (Bogucki & Deckert, 2020). In the past decades, this discipline has gradually transitioned from being text-centered, isolated, and focused on a single nation to being user-centered, collaborative, and international (Perego & Pacinotti, 2020). It now

encompasses audience-oriented studies and explores research possibilities related to the perception of humor and eye-tracking, with a particular emphasis on making audiovisual content accessible to audiences with hearing and visual impairments. Additional research areas include collaborative translation and crowdsourcing, as well as fansubbing and fandubbing, which are popular forms of non-professional practice. Emerging research domains also feature the use of machines, neural machine translation, and speech translation applied to audiovisual or media content(Hrabčáková, 2023).

As the field of translation studies grows rapidly due to increased demand for audiovisual content in today's technology-driven era, the scope of research has expanded. It is essential to stay informed about emerging trends and pivotal shifts in the collective knowledge development within this field.

Scholars have employed bibliometric analysis methods to conduct visualization analyses in many translation fields, such as: legal translation(Li & Hu, 2022), feminist translation(Sun et al., 2023), translation education(Yan, 2021). In the field of AVT, however, there have been relatively few instances of visualization analysis. Peng and Zuo (2022) studied subtitle translation-related literature from 2012 to 2022, utilizing data from the Chinese CNKI database. However, due to this source limitation, their analysis may not provide a comprehensive overview of the overall trends in AVT research. This study utilizes literature from the Web of Science Core Collection spanning the past 20 years (2003-2023) for bibliometric analysis, aiming to provide a relatively comprehensive description of research in the AVT field in the last two decades. The study is designed to answer the following questions:

1. Who are the prominent researchers in the field of AVT?
2. Which institute is influential in this field?
3. What are the main research topics?
4. Why are the current research hotspots gaining importance?
5. How functional will the future research directions be ?

Literature Review

AVT

AVT involves adapting content from the source language to the target language while considering the unique aspects of the audiovisual medium(Orero & Matamala, 2019). Key characteristics of AVT include synchronizing audio and visual elements, managing the duration and rhythm of segments, and integrating sound effects and music, as well as cultural references and contexts. Recently, there has been a notable evolution in AVT due to new text genres and methods of mediated communication, highlighting its growing significance in global media and entertainment. According to Díaz-Cintas and Muñoz Sánchez (2019), AVT is a specialized field that demands a mix of linguistic, technical, and creative skills.

AVT boasts a deep-rooted history and has seen considerable development over time, evolving in tandem with advancements in film and television technology. During the 1990s, advancements in technology like DVDs and digital TV ushered in new modalities of Audiovisual Translation (AVT), such as audio description and subtitling tailored for the deaf and hard-of-hearing. Audio description is an AVT technique that offers spoken descriptions of visual components—like scenery and actions—to enhance the accessibility of audiovisual

materials for visually impaired viewers. Meanwhile, subtitling for the deaf and hard-of-hearing adds text captions to audiovisual content, assisting viewers who are deaf or hard-of-hearing in following along with the dialogue and sounds ((Díaz-Cintas & Remael, 2007; Díaz-Cintas & Muñoz Sánchez, 2019). Scholars and professionals in the field of AVT persistently investigate new theories, approaches, and techniques to enhance the quality and accessibility of audiovisual content for audiences worldwide.

Bibliometrics Analysis

Bibliometrics is a quantitative analysis and statistical method used to evaluate the quality and quantity of published scientific literature and to explore the current status, cutting-edge research, and trends in a specific field(Liu et al., 2020). An increasing number of researchers in their respective fields are using this method, with the most widely used software system being CiteSpace, developed by Dr. Chao-Mei Chen at Drexel University in the United States. According to Chen(2006), CiteSpace is a visualization software for literature analysis written in the Java programming language. It is capable of analyzing and displaying the trends and patterns in the development of a specific topic or field over a certain period. CiteSpace employs co-occurrence and co-citation methods, which play crucial roles in addressing practical issues such as: identifying the characteristics of a research frontier, categorizing a specialty, and promptly detecting emerging trends and abrupt changes.

Methodology

Data Collection

The primary source of data for CiteSpace is the Web of Scienc(Chen, 2014). Specifically, the Core Collection is selected for its important literature. The Web of Science has several ways to search for bibliographic records. The most basic search includes topic, author, and several other searchable fields. By setting "audiovisual translation" as the research topic, a search was conducted in the Web of Science Core Collection. This search produced 936 results from the period of 2004 to 2023. The records were exported as a plain text file for analysis with CiteSpace. The 'Export Record' option was set to "full record and cited references," making the data suitable for CiteSpace analysis. The composition of these downloaded documents included: 758 Articles, 97 Book Chapters, 74 Book Reviews, 64 Proceeding Papers, 22 Early Access, 24 Editorial Material, 10 Review Articles, and 7 Books. The downloaded text file was renamed to include "download" and was then processed in CiteSpace for data processing and duplicate removal. The version used was "CiteSpace 6.2.R4 (64-bit) Advanced". No duplicates were found. Thus, the downloaded document data is ready for analysis with CiteSpace.

Data Analysis

By summarizing the references on the use of Citespace by Chen(2004, 2006),the following key concepts are outlined here to facilitate understanding of the knowledge map:

Node: A scientific knowledge graph is composed of colorful nodes and connections between nodes. Node types primarily include landmark nodes, pivot nodes, and hub nodes. Landmark nodes have the largest radius, pivot nodes are exclusive junctions of clusters or network patches, and hub nodes represent high degrees. Node size and frequency are related. For example, if references are used as node types, the nodes represent literature, and their size

indicates the total citation frequency—higher citations result in larger nodes. The label size of each node is proportional to the article's citations, so larger nodes also have larger labels.

Tree Rings: Utilizing the functionality of tree rings can display information about different nodes. From the inside out, the tree rings correspond to time partitions from distant to recent. The thickness of a tree ring represents the frequency at which the literature is cited within a specific time partition—thicker rings indicate higher citation frequencies. The outermost purple ring annotates important turning-point literature (or authors, journals, and institutions, etc.) to make them more noticeable or prominent in the visual network.

Node Strings: The connections between nodes represent their shared citation relationships. The stronger the shared citations, the thicker the connections, indicating a closer relationship between the literature. By analyzing the trends in these connections, we can understand the development trends and connections between authors, countries, or topics in related research.

Burstness: The most frequently cited articles in the citation network of scientific papers are often the most recent ones. The recency effect explains why articles are considered outdated a few years after publication. The transient part essentially corresponds to the so-called research frontiers. The Burst-detection algorithm can identify newly emerging terms regardless of how many times their host articles have been cited. Therefore, new research frontiers can be revealed even before attracting a significant number of citations. Detecting burstness can help understand the academic frontiers in a particular research field.

Clusters: In CiteSpace II, current research frontiers are identified based on burst terms extracted from the titles, abstracts, descriptors, and identifiers recorded in the literature. These terms are then used as labels for clusters in the heterogeneous term and article network.

Timeline View: Highlights the temporal patterns between research frontiers and their knowledge base. The timeline view consists of a series of time zones arranged in chronological order from left to right to guide the research frontiers toward their knowledge base. The timeline view simultaneously displays cited articles and cited terms to emphasize the mapping between research frontiers and their knowledge base.

Citespace offers a variety of Node Types, including author, institutes, country, keyword, category, cited reference, cited author, term, cited journal, paper, and grant. In this context, author, institutes, keyword, cited reference, and cited author are primarily utilized here. These analysis results are sufficient to depict influential scholars, institutes, publications, research fronts, emerging research, specialties, and the development timeline of this field. Meanwhile, centrality is also employed to identify research hotspots, burstness function is used to identify emerging research areas, cluster analysis helps understand research domains, and timeline view aids in assessing the field's development.

Results and Analysis

Overall Development of AVT

The statistics of the publication years for the 936 literature in this study are as follows:

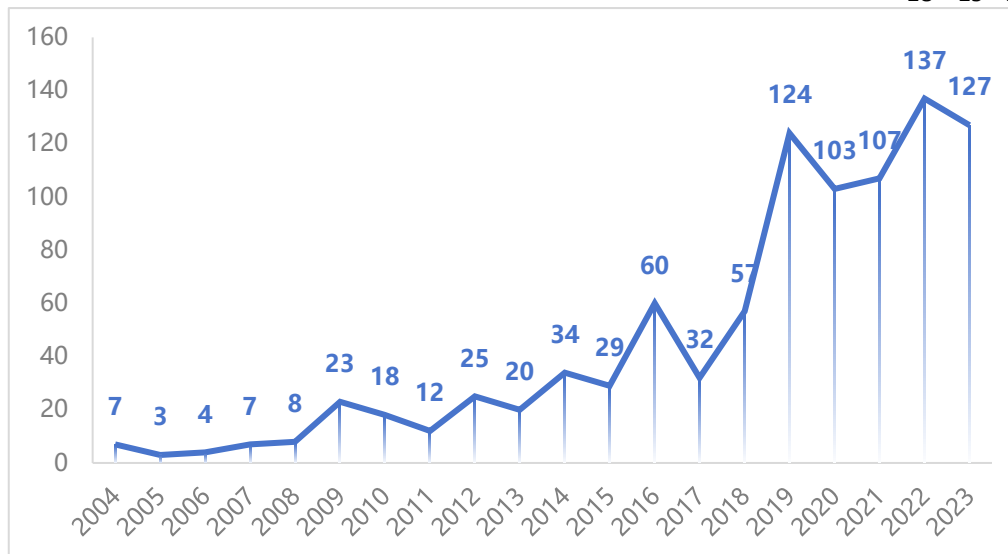


Figure 1 General Trends of Publication Years

From figure 1, the overall trend of AVT-related research development can be observed. The total number of publications on AVT shows an upward trend, with the period from 2004 to 2008 still in the early stages of related research, with relatively fewer publications. The years from 2009 to 2018 represent a developmental stage for AVT research. In 2019, there was a sudden increase in research intensity, followed by a slight decrease in 2020 and 2021, and then a resurgence in 2022, albeit with a slight decrease in 2023 compared to 2022. During the data processing, the analysis results from Citespace showed that out of the 936 publications, they spanned across 323 journals, involving 1100 authors from 108 different countries and regions. These authors were affiliated with 1113 different institutes. These data reflect the extensive international cooperation and diversity in academic activities in this field.

Key Researchers

The analysis conducted by researchers aids in understanding the collaborative relationships among researchers in the same field, and helps identify the right methods to foster sustainable development in that field (Liu & Chang, 2018). In this regard, the use of both "author" and "cited author" as node types helps to identify the most prolific researchers and the most influential scholars in the field of AVT study.

Prolific Researchers

Using "author" as the node type, the top 10 authors with a significant number of publications in the field of AVT research in this study samples include Anna Matamala, Jorge Diaz-Cintas, Agnieszka Szarkowska, Juan Pedro Rica Peromingo, Jan-Louis Kruger, Masood Khoshsaligheh, Rocio Banos, Aline Remael, Pilar Orero, Maria Pavesi, and Marie-Noelle Guillot. Their publication counts and starting years are summarized in the following table:

Table 1 Top 10 Prolific Authors

No.	Publications	Starting Year	Author
1	22	2007	Matamala, Anna
2	17	2008	Cintas, Jorge Diaz

3	14	2011	Szarkowska, Agnieszka
4	11	2016	Rica peromingo, Juan Pedro
5	11	2010	Kruger, Jan-Louis
6	11	2018	Khoshsaligheh, Masood
7	11	2013	Banos, Rocio
8	9	2011	Remael, Aline
9	9	2007	Orero, Pilar
10	8	2009	Pavesi, Maria

Influential Scholars

By using "cited author" as the node type, it is easy to identify which authors are cited most frequently and therefore have the greatest influence in the field. Utilizing the minimum spanning tree feature, the knowledge map of cited authors is generated as shown below:



Figure 2 The Knowledge Map of Cited Author

As shown in the figure 2, larger tree rings indicate that scholars are cited more frequently. Apart from "Anonymous", among the authors with larger tree rings, indicating higher citation counts, there are instances like Jorge Diaz-Cintas, including variations such as "CINTAS JD," "DIAZ-CINTAS," and "DIAZ-CINTAS JORGE," generated due to variations in name standards. Collectively, it has 451 citation records. Jorge Diaz-Cintas was first cited in 2008, reached a peak of 35 citations in 2019, experienced a slight decline in 2020, then saw an increase in citations from 2021 to 2022, followed by a decrease in 2023. This trend aligns with the overall research development trend of AVT. Therefore, it indirectly demonstrates the importance of Jorge Diaz-Cintas in the field of AVT research.

Frederic Chaume Varela ranks as the second most cited author, with a total of 203 citation records. He was first cited in 2004, with relatively low citation counts from 2004 to 2012. There was a slight increase in citations from 2012 to 2018, followed by a sharp increase to 25 citations in 2019, maintaining this level from 2019 to 2021. In 2022, the citation counts further rose to 36 times before declining in 2023. This trend closely aligns with the overall trend in AVT

research, with a surge in 2019, sustained interest from 2019 to 2021, and heightened activity in 2022, followed by a decline in 2023, which corresponds to the general development trends in AVT. This underscores Frederic Chaume Varela's significant academic standing in the field. Other scholar's worth noting include those with high citation counts and high centrality (indicated by purple circles). These important authors include Anna Matamala, Henrik Gottlieb, Patrick Zabalbeascoa, Gideon Toury, Pilar Orero, Agnieszka Szarkowska, and Yves Gambier.

Key Institutes

The following figure 3 displays a knowledge map of the main institutes publishing literature in the WOS core collection by using "institutes" as node type. The size of each node corresponds to the number of articles published by that institution. The connections between nodes represent collaboration between institutions, with the thickness of the connections proportional to the number of collaborative publications between them.

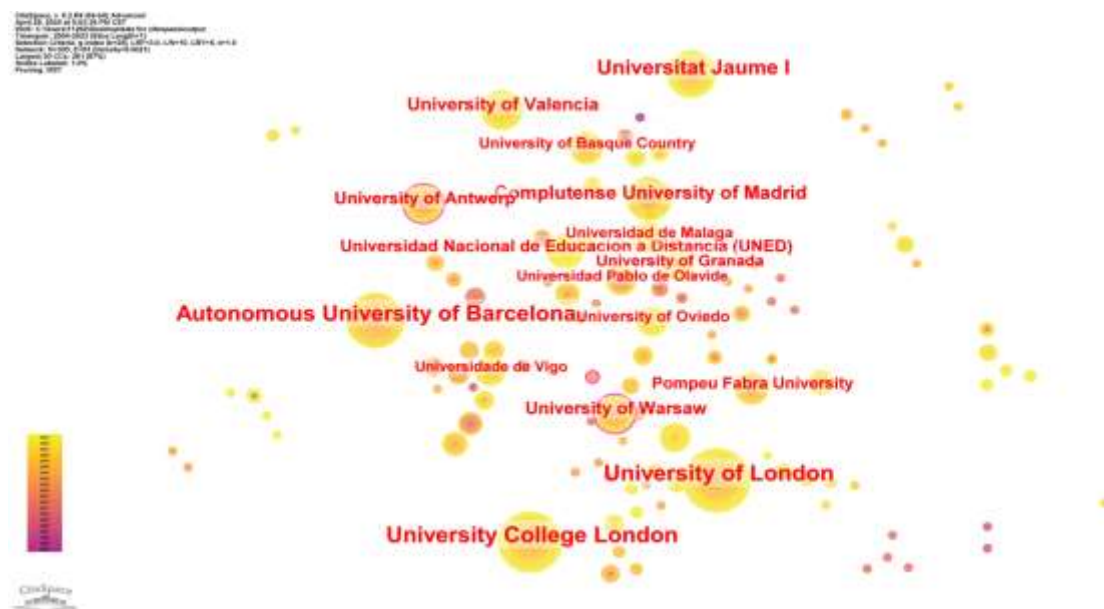


Figure 3 The Knowledge Map of Institutes

As shown in figure 3, among the top 10 most prolific research institutions in this study are: University of London, University College London, Autonomous University of Barcelona, Universitat Jaume I, Complutense University of Madrid, University of Valencia, University of Warsaw, University of Antwerp, Universidad Nacional de Educacion a Distancia (UNED), and Pompeu Fabra University.

The two institutes with the highest centrality are the University of Antwerp and the University of Warsaw, indicating their pivotal role in AVT research. The high centrality of the University of Warsaw may stem from influential scholars such as Agnieszka Szarkowska, while the significance of the University of Antwerp may be attributed to prominent scholars like Aline Remael.

Key Publications

Using "references" as the node type allows for a better identification of literature that has garnered widespread attention and citation in the field of AVT research. The knowledge map of references is depicted in the following figure:

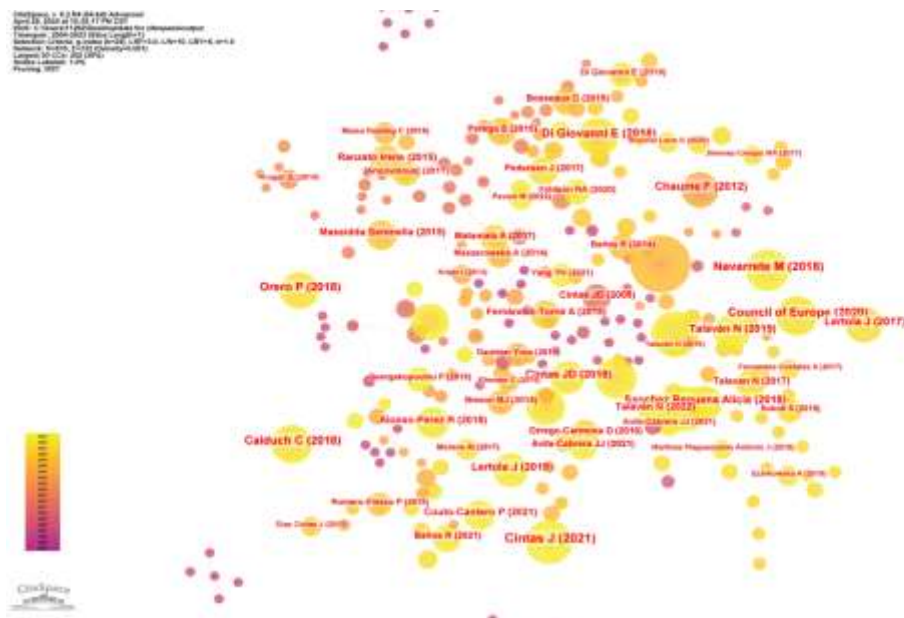


Figure 4 The Knowledge Map of References

Among the aforementioned references, those with larger tree rings represent publications that have been cited more frequently as references in the field of AVT, thus indicating their importance as noteworthy references in related research.

In the top 10 most cited references, four are books, including Pérez-González's *"Audiovisual Translation: Theories, Methods and Issues,"* Bogucki & Deckert's edited volume *"The Palgrave Handbook of Audiovisual Translation and Media Accessibility,"* Cintas & Remael's *"Subtitling: Concepts and Practices,"* and Yves Gambier and Elena Di Giovanni's *"Reception Studies and Audiovisual Translation."* Additionally, the Council of Europe's updated *"Common European Framework for Languages: Learning, Teaching, Assessment"* from 2020 is also a highly cited publication in this list. It was originally designed to provide a transparent, coherent, and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The remaining references are journal articles. Among these publications, three mention the integration of audiovisual translation with foreign language teaching/learning practices. The top 10 most cited references are listed below:

Table 2 Top 10 References

No.	Count	References
1	41	Pérez-González, L. (2014). <i>Audiovisual translation: Theories, methods and issues</i> . Routledge.
2	25	Lertola, J. (2019). <i>Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages</i> . Research-publishing. net.

3	24	Talaván, N. (2020). The didactic value of AVT in foreign language education. <i>The Palgrave handbook of audiovisual translation and media accessibility</i> , 567-591.
4	23	Cintas, J. D., & Remael, A. (2020). <i>Subtitling: Concepts and practices</i> . Routledge.
5	21	Navarrete, M. (2018). The use of audio description in foreign language education: A preliminary approach. <i>Translation and Translanguaging in Multilingual Contexts</i> , 4(1), 129-150.
6	20	Calduch, C., & Talaván, N. (2017). Traducción audiovisual y aprendizaje del español como L2: el uso de la audiodescripción. <i>Journal of Spanish Language Teaching</i> , 4(2), 168-180.
7	20	Council of Europe (2020). <i>Common European Framework for Languages: Learning, Teaching, Assessment</i> . Cambridge: Cambridge University Press
8	19	Di Giovanni, E. (2018). Dubbing, perception and reception. <i>Reception studies and audiovisual translation</i> , 159-178.
9	19	Lertola, J. (2018). From translation to audiovisual translation in foreign language learning. <i>TRANS: revista de traductología</i> , (22), 185-202.
10	18	Orero, P., Doherty, S., Kruger, J. L., Matamala, A., Pedersen, J., Perego, E., ... & Szarkowska, A. (2018). Conducting experimental research in audiovisual translation (AVT): A position paper. <i>JosTrans: The Journal of Specialised Translation</i> , (30), 105-126.

Key Research Hotspots

Keywords represent the core content of a publication. If a keyword repeatedly appears in a research field, it is undoubtedly a hot topic in that field. The higher the frequency of repetition of a keyword, the hotter the research surrounding it (Liu & Chang, 2018). Therefore, to explore the research fronts, emerging research, specialties, and the development timeline of AVT, “keywords” is used as the node type to generate a knowledge map.

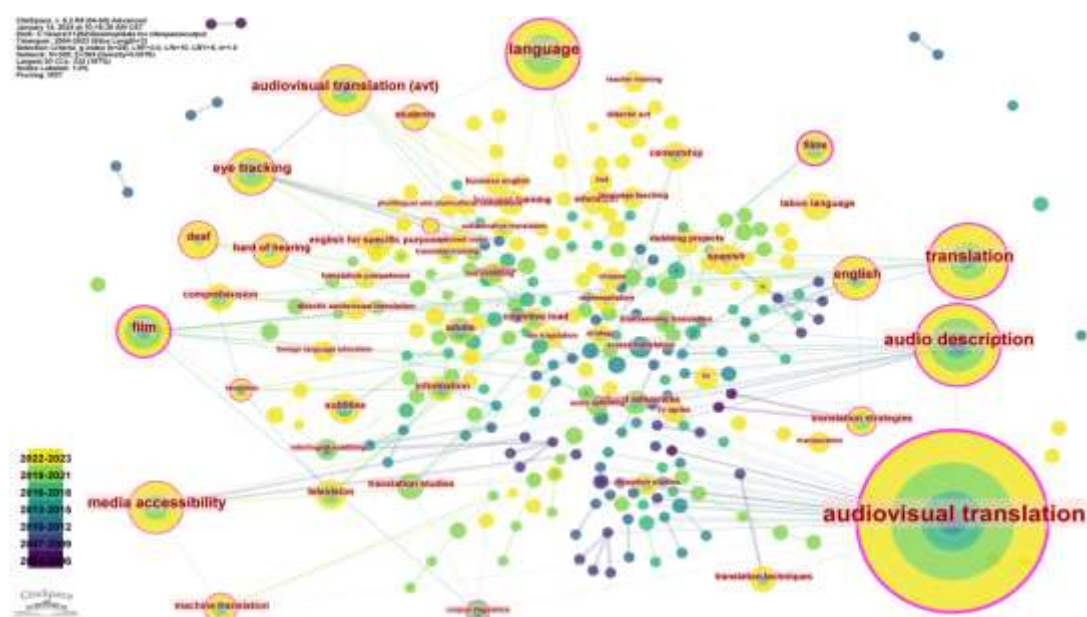


Figure 5 Knowledge Map of Keywords

Under the Tree Rings view, it can be observed that research related to AVT (Audiovisual Translation) spans a wide range of fields. Overall, AVT research encompasses five main areas including: linguistics and translation studies, culture and society, education, cognitive and psychological aspects and applied studies. In linguistics and translation studies, key topics include dubbing effect(Romero-Fresco, 2020), discourse markers(Guillot, 2020), linguistic varieties(de Heredia & de Higes Andino, 2019), lexical explication(Ghia & Pavesi, 2016), intralingual subtitle(Jing, 2021), intersemiotic translation(Vermeulen & Escobar-Álvarez, 2021), interlingual subtitle(Wu & Chen, 2022), bilingual competence(Sabaté-Carrové & Tinedo-Rodríguez, 2023), communicative translation(Danan, 2010), corpus-based translation studies (Da Silva, 2020; Freddi, 2013; Mellinger, 2022), non-professional translation(Davier, 2022), contrastive analysis(Labarta Postigo, 2020), translation strategies(García, 2021), conceptual metaphor(Pedersen, 2017), corpus linguistics(Forchini, 2013; Jiménez Hurtado & Soler Gallego, 2013; López-García & Rodríguez-Inés, 2019; Peromingo, 2019; Rica Peromingo et al., 2014). It's worth noting that the use of Corpus-based approaches in AVT research has been relatively limited in Web of Science (WOS) publications, with only three articles found when using CTS (Corpus Translation Studies) as keywords. This area still offers room for exploration and requires more literature support. AVT research also extends to the exploration of culture and society, covering topics like gender mainstreaming(De Marco, 2016), minority language(Corrius & Espasa, 2023), cultural elements(Pozo & Tejera, 2023), gender awareness(Corrius et al., 2018), ageing of translation(Leszczynska & Szarkowska, 2018), language policies(Alfaro De Carvalho, 2012). In the field of education, relevant research topics include EFL learning(Rodríguez & Frumuselu, 2023), foreign language learning, second language acquisition, bilingual education(Enríquez Aranda & Mendoza García, 2023), teacher training(Arancon, 2023), primary education(Costales, 2021) etc. Additionally, AVT research delves into cognitive and psychological aspects, addressing topics such as cognitive load theory(Szarkowska & Gerber-Morón, 2019), musical emotions(Ramos, 2015). Applied studies related to AVT aim to provide societal assistance, with research in Medical and Health-related Topics covering areas like medical terms(Lozano & Matamala, 2009), blind and visually impaired(Rizzo & Spinzi, 2023), hard of hearing(Sánchez, 2022). These diverse areas of research collectively contribute to the field of AVT and its multidisciplinary nature.

In the evolution of any discipline, significant turning points are inevitable, and translation studies are no exception. Identifying these turning points serves a crucial role in comprehending the overall trajectory of its development. CiteSpace, through automated calculations, identifies these pivotal moments. These nodes are represented by the purple outer rings in the knowledge graph. Notable turning points in AVT-related research topics include audio description, translation strategies, English, translation, films, language, students, eye tracking, film, media accessibility, deaf, hard of hearing, comprehension, machine translation, and corpus linguistics.

Insights can be gleaned from various research domains within AVT. Firstly, AVT research is inherently interdisciplinary, spanning linguistics, film studies, cultural studies, education, cognitive science, and more. This interdisciplinarity emphasizes the necessity for multidisciplinary approaches to delve deeply into AVT research and understanding. Secondly, AVT research covers a wide array of topics, including translation strategies, linguistic variations, cultural elements, gender awareness, educational methods, and cognitive load, underscoring its importance and impact across diverse domains. Thirdly, AVT research is

closely tied to technological advancements, with translation technology, automatic speech recognition, and image transmission technologies playing pivotal roles, suggesting the potential for technology-driven applications and ongoing development of translation tools. Additionally, AVT research extends its purview to address cultural and social issues, encompassing considerations such as cultural elements, gender concerns, minority languages, and societal dimensions, highlighting its engagement beyond linguistic conversion. Lastly, AVT research significantly influences the fields of education and cognitive science, offering insights into foreign language education and cognitive load theory, thereby providing engaging topics and methodologies for educational and cognitive research.

Understanding why certain research hotspots gain importance in the field of AVT requires considering the broader context of technological advancements, societal changes, and the increasing importance of global communication. Firstly, as global media consumption continues to rise, there is a growing need for AVT to accommodate diverse audiences, including non-native speakers and people with disabilities. This has made topics such as subtitling, dubbing, and audio description more relevant. Meanwhile, the transmission of cultural nuances across different languages and regions without loss of meaning or offensive distortions has heightened the importance of studies in cultural elements and gender awareness within AVT. Secondly, with the development of technology, the integration of technologies in translation practices, particularly in corpus linguistics and machine translation, has become a central research topic. This is driven by the need to enhance the accuracy and efficiency of translations. Innovations aimed at improving media accessibility for the deaf and hard of hearing, such as advanced subtitling and sign language interpreting technologies, are also considered. Research in these areas is crucial for making media content universally accessible. Thirdly, the use of AVT in foreign language education, such as through subtitled and dubbed content, has proven to be an effective tool for enhancing language learning and acquisition. This has spurred further research in educational applications of AVT. As the demand for skilled translators grows, so does the focus on professional training and curriculum development in AVT. This includes the preparation of future translators to handle complex scenarios in translation across different media. Fourthly, with increasing recognition of linguistic rights, research into language policies affecting translation, especially in multilingual settings, gains prominence. This ensures that translation practices comply with national and international regulations. Research into establishing standards for different types of AVT practices ensures consistency and quality across the board, which is crucial in professional and educational contexts. These hotspots in AVT research reflect an evolving discipline that is adapting to the needs of a dynamic, interconnected world. As AVT continues to expand its influence and applications across various sectors, understanding these areas will be key to addressing the challenges and opportunities that lie ahead in global communication and media sharing.

Emerging and Future Research Areas

CiteSpace identifies emerging themes, literature, authors, and journal citation information by examining “Burst” points (Chen, 2006). These bursts highlight a topic that suddenly becomes a focal point or a turning point during a specific time period. Continuing bursts provide insights into potential future research directions, indicating areas that are gaining ongoing interest and significance in the field.

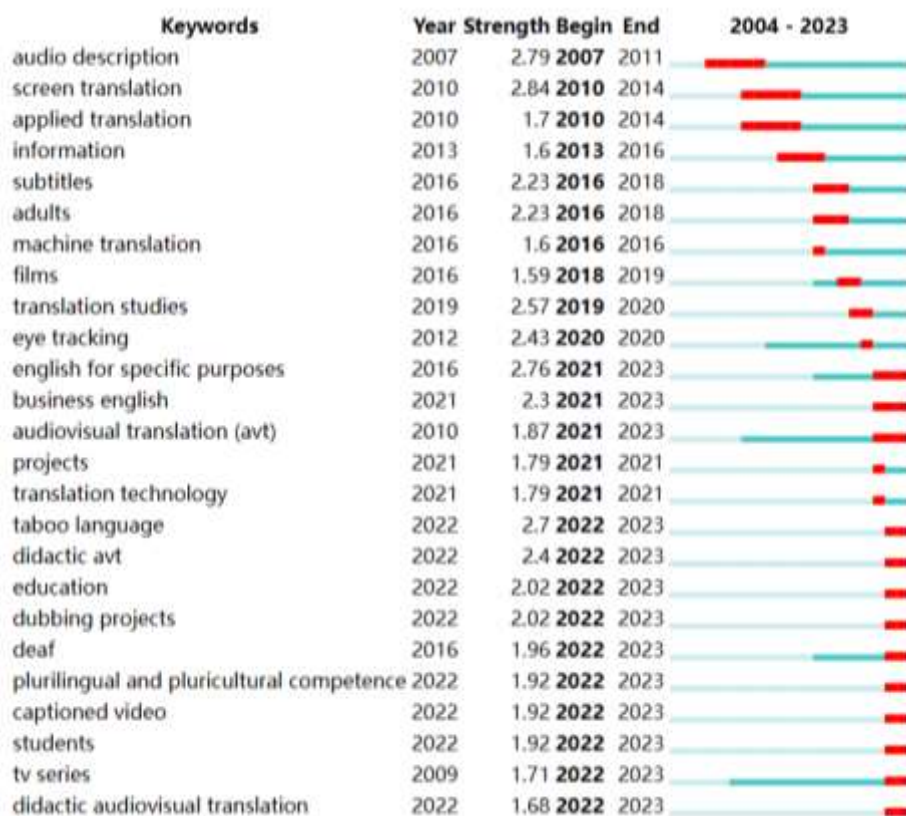


Figure 6 Top 25 Keywords with the Strongest Citation Bursts

Using keywords as node types, citation bursts in CiteSpace reveal the academic development trajectories of key research hotspots in the field of audiovisual translation from 2004 to 2023. Topics like audio description, screen translation, applied translation, information, subtitles, machine translation, and eye tracking have garnered significant academic attention over certain periods. Emerging research interests in areas like English for specific purposes, business English, education, taboo language, didactic AVT, education dubbing projects, deaf plurilingual and pluricultural competence, captioned video, students, tv series, and didactic audiovisual translation showed rapid growth from 2021 to 2023, indicating a concentration of interest in these emerging fields. These hot research topics provide clues for future research directions. According to bursts sorted by strength, the top ten bursts with strong strengths include screen translation, audio description, English for specific purposes, taboo language, translation studies, eye tracking, didactic AVT, business English, subtitles, and adults. The burst strength of these topics indicates their ongoing academic impact and increasing acceptance. Notably, direct research on subtitles was a burst point from 2016 to 2018, and while the current focus on specialized subtitles research has declined, the burst strength of 2.23 indicates it still holds research value. Overall, emerging research in AVT is increasingly focusing on applications in the educational field.

The future research directions in AVT highlighted by CiteSpace analysis are not only indicative of evolving academic interests but also suggest practical applications that could significantly influence multiple aspects of media consumption, education, and professional translation practices. Future trends such as didactic AVT, education, and dubbing projects focus on using audiovisual content to enhance learning experiences. These directions could explore how AVT can be more effectively integrated into educational curricula to support language learning,

cultural awareness, and special education needs. Research into the effectiveness of captioned videos can lead to better learning aids, especially for the deaf and hard of hearing, ensuring accessibility and inclusivity in educational settings. English for specific purposes (ESP) and business English are crucial for preparing professionals to operate effectively in international environments. Research can develop more targeted AVT strategies to aid professionals in acquiring specialized vocabulary and cultural nuances essential for global business communication. Directions such as audio description and subtitles focus on innovative technologies and methodologies to improve the quality and reach of audio descriptions and subtitles. Plurilingual and pluricultural competence aim to foster a better understanding and integration of diverse linguistic and cultural backgrounds in translation, crucial for global media platforms. Research on taboo language can address how sensitive or controversial language is handled in translation, which is crucial for maintaining ethical standards and cultural sensitivity in global broadcasts. Areas like machine translation and eye tracking are about tools that significantly enhance the efficiency and accuracy of translation processes. Continued research into these technologies can lead to better automated translations and more nuanced understanding of viewer engagement and comprehension. With the global proliferation of media content, research into the translation of TV series and other formats is vital to ensure that they are culturally and linguistically appropriate for diverse audiences. The functional relevance of these research areas in AVT lies in their potential to enhance communication across linguistic and cultural barriers, improve educational outcomes, and make media more accessible and enjoyable for all audiences. This confluence of academic interest and practical application underscores the dynamic nature of AVT as a field that continually adapts to meet the demands of a globalized society.

Key Specialty and Development Trends

In the field of AVT, cluster analysis using keywords as node types reveals key research specialties and their development over time. This study chose top 10 clusters to display and adopted the timeline view to demonstrate the development trend of these specialties as shown below:

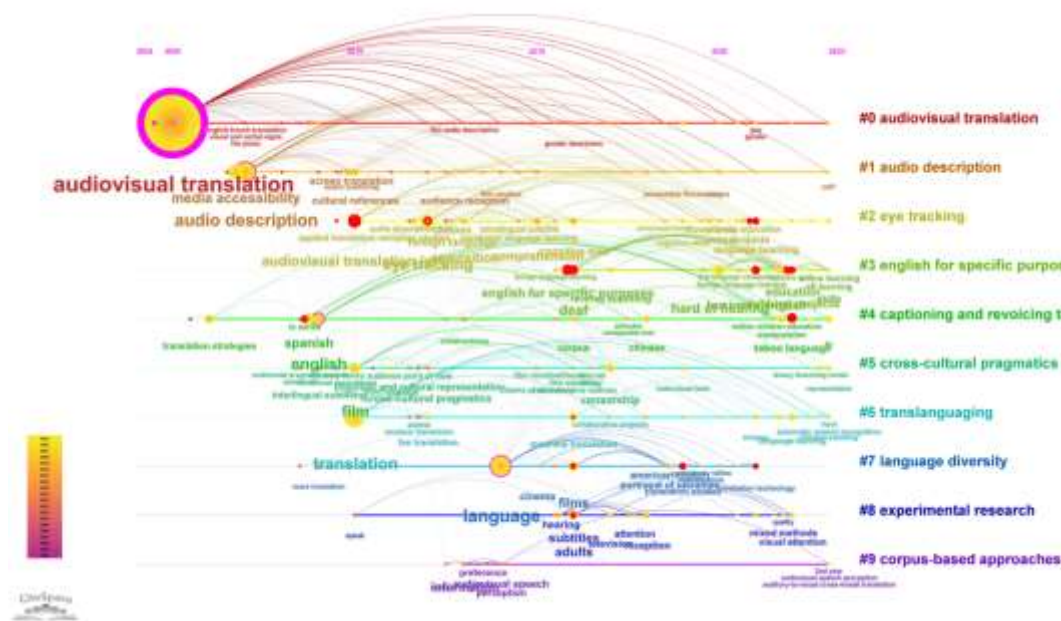


Figure 7 Timeline View of Clusters

As shown in figure 6, the analysis identifies ten main specialty clusters centered around AVT, including audio description, eye tracking, English for specific purposes, captioning and revoicing tasks, cross-cultural pragmatics, translanguaging, language diversity, experimental research, corpus-based approaches, and film distribution. These clusters provide insight into the primary research domains within AVT.

Historically, studies related to AVT, particularly audio description and captioning and revoicing tasks, have been central from 2007 to 2023, reflecting a societal emphasis on inclusivity and accessibility. The emergence of language diversity and translanguaging studies indicates a shift towards exploring linguistic aspects in AVT. The rise of cross-cultural pragmatics from 2009 to 2023 highlights the importance of effective translation across different cultures and contexts in the era of globalized media. The field has also seen an emphasis on empirical research and the adoption of new methodologies like eye tracking and corpus-based approaches. There has been an exploration of film and TV resources in teaching English for specific purposes. However, language diversity and experimental research have seen a decline in recent years, with corpus-based approaches emerging as a new area of interest. Notably, AVT is a relatively young field, suggesting it's still an emerging area ripe for exploration. As new challenges and opportunities arise, AVT is expected to continue attracting academic and practical attention.

Conclusion

This study has conducted a comprehensive bibliometric analysis of the AVT field, utilizing data from the Web of Science Core Collection spanning from 2004 to 2023. The findings reveal a consistent increase in scholarly output within the AVT domain, highlighting the growing importance and dynamic evolution of this field in translation studies. The analysis identified key researchers, influential institutions, and core publications that shape the current landscape of AVT research. The study also delineated the major research themes and emerging areas, providing a nuanced understanding of how AVT integrates diverse academic disciplines and addresses practical challenges in media accessibility and language translation.

The findings from this study underscore the interdisciplinary nature of AVT, merging insights from linguistics, cultural studies, technology, and cognitive sciences. This confluence enhances the understanding of how audiovisual media can be effectively adapted across different languages and cultures, thereby expanding global access and inclusivity. The identification of emerging research areas, such as didactic AVT and the use of subtitles in educational contexts, points towards future directions where AVT can significantly impact learning environments and content accessibility. Furthermore, the study's focus on institutes and scholars provides a roadmap for new researchers in the field to identify potential collaborators and knowledge hubs.

While this research provides valuable insights, the reliance on the Web of Science Core Collection may omit significant contributions from other databases or publications that are not indexed therein, potentially skewing the representation of the field. Additionally, bibliometric analysis, while powerful, often depends on the correct indexing and categorization of articles, which can sometimes lead to inaccuracies in data interpretation. The study also primarily focuses on quantitative data, which may overlook the qualitative nuances of research contributions in AVT.

Based on the current study, several avenues for future research can be recommended. First, expanding the analysis to include more diverse databases and literature could provide a more holistic view of the AVT field. Secondly, there is a clear need for more empirical research into the application of AVT in educational settings, examining its impact on learning outcomes and student engagement. Furthermore, future studies could explore the integration of new technologies, such as artificial intelligence and machine learning, in automating and enhancing AVT processes. Finally, there is room to investigate the sociocultural impacts of AVT, particularly in how it influences audience reception and cultural understanding in global media consumption. By addressing these areas, future research can continue to advance the field of AVT, promoting more innovative approaches and practical solutions that align with the evolving demands of global multimedia environments.

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EXPLORING CULTURAL IDENTITY AMONG THAI CHINESE- MAJOR STUDENTS: AN INVESTIGATION ON DIMENSIONS OF LANGUAGE, CULTURE, ETHNIC GROUP, AND VALUES

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Abstract: Cultural identity plays a pivotal role in language learning by strengthening learners' bond with the language, cultivating cultural awareness, and encouraging intercultural competence. Previous research has predominantly focused on the cultural identity of Thai Chinese descent students, often taking a descriptive approach. However, there is a scarcity of studies examining the cultural identity of Thai Chinese-major students, and even fewer papers analyzing the dimensions of cultural identity. This study aims to provide insights into the cultural identity of Thai Chinese-major students by surveying 52 Thai students in a Chinese program at Udon Thani Rajabhat University. A cultural identity scale, encompassing four dimensions of language, culture, ethnic group, and values, was utilized in this research. The results indicate that the value dimension scored the highest among all dimensions, which could be attributed to Thailand's affiliation with the Confucian cultural sphere. The language dimension exhibited the most significant difference from other dimensions, suggesting that language may be a crucial factor influencing cultural identity. Additionally, there was no significant difference between the cultural and ethnic dimensions, and they displayed a high positive correlation, indicating that increasing cultural practices can enhance learners' ethnic identity, thereby promoting cultural identity.

Keywords: Cultural Identity, Chinese as a Foreign Language (CFL), Thai Chinese-major Students

Introduction

Cultural identity plays a crucial role in language learning, shaping learners' connection to the language and promoting intercultural competence (Darvin & Norton, 2023). A strong identification with the target language and its community facilitates language acquisition and integration into the target country (Ersanilli & Koopmans, 2013). In the realm of Chinese language education, the shared Confucian cultural heritage between China and Thailand highlights the significance of understanding the cultural identity of Thai learners studying Chinese as a Foreign Language (CFL). While previous studies have primarily focused on Thai learners with Chinese heritage backgrounds (e.g., Lin, 2022), there has been limited attention given to Thai CFL learners majoring in Chinese language, thereby restricting the applicability of research findings.

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This study aims to contribute to existing research by examining the cultural identity of 52 Thai Chinese-major students. By utilizing a cultural identity scale that encompasses four dimensions of language, culture, ethnic group, and values, this research aims to investigate the cultural identity of Chinese major students, and the intricate interplay among the four dimensions.

Literature Review

Definition of Cultural Identity

The concept of cultural identity draws upon Gardner's (1985) socio-educational model, which posits identity as a "non-linguistic outcome" of language learning, addressing the fundamental question of self-conception. Cultural identity is intricately influenced by an individual's comprehension of their own culture and their association with specific social groups in practical contexts (Lee, 2002). This intricate interplay contributes to the dynamic nature of cultures, perpetually evolving through interactions among diverse cultural identities. Wade (1999) notes that individuals seek cultural identities based on perceived similarities with others. Moreover, Friedman (1994) equates "cultural identity" with "ethnicity", emphasizing its inherent nature rather than being practiced or achieved. He suggests that cultural identity is innate, manifested through qualities inherent to specific populations, often transmitted through heritage or cultural descent and learned through individual behavior. Kramsch (1998) underscores language's role in cultural identity, asserting that language serves as a vehicle for expressing, embodying, and symbolizing cultural realities. Additionally, individuals derive personal pride, social significance, and a sense of historical continuity from using language within their community (Kramsch, 1998).

Cultural Identity and Language Learning

A large number of studies have explored the connection between cultural identity and second language competence. Lee (2002) investigated cultural identity and heritage language maintenance among 40 second-generation Korean-American university students in the U.S. These students acknowledged the importance of their heritage language but expressed dissatisfaction with the language courses offered in community schools. Statistical analysis revealed a positive correlation between higher heritage language proficiency and a stronger bicultural identity.

Ersanilli and Koopmans (2013) conducted a comparative analysis of socio-cultural integration levels between naturalized and non-naturalized immigrants in the Netherlands, France, and Germany. They found that cultural identity plays a crucial role in second language learning. Second language learners with a stronger affinity for the language community demonstrate greater motivation, higher language proficiency, and a greater willingness to use the second language in daily life.

Wei et al. (2015) investigated cross-cultural identity among 406 Chinese language learners from America, Korea, and Indonesia. Their study revealed that learners with higher Chinese proficiency tend to possess a stronger cross-cultural identity. However, language proficiency does not significantly influence learners' value identity.

Research on Cultural Identity of Thai CFL Learners

In the realm of Chinese language education, investigations into the cultural identity of Thai Chinese learners are principally categorized into two distinct cohorts: one concentrates on individuals of Chinese descent or those enrolled in Chinese schools, typically encompassing primary and secondary school students. For example, Monthiness (2022) conducted a study on self-identification with Chinese culture among 150 Thai Chinese adolescents in a Chinese school in Mae Sai county of Chiang Rai. This analysis encompassed aspects of language identity, festival and food culture identity, and behavioral identity. The findings indicated that Thai Chinese adolescents generally exhibit a robust sense of self-identity across these dimensions, with variations observed based on Chinese language proficiency and the duration of Chinese language study. Chen (2023) examined students from the Sumut Prakan Puayhua School in Thailand, finding that the cultural identity ranking among these students was: symbolic identity > language identity > value identity > ethnic identity.

Conversely, another strand of research targets university-level Chinese learners. For instance, Zhong (2017) surveyed nearly 200 Chinese learners from four universities in the Phitsanulok area of Thailand, revealing that these participants generally exhibit a strong affinity with Chinese culture, with Chinese major students demonstrating higher levels of cultural identity than non-Chinese majors. Luo (2023) focused on students enrolled in the International Chinese Teaching program at Khon Kaen University, examining the relationship between cultural identity and learning strategies. The study highlighted the importance of enhancing students' identification with customary culture in Chinese language teaching, noting that improvements in learners' material and spiritual cultural identification could stimulate their use of learning strategies, with cognitive and memory strategies bolstering their identification with Chinese culture.

Studies on cultural identity typically employ scales for data collection, featuring various dimension categories. For instance, Monthiness (2022) utilized dimensions of language identity, festival and food culture identity, and behavioral identity, while Zhong (2017) employed eight dimensions including language, tourism, pop culture, values, traditions, food, folklore, and national ethnicity. Chen (2023) and Luo (2023) both utilized dimensions of language, symbols, ethnicity, and values, the latter adapted from a scale designed by Wei (2015). The symbols dimension refers to cultural symbols that can describe elements, symbols, and representations of a culture, such as cuisine and festivals. This study also adopts this dimension because it directly pertains to culture, and it is referred to as the cultural dimension in this research. Although differences exist in dimension categories across studies, the content remains largely consistent. For instance, Zhong's (2017) item in the tourism dimension "I like to travel to China" aligns with Luo's (2023) item in the dimension of symbols "I want to climb the Great Wall in China". In addition to scale-based approaches, previous studies have incorporated interviews to gather data, such as interviews with teachers and students (e.g. Zhong, 2017).

While existing studies have surveyed various groups of Thai Chinese learners, they are predominantly found in master's theses, with limited peer-reviewed journal literature specifically focusing on Chinese major students. Moreover, the research primarily describes learners' performances across different dimensions of cultural identity and analyzing differences due to factors like gender, major, or duration of Chinese study. Few studies have explored the correlations between different dimensions

Research Questions

The following questions guided this study:

- 1) What is the level of cultural identity among Thai Chinese-major students in terms of language, culture, ethnicity, and values?
- 2) What is the correlation relationship among dimensions of language, culture, ethnic group, and values among Thai Chinese-major students?

Methodology

52 participants enrolled in the Chinese program at Udon Thani Rajabhat University completed the cultural identity scale. They were all second-year students, comprising 9 males and 43 females, with ages ranging from 19 to 22. Only 7 of them were of Chinese descent. Their Chinese language proficiency ranged from HSK Level 3 to Level 4, and only 2 participants had been to China before.

For data collection, a six-point Likert scale in Thai language was utilized, adapted from the scale designed by Wei (2015). The scale consisted of four dimensions: Language, Culture, Ethnic Group, and Values, each with 6 items. The Language dimension of the scale assesses the students' frequency and level of enjoyment in using Chinese. The Culture dimension focuses on the students' interest and knowledge of Chinese culture. The Ethnic Group dimension relates to the students' attitudes towards the Chinese community. The Values dimension focuses on the students' identification with traditional Chinese values. The full scale is provided in the Appendix.

Each item has six options which correspond to one score (See Table 1). The higher the score, the greater the degree of cultural identity. To assess the reliability of the scale, a Cronbach's alpha coefficient was calculated, yielding a value of 0.926, which indicates a strong level of reliability. When collecting data, participants were first briefed on the study and then accessed the scale via a smartphone link to fill it out online.

Table 1: Scores of Each Option

1 = Strongly Disagree
2 = Disagree
3 = Somewhat Disagree
4 = Somewhat Agree
5 = Agree
6 = Strongly Agree

Results

To answer the first research question, a descriptive statistical analysis was conducted. Cultural identity scores ranged from 63 to 139, with an average of 105.17 and a standard deviation (SD) of 16.15. Scores by dimension were as follows: Language ranged from 15 to 36 with an average of 21.87 and an SD of 4.37; Culture ranged from 17 to 34 with an average of 26.40 and an SD of 3.98; Ethnic Group ranged from 14 to 36 with an average of 26.92 and an SD of 5.35; Values ranged from 14 to 36 with an average of 29.99 and an SD of 5.40. The students exhibited varying degrees of identity, with the highest scores observed in the values dimension.

Table 2: Descriptive Statistics

	N	Min	Max	Mean	SD
Total	52	63	139	105.1731	16.15091
Language	52	15	36	21.8654	4.37026
Culture	52	17	34	26.4038	3.97176
EthnicGroup	52	14	36	26.9231	5.34623
Values	52	14	36	29.9808	5.4033

In the language dimension, the item “I like to watch Chinese movies or TV shows in their original language” scored the highest average (4.85), while “I speak Chinese more than my native language” scored the lowest average (2.71). In the cultural dimension, the question “I want to travel to China to understand the local culture” scored the highest average (5.37), followed by “As my Chinese improves, I want to learn more about Chinese literature and art” (4.92). The lowest score was for “I like reading books about Chinese culture”. In the ethnic group dimension, “I want to make Chinese friends” scored the highest (5.73), and “I often introduce Chinese culture to people around me” scored the lowest (3.87). In the values dimension, the highest score was for “Even if it’s inconvenient for me, I try not to cause trouble for others” (5.27), while “It’s okay to lose out a little in interactions with others” scored the lowest (4.58).

To further explore if there is a significant difference among scores on four dimensions, a Friedman test was employed as the data was not in normality distribution. The chi-square test revealed significant differences among four dimensions ($\chi^2=80.124$, $df=3$, $p<.001$). Pairwise comparisons (Table 2) showed: Language-Culture (-1.087, $p<.001$), Language-Ethnic Group (-1.298, $p<.001$), Language-Values (-2.192, $p=.000$) differences were most substantial. Culture-Ethnic Group (-.212, $p=.403$) was not significant. Culture-Values (-1.106, $p<.001$) and Ethnic Group-Values (-.894, $p<.001$) showed significant differences. These results suggest that there are significant variations in the degrees of identification across different dimensions of cultural identity among the participants, with particularly notable differences between language-related dimensions and values.

Table 3: Pairwise Comparison

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	P
Language-Culture	-1.087	0.253	-4.291	<0.001
Language-EthnicGroup	-1.298	0.253	-5.127	<0.001
Language-Values	-2.192	0.253	-8.659	0.000
Culture-EthnicGroup	-0.212	0.253	-0.836	0.403
Culture-Values	-1.106	0.253	-4.367	<0.001
EthnicGroup-Values	-0.894	0.253	-3.532	<0.001

To address research question 2, a Spearman rho correlation analysis was conducted. The correlation coefficients between Language-Culture (.593), Language-Ethnic Group (.530), Culture-Ethnic Group (.709), Culture-Values (.509), and Ethnic Group-Values (.552) were all

significant at $p < .001$. Moreover, the correlation between Language and Values (.436) was significant at $p = .001$. These coefficients indicate varying degrees of strength in the relationships between identity dimensions.

Table 4 : Correlations Among Four Dimensions

	Pearson Correlation	p
Language-Culture	0.593	<0.001
Language-EthnicGroup	0.530	<0.001
Language-Values	0.436	0.01
Culture-EthnicGroup	0.709	<0.001
Culture-Values	0.509	<0.001
EthnicGroup-Values	0.552	<0.001

To further analyze the correlation among every item of the four dimensions, the Spearman rho correlation analysis was conducted on all 24 items across four dimensions. In the language dimension, the item “I enjoy speaking Chinese in public” had the most correlations (13, the number of items which show significant correlations with it), while “I frequently read Chinese newspapers, magazines, or websites” had the least correlations (4); In the culture dimension, “I enjoy reading books about Chinese culture” and “I like Chinese traditional festivals and customs” topped the correlations (15 each), compared to “I enjoy watching Chinese movies and TV shows” which had the fewest (6); For the ethnic group dimension, “I want to live in China for a long period of time” had the most correlations (16), with “I can accept marrying a Chinese person” and “I care about others’ attitudes towards China” having the least (12 each).

Discussion

The findings highlight a significant variation in the degrees of cultural identification among the students, with the values dimension receiving the highest scores, while the language dimension received the lowest. This contrasts with the findings of Chen’s (2023) study on Chinese heritage students in Thailand, where the cultural dimension (termed the symbols dimension in her study) was ranked highest, and the ethnic group dimension was ranked lowest. These results suggest that the background of the students has a strong influence on their cultural identity. The pronounced identification with values can likely be attributed to Thailand’s presence within the Confucian cultural sphere, which exerts a significant influence on societal mores and individual conduct across large swaths of East and Southeast Asia. This cultural consonance suggests that Thai students, especially those engaged in Chinese language and cultural studies, exhibit a strong affinity for Confucian values. The language dimension scores indicate that this cohort of students possesses limited proficiency in the Chinese language, and their linguistic access to Chinese culture—through activities like reading Chinese literature and speaking Chinese—contributes only modestly to their sense of identification.

The results revealed significant differences and high correlations among the four dimensions of cultural identity, particularly with the language dimension showing the most pronounced differences from the other three. This suggests that language proficiency may be a key factor in influencing Thai students’ identification with Chinese culture. In contrast, the difference between the culture and ethnic group dimensions was not significant, likely due to the close relationship between the content of these two dimensions. The culture dimension primarily involves identification with festive customs, arts, and other cultural aspects, while the ethnic

group dimension focuses more on identification with a collective group. The content of these two dimensions is intertwined, with cultural traditions and customs being an integral part of ethnic group identity. As a result, students' scores on these two dimensions may be highly correlated, leading to the non-significant difference between them. This high correlation also suggests that enhancing students' practical experiences with Chinese culture, such as participating in festival celebrations and learning traditional arts, may help to boost their sense of ethnic group identity. This is because cultural practices not only reinforce students' identification with cultural traditions but also strengthen their sense of identity.

Within each dimension, some trends were observed. For instance, in the language dimension, the item "I enjoy speaking Chinese in public" showed significant correlations with the most other items, while "I frequently read Chinese newspapers, magazines, or websites" had the least number of significant correlations. This suggests that public language use may be a more prominent indicator of language identity. In the cultural dimension, "I enjoy reading books about Chinese culture" and "I like China's traditional festivals and customs" were significantly correlated with most other items, reflecting the importance of cultural reading and activities in cultural identity.

In summary, this study underscores a significant phenomenon in the cultural identity of Thai Chinese language major students: the pivotal role of language proficiency and the robust connection between the cultural and ethnic group dimensions. To enhance students' identification with Chinese culture in the context of Chinese language education, efforts can be made to increase their opportunities to use Chinese in public and provide more opportunities for them to engage in cultural practice activities both inside and outside the classroom. This will help strengthen their sense of identification with the cultural and ethnic group dimensions. Language plays a key role in shaping cultural identity, and integrating language practice into cultural experience activities can enable students to apply the language in real-world contexts, thus achieving the dual purpose of language teaching and cultural identity cultivation.

Limitation

It is important to acknowledge the limitations of this study. The research is focused on Thai Chinese-major students, and the sample size is relatively small. This narrow scope may not fully represent the diversity of Thai Chinese-major learners, potentially limiting the generalizability of the findings. A larger and more diverse sample would provide a more comprehensive understanding of the cultural identity dynamics, and could reveal more significant differences and correlations among the various dimensions of cultural identity. Therefore, future research should aim to expand the sample size and include a broader range of Chinese major students to enhance the validity and robustness of the study's conclusions.

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Appendix

1=ไม่เห็นด้วยอย่างมาก(Strongly Disagree)	2=ไม่เห็นด้วย(Disagree)
3=ไม่ค่อยเห็นด้วย(Somewhat Disagree)	4=ค่อนข้างเห็นด้วย(Somewhat Agree)
5=เห็นด้วย(Agree)	6=เห็นด้วยอย่างมาก (Strongly Agree)

Language Dimension						
1. ฉันมักจะเป็นคนเริ่มพูดภาษาจีนด้วยตนเอง I often take the initiative to speak Chinese.	1	2	3	4	5	6
2. ฉันชอบพูดภาษาจีนต่อหน้าสาธารณชน I enjoy speaking Chinese in public.						
3. ฉันมักจะอ่านหนังสือพิมพ์ นิตยสารหรือเว็บไซต์ที่เป็นภาษาจีน I frequently read Chinese newspapers, magazines, or websites.						
4. ฉันชอบดูภาพยนตร์หรือละครโทรทัศน์ที่เป็นเสียงต้นฉบับภาษาจีน I like watching Chinese movies or TV shows in their original language.						
5. ตอนนี้ฉันมักจะเผลอพูดภาษาจีนออกมาในบางครั้งที่พูดภาษาแม่ When I speak my native language, I occasionally blurt out some Chinese unintentionally.						
6. ฉันพูดภาษาจีนมากกว่าภาษาแม่ I speak Chinese more than my native language.						
Culture Dimension						
7. ฉันอยากไปท่องเที่ยวที่ประเทศจีนเพื่อเรียนรู้วัฒนธรรมท้องถิ่น I want to travel to China to understand the local culture.	1	2	3	4	5	6
8. ฉันชอบอ่านหนังสือที่เกี่ยวกับการแนะนำวัฒนธรรมจีน I enjoy reading books about Chinese culture.						
9. ฉันรู้จักผู้มีชื่อเสียงและบริษัทในปัจจุบันของประเทศจีนเป็นจำนวนมาก I am aware of many modern Chinese celebrities and enterprises.						
10. ฉันชื่นชอบเทศกาลและประเพณีดั้งเดิมของประเทศจีน I like Chinese traditional festivals and customs.						
11. ฉันชอบดูภาพยนตร์และรายการโทรทัศน์ของประเทศจีน I enjoy watching Chinese movies and TV shows.						
12. เมื่อความก้าวหน้าทางด้านภาษาจีนมีเพิ่มขึ้นฉันอยากเรียนรู้เนื้อหา ด้านวรรณกรรมและศิลปะของประเทศจีนมากขึ้น As my Chinese improves, I want to learn more about Chinese literature and art.						
Ethnic Group Dimension						
13. ฉันอยากเป็นเพื่อนกับชาวจีน I want to make Chinese friends.	1	2	3	4	5	6
14. ฉันยอมรับการแต่งงานกับชาวจีนได้ I can accept marrying a Chinese person.						
15. ประเทศจีนเป็นประเทศที่เป็นมิตร China is a friendly country.						
16. ฉันอยากอาศัยอยู่ในประเทศจีนเป็นระยะเวลานาน I want to live in China for a long time.						
17. ฉันมักใส่ใจกับทัศนคติของผู้อื่นที่มีต่อประเทศจีนเช่น ฉันจะรู้สึกดีใจเมื่อพวกเขาชื่นชมประเทศจีน และรู้สึกเสียใจเมื่อพวกเขาวิพากษ์วิจารณ์ประเทศจีน I care about others' attitudes towards China. When someone praises it, I feel sad.						

18.ฉันมักจะแนะนำวัฒนธรรมจีนให้กับคนใกล้ตัว I often introduce Chinese culture to people around me.						
Values Dimension						
19.ควรพยายามยอมรับความต่างและให้อภัยเมื่อเกิดความขัดแย้งกับ When conflicts arise with colleagues at work, one should strive to be tolerant and forbearing.	1	2	3	4	5	6
20.ถึงแม้ว่าตนเองจะลำบากก็พยายามที่จะไม่สร้างปัญหาให้กับผู้อื่น Even if it is inconvenient for oneself, one should try not to cause trouble for others.						
21.ถึงแม้ตนเองจะพบกับปัญหาก็ต้องพยายามให้ความร่วมมือกับผู้อื่นในก การทำงาน Even when facing difficulties, one should try to cooperate with others' work.						
22.ผลประโยชน์ส่วนรวมควรมาก่อนผลประโยชน์ส่วนตัว The collective interest should be placed above individual interests.						
23.ควรตักเตือนข้อบกพร่องเป็นการส่วนตัว และควรยกย่องคุณงามความดีให้ผู้อื่นรับรู้ When pointing out others' shortcomings, one should do so privately, while their strengths should be praised publicly.						
24. เมื่อคบค้าสมาคมกับผู้อื่น การเสียเปรียบเล็กน้อยก็ไม่ใช่อะไรใหญ่ In interpersonal interactions, it's not a big deal to take a small loss.						

THE TRUTHS ABOUT TAUSUGS THROUGH THE LITERARY DEVICES IN TAUSUG CONTEMPORARY SONGS

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Abstract: *Philippines is a culturally and linguistically rich country. One of the major Muslim tribes in the Philippines is Tausug. The term Tausug does not only refer to the people, but also to their language, and culture (Velasco, 2015). From time immemorial, kalangan, Tausug translation for the word song/s, have been featured or showcased in seasonal festivities such as wedding ceremonies, enthronement, or even war. True enough, music runs in the veins of Tausug people and already occupies a significant part in their lives. This study was descriptive-analytic in nature that utilized qualitative approach in the analysis and interpretation of thirty-one (31) Tausug Contemporary Kalangan (Songs). Through Norman Fairclough's Critical Discourse Analysis (CDA), this study revealed and discussed the literary devices in the select kalangan. The findings revealed that there was a total of thirteen (13) literary devices evident as a textual practice in the select kalangan. Through the in-depth analysis of the literary devices – Symbolism, Leitmotif, Irony, Hyperbole, Metaphor, Rhetorical Questions, Simile, Metonymy, Objective Correlative, Allusion, Foreshadowing, Personification, and Repetition – found in the select kalangan revealed the themes such as love, adoration, heartbreak, oppression, manipulation, sorrow, dependence, power abuse of authority, Filial Piety, and strong Islamic faith. Through analyzing the literary devices in the Tausug songs, it has paved way to revealing truths about Tausug people and their culture.*

Keywords: *Tausug Songs, Critical Discourse Analysis, Literary Devices, Philippine Culture*

Introduction

Literature has a use in which it refers to any piece of writing (or any piece of publicly available writing) (Stecker, 1996). As a matter of fact, it has played a vital role in revealing life stories of a people. Probably, one of the most appreciated forms of literature is music because it plays an avenue for most people to express their emotions, thoughts, ideals, struggles, and themselves, in general.

According to Bonny and Summers, as cited in Epp (n.d.), music is the "language of immediacy". ... Music as a language of immediacy is a language that goes beyond words, a language that expresses eternal truths that cannot be comprehended in any other way than through personal experience with music. Music therapists have conceived of musical self-expression as an external manifestation of one's inner state. Therefore, it is worth noting that one's music expresses important truths about the music-maker (Epp, n.d.).

Around the world, Filipinos are probably one of the many who love music and find solace in it. One Filipino tribe that also expresses themselves through music is the Tausugs, one of the major Muslim tribes in the Philippines. From time immemorial, *kalangan*, Tausug translation for the word songs, have been featured or showcased in seasonal festivities such as wedding ceremonies, enthronement, war, or everyday events like putting a baby to sleep, harvesting crops among others. True enough, music runs in the veins of Tausug people and already

occupies a significant part in their culture. Tausug *kalangan* is as important as air and water – it breathes life into the people and sustain that life. This shows how evident is the significance of songs to the life of the Tausugs and that music is a creative conceptualization of their reality.

Methodology

Critical Discourse Analysis (CDA) of Norman Fairclough, both as a method and a theory, emphasizes that the concept of power is everywhere, and no language in use can ever be "neutral" or "objective" (Fairclough, 1989), and no discourse can ever be free of power and the exercise of power (Watts, 1992). Power is not derived from language, but language can be used to challenge power and provide a finely articulated means for differences in power in social hierarchical structures. Language is not powerful on its own but gains power through the use powerful people make of it. Fairclough further points out that the question of discourse is the question of how texts figure (in relation to other moments) in how people represent the world, including themselves and their productive activities.

Furthermore, through Norman Fairclough's Critical Discourse Analysis (CDA), the linguistic properties of the Tausug *kalangan* have been critically examined to uncover and further explain the literary devices found and used in the select *kalangan*. Central to all literary devices is the quality of connection; that is, by establishing or examining relationships between things, literary devices encourage the reader to perceive and interpret the world in new ways. By enabling new connections that go beyond straightforward details and meanings, literary devices give literature its power. They are what sets literature apart and what makes it uniquely powerful (Glatch, 2020); hence, these literary devices are used either to hide a significant truth or to better exemplify this truth and the circumstances that the prosaic language could not.

In this study, the songs that were analyzed were *Masi Malasa* (Still In-love), *Maytah na Bahah* (Why Is It), *Ha Gihitungan Miyugtu* (Broken while in the Middle), *Iyukkil Kaw Ha Jantung* (You are Carved in the Heart), *Hikabalik Pa Ka* (Will It be Back Again), *Kahnu Kahnu Ra* (It Has Been a While), *Ikaw in Sumping* (You are the Flower), *Way na Bulirapat* (There Is No Chance), *Simahaya* (Brightened), *Di Ku Agun Mataymah* (I Could not even Accept It), *Miyaggad Nagdakop* (Eloped), *Langit Iban Lupa* (Sky and Land), *Nabutas* (Broken Apart), *Lawag na Kaw Ganti* (Find a Replacement), *Maas Mu in Nagbayah* (Your Parents were the Ones who Wanted), *Niat sin Atay* (Intention of the Heart), *Ikaw in Namugtui sin Suratan* (You Chose to End our Destiny), *Anak Miskin* (Child of the Poor), *Timangis in Atay Ku* (My Heart Cried), *Bagay Sadia* (Only Friends), *Sabalan* (Be Patient), *Suratan* (Destiny), *Susa Atay Dayang* (The Hurt of the Heart), *Oh Dayang* (Oh My Love), *Kahapon* (Yesterday), *Mayta Kita Nabutas* (Why Did We Break up), *Taymaun Ku Ra* (I Will Accept It), *Hitangis Ku Ra Kuman* (I Will Just Cry It Out), *Salaam Duwaa* (Peace Be With You), *Budjang Lingkatan* (Beautiful Lady), and *Anak Ilu* (Orphan).

Literary Devices

In the Tausug culture, *kalangan* (songs) have significantly influenced the lives of the people and have become their medium to share their life stories. Language is a vital instrument in *kalangan* and a significant element in culture that speaks for an individual's identity. The language element has in certain key respects become more salient and more important than it used to be, and in fact is a crucial aspect of the social transformations that are going on—one cannot make sense of them without thinking about language. The user of language gives

language its power. According to Hiba (2013), language is not just a means of communication; instead, it is a social behavior that reflects people's social, cultural, political, economic, religious, and ethnic backgrounds. When people speak to each other, they do not use language only for the sake of transmitting some information, but in fact, they use it for more subtle and complicated functions. Therefore, it can be said that language and culture are two separate entities that share the truth that they co-exist. Their relationship is like that of a body and a soul; hence, the existence of one will cease without the other. As Dwight Bolinger (1980) argues, more elaborate and complex patterns of behaviors or activities and abstract ideas require knowledge for their enunciation, elaboration, and transmission: "Without language, the transmission of complex traditions would be virtually impossible, and each person would be trapped in his or her own world of private sensations." (Acmed-Ismael, 2021).

From the thirty-one (31) Tausug *kalangan* that were analyzed in this study, the researcher found thirteen (13) literary devices namely: symbolism, leitmotif, irony, hyperbole, metaphor, rhetorical question, simile, metonymy, objective correlative, allusion, foreshadowing, personification, and repetition. These literary devices functioned in many ways, such as to describe and explain the philosophies of the Tausug people, considering various circumstances. Different ideologies about Tausug women, Tausug culture, and Tausug society were revealed and discussed through the analysis of the literary devices evident in the select *kalangan*.

Symbolism

Symbolism is a literary device that uses an object to represent a concept that is often contextually specific as well (Mahler, 2017). The symbols evident in the select *kalangan* are *atay* or heart to symbolize love, *sumping* or flower to symbolize beauty, *tagainup* or dream to symbolize inner desire, *sujud* or prostration to symbolize Islamic faith, mayor to symbolize authority, *kubul* or grave to symbolize end, among others.

One of the themes found in the *kalangan* was love. Love was not only limited to the love shared by two people in-love, love to the Islamic faith, and family but also to a heartbreak. It is described and/or expressed through the use of the various symbols. Some lines that show symbolism are the following:

"Naniyat sin **atay** ku di kita mabutas" (*I have already set in my **heart** that we will never be broken*) symbolized the man's love to be pure and loyal only to the woman; however, this could also mean that once the man makes a decision, the Tausug woman has to follow or honor it, thereby not opposing that decision.

"Ikaw in **Sumping**" (*You are the **Flower***) symbolized the beauty of a Tausug woman who was being directly compared to a flower. She is also described as a giver of life since she is compared to a flower. A flower or plant produces oxygen to make people breathe; therefore, being compared to a flower means a Tausug woman is a source of life. Love, in this sense, is shown through admiration and appreciation to the significance of the woman.

"Ha **kubul** sin tunang nagpatay sin baran" (*On the **grave** of her lover, she killed herself.*) symbolized a love worth fighting for that even death could not stop it. It may be an end to one's life, but could also imply a beginning to another life. This symbolized a Tausug woman's bravery and the strong will to end one's life in order to be free. Moreover, this also symbolized "elopement by death" (elopement as a cultural practice in Tausug).

Lastly, love for the Islamic faith was demonstrated through the Tausug couple's belief in the principles of Islam – to be patient and to trust God that everything that happens to them is for the best, as in, “**Sabalan**” or Sab'r (**Be patient** or Patience);

Another theme that was present in the select *kalangan* was social status. For instance, “*In sukat di ku kaga-usan*” (*The dowry I cannot afford.*). This symbolized social status, that is, in marriage proposals among Tausugs social status is one of the criteria. The dowry required by the family of the Tausug woman depends upon their social status, which most of the time hinders the union of the Tausug couple because the man could not afford the dowry.

“*Langit iban lupa in hantang ta*”(Sky and land are our status) symbolized the social status discrimination in the Tausug community. In the *kalangan*, it referred to the status between the man and the woman, rich and poor, respectively.

Another theme found in the select *kalangan* is power of authority. The power of authority is apparent in the persona of the mayor and the police. In one of the songs analyzed, the line “*Pulis iyordelan sin mayor bungisan. Tunang hipapatay apabila abutan. Pag abut lisag walu, tunang iyabutan na sin pulis isab indah dayang anduh timbak na.*” (*The angry mayor ordered the police to kill the lady's lover once they see him. At eight o'clock, the lover was found by the police, and oh, they shot him.*) symbolized authority not just in the community but in the family as well. Aside from he is a political figure respected in the Tausug community, he could also symbolize the dominance of men in politics, and a patriarchal society. This symbolized the abuse of authority. The police in this scenario committed an illogical and immoral act by killing an innocent person just because their “authority” (the mayor) ordered them to do so; hence, the police are portrayed as puppets of a political figure who are following whatever order they will receive from the said "authority." Instead of serving and protecting the people from any harm, they themselves harm the innocent.

Moreover, the concept of power was also demonstrated through the discourse that shows the authority of the dominant over the inferior, hence the parents being dominant while their child is the inferior.

“*Awn hambuuk bissara kiya dungugan ku. Awn tau nagpangasawa pa duwa maas mu. Hangkanhiyanggaw in pangatayan ku, inday bunnal ka bang unu.*” (*I have heard one story. There's someone who has proposed marriage to your parents. That is why I have fears in my heart. I do not know if it is true or what.*)

In the discourse of the *kalangan* stated above, the authority of the parents over the life of their daughter is clearly shown. As mentioned in the line, someone proposed marriage to the woman's parents, and the man (her lover) was afraid that it might push through because he knows and admits to the fact that the parents of the woman decide for her, with or without her approval. In this case, the parents are the authorities, hence dominant, while the woman (their daughter) is inferior, thus the power struggle is apparent.

Leitmotifs

Leitmotif is still commonly used with reference to music and musical drama but it is now also used more broadly to refer to any recurring theme in the arts or in everyday life (Merriam-

Webster Dictionary, 2023). The language of poetry (and of song) is basically imagistic. The use of images can vary from economical or light to heavy.

Tausug fatalism or belief in fate or destiny is emphasized in a number of the *kalangan*, through leitmotifs. The recurrent words or phrases used as leitmotifs for fate are “*surat*,” “*masuratan*,” “*tiyakdir*,” “*sukud ta/ku*,” and “*kulis/kuris*.” Belief on fate or what is written (*kulis/kuris*) has explanatory or illuminative function for the deserted lover. It helps reconcile him to his loss or the tragic ending of his love story, as in the following verses:

Way sa mahinay ku, amuna in sujud ku. I cannot do anything, this is my fate Miskin in kabuhi ku, kulang in arta ku... (I am poor, my wealth is not enough);

Salaam Duwaa Amu in tiyakdir katuh ikaw iban sin aku (That's what's fated for us, you and me.);

Wayruun na mahinang, bukun ikaw in suratan. Sah taymaun sin baran, misan masakit... (There's nothing to do, you are not my destiny. However, I will accept even if it hurts.)

The excerpts presented above illustrate how belief in Fate or Destiny eases the distressed or grieving lover's anguish and transforms it into resignation which, in Freudian literature, is a form of sublimation, hence, beneficial and salutary. Resignation leads to acceptance that ends all feelings of resistance, restlessness, and bitterness.

Irony

Irony is a description of something using the opposite language. The definition of irony is when the actual meaning of a word is the opposite of what is stated, or an outcome is different from what is expected. Irony can be humorous or will show the incongruity between appearance and reality, that is when a situation is at odds with what is real (Baird, 2023).

By analyzing the *kalangan*, irony has been found to show various themes, namely, love, social status discrimination, parental or fixed marriage, oppression, and manipulation among Tausug men and women.

Ironic situations are evident in the select *kalangan*, as in the line:

“Bang mayan kaw dih magsusun sin nagbalik kaniya. Taymaun ku minsan masakit ha atay ku lasa” (I hope that you will not regret that you went back to him. I will accept even if it is painful in my heart.)

The man was hurt by the action of his lover, who reunited with her past lover. How ironic for him to give her well wishes in that kind of situation.

Moreover, irony has also been found in the title, “*Maas mu in Nagbayah*” or *Your Parents were the Ones who Wanted*. The title of the song is ironic considering the discourse in the *kalangan*. Clearly, the title tells that it was the will of the parents of the woman to separate them; however, despite that, he still blamed her for their separation because, according to him, she believed in fitnah, or she did not fight against the tests or temptations.

Another instance is the line: *“In dum, di na paadlawun, magpangasawa minsan in byahayaun. Laypara anak miskin kimugdan... Mahunit angan anganun in halgah mu biyah bulan bituun di maabut.”* (I will not wait for the night to turn into day. I will marry you this instant. However, it’s just that I am poor.... Your worth is hard to imagine. Just like the moon and the star that I cannot reach.) wherein the Tausug man had a strong will to marry the woman that instant, but because of his social status, he became hesitant to pursue this. Social status then has become a hindrance to the supposed union of two people in love. The irony, however, was that it showed how inconsistent a man’s decision to win over a Tausug woman is. How ironic it was for the man to have professed his love by saying that he would not wait for the night to turn into day, yet he eventually did not honor it and just let the woman suffer from this make-believe.

Hyperbole

Hyperbole is a dramatic word for being over-dramatic or any sort of exaggerated description or statement (Glatch, 2023). In the select *kalangan*, the hyperbole revolves around love – the happy and sad moments in love.

In the *kalangan* titled *“Lawag na kaw Ganti”* hyperbole is used to describe the distance traversed by the couple’s relationship, but it all comes to nothing.

“Tyagaran ku in kabayaan mu sampay ha higad langit, iyunungan ta kaw” (I followed what you wanted until the end of the heaven, I went with you) The line “until the end of heaven” is hyperbolic; the persona uses it to refer to the risks or perils and the sacrifices he made in the name of love. However, their love is pitted against a force too strong for them to defeat. He had no chance but to concede defeat.

Moreover, hyperbolic discourses were also used in the lines *“Katan kabuhi ko hitukbal ko na kaimu”* (I will offer you my whole life); and *“Ayaw mu lupaha in mga janji ta. Pakamatay kita duwa”* (Do not forget our promises. Until death we are together). Offering one’s life is an exaggerated way of showing deep and great love towards a person. This could also mean that the woman was willing to offer everything she has just to be loved by him. To a certain extent, it was stated that even death could not separate them (the couple).

These hyperbolic statements and actions implicitly tell another truth to the matter. Asghar (2014) stated that the main purpose behind an ideology is to offer change in society. Ideologies are abstract thoughts that can be or are applied to reality. To Fairclough (1992), the function of ideology is to construct texts that constantly and cumulatively “impose assumptions” upon the interpreter and the text producer, typically without their being aware of them. Ideological assumptions are beliefs that the text producer unconsciously makes from the perspective of his or her social knowledge, and these are decoded by the interpreter. CDA establishes relations between social practices and assumptions that underlie discourse. Just like how the hyperbolic statements were made, they, too, have so many to show.

For one, discrimination based on social status discrimination or social class distinction is seen as one of the ideologies and/or themes found in this study. The concept that “the high class is for the high class, while the low class is for the low class” is exemplified. It means that whichever social class a person belongs to, his or her partner must also come from the same class.

In this study, the ideology and/or theme about social status discrimination or social class distinction was demonstrated in the *kalangan* entitled “*Langit iban Lupa*” (*Sky and Land*), through its lines “*Langit iban lupa in hantang ta. Anak dayahan kaw, aku anak miskin.... (Sky and land are our status. You are born into a rich family; I am born into a poor family...) Way dugaing arta hika ganti. Tuput lasa ku kaymu iban janji.*” (*There is no wealth to offer. Only my love for you and my promise*). This implied that because of social status differences, a person is neither welcomed nor acknowledged. The man in the song was certain that because of their social status difference, he could not be with his lover, and he conceded to the sad reality that he will not be together with his lover.

This circumstance was also similar to the song “*Maas Mu in Nagbayah*”. The discourse was “*Maas mu in nagkabayaan in suratan ta duwa bugtuan. Unuhun way ungsod hika duhal. Amu in giyanta, miskin hi baran*” (*Your parents were the ones who wanted to break our destiny. What to do. I have no dowry to offer. This is what is fated; I am just poor.*) Despite their desire to get married, they could not be together because of their difference in social status. Her parents wanted their daughter to get married to someone who belonged to their social class. The woman, in this case, could not do anything but to rest her worries and sadness in the emptiness of her existence.

Metaphor

Metaphors, also known as direct comparisons, are one of the most common literary devices. A metaphor is a statement in which two objects, often unrelated, are compared to each other (Glatch, 2023). The metaphors found in the select *kalangan* represent love, women admiration, women subjugation, social class distinction, and abuse of the power of authority.

As *kalangan* are ballads or love songs, it is inevitable that these be replete with metaphors. In a number of *kalangan*, metaphor is combined with hyperbole for a special purpose.

In singing praises to the loved one, the lover waxes poetic as in “*Ikaw in Sumping*” where the object of affection or adoration is referred to as “*halaman ku*” and “*sumping*” meaning plant and flower that grow in the lover’s heart. In the *kalangan*, the man likened her to a flower that grew in his heart. This statement described the woman as someone who is beautiful and has stayed in his heart for a long time until it reached a point where his treatment towards her has changed romantically. In contrast, in “*Way na Bulirapat*,” the loved one is compared to a “*lambung*” or shadow, suggesting her being reduced to a memory.

In another instance, in the *kalangan* “*Simahaya*,” the radiant beauty of the adored one is likened to the light of the moon, as in the line “*Simahaya biyah sin sinah bulan...*” (*You brightened like the light of the moon.*) This provides an example of the simultaneous use of metaphor, simile, and hyperbole. However, as one reads on, a deeper and more important use and meaning of the hyperbolic comparison is brought to light. The object of adoration is as distant and inaccessible – unreachable – as the waxing moon because of her lofty station in society. The gulf or distance that separates the lover from the lady is suggested by the metaphorical language used. Hence, the metaphor, simile, and hyperbole represent the lady as some celestial being, and he as an earthling, a lowly mortal.

Metaphor fused with hyperbole is again the dominant image/figure in “*Langit iban Lupa*” and in the previous piece analyzed, “*Simahaya*.” Despite the use of metaphorical language, the message is unmistakable, with direct reference to status.

Langit iban lupa in hantang ta. Anak dayahan kaw aku anak miskin... (Sky and earth are our status. You are born into a rich family; I am born into a poor family.) Again, it is the wealth of the girl’s family and the man’s lack of means or penurious situation – “*way dugaing arta hika ganti*” – that drove a permanent wedge into their once beautiful, loving relationship. There is no place for him in that other world. His object condition is blatantly declared by the damaged clothes he wears – “*Tumamung larak-larak in pamakay.*” (*Damaged clothes are what I wear*). Love which is all that the man has to offer does not win or stand a Chinaman’s chance against wealth or status. So, the futility of the lover’s longing is clear. He has to be content with his remembrances or memories of precious moments shared with the lost love of his life.

In another *kalangan* about a couple cruelly separated (“*Nabutas*”), the cause of the break-up is not revealed. However, there is a reference to “them” or certain persons of authority or influence who could have employed persuasion or force to rend asunder the lover’s relationship. The promise or pledge they made was broken when one gave in to the command of the unnamed “them” (who could be assumed as the parents or family of the latter). As in the other *kalangan*, the rejection of the lover could be due to unacceptable family provenance or status. He does not measure up to the family’s standards as in the line, “*Bukun ka in janji ta, pakamatay mag-unung kita. Limayu na kaw lasa, luha umaanud dain ha mata.*” (*Our promise was to be together until death, right. You left my love, tears have fallen from my eyes.*)

A similar struggle was apparent in the same *kalangan* specifically when the man said, “*Naglalasa kita landuh, piyapagbutas nila*” (*We loved each other so much, only to be separated by them*). This showed the power struggle between the couple as the inferior social actors and “them,” who might be referring to their parents, relatives, or even the entire society, as the dominant social actors. By reading and analyzing the discourse, it is implied that the dominant controls the inferior, hence leaving the inferior to adhere to what the dominant would want to happen.

The concept of power was demonstrated and discussed in the case of the select *kalangan* through the authority of the social actors—the man, parents, family, and society as the dominant, while the women were the inferior. Finally, by considering all the aforementioned instances, Tausug women and men also metaphorically show their status and condition in the society. Tausug women who were referred to as *dayang* and *indah* might bring sweet sound to the ears, however in the select *kalangan*, they have become metaphors for oppression, weakness, inferiority, subjection, subjugation, and abuse. Despite all these, Tausug women also act as metaphors for emancipation. By showing the situation or status of women in Tausug society, either through the lens of Tausug men or Tausug women themselves, emancipating women has begun.

Rhetorical Question

A Rhetorical question is a question not intended to require an answer (Merriam-Webster Dictionary, 2023). These rhetorical questions that functioned as a literary device dealt with love, specifically heartbreak, social status distinction, and Filial Piety.

A rhetorical question is asked not by genuine ignorance seeking knowledge or information, but by knowledge forcing a predetermined answer. Sometimes the answer is so obvious that it is left implicit. In the *kalangan* about ill-starred lovers, the broken-hearted beaux subconsciously cushion the impact of harsh reality – rejection by the beloved's family – by evading a direct confrontation with the truth. They cast their thoughts in the form of rhetorical questions.

For example, in "*Ikaw in Namugtui sin Suratan*" (*You Chose to End our Destiny*) the persona raises the following rhetorical questions to which no answers are forthcoming or expected:

"*Unu baha in nadusa hangkan mu liyayuan. Mayta di kapagbalikun in mga paglasa ta sin duwa. (What have I done wrong that became a reason for you to leave me. Why can't it be back the love we shared before.)* The lady love is not even around to listen to his lament and questions. The *kalangan* is in fact in the form of monologue.

Existential questions – questions about fate or destiny, or the seemingly inexplicable course taken by the couple's love story – make fine examples of rhetorical questions, "*Kahnu kahnu Ra*" (*It's Been a While*) is studded with such questions:

"*May na ha bihayaun bukun na biyah tagnah. Mahugut sa in jani mu dun hayan. Hatungud sin aku di mu pindahan. Maytah in mga yadtu way mu biyagbugan. (Why is it now not the same as before. Your promise before was firm that you would not replace me. Why did you not fight or those?)* In nearly every stanza, the rhetorical question "*Mayta in mga yadtu way mu biyagbugan*" is repeated as a form of reproach to the beloved who has not been faithful or true to her vow – "*Sampay ha mag sapa nahinang mu.*" This nagging doubt and fear intensifies the tension and deepens her despair.

In another *kalangan* entitled "*Suratan*," the tragic love affair of the "ill-starred" lovers is dealt a mortal blow by the decision of the girl's parents to marry her off to the persona's rich friend. This cuts more sharply and unkindly; it emphasizes the contrast in status between the rich friend ("sin dayahan bagay ku") and him – "*Sabalan miskin landuh, way gaus ku kaymu*" ("... I am very poor, I am unable to afford you."). The persona refers to the demands of the girl's parents which he finds excessive, and clearly spell doom for his courtship or marriage suit.

The line "*Sah ku na tiyangis in kasusahan in maas mu di mabayah*" (*I just cried this sadness... Your parents disapprove*) exemplifies parents' wish or desire – choosing a fitting match for a son or daughter – as a rule prevails. Their disapproval of a suit is a hurdle or barrier that is impossible to overcome. Filial piety in Tausug culture is almost like a religion; it is inculcated in children. Daughters, especially, are trained to be dutiful and obedient. Rarely does one hear of daughters defying the wishes of their parents. Even desperate lovers recognize this cultural value.

"*Hitangis Ku Ra Kuman*" is also about the same theme – filial piety. The woman gives in, or defers to, the desire of the parents. The lovers, of their own volition, accept the separation.

"*Bang saupama bunnal aun magpangasawa. Ayaw mutas dain ha pikilan nila sabab dih mu katungbasan in duwa maas mu di ha dunya.*" (*If it is true that someone proposed marriage to you. Do not disobey their decision because you cannot repay your parents here on Earth.*) shows that the pain of losing his love is beyond endurance, but the love himself realizes that obedience to parents is a duty and a virtue. Children can never repay their parents.

In relation to Filial Piety, the concept of *Sab'r* was also shown in the *kalangan* "*Miyaggad nagdakop*" wherein the woman said, "*Sah ku masabalan hi tuwan awn na limbang.... Wayruun na mahinang, bukun ikaw in suratan... Tuwan, amuna in tiyakdil sin Tuhan.*" (I have to be patient; my love already has someone whom he can lean on... There's nothing to do; you are not my destiny... My love that is what was destined by God.) This discourse explained how Tausugs accept their fate because of their belief that the Almighty has planned everything, and that whatever is planned by the Almighty is for the best. Therefore, they must submit to the will of Allah by all means.

Furthermore, another theme – social class distinction – was also illustrated in the select *kalangan*. The discourse in the *kalangan* "*Suratan*" showed how social status influenced the standards of love and acceptance in the Tausug society. Discrimination based on social status has separated two lovers from each other and hindered their marriage. As stated in the song, the dowry demanded by the woman's parents was impossible for the man to produce; hence, they married off their daughter to someone who could meet all their demands. Consequently, this had made the woman accept the reality that her parents decide for her life and that social status is one of the bases for a Tausug marriage to push through if she wants to get her parents' blessings.

Simile

A simile is a figure of speech in which two essentially dissimilar objects or concepts are expressly compared with one another through the use of "like" or "as." Simile is used as a literary device to assert similarity with the help of like or as, which are language constructs that establish equivalency (LiteraryDevices Editors, 2013).

In the select *kalangan* specifically *Simahaya* (Brightened), it indirectly compared a Tausug woman to one or more thing. The use of the word "*biyah*" or "like" has been used to show the comparison of Tausug woman to another thing such as *dayang dayang* and *sinag bulan*. The similes used to describe Tausug women were all praises, honor and respect.

"*Biyah kaw sapantun dayang dayang ha pangatud ku*" (You are like a princess in my sight.) – A Tausug woman is likened to a princess, a member of royalty, who is significant, treasured, and honored. In the point of view of the man, she is someone who is as important and as valuable as a princess or *dayang dayang*. This description was also seconded by the line "*In ikaw biyah anak sultan*" (You are like the daughter of a Sultan). A Tausug woman is referred to as someone who is noble and treasured in society. To be associated as a daughter of a Sultan is a prestige in the Tausug society as Sultans are highly honored and respected in the society.

Lastly, this adoration was also illustrated in the description: "*Simahayah biyah sin sinag bulan*" (You brightened like the light of the moon.) The woman is likened to the moonlight, which has the power to brighten even the darkest place at night. Perhaps, the woman in the select *kalangan*, the woman's presence and existence bright light to the life of the man. Anent to that, the aforementioned discourse also showed how attractive the woman is in the eyes of that man, just like how attractive the moonlight is at night.

Metonymy

Metonymy, (from Greek *metōnymia*, “change of name,” or “misnomer”), figure of speech in which the name of an object or concept is replaced with a word closely related to or suggested by the original, as “crown” to mean “king” (Tikkanen, 2023).

Metonymy was evident in the following lines:

*“In ulangig sin **dunya** miyagad da nalawa in paglasa” (The happiness in the world went away together with love.); and “Pasalan in **dunya** ku ha bihayaun tigidlum” (Because my world is dark now.)* By saying that his *dunya* is dark meant that his life has become gloomy or unhappy. In the select *kalangan*, the term *dunya* was referring to life. *Dunya* which is literally translated as world was used as metonymy to refer to the man’s life.

Objective Correlative

Objective Correlative is something (such as a situation or chain of events) that symbolizes or objectifies a particular emotion and that may be used in creative writing to evoke a desired emotional response in the reader (Merriam-Webster Dictionary, 2023).

A photo and letter (*“pattah iban surat”*) in *“Di Ku Agun Mataymah” (I Couldn’t Even Accept It)* illustrates the use of objective correlative. The objects express the sense of emptiness and loss that grows in the deserted lover’s whole being. Their power of evocation arouses sorrow or anguish.

“Bang ku pagkakitaan pattah sin duwa kita tandah sin pag lasa ta dayang nakauna, itung di ku matayma lumayuh kaw nagtagha” (Whenever I see the picture of the two of us, symbol of our love, my love, before, I could not take that you went far away from me instantly).

As the persona’s lament goes, the sight of their photo together brings back unforgettable moments shared, and he draws in waves and waves of sadness.

Allusion

Allusion is a word for a literary reference; when a writer alludes to something, they are either directly or indirectly referring to another, commonly known piece of art or literature (Glatch, 2023).

In the *kalangan “Budjang Lingkatan,”* the suitor uses allusion as a device of persuasion. He is determined to win the love of his *“budjang lingkatan”* (beautiful lady), hence, his allusion to God and the Prophet Muhammad, as in the line *“Budjang lingkatan, daih nakaw. Palima ku ambit nakaw. Pa Tuhan syujud ku, pa Nabi syangdul ku in kasi lasa ku kaymu.” (Beautiful lady, come here. Hold my hand. In God I have already prostrated, in Prophet I entrusted my love for you.*

The Tausug as Muslims take their Faith seriously; they are pious and do not take the names of God (Tuhan) and the Prophet (Nabi Muhammad) in vain. Invoking God and the Prophet, attests to the sincerity or truth of what is professed.

Foreshadowing

Foreshadowing is when the author places elements within the writing that give clues about what will happen in the future of the story (Pope, 2021).

In the case of the select *kalangan Anak Ilu*, the title itself foreshadowed the ending of the story. It provided a vivid picture of the life of the Anak Ilu – miserable and unfortunate. All her life, she was longing for genuine love from people whom she calls “family” however, she never felt it. The only time when she had already found her “home” in the embrace of her lover, it was taken from her in just a snap of a finger; she was forced to marry a stranger. For this reason, the statement of the persona “*Bang isab bihaini marayaw pa unungan na*” (*If it is just like this, then it is better to be with him.*) foreshadowed that, in the end, she would commit suicide and would therefore remain as orphan until she dies.

Personification

Personification gives human attributes to nonhuman objects, which is a powerful way to foster empathy in the readers (Glatch, 2023).

In the select *kalangan*, the *atay* or heart was personified. It was given an attribute such as that of a person’s ability to cry. As pictured out in the *kalangan*, “*Timangis in atay ku*” or My heart cried showed that, for one, the fact remains that the heart does not have the ability to cry which meant that the statement was a literary device used to describe a person’s feelings. The heart is the literary figure that shows the emotions of a person; hence, by saying that the heart cried meant that the emotions had overflowed.

In reference to the select *kalangan*, this statement showed how sad and miserable the man was because of the woman.

Repetition

According to Deguzman, repetition is a literary device in which a word or phrase is used multiple times. Repetition can be found throughout literature. Most commonly, it is found in poetry and speeches to create rhythm or emphasize a word or phrase (2022).

In the select *kalangan*, the repetition of the phrase “*hikabalik pa ka, hikabalik pa ka*” (*Will it be back again, will it be back again*) clearly emphasized the man’s emotions of a painful break-up, deep sorrow, and longing for the woman. The whereabouts of woman, in the story, were never talked about. It could also be that the woman had gone far away or worse, had already left the world. The man knew that no matter how much he would want to bring her back, he could not do the impossible, hence, the feeling of deep sorrow and yearning for the presence of someone who was once his one true and great love.

Conclusion

The findings of this study exemplified the significance of analyzing and understanding the literal as well as figurative meanings of language used in literary forms to better explain and discuss circumstances. By merely reading the lyrics of the songs, only one meaning is generated, but with intensive and repetitive reading, the core of the songs is understood. It is implied that Tausug people are creative people who use their language creatively to express themselves. Just like how the songs were created, various literary devices were used, showing how critical

thinkers Tausug people are. In the understudied *kalangan*, it is implied that Bahasa Sug is a symbolic language hence must not be understood only on the literal level. Language indeed has layers of meaning that must be understood and analyzed to better grasp the true and hidden meanings of the discourses.

Through the in-depth analysis of the literary devices – Symbolism, Leitmotif, Irony, Hyperbole, Metaphor, Rhetorical Questions, Simile, Metonymy, Objective Correlative, Allusion, Foreshadowing, Personification, and Repetition – found in the select *kalangan* revealed the themes such as love, adoration, heartbreak, oppression, manipulation, sorrow, dependence, power abuse of authority, Filial Piety, and strong Islamic faith.

Moreover, two particular types of control, are treated prominently in the *kalangan*: cultural values and practices as a controlling force (Wodak, 1997) which cultural difference explain or account for, and the persuasive power of parents based in what is believed as a moral – spiritual authority. Discussion of these types of control, of power and dominance, belong to the macrolevel of Critical Discourse Analysis (Fairclough, 1989, 1992; van Dijk, 1977, 1985).

In conclusion, it is worth noting that unearthing the treasure in the language through CDA significantly reveals truths about a people, their cultures, their ideals and even their struggles.

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AN ISLAMIC GOVERNMENT PREVENTS ADMINISTRATIVE CORRUPTION: AN ANALYTICAL STUDY OF AN ISLAMIC POLITICAL DOCUMENT DATING BACK TO THE 3RD AH -9TH AD

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Abstract: *This study aims to analyze an ancient historical political document presenting a high standard ruling state with an advanced administrative system in the early Islamic history, dating back to the third century AH (the period of the Imam al-Salt bin Malik's rule in 237 AH/851 AD). The covenant was written by the Imam al Salt bin Malik who was elected by Ahlu al Hall wa al A'qd (the members of the Parliament). The reader can understand and be able to relate to some of the contents of this document, particularly the part concerned with the issue of governments' likely corruption. The scope of the paper is focused on the preventive commandments included in the covenant and are meant to protect the government and the public employees from committing administrative corruption. The study relied on both the historical approach, and the critical one. It is divided into two sections: the first section introduces the era of the Imam al- Salt bin Malik, and the second section analyses the preventive commandments included in the covenant in order to protect the Islamic government from administrative corruption. One of the most crucial findings of this study is that it reflects an advanced level of political maturity in the administrative and political practices of the early Islamic State compared with the contemporary standards of the prevailing government systems.*

Keywords: *Al-Salt bin Malik's Covenant, Administrative Corruption, Islamic Government, Islamic State*

Introduction

Islamic political history in general, and the Omani history in particular, is rich and that was evident in the practical path followed by them with its consistent methodology. The recorded Omani heritage, is rich with situations and legislations. The time period of the Imam Al-Salt bin Malik al-Kharusi was rich in political heritage among which is a document written by Imam Al-Salt bin Malik Al-Kharusi to his governor of Rustaq, Ghassan bin Khalid. This paper analyses the covenant that the Imam Al-Salt wrote to his governor, Ghassan, in order to reveal its relevance to the protection from and prevention of administrative corruption in the Islamic government. The paper is relying on the historical approach in defining the time period of this era. It also relied on the deductive and critical approach to identify the political values in the text of the covenant and link them to the contemporary corruption issues, especially the administrative. In its analysis of the era of the Imam al-Salt and his governor Ghassan, this paper will address two topics: the first topic defines and introduces the era, and the second topic explains how the commandments succeeded to prevent what is now known as administrative corruption.

Literature Review

The state of Imam al-Salt was privileged with writings that dealt with the covenants and commandments that he wrote to the followers of his government, especially the covenant that he wrote for his soldiers whom he sent to confront the Christians who breached the covenant, killed his governor, and attacked the people of the island of Socotra and spread havoc. However, the covenant that this study will address did not receive much attention, except for a study conducted by Dr. Badriya Al-Nabhaniya (2017) entitled The Rahil family and their political and intellectual role in Oman from the century (2 AH / 7 AD to 4 AH / 10 AD). The study mentions briefly the covenant and therefore this paper comes as an addition to this research area

The first section: Introducing the Al-Imam Salt and his reign Introduction to the character of the Imam Al-Salt

He is the Imam Al-Salt bin Malik Al-Kharusi. He was described as being ascetic (Al-Awatbi, 2015), just and with abundant knowledge. His Imamate of Oman lasted for approximately 35 years from 237 AH to 273 AH (Ibn Raziq, 2009).

General conditions of the era of the Imam Al-Salt

There were many scholars and the scientific movement was active during his reign. One of the fruits of the strength of the naval fleet during his reign was the prosperity of Omani maritime trade and the influx of merchants to Oman. Trade in the coastal cities revived (Abu Al-Ala, 2015). Oman was described in the third century AH as a first-class maritime country, where Global trade routes meet, and ships from East Asia, such as China and India come loaded with various types of goods, and ships coming from the Gulf, Aden, East and West Africa also pass through Oman (Abdel Halim, 2010). This was accompanied by a flourishing literary and intellectual movement, to the extent that the first drafting of a law concerned with international trade and the first law to prevent double taxation attributed to Sheikh Muhammad bin Mahboob Al-Ruhaili to place during the era of the Imam Al-Salt (Saif, 2015).

The second section: Preventing corruption according to the contents of the covenant

During the past two decades, the topic of corruption has become more prevalent, and is mostly linked to what happens in governments. Studies have been conducted addressing its definition, types, indicators of its occurrence, and how to prevent and handle it. Also, organizations adopting a confrontation strategy and called for legislations to limit its expansion. This paper analyses a covenant dating back to twelve centuries ago, written by one of the imams of Oman, the Imam Al-Salt bin Malik Al-Kharusi, to one of his governors. The content of this covenant reflects a high level of maturity in the governmental approach of this historical state. It deals with those assuming a higher public authority (the governor) and leadership and supervisory position and protects them with preventive directives from committing administrative corruption. The governance of the system ensures an influential and balanced foundation through a moral system that controls the behaviour of the governor in performing his duty and also through an integrated sequential system for managing his duties and selecting his assistants (Al-Muharbi, 2024).

Definition of corruption

The word corruption comes with meanings that revolve around deviation from moderation (Pioneers of Translation, 1444 AH), and one of its linguistic meanings is taking money unjustly (Al-Fayrouzabadi, 2008). The definition of corruption from an Islamic perspective is “the departure of something from the appropriate moderation on which its benefit depends, and its corruption is taken away from that... And corruption on earth is by transforming benefits into harms, such as cheating on goods... killing those who do not deserve and agitating people”. and among the types of corruption are the improvement of evil and the beautification of falsehood”. and every sin is corruption; Because it is a departure from the laws established for the good of the earth and its people, also desires that lead to corruption “Would it be that, if you were given power, you would spread corruption on earth” (Al-Khalili, 1986, p. 223) Looking at the multiple definitions of corruption, the reader finds that they revolve around a basic meaning, which is the abuse of power to reach private interests. This general meaning is the meaning adopted by the Transparency Organization (international, 2024). This paper will address administrative corruption through the commandments of the Imam that were presented to his governor and the measures included to prevent committing administrative corruption.

Definition of administrative corruption

It is “the deviation of a public employee from adherence to the provisions of Sharia law and its objectives within the framework of his job” (Maabreh, 2011, 91). It is consistent with the general framework of administrative corruption as being “the employee behaviour that deviates from the ethics of the public job and social values to achieve a personal goal at the expense of the public interest”.

Manifestations of administrative corruption

A-Organizational deviation:

The forms of this type of corruption: 1- Failure to adhere to orders or regulations, 2- Job negligence, 3- Disclosure of work secrets, 4- Failure to observe the administrative hierarchy (Maabreh, 2011). Regarding non-compliance with orders or regulations, the covenant contains a warning against not following orders or instructions: “and whenever you violate any command, you will require to revenge on someone, or bribe, or pay a fine from your money and your property, and not from the property of the Muslims. If you are presented with a matter that I have not mentioned to you in my letter.” do not proceed to implement it until you consult me, Allah willing”. The covenant also contains a call for job commitment and a warning against delay in performing practical tasks, including the prohibiting of the governor from withholding the crops from its owner until the zakat collector arrives, at that may spoil the crop. “and do not withhold from the people the fruit of their palm trees after they have ripened to wait for you come to collect their alms; because the winds and rains may harm it and spoil it [after it reaches its arrival]. The people are permitted to pay for it later, as they are faithful to what Allah has entrusted to them.” “and from every person, his charity will be taken at [its] due time, and it will not be hastened before its time, nor delayed” As for negligence of job duties, the Imam and his guardian forbade three cases: the first is to be absent from assigned tasks: “and do not be rude and hard-hearted due, and do not withhold yourself from the demands of the weak and the orphans.” The second is to be weary of abundant tasks: “and do not be weary of an abundance of work”. The third is to neglect answering the needs of the weak: “do not be rude and harsh-hearted because of abundant work, and do not hide from the demands of the

weak or the orphans, and give women a share of privacy, for they have secrets for which you are responsible and need to be patient with.” As for the governor’s secrets, the covenant stipulated that he would not reveal his secrets except to those whom he takes as advisers and are indispensable to him. The Imam described the characteristics of the advisors as: “Consult those who fear Allah Almighty about your affairs, and share with them your concerns, for you need them, and you are indispensable to them”. The Imam took into account women’s secrets and privacy, so he asked the governor to: “give women a portion of solitude. They have secrets that you are in charge of and need to be patient with”. As for what is related to the administrative hierarchy, it is stated that the employee should receive directives from one party to prevent conflict, and that the supreme leader should not bypass the first subordinate employee and give his orders directly to the junior employees (Maabreh, 2011). The Imam Al-Salt addressed the governor himself, and the governor is the one who transmits the commandments and directives to those who are under his administration: “Convey that to your governors and your companions, for that is a shame. When the courier goes out [Allah willing], he should not differentiate between the recipients. The courier is ordered to distribute a third of what is meant to be given among the poor, and it should not be given to those who have money. If there are no poor people in the neighbourhood, the courier should go to the closest poor people around. This is my letter to you, my advice to you, and my advice to the people of your state. I ask Allah for success for you and for us. Read this book of mine to your governors”.

B- Behavioural deviation

These are administrative violations committed by the employee and related to his behaviour, including failure to maintain the status and dignity of the job (Abdeen, 2016), whether it happens in the place and time of the job or outside. Everything that affects the honour and dignity of the job is considered a behavioural deviation and also an administrative violation. (Muabara, 2011). In the covenant there is a warning against all shameful behavioural deviations: “and encourage them to abstain from the forbidden and from the gatherings that engage in amusement, play, falsehood, foolishness, ignorance, injustice, and treason. Do not accept gifts from the people of your state and convey the same to your governors and companions, as this would be shameful”. It is also considered a behavioural deviation if an employee exploits the authority and power of his job in order to achieve his personal interest or with the intention of harming others due to personal grudges or abusing the regulations with the aim of achieving his own interest or that of others. Accordingly, favouritism (Maabreh, 2011), or bias (Ghoneim, 2016) or its equivalent of personal hatred are considered behavioural deviations, and is what the covenant warned against: “Adopt the manners and guidance of the other model imams and don’t allow your anger or satisfaction to deviate from truthful actions and do not be tempted to favour anyone over the others”. Among the behavioural deviations that the Covenant warned against is the combining of an official job with commercial activities. The governor is attached to the judge in the Omani Ibadi jurisprudential heritage; thus he is not allowed to engage in trade. The Covenant is explicitly forbidding trade: “and do not sell or be sold to during your guardianship, except what [you] have to do.”

C- Criminal deviance:

It is what is done by an employee during his job, which is considered criminalized, such as breaching public trust, public interest, public job duties, and serving private interests of which bribery is one (Abdeen, 2016). Although the word bribery is not mentioned in the text of the Covenant, the gift is considered a bribe in the Omani Ibadi jurisprudential heritage. (Al-Bisyani, 1986; Al-Kindi, 1993), and in the commandments of the covenant: “and do not accept

gifts from the people of your state, nor respond to their invitations, and command your governors and your companions to do so, for that is a shame.”

Means of Fighting Administrative Corruption

As for the responsibility of preventing administrative corruption, the following are among the means mentioned in fighting administrative corruption: 1- Characteristics of administrative leadership 2- Control 3- Administrative organization (centralized and decentralized) (Maabreh, 2011). This is what the Islamic administration is keen to ensure in the administrative leader, as the leader should be a good role model for his followers. Stated in the covenant:” For I have entrusted you with my responsibilities, and I trusted you to protect me and help me in fulfilling my godly duties thus be as I hoped you to be you are my eye in seeing what I miss” Also in the covenant: “and do not be harsh and hard-hearted because of the abundance of work ... and hold merchants accountable for their trades with gentleness”. Again, the covenant stated: “act with justice among the subjects and divide among them equally”.

The covenant also warned against creating an impression among the weak that they cannot achieve their rights because they are not among the notables: 1- “and be fair to the weak from the strong and the poor from the rich and the servant from the master so that the honourable will not coved your injustice nor does the weak despair of your justice” The covenant also warns from anger:” and beware of anger or following one’s desire because it calls for self-righteousness and may influence judgment. Do not let your anger take you away from the truth and do not judge between people while you are angry”. The covenant again calls the leader to advice his followers and the entire covenant is an advice to the governor and ordering him to advice his followers: “This is my letter to you, my advice to you and my advice to the people of your state. I ask Allah to grant you and us success, to accept advice and to follow the footsteps of the righteous, and to guide me and you to the most rightest matters”. Among the qualities of a leader is the keenness on consultation and the covenant emphasises: “and consult those who fear Allah almighty and share with them your meanings as you need them”. The covenant asked the leader to take into account women and their privacy: “and give women a share of your privacy for they have secrets of which you are responsible”.

As for what is related to the leader’s commitment to the administrative origination (centralised and decentralised) in the covenant there is a clear statement of the limits of the governor’s responsibility, the restriction of guardianship, the prevention of the governor from directly ruling and dealing with some issues and the obligation of the governor to refer to the Imam regarding them. The covenant states: “if a matter is presented to you that I have not written to you in this letter of mine, do not proceed to implement it until you consult me, Allah willing. Do not establish any limits and do not judge between people in retaliation or in compensation or property or marriage or divorce until you refer that matter to me. Whenever there is any doubt concerning a ruling between people, stand back and do not approach it until you consult me, and I and the people of opinion will look into it and then inform you of what to be done as that is safer for me and you”.

Conclusion

WithAllah’s blessing and with the paper reaching this stage, the results that can be summarized from the outcome of this study are that the covenant is rich in commandments protecting the

government from falling into administrative corruption, and the covenant showed political maturity in the administration and government of Imam Al-Salt.

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INCORPORATING ENGLISH AS AN INTERNATIONAL LANGUAGE IN TEACHING MATERIALS: A CASE OF AN EAP COURSE IN VIETNAM

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Abstract: *The spread of English on a global language has resulted in the emergence of a new paradigm of English language teaching, English as an International Language (EIL), which switches the focus from native models to communicative effectiveness and the equal status of all varieties of English and cultures. In Vietnam, though the goal of communicative effectiveness in English language teaching (ELT) is acknowledged, EIL syllabus material design has been given little attention. This study aims to explore the perceptions of material developers regarding EIL incorporation in teaching materials and the actual extent of EIL integration in teaching materials of an English for academic course. The results show that there exists a mismatch between the material developers' appreciation of EIL incorporation and their modest practices of incorporating EIL in teaching materials. The research also indicated that while the material developers equally value international target culture, culture(s) of future interlocutor and local culture, the priority in material design was given to culture of native speakers. The opportunities to develop skills to communicate across the differences are also given credits in teaching materials, as perceived and practiced in the material design of the course. The research suggests a pedagogical implication towards further incorporation of EIL in language courses to university students and the role of material developers in resonating material design with actual communicative contexts.*

Keywords: *English as an International Language, Material Development, ELT*

Introduction

The imperialism, colonization as well as globalization have resulted in the spread of English as a means for international communication with a tremendous scope. Nowadays, English becomes the official language of 88 countries, including 60 sovereign and 28 non-sovereign states and the most common second language in the world (McKay, 2012). In different parts of the world, English is used as the language of communication, of international diplomacy, in international working environment, of research and publishing and for information sharing (McKay, 2012). In language education, English is the most widely taught foreign language (McKay, 2012).

Because of the geographical spread of English, the number of English speakers from countries where English is not mother tongue outnumbers the number of native speakers by three to one (Seidlhofer, 2011). Hence, English is no longer the language of native speakers (NS), but its ownership has now been reclaimed "to the people who speak it" (Norton, 1997, p. 427). Indeed, following the widespread use of English, English takes on the characteristics of people who speak it. Non-native speakers of English (NNS) adapt English both structurally and pragmatically (Kachru, 1985) to fit with the local use of English. English as an International

Language (EIL) has emerged as a new paradigm of ELT, which various scholars have based on to develop syllabus materials.

Literature Review

EIL

EIL is variously defined as “the functions or uses of English in international contexts” (Mastuda & Friedrich, 2010), “a variety of English” by Tomlinson (2003) and (Widdowson, 1997) and a newly emerged “paradigms or perspectives” in ELT (McKay, 2002; Sharifian, 2009). According to Marlina (2018), as a paradigm or perspective, EIL embraces the recognition of international functions of English and its use in a wide range of areas by speakers of diverse cultural backgrounds.

However, Sharifian (2009) also notes a possible misunderstanding related to EIL, that is the use of the word “English” together with an adjective probably implies a particular variety such as Singaporean English or Malaysian English. Because of the confusion caused by the word ‘international’, it is essential to bear in mind that there exists no single variety of English that serve the purposes of international communication. This means that instead of focusing on one particular variety, it should be the pluricentricity of English that EIL paradigm emphasizes. In the international communicative contexts, speakers of diverse language backgrounds are able to employ a variety or varieties of English that they are most familiar with and use various communicative strategies in making meaning, negotiating meaning and communicating (Marlina, 2018).

World Englishes

Besides EIL, there are also other terminologies that are often considered synonymous with EIL such as World Englishes (WE). According to Marlina (2018), World Englishes are commonly interpreted in three ways: (1) a reference to all varieties of Englishes, (2) ‘new Englishes’ in such countries which were previously colonized and then made English their additional language and (3) the Kachruvian pluricentric approach with three concentric circles. According to Marlina (2018), in a broader sense, ‘World Englishes’ (with the capitalized ‘W’) is understood as the third interpretation. This broad use of World Englishes is equated with EIL because they both centre on the idea of recognizing the legitimacy of different varieties of English. Meanwhile, the term ‘world Englishes’ (with no capitalized ‘w’) is distinguished as either all varieties of English or the ‘new Englishes’ (Marlina, 2018)

Kachru’s Circle of World Englishes

Following the spread of English internationally, Kachru (1990) classifies English into three concentric circles according to how it is acquired and how it operates. In this model, Inner Circle represents countries that use English as their mother tongue, typically the U.K, the U.S, Australia and so on. The language used by people from Inner Circle countries is regarded as Standard English or “norms” (Kachru, 1992, p.5). Outer Circle includes countries which were the previous colonies of Inner- Circle countries such as Singapore, India, the Philippines and Kenya. In those countries, English gains an official status and is additionally spoken beside their own languages. The final category is Expanding Circle with such countries as Brazil, China, Japan and Vietnam. In the Expanding-circle countries, English is taught as a compulsory subject and regarded as “the most popular foreign language” (Phan, 2016, p.40).

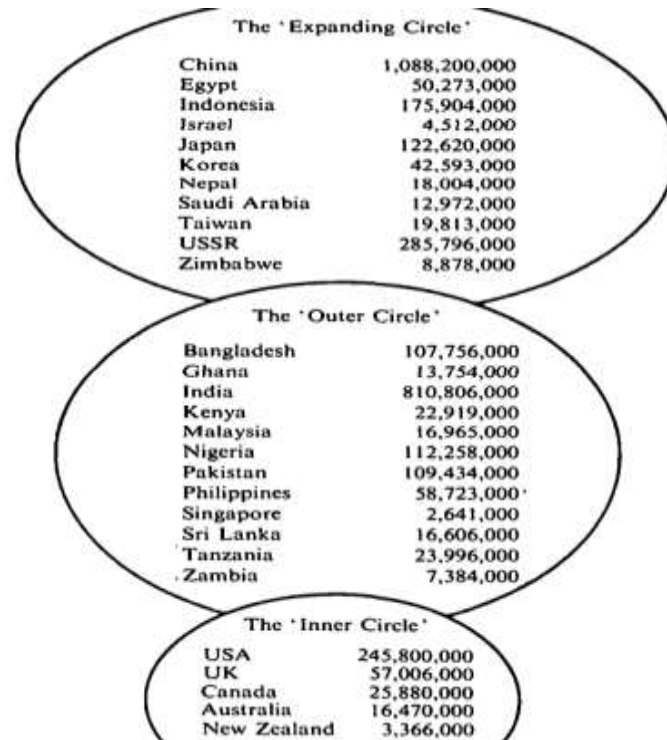


Figure 1: Kachru's Three Circles of World Englishes (Kachru, 1992)

Since it was first proposed, Kachru's model has been widely accepted and considered the most renowned model in the field, firstly for the awareness and appreciation of the existence of varieties of English that it raised (Rajadurai, 2005) and, secondly for the usefulness of this framework as a tool of WE research (Phan, 2016). However, the concentric circles met with criticisms from scholars worldwide. On one hand, McKay and Brown (2016) contend that Kachru's categorization oversimplifies the current state of English use because there are bound to be changes in the status of English use in different parts of the world (Graddol, 1997; Jenkins, 2009). Even Kachru (1985) himself noticed the grey areas between the circles which cause confusion in defining the status of English in some countries such as South African and Jamaica. On the other hand, the location of native countries in the centre and inner position seems to create a conflicting connotation that English from native countries serves as the core, the correctness and the model for acquiring the language (Graddol, 1997). This somehow results in linguistic imperialism of English from Inner-Circle countries and marginalism of other varieties of English.

Despite such criticisms, the concentric circle continues to be used by scholars on EIL or World Englishes for research on a global scale (Marlina, 2018). Therefore, the categorization will be used as a theoretical framework for this research yet bearing in mind the changing state of contemporary English use nowadays.

Incorporating EIL in EAP courses in Vietnam

Due to globalization and the advancement of communication technology such as the internet and social networking sites, the chance of communicating with English speakers from different

cultures indeed increases as one may no longer need to travel across borders to communicate (Marlina, 2018). This means that the communicative contexts are no longer as simple as NNS to NS as traditionally assumed, but they can also involve the interactions between NNSs of multicultures.

In Vietnam, according to Doan (2014), under the influx of foreign nationals (Do, 2006), English comes into use with greater degrees than ever before (Le, 2007; Ton & Pham, 2010). English is chosen as compulsory subjects in most universities and schools (Le, 2007). Recently, it has been made the instructional medium for certain contents at tertiary level (Doan, 2014). Furthermore, Vietnamese students' goal of learning English is not only to complete a compulsory subject but also to obtain effective cross-cultural communication (Truong, 2004). This necessitates rethinking the conceptualization of the traditional teaching approach that embraces only NS norms.

Drawing upon the changing contexts of communication around the world, many scholars (Matsuda, 2012; McKay & Brown, 2016) have been urged to revise the current approach for ELT, particularly in terms of both pedagogies and material development. The traditional ELT teaching materials specifically designed for classroom use often embrace the varieties of Inner-circle countries, most dominantly the UK and the US (Matsuda, 2012). According to Matsuda (2012), the varieties of English, though legitimately recognized by scholars, educators and teachers, are hardly presented in ELT textbooks. Furthermore, a great deal of contents follows the varieties of British and American English as well as their cultures (Matsuda, 2003). Additionally, the representations of English users are frequently described as NS rather than NNS, while NNS are often associated with learners of English. The frequency of NNS appearance in teaching materials is also much lower than that of NS (Matsuda, 2012). As a result, the lack of representations beyond Inner-Circle countries poses a deficit and restricted vision of real communicative contexts on ESL learners.

In this light, the study was set out to investigate the material developers' perceptions of incorporating EIL in teaching materials as well as measure the extent to which EIL has been actually incorporated in the teaching materials of listening skill of an English for Academic Purposes (EAP) course in a language major university in Vietnam. The research sought to answer two questions:

1. What do the material developers of listening skill of the EAP course perceive of incorporating English as an International Language in teaching materials?
2. To what extent is EIL in the teaching materials of listening skill of the EAP course?

Theoretical Framework

In order to remediate the lack of EIL in the traditional ELT, altering teaching models is not enough. Various scholars have proposed that syllabus materials need to profoundly deal with knowledge, awareness, attitudes, and linguistic skills in international communicative contexts (Marlina & Giri, 2013; Matsuda 2012; McKay, 2002, 2012; Marlina, 2018). The model of material evaluation by Marlina (2018) was adopted as a theoretical framework to explore the EIL integration in the listening materials. Specific details regarding the EIL material evaluation framework are as follows.

Principle 1: EIL syllabus materials should provide students with exposure to varieties of English.

Because of the unavoidable contact with various linguistic varieties in communication, teaching materials need to expose learners with different versions of English (Marlina, 2018). In light of this, material developers should bear in mind the three following reminders.

First, materials should raise students' awareness that the variety of English that they acquire, and use is just one in the myriad of English varieties, and it may not coincide with the varieties that other speakers use in real communication. At the same time, such awareness should orient students towards the legitimacy of different varieties from speakers of various linguistic backgrounds (Marlina, 2018). In this way, if teaching materials only include one single variety of English, students are likely to favor one English and discard or think of others as wrongful.

However, incorporating random varieties of English in teaching materials is not a recommended choice in material development. The incorporated varieties of English should also be taken into careful consideration. On the one hand, the varieties of English employed in materials should be "locally relevant" (Marlina, 2018, p.28). This means that the varieties employed should match with the context of Vietnam, which is for cross-cultural communication. Furthermore, the varieties used in teaching materials should follow the goal of the curriculum and the needs of students (Matsuda, 2012).

One the other hand, the exposure to different varieties of English is emphasized throughout the principle it is important to realize that mastering all the varieties is an unrealistic and unnecessary aim for ESL learners (Matsuda, 2012). However, this can be remediated by using ready-made materials including varieties of English, supplying the lesson with authentic materials or providing a lesson focus on Englishes (Matsuda, 2012).

Principle 2: EIL syllabus materials should include representation of a variety of multilingual speakers of world Englishes and of interaction among them.

Concerning the second principle, in the context of international communication, where there may be multilingual speakers of English, teaching materials should involve examples of speakers from Inner-, Outer- and Expanding- Circle (Matsuda, 2012). This is supported by Marlina (2018), claiming that teaching materials should place students in a more realistic communicative environment, which is not limited to only British, American or other English-speaking countries.

Additionally, Matsuda (2012) proposes that the representations of speakers in teaching materials should possess similarities to learners themselves to encourage the ownership of English as well as connect English language and its learners. Nonetheless, both scholars also note that the portrayal of such speakers should also be comprehensive in the way that is not affected by native norms. For example, non-native speakers should not only be described as learners of English and native speakers should not only be portrayed as having BBC English or General English accents.

Principle 3: EIL syllabus materials should include representation of and exposure to different culture values.

It has been observed that language and culture are two inextricable aspects in language teaching (Jiang, 2000; Hinkel, 1999). However, to define culture is such a daunting task as the concepts of culture are much broader than just norms, values, beliefs and practices. One popular definition involves the division of culture as big ‘C’ Culture and small ‘c’ culture (Chastain, 1988). The big ‘C’ Culture refers to the economic, social, and political history, art of an ethnic group or a country, whereas the small ‘c’ concerns everyday lifestyle and culture. In the context of globalization, speakers of different parts of the world not only communicate in English but also exchange the norms, values, beliefs and practices of the culture (Marlina, 2018). This necessitates the need to prepare teaching materials, which fosters multiculturalism. Marlina (2018) also postulates that the teaching materials should “reflect zero tolerance for parochialism and monocultural chauvinism” (p.29). This means that in teaching materials, there is a call to encompass cultural diversity. For this reason, upon evaluating the teaching materials, identifying whose cultures are embedded in the teaching materials is placed in the foreground.

Marlina (2018) suggests that the sources of cultural content for teaching materials should be “international target culture”, “culture(s) of their future interlocutors” and “source culture” (p.29), which is shared by Matsuda (2012) and Brown (2012). Concerning the first mentioned culture, “global culture”, as coined by Matsuda (2012), refers to a mixture of native and non-native cultural aspects that go beyond national boundaries and present in the whole global society. Such topics that earn great popularity in ELT, for example, environmental issue and technological development, can continue to serve as a source of content to teach to ESL learners.

Secondly, cultures of their future interlocutors are also considered a recommended source of content in teaching materials. However, identifying who are the future interlocutors is no easy task because they are often unknown and diverse (Marlina, 2018). Therefore, understanding the infeasibility of teaching all cultures would be essential for all teachers (Matsuda, 2012). To this end, what teachers or material developers should do is to “strategically diversify the content to include countries and regions from various parts of the world in the teaching materials” (p.117).

Finally, embedding local culture in teaching materials should be considered as learners also need to convey their own culture to other speakers in the process of exchanging words with people outside their countries. Above all, such cultures to teach to ESL learner should not be limited to conventions or stereotypes such as ‘Pho’ for Vietnam or ‘kung fu’ for China (Marlina, 2018).

Principle 4: EIL syllabus materials should provide students with opportunities to develop skills to communicate across differences.

Teaching materials should equip students with strategies to negotiate across the differences because the awareness of varieties of English, as well as their legitimacy, does not necessarily ensure successful communication (Marlina, 2018). Therefore, ESL learners should be provided with opportunities to develop the ability to properly react to differences. According to Firth (1996) and Higgins (2003), such strategies are:

- *interpersonal strategies* such as repair, rephrase, clarify, gesture, change topic, seek consensus, and provide mutual support; and
- *attitudinal resources* such as patience, tolerance and humility to negotiate differences.

Based on these four above-mentioned principles, educators and scholars can develop EIL teaching materials that suit the local contexts and language needs.

Methodology

Methods

Both quantitative and qualitative approaches were adopted to obtain a detailed understanding of the research problems. A quantitative research approach was used to figure out the extent to which EIL was integrated into listening materials. Meanwhile, a qualitative approach, which included interviews, was employed to triangulate what was actually behind the integration of EIL in teaching materials and also discover the perception of material developers about EIL.

Interviews

The research employed content analysis and semi-structured interviews as data collection method. In response to the extent of EIL integration in the course materials, even though the document analysis proves to be an effective tool in providing an overview of the EIL incorporation, the understanding gained from it stays at the observational level (Schutz, 1967). More information and perspectives still need clarifying from the participants regarding the way in which the EIL integration has been implemented and the reasons behind such integration. Therefore, interviews with material developers of listening skills emerged as an effective tool to explore such perspectives. Furthermore, semi-structured interviews help to gain an in-depth understanding of the perceptions of material developers of listening skills of the EAP course regarding EIL in answer to the perceptions of the material developers.

Content Analysis

Content analysis was employed as the primary method of data collection. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Document analysis is conducted to gain background information and broad coverage of data (Bowen, 2009). Within the scope of this study, document analysis was conducted on the course guide and teaching materials of listening skills to first-year students in the second semester to discover the extent to which EIL was integrated into listening materials and the correlation between the EIL integration and the curriculum. To put forward an exact calculation of the extent of EIL integration, all the collected materials were examined. This is believed to be a manageable number for both collection and analysis.

In the current study, to collect data regarding how much EIL is instilled in the listening materials, a checklist for evaluating teaching materials was designed based on the principles for evaluating, selecting and developing EIL materials (Marlina, 2018) as complemented by Matsuda (2012) (Appendix 3). Moreover, as in current multilingual and multicultural contexts around the world, research in the realm of EIL has focused on mainly on oral interactions only speaking and listening materials. The materials were analysed against the criteria presented in

Appendix 2. Specifically, the researcher listened to the audio files several times and wrote down the relevant points, which were the main focus of the study.

Participants

The criteria for selection were the material developers of the EAP course, particularly the material developers of the teaching materials of listening skill. Even though the teaching materials of the course were developed by four teachers, only three of them were involved in designing the syllabus materials for listening skill. Therefore, the two material developers of listening materials were invited to participate in the individual interviews to contribute to the discussion of EIL and EIL integration in teaching materials.

Listening Materials of The Researched EAP Course

The EAP course is taught to the first-year students of the language major university in the second semester. The teaching materials of subject 2B* consists of core materials and supplementary materials. Among them, one source of core materials is Compiled materials for English 2B*, which is prepared by four teachers of Fast-track program. The other is adapted from Exam Essentials by Osborne (2009), which serves the purpose of exam preparation. As a result, all of the teaching materials in this course are designed mostly in the form of handouts and audio-visuals. In every listening lesson, a set of handouts and recordings is either distributed or sent to students as materials for both teaching and learning.

In the EAP course, the students experience different listening activities such as Theme-based listening, Vocabulary building, B2+ listening preparation, Pronunciation and News sharing, which also appear as a sequence in each listening-focused lesson. Specifically, among these activities, News sharing follows learning-by-doing approach with no published teaching materials for these activities. The second activity is Vocabulary in which the students acquire theme-related lexical items through handouts. The third activity, Theme-based listening, involves students in the listening for specific topics which are prepared by the teachers. Last, B2+ listening preparation is the exam-oriented activity to equip students with necessary listening strategies and practices to sit their final exams, which are mainly drawn on a standardized test, Vietnamese Standardized Test of English Proficiency (VSTEP), with reference to Test of English as Foreign Language (TOEFL). Within the scope of the study, the exploration of this material would exclude a discussion of B2+ listening preparation.

Findings and Discussion

The need of integrating EIL in teaching materials

As it emerged from the findings from interviews, four important findings are highlighted by the material developers. Firstly, the material developers of listening skill employ different interpretations of EIL. While one participant referred to EIL as “a variety of English” as defined by Tomlinson (2003) and Winddowson (1997), her counterpart perceived EIL as “paradigms or perspectives” (McKay, 2002; Sharifian, 2009).

Regardless of the interpretations, they both recognized the importance of teaching EIL, especially in the listening skill in the globalized context. The first material developer stated

that in terms of listening, students should be prepared to listen to different accents of English such as Singaporean English or Indian English, not simply the Standard English from Australia or America. As shared by both material developers, the reasons behind the need to teach EIL were attributable to the demands of work and communication in globalized contexts. One material developer said that because of the real demands of the market of the workplace, students should be able to listen well to other different kinds of accents and because that is what they are going to face with when they graduate. As a result, they also acknowledge the need to incorporate EIL in teaching listening in the EAP course.

Furthermore, upon reflecting on their own perceptions of integrating EIL in teaching materials from the perspectives of material developers, the participants agreed that teaching materials should be incorporated with different varieties of English to prepare students to communicate in the real contexts as recommended by Marlina (2018) and Matsuda (2012). The process of incorporation, as clarified by one material developer, should be taken with cautious steps of needs analysis and taken students' level into consideration, which accords with Matsuda (2012). As a result of variety integrity, representations of speakers of world English should be included. However, the matter of needs analysis recurred as one material developer once again highlighted that the best option would be made after surveying the students.

Regarding the embedment of culture, even though the material developers' value international target culture, culture(s) of future interlocutor and local culture equally, the priority is given to culture of native speakers due to two constraints: the availability of teaching materials and time constraints of a lesson that impedes more integration. Finally, opportunities to develop skills to communicate across the differences are also given credits in teaching materials, as perceived by the material developers. This accords with Marlina (2018)'s suggestion for developing teaching materials.

Modest exposure to varieties of English in pronunciation materials

The content analysis of the textbook series indicated that the listening activities do not expose the students to sufficient and appropriate ELF interactions in genuine contexts, something which can encourage teachers and students alike to turn a blind eye to the real use of English in today's world. The detailed analyses are presented in the following subsections.

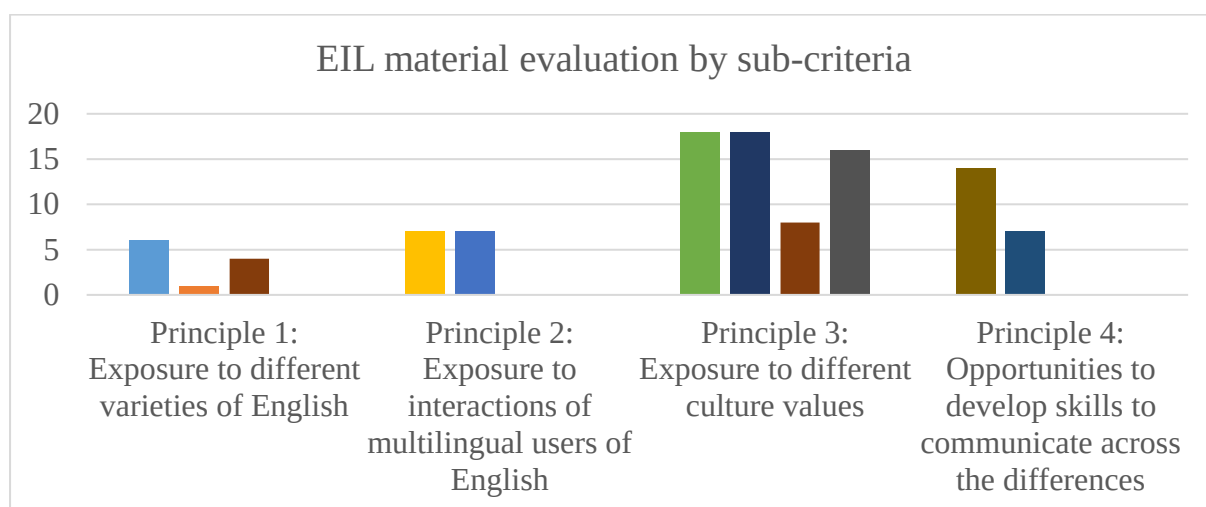


Figure 2: The level of EIL integration by sub-criteria

The exposure to varieties in the teaching materials of listening skill is limited. Specifically, only 6 out of 35 materials include multiple varieties of English. Table 1 shows the correlation between the teaching contents and the incorporated varieties of English.

Table 1: The correlation between the teaching contents and the incorporated varieties of English

Materials	Academic week	Contents	Accents of English
Pronunciation	Week 4	Ellipsis and “near ellipsis”	Polish English, British English
	Week 7	Linking sounds	Spanish and other regional English accents
	Week 10	Intonation	Jamaican English, Chinese English, Spanish English, British English
	Week 13	World Englishes	Spanish English, Indian English, Chinese English, Polish English, Japanese English, Jamaican English, British English, American English
Topic-based listening	Week 2	Voluntourism	American English
	Week 3	Vacation, adventure, surgery	Thai English, Indian English, American English

Among those integrated with more than one varieties of English, four of them are the materials used to teach pronunciation, while the rest was to teach Topic-based listening. The teaching contents as listed in the table also explain why such varieties of English were incorporated in the teaching materials. A notable example is the lesson on *World Englishes* (Hoang et.al, 2016) would feature a wider range of varieties of English than other lessons. Furthermore, the integrated varieties of English should come from all Inner-circle countries (Britain and America), Outer-circle countries (Spain, India and Jamaica) and Expanding-circle countries (Poland, China and Japan). Another example is the lesson of *Vacation, adventure, surgery*, which demonstrates an interview with the local beauty specialists. Therefore, the accents of such users of English are also featured.

Another important aspect to examine is that the materials need to raise students’ awareness of the legitimacy of world Englishes (Marlina, 2018). Nonetheless, among these six teaching materials with the incorporation of English varieties in Table 4.6, only the materials on World Englishes successfully did so in the input part of the lesson. The other materials neither specified what varieties were included nor raised students’ awareness of the existence of different varieties of English.

Regarding the relevance of the integration of world Englishes in five materials to the local contexts, from the suggestions of both material developers reported in the previous section, the incorporated varieties of English should be familiar to the students. With reference to that, at least half of the incorporated varieties of English are not relevant to local contexts.

Limited representations of a variety of multilingual speakers of world Englishes and interactions

Chart 4.5 illustrates the number of materials featuring representations of multilingual speakers of world Englishes and their interactions that were instilled in the teaching materials of listening skill in the course. Similar to the results of the incorporation of English varieties, the portrayal of speakers of world Englishes is also limited in number. Specifically, there are 7 materials presenting different speakers of English outside Inner-circle and their interactions. The origins of the speakers of world Englishes correspond with the varieties of English that were described in Table 4.6. From the results of content analysis, it can be concluded that there is a great imbalance between the representations of native speakers and the representations of non-native speakers and their interactions. This was also acknowledged by the material developers of the listening skill of the course, as one of them explained:

The model of Standard English will appear more because from the past a lot of materials designed in British Accent or American accent.

Besides, the gap between 6 materials introducing different varieties of English and 7 materials featuring speakers of world Englishes and their interactions results in an unexpected finding. That is, in week 14, the set of handouts and recordings used to teach Topic-based listening feature speakers from Inner-circle, Outer-circle and Expanding-circle countries and their interactions in the form of a radio program, yet they are actually voiced over by the DJ of the program. This explains why there is a gap of one material as mentioned. What is more, the case of voicing-over was also found in three other materials in form of monologues, which impedes the interactions among those speakers. However, this choice of materials may pose an issue of failing to demonstrate the real communicative contexts (Marlina, 2018).

Nonetheless, the highlight of this principle is that the representations of speakers beyond Inner-circle countries are depicted far from norms of native speakers as learners of English. All of the portrayals of non-native speakers in the materials are described as fluent and legitimate speakers of English. For example, in week 3, in the topic-based listening materials, the speakers from Thailand and India are portrayed as doctors and nurses who speak fluent English. The pronunciation materials in week 7 also illustrate speakers from Spain and the U.K. having a normal conversation in fluent English.

Unequal representations of different culture values in the teaching materials

The cultural contents have been strategically diversified to include cultures of different sources. Specifically, all three types of cultures are presented in the teaching materials of listening skill in course 2B*, yet with an imbalance on the part of local culture.

On one hand, international target culture and culture(s) of future interlocutors earn the priority in the teaching materials with an equal number of 18 materials containing each of these two cultural contents. Both sources of culture are demonstrated in different types of materials such as Pronunciation, Topic-based listening and Vocabulary. For instance, the topic-based listening materials in week 7 addresses *Changing business dress code*, which students got the opportunities to learn about the dress code at workplace in the U.S. In week 14, the materials of Pronunciation features the reading input of tipping manners in restaurants worldwide.

Meanwhile, local culture obtains a lower status of only 8 materials, compared to 18 materials of international target culture and culture(s) of future interlocutors. This imbalance has been noticed by Matsuda (2018) to possibly foster native supremacy. For most of the cases in which local culture is integrated, it is designed in the form of discussion questions either in the pre-listening or post-listening stages to foster the use of English surrounding the contents raised in the materials, as suggested by Matsuda (2012). Figure 3 shows an example of the discussion questions in Topic-based materials in week 2. In the set of questions, the contents are directed to local contexts, which is, in this case, Vietnamese context. Because of the method of local culture embedment as discussion questions, it is obvious that the cultures represented in the teaching materials are not subject to stereotypes.

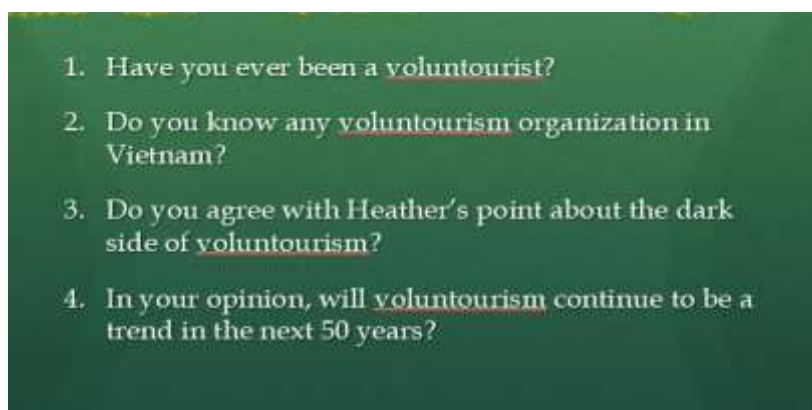


Figure 3: One example of local culture in the teaching materials

Nonetheless, this imbalance raised the question of whether local culture is ignored in the listening materials. Therefore, in the follow-up interview, the material developers were asked to express the reasons for not selecting local culture as the main content for teaching listening. One material developer revealed the difficulties in teaching Vietnamese culture to the students due to the lack of teaching materials. Yet, she acknowledged the importance of teaching students to use the linguistic competence that students acquire appropriately to adapt to local culture. This idea is partly shared by the other material designer as she attributed this choice of culture sources to the availability of the materials to use as course materials. She said that because of the scarcity of materials about Vietnamese culture, what the material developers could do was to opt for the available materials. In addition to the difficulties in finding teaching materials, she also maintained that introducing cultures beyond what they have been cleared about, such as the culture of the neighboring countries like *Fengshui* of China, would encourage students to learn the lesson. Indeed, the cultural themes subsumed in the teaching materials are both familiar and exotic to the students. For example, *Voluntourism*, *Vacation and surgery* and *Youth entrepreneurship* are the themes that are close to the students and that the students may have heard elsewhere but have yet to clear about.

Medium opportunities to improve skills to communicate across differences

Besides cultural knowledge and awareness of linguistic diversity, it is also important to highlight the incorporation of skills that prepare students to communicate across the differences in teaching materials (Marlina, 2018). According to Firth (1996) and Higgins (2003), such skills involve the strategies and attributes within interpersonal strategies and attitudinal resources. The presence of such skills is covered in half of the total number of the teaching materials of listening skill. Specifically, there are 14 materials for interpersonal strategies and

7 materials for attitudinal resources, among which 5 materials manage to cover both skills. The strategies instilled in the teaching materials are also varied to provide students with valuable strategies to communicate in globalized contexts. Notably, when learning the functions of pronunciation aspects in English, students are provided with the usage of such aspects in real communication. For example, in the pronunciation materials of week 9, when learning about chunking in speech, students are also provided with knowledge regarding using chunking as a tool for emphasizing in speech, which fosters the interpersonal strategies of students. In terms of attitudinal resources, one notable example is in week 13, as students learn about *World Englishes* in pronunciation. The pronunciation materials highlight that the existence of English variation is equally acceptable.

Conclusion

As it emerged from the findings from interviews, four important findings are highlighted by the material developers. Firstly, the material developers of listening skill employ different interpretations of EIL. While one participant referred to EIL as “a variety of English” as defined by Tomlinson (2003) and Winddowson (1997), her counterpart perceived EIL as “paradigms or perspectives” (McKay, 2002; Sharifian, 2009). Regardless of the interpretations, they both recognized the importance of teaching EIL, especially in the listening skill in the globalized context. As a result, they also acknowledge the need to incorporate EIL in teaching listening.

Furthermore, upon reflecting on their own perceptions of integrating EIL in teaching materials from the perspectives of material developers, the participants agreed that teaching materials should be incorporated with different varieties of English to prepare students to communicate in the real contexts as recommended by Marlina (2018) and Matsuda (2012). The process of incorporation, as clarified by one material developer, should be taken with cautious steps of needs analysis and taken students’ level into consideration, which accords with Matsuda (2012). As a result of variety integrity, representations of speakers of world English should be included. However, the matter of needs analysis recurred as one material developer once again highlighted that the best option would be made after surveying the students.

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Besides the perceptions of material developers regarding incorporating EIL in teaching materials, the emerging findings comprise of the modest integration of EIL in the teaching materials throughout the whole course with a focus on topic-based listening and pronunciation, moderate exposure to world Englishes, limited exposure to representations of speakers of world Englishes, diversified sources of culture contents with a disproportion on the part of local culture and fair opportunities to develop skills to communicate across the differences.

This result is well-aware by the material developers as they note two challenges they encounter when developing materials. Firstly, because of the availability of materials in the market nowadays, they opt for the materials that are in hand to design the listening materials. This also

leads to the fact that the majority of the teaching materials used to teach listening skill embrace Inner-circle model. Secondly, the time constraints within a lesson they cannot supplement more EIL in the teaching materials.

After all, the material developers share a significant note that the course has been revised many times during the process of teaching and receiving feedback from students. Hence, the incorporation of EIL has been paid attention to and will continue to receive attention in the future.

Taken together, these results suggest that there seems to be a certain contradict between the material developers' perceptions and the actual practices of integrating EIL in teaching materials of listening skill. This indicates the need for more place for EIL in the teaching materials as teaching EIL has become increasingly crucial (Matsuda, 2012; McKay & Brown, 2016). However, the integration of EIL neither implicates a total replacement of all current ELT teaching materials nor is simply done by adding one or two lessons with EIL components, but a revision of the course as suggested by Matsuda and Friendrich (2012).

To this end, as the "curricular-instructional gatekeeper" (Thornton, 1989), teachers as material developers should go to great lengths to conduct learners' needs analysis and examine the practice of material designs that resonate with communicative contexts (McKay, 2012). In such cases, Matsuda (2012) postulates the process of and possible sources for supplementing materials in the light of EIL, which should be taken into consideration when revising the course.

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ARE YOU A PHUBBER OR A PHUBBEE? AN ANALYSIS OF PHUBBING BEHAVIOR IN THE ERA OF SMARTPHONE

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Abstract: *Phubbing behaviour began to be seen all over the world since 2007 and it was largely due to the overuse of smartphones. Phubbing is a behaviour of snubbing the conversation with others to paying attention to smartphone. Phubbing subsequently becomes a normative feature of modern communication due to the little known about the determinants of such a behaviour. Although phubbing has become a growing area of interest in recent years, research on the behaviour of phubbing in Malaysia is still limited. The aim of this research is therefore to investigate the determinants namely, fear of missing out, nomophobia, self-control, and attitude towards smartphone use, that caused phubbing behaviour in Malaysia. Additionally, we used fear of missing out to predict Nomophobia and phubbing to predict perceived social norms. The results show that, except for self-control, other determinants which are fear of missing out, Nomophobia, and attitude were found to have a positive significant impact on phubbing behaviour. Besides, the level of fear of missing out had a significant positive effect on nomophobia, and phubbing was positively connected to perceived social norms*

Keywords: *Phubbing, Fear of Missing Out, Nomophobia, Self-control, Social Norms.*

Introduction

Today, smartphones have become a necessity (Schneider & Hitzfeld, 2019), and it is no longer a cutting-edge communication gadget. The first thing people do when they wake up in the morning is to check at their smartphone which is also the last thing they do before going to sleep (Lee et al., 2014). With smartphone becoming an inseparable part of life, global smartphone ownership has increased over the years. In 2020, there are around 3.6 billion of smartphone users worldwide (O'Dea, 2021). In Malaysia, the share of population with smartphones in the year 2019 was 90.71% and is estimated to rise to 96.89% in the year 2021 (Muller, 2021). A smartphone which has an attribute of pocket computers, also possesses more features over time (Karadag et al., 2015). So, it is meant to bring convenient and pleasure in people's life, but some negative side effects such as phubbing, has been developed (Erzen, Odaci, & Yeniceri, 2021). In May 2012, McCann Melbourne Company initiated the word "phubbing" for the behaviour of ignoring someone completely while self-dealing with some electronic gadgets with or without internet services. Initially, the company invited a few lexicographers, phoneticians, and psychologists to observe this behaviour as it has been around the society since 2007 but no one can describe about such bad behaviour. Then, they eventually created a new word to describe this behaviour (Khare & Qasim, 2019). Smartphone users must understand that despite the endless fun and convenience they get from their phone, its possible effect if overuse can be overwhelming.

In the past, a mobile phone was a device that helped individuals communicate with family and friends through texts, emails, or social media platforms. Now, it has become the tool that people use for phubbing. In this digital era, youth, or individuals will be easily attracted by new

technological aids such as a smartphone that makes human interactions miss out of charm and warmth. They will become addicted to the smartphone because of the long-term involvement and will become problematic smartphone users which in turn exercise the behaviour of phubbing (Khare & Qasim, 2019). Many people believe that overuse of smartphone can negatively impact wellbeing and they have concerns about their personal data, though it is unrelated to the problematic smartphone use (Horwood, Anglim, & Mallawaarachchi, 2021).

To understand phubbing, we must first identify the predictors of phubbing behaviour. As for now, little is known about the causes of phubbing behaviour. Fear of missing out (FoMO; Chotpitayasunondh & Douglas, 2016; Przybylski et al, 2013; Schneider & Hitzfeld, 2019) and self-control (SC; Busch et al., 2021; Chotpitayasunondh & Douglas, 2016) were being tested in several studies and found as the predictors for phubbing behaviour in certain situation. In this article, we want to combine FoMO and SC, with Nomophobia (Kaviani et al., 2020; Sharma et al., 2015), and Attitude (Arjen, 1991), which are rarely being researched, to predict phubbing behaviour. Additionally, when phubbing behaviour can be seen everywhere and it become a social phenomenon, then this may affect the view of people on this behaviour. Phubbing may become a norm when people have the behaviour of phubbing, and experience of being phubbed (Chotpitayasunondh & Douglas, 2016). Thus, we are going to examine how phubbing behaviour affects social norms of phubbing.

Literature Review

Phubbing

Phubbing is a social phenomenon that can be described as an individual who is interacting with smartphone instead of communicating with another person during a conversation (Karadag et al., 2015; Erzen, Odaci, & Yeniceri, 2021), or in a social event (Nazir & Piskin, 2016). By doing so, it can hurt the feeling of other individuals (Afdal et al., 2019). Due to the multi-functional capabilities, people are willing to spend excessive hours on smartphone or other electronical devices (Verma, Kurma, & Yadav, 2019). The behaviour of phubbing is interconnected and inseparable with the use of smartphone.

Phubber is a person who begins phubbing during a social interaction (Afdal et al., 2019; Toker & Tuncay, 2020) and they are more likely to snub the conversation with those who are close to them (Al-Saggaf & MacCulloch, 2019). Phubber will always look or check at their smartphone even though it does not receive any call, message, or notification. This has become a habit for a phubber which is difficult to control or change. Phubbers have difficulty to stop checking their smartphone and they will become completely lose control when they constantly receiving notifications (Ang et al., 2019). "Being phubbed" occurs at the receiving end of phubbing behaviour (Chotpitayasunondh & Douglas, 2018). A person who is being phubbed during a social interaction will be called as "phubbee" (Chotpitayasunondh & Douglas, 2018; Toker & Tuncay, 2020). Phubbee will feel neglected, disrespected, rejected or excluded, and are more likely to suffer from mental illness (Xie et al., 2020). The feeling of being phubbed can be described as an interruption that occurs during a conversation between two persons (Verma et al., 2019). There are certain people who are being phubbed more often than others (Al-Saggaf & MacCulloch, 2019). This is mainly attributed to the social norms such as injunctive norms or smartphone-related internalised norms. Then, over time, phubbee will also start looking and checking at their smartphone to fill the feelings of being phubbed. It will slowly become a habit and a phubbee will became a phubber. In this situation, a vicious cycle is formed.

Phubbing has been known as a dangerous behaviour and can be easily found among the millennial or generation Y (Verma et al, 2019). This behaviour can lead millennial to suffer from mental disorders, short attention span, and many more (Afdal et al., 2019). To understand and protect phubber and phubbee, a study on phubbing behaviour is necessary and important.

Fear of Missing Out (FoMO)

Fear of Missing Out (FoMO) is been perceived as the most important factor that leads to phubbing behavior (Al-Saggaf & O'Donnell, 2019; Abdul & Muhamad, 2016; Chotpitayasunondh & Douglas, 2018; Yam & Kumcagiz, 2020). FoMO can be characterized as the desire to continually stay connected with what others are doing, due to the fear that being left out of any events or information circuits (Przybylski, Murayama, DeHaan, & Gladwell, 2013). People who suffer from FoMO will feel insecure at first and then slowly become weak. It can be said that FoMO is intercorrelated with the constant excessive use of mobile phone (Carbonell, Oberst, & Beranuy, 2013) or problematic use of smartphone (Servidio, 2021). With mobile devices, people now can easily access to social networking sites. For those people who have high degree of FoMO would take any opportunity to engage social media (Przybylski, Murayama, DeHaan, & Gladwell, 2013). When a person overly submerging in social networking, this will lead to a form of behavioural addiction such as the act of phubbing (Andreassen, 2015). Thus, FoMO can be used to predicts phubbing behaviour (Chotpitayasunondh & Douglas, 2016).

H1: Fear of Missing Out (FoMO) has a positive relationship with the phubbing behaviour.

Nomophobia

Nomophobia also known as “no mobile phobia” refers to the fear of being out of contact with the mobile phone (Bekaroglu & Yilmaz, 2020; Gezgin, Hamutoglu, Sezen-Gultekin, Gemikonakli, 2018; Toker & Tuncay, 2020). It also can be defined in terms of clinical psychology as the irrational and involuntary fear that an individual encounter when not able to access or communicate on a portable computing device (King et al., 2013; Yildirim & Correia, 2015). Individuals who suffer from nomophobia will be anxious (Bekaroglu & Yilmaz, 2020) when they are not able to use their phone for some reason including the phone shows the absence of a signal or running out of battery. Also, individuals will experience anxiety and fear which leads to frequently phone checks and in turn exercise phubbing. In addition to FoMO, nomophobia also closely related to smartphone addiction (Kaviani et al., 2020; Sharma et al., 2015). Further, relationship between FoMO and Nomophobia was planned to be assessed in the present study. Fear of missing out on social networks is a predictor of nomophobia (Hoşgör & Hoşgör, 2019). As discussed before, one of the functions of smartphone is it can be used to access to many social media applications. Thus, FoMO is expected to be related to Nomophobia (Gezgin et al., 2018).

H2: FoMO has a relationship with Nomophobia.

H3: Nomophobia has a positive relationship with the phubbing behaviour.

Self-Control (SC)

Self-Control (SC) was also a factor that been examined in some studies and found to be related to smartphone addiction. SC is referred to the ability to focus on long-term goals without being distract by external enticements (Tangney, Baumeister & Boone, 2004). Individual who is lack of self-control will be very hard to cope with addictions to the internet and smartphones (Lee, Kim & Choi, 2017) which in turn exercise phubbing (Afdal et al. 2019; Benvenuti et al., 2020; Chotpitayasunondh & Douglas, 2016). Without SC, individuals are more likely to submerging oneself in social media or other applications at all the time rather than managing social relationship. For older adults, higher SC was associated with lower problematic smartphone use (Busch et al., 2021). To understand phubbing behaviour, SC should be examined and used as a predictor.

H4: Self-Control (SC) has a negative relationship with the phubbing behavior.

Attitude towards Smartphone Use

The complexities of human behaviour can be explained by using the theory of planned behaviour (TPB) that proposed by Ajzen (1991). Attitude, subjective norm, and perceived behavioural control are the three key components that consist in the model of TPB (Arjen, 1991). TPB assumes that people possess the power to control their will in reacting to a given behaviour is regulates by attitude and subjective norms. Thus, the attitude towards phubbing is considered in this article. There are less studies done using the attitude towards phubbing to predict phubbing behaviour. Pelling and White (2009) employed TPB to predict the intentions and behaviour of youngster in using Social Networking Web sites. The result shows that attitudinal is significant in leading to high level use of Social Networking Web sites.

H5: Attitude has a positive relationship with the phubbing behaviour.

Perceived Social Norms (PSN)

Human behaviour is believed to follow a certain rules and standards that are understood by a group of members (Cialdini & Trost, 1998, p.152). This is social norms. People tend to observe and get information on the behaviour of others, and what is the approved behaviour in a condition (Cialdini, 1993). Since phubbing is a new social phenomenon (Karadag et al., 2015), this may be a norm and people may feel at ease about phubbing. Someone, a phubber, can be a phubbee too. This is due to the reciprocity of phubbing behaviour. With repeated reciprocity, this may influence the extent to which phubbing is perceived to be normative or acceptable (Chotpitayasunondh & Douglas, 2016). Moreover, phubbing behaviour predicted the extent to which phubbing was perceived to be normative (Chotpitayasunondh & Douglas, 2016).

H6: Phubbing has a relationship with Perceived Social Norms.

Theory of Planned Behaviour (TPB)

The theory of planned behavior (TPB) that proposed by Ajzen (1991) provides a useful conceptual framework that explaining the complexities of human social behavior. TPB was extended from the Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1977). Ajzen modified the TPB by adding the perceived behavioral control variable as it is able to eliminate the issue in TRA and shows a person's capability to act in a specific behavior or action. TPB traces attitudes, subjective norms and perceived behavioral control to

predict an individual's intention in performing a given behavior. The assumption of TPB is that people possess the power to control their willingness and react to a given behavior and individual behavior are mainly controlled by attitude and subjective norms. As TPB is well describing a wide range of behavior, the behavior that phubbers snubbing via smartphone too, can be analysed smoothly.

with the TPB. Pelling and White (2009) employed the TPB to predict the intentions and behavior of young people in using Social Networking Web sites (SNWs). Additional variables of self-identity and belongingness are added to predict young people's addictive tendencies toward SNWs. The result of the research then revealed that attitudinal, normative and self-identity are the significant factors that leading to high-level SNWs use.

The proposed conceptual framework shown in Figure 1 is constructed based on the theory and proposed hypotheses about the relationship between Fear of Missing Out (FoMO), Nomophobia, Self-Control (SC), Attitude towards Smartphone Use, PSN and Phubbing.

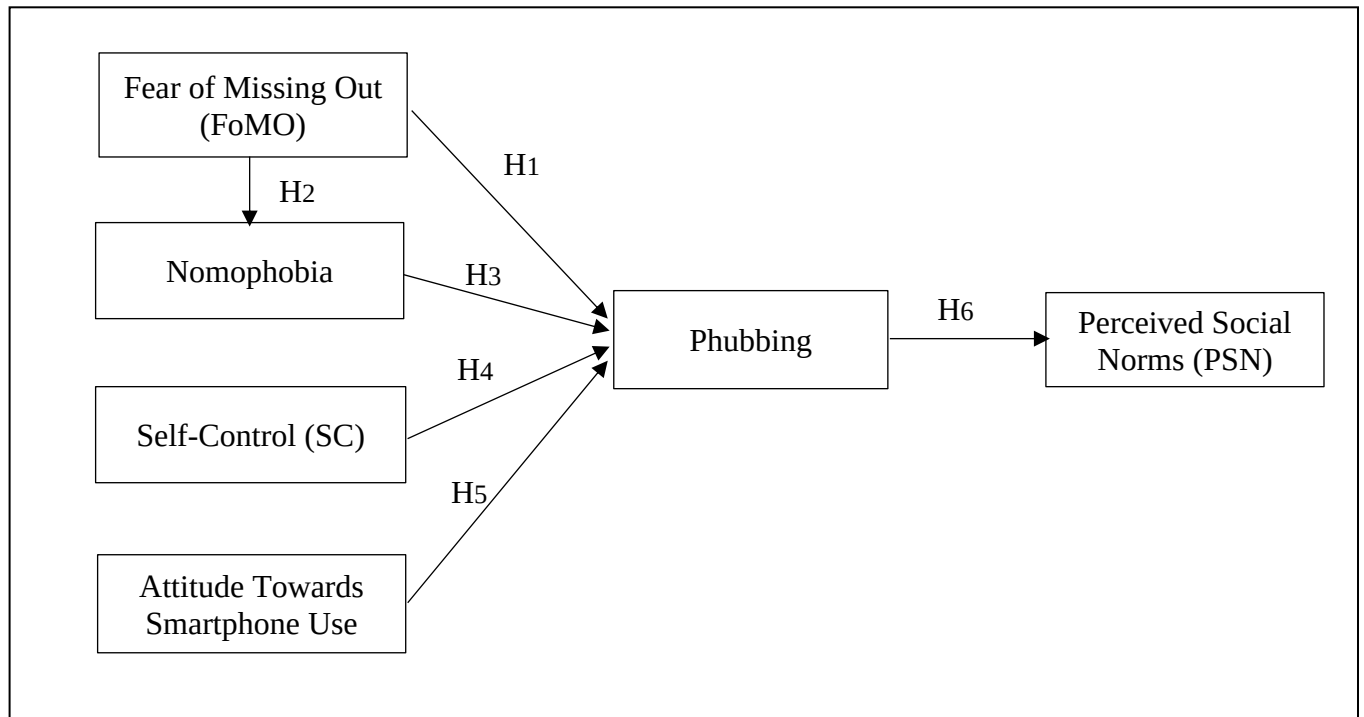


Figure 1: Proposed Conceptual Framework

Method

Participants

An online survey by using Google Form was administered for a period of three weeks in October 2021. Two hundred and one participants (87 men and 114 women) were successfully recruited through email blasting, social networking sites, and personal contacts. 57.7% of the participants are in their twenties and 51.7% of the participants are students. Only the participants with possession of smartphone were recruited, as this is an important element for the present study.

Instruments

To measure the phubbing behaviour, Phubbing Scale (PS) developed by Karadag et al. (2015) was employed. PS can be used to identifying communication problems occurring due to individuals paying attention to smartphones (Karadag et al., 2015). There are 10 items in 5-point Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree, $M = 3.16$, $SD = 0.68$) which includes “My eyes start wandering on my phone when I’m together with others”, “My mobile phone use increases day by day”, and eight other items.

FoMO Scale (Przybylski et al., 2013) was used in this study to examine FoMO. Some of the items are “I fear others have more rewarding experiences than me”, and “When I go on vacation, I continue to keep tabs on what my friends are doing”. 5-point Likert scale is again used on these items (1 = Strongly Disagree, 5 = Strongly Agree, $M = 3.28$, $SD = 0.84$).

By using the Brief Self-Control Scale (Tangney et al., 2004), SC can be measured and uses to predict phubbing behaviour. The Brief Self-Control Scale (Tangney et al., 2004) is a 13-item questionnaire asking participants. Some of the items are “I am good at resisting temptation”, “I wish I had more self-discipline”, and “I have trouble concentrating”. Participants have to rate these items on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree, $M = 3.51$, $SD = 0.79$).

To study NP, we adopted the items used by Toker & Tuncay (2020). These items (e.g., “I feel anxious and stress when my phone is not nearby”, “I worry that I will miss something important if I do not check my phone”) are in 5-point Likert scale where 1 = Strongly Disagree, and 5 = Strongly Agree ($M = 3.38$, $S = 0.91$).

The items in the construct that measures attitude towards smartphone use was developed based on the guidance manual for TPB questionnaire (Francis et al. 2004). Some of the items are “Paying attention to smartphone is worthwhile than interaction with others”, and “Paying attention to smartphone is satisfactory than interaction with others”. These items are measured with a 5-point Likert scale (1 = Strongly disagree, 5 = Strongly agree, $M = 2.31$, $S = 0.85$).

To measured PSN of phubbing, the items (5-point Likert scale) are developed based on the descriptive norms and injunctive norms (Borsari & Carey, 2003). For descriptive norms, the items included were: “Are you familiar with this type of situation?”, “Do you think that people recognize phubbing behavior?”, and “Do you think that phubbing behavior typical amongst people around you?”. Items used to measure injunctive norms were: “Do you think that phubbing behavior is appropriate?” and “Do you think that other people view phubbing behavior as appropriate?”. The mean is found to be 2.74, and standard deviation is 1.19.

Procedure

Structural equation modeling with the partial least square’s estimation technique (PLS-SEM) is used in this study. There are two steps in the analysis, which included (1) Examine the measurement model, and (2) Assess the structural model (Hair et al., 2019). The data analysis was conducted using SmartPLS.

Ethical Considerations

The respondents are not required to fill in the identity of the name and phone number. In addition, the researcher also stated at the cover page of the questionnaire, under the **Personal Data Protection Act (PDPA) 2010**, the collected information will be kept confidential and no publications will contain the information from which you may be identified.

Results

Sample Description

Table 1 shows the demographic profile of respondents including gender and age. In total, there are 201 respondents (43.3% males, and 56.7% females). More than half of all the respondents (57.7%) are between 20 and 29 years old. The percentage of respondents who are above 64 years old is the least, which is 2%.

Table 1: Profile of the Respondents

Profile	Category	Frequency	Percent
Gender	Male	87	43.3
	Female	114	56.7
Age	13-19	43	21.4
	20-29	116	57.7
	30-44	23	11.4
	45-64	15	7.5
	>64	4	2.0

Measurement Model Validation

First, the reliability of items in each construct was checked. The loadings above 0.708 are recommended (Hair et al., 2019). In view of this, several items were removed in the initial analysis. After the changes, all the loadings were above 0.708 except for two items (PSN1 and PSN2) in PSN construct, which is acceptable in exploratory research (Hair et al., 2014).

Table 2: Composite Reliability (CR) and Average Variance Extracted (AVE) of all the Constructs

	CR	AVE
Attitude	0.924	0.672
FoMO	0.91	0.591
Nomophobia	0.921	0.627
PSN	0.778	0.553
Phubbing	0.861	0.609
SC	0.861	0.607

Second, construct reliability was measured using composite reliability (Joreskog, 1971). The satisfactory range for composite reliability is 0.70 and above, but cannot be more than 0.95 (Hair et al., 2019). As presented in Table 2, the composite reliability (CR) were all in the satisfactory range. Third, construct validity was assessed. We examined both the convergent and discriminant validity. Convergent validity is the extent to which the construct converges to explain the variance of its items (Hair et al., 2019). Average variance extracted (AVE) of each construct was used to examine convergent validity and the recommended value is above

0.50. Refer to Table 2, all AVEs were above 0.50. To assess discriminant validity, we examined both the Fornell-Larcker criterion (Fornell & Larcker, 1981) and heterotrait-monotrait ratio (HTMT) (Voorhees et al., 2016). Discriminant validity is the extent to which a construct is empirically distinct from other constructs in the structural model (Hair et al., 2019). Fornell and Larcker (1981) suggested that the AVE of a construct should not be lower than the squared inter-construct correlation between the construct and other construct in the structural model. For HTMT, the values should not be over 0.85 (Henseler et al., 2015). Discriminant validity problems are present for a high value of HTMT. As shown in Table 3, the Fornell-Larcker criterion was attained. Table 4 presents the values of HTMT, and all are below 0.85. Thus, there was no problem in our measurement model.

Table 3: Fornell-Larcker Criterion

	Attitude	FoMO	Nomophobia	PSN	Phubbing	SC
Attitude	0.82					
FoMO	0.354	0.768				
Nomophobia	0.378	0.702	0.792			
PSN	0.025	0.208	0.108	0.743		
Phubbing	0.395	0.626	0.717	0.249	0.78	
SC	0.282	0.578	0.571	0.306	0.509	0.779

Table 4: Heterotrait-monotrait ratio (HTMT)

	Attitude	FoMO	Nomophobia	PSN	Phubbing	SC
Attitude						
FoMO	0.386					
Nomophobia	0.389	0.782				
PSN	0.07	0.16	0.13			
Phubbing	0.439	0.747	0.847	0.2		
SC	0.314	0.691	0.68	0.308	0.636	

Structural Model Validation

For structural model validation, bootstrapping was being used to examine the significance of the path coefficients (Hair et al., 2019). As shown in Figure 2, except of SC ($b = 0.085$, $p = 0.190$), FoMO ($b = 0.192$, $p = 0.010$), Nomophobia ($b = 0.488$, $p < 0.001$), and Attitude ($b = 0.119$, $p = 0.023$) have a significant positive impact on Phubbing behaviour. FoMO ($b = 0.702$, $p < 0.001$) is found to have a positive and significant impact on Nomophobia. Phubbing behaviour ($b = 0.249$, $p = 0.003$) have a positive and significant impact on PSN. The model explained 56% of the variance for Phubbing behaviour, 49.3% of the variance for Nomophobia, and 6.2% of the variance for PSN.

Next, the blindfolding procedure (Rigdon, 2014) was administered to obtain the Q^2 , which is used to assess the PLS path model's predictive accuracy (Geisser, 1974). As a rule of thumb, Q^2 values higher than 0, 0.25 and 0.50 show small, medium and large predictive relevance of the structural model (Hair et al., 2019). Nomophobia ($Q^2 = 0.303$) and Phubbing behaviour ($Q^2 = 0.332$) have a medium predictive relevance while PSN ($Q^2 = 0.015$) have a small predictive relevance.

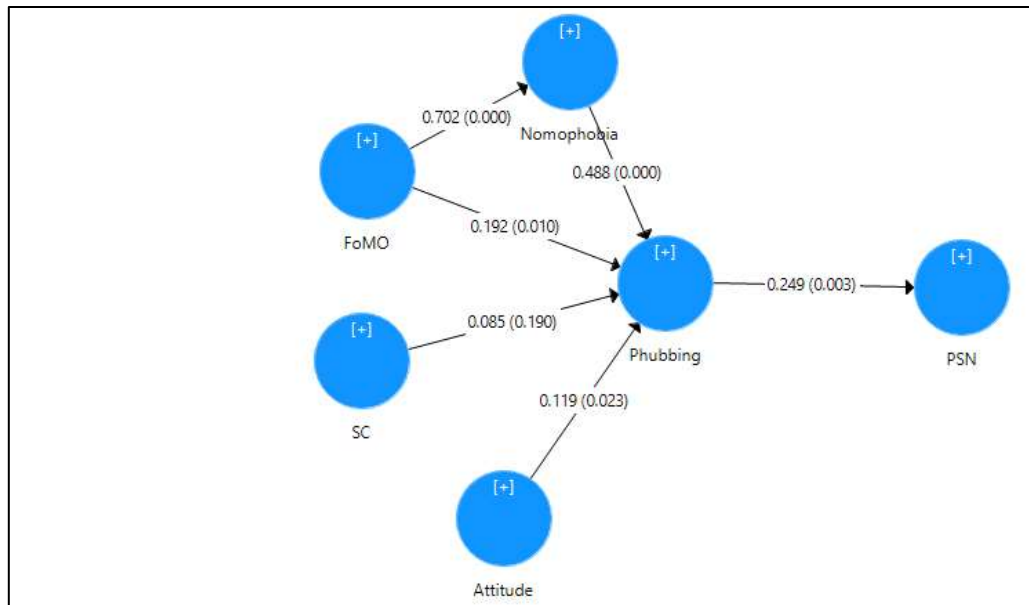


Figure 2: Results of Bootstrapping

Note: the values shown are path coefficient with p-values.

Discussion and Conclusion

Discussion of Main Results

The present study explored the determinants of phubbing behaviour, which included fear of missing out (FoMO), Nomophobia, Self-Control (SC), and attitude towards the use of smartphones (Attitude). Most of the research were found to assess the indirect effect of these determinants on phubbing behaviour via smartphone addiction. Less are found to have examined the direct effect between FoMO, Nomophobia, and SC on phubbing behaviour. For the Attitude, was even less tested as a predictor for phubbing behaviour. We found that FoMO, Nomophobia, and Attitude predicted phubbing behaviour. SC was found to have an insignificant effect on phubbing behaviour. Further, FoMO was being assessed as a determinant of Nomophobia and found significant. Besides, as suggested by Chotpitayasunondh & Douglas, 2016, phubbing behaviour was then used as a predictor to assess the extent to which phubbing was perceived to be normative. The result shows that phubbing behaviour predicted the perceived social norms (PSN).

Phubbing is a behaviour used to describe a person who snub the conversation with others and focus on using the smartphone. Due to the current advancement of technology, a smartphone is considered a necessity. As a result, phubbing has become a new phenomenon. To better understand phubbing behaviour, the present study focused on assessing the possible determinants of phubbing. First, fear of missing out (FoMO), which was widely tested as the predictor of smartphone addiction or problematic smartphone use. Our results show that FoMO has a positive significant effect on phubbing behaviour. People with higher level of FoMO have a higher possibility to overuse smartphone to stay connected (Rozgonjuk et al., 2020). FoMO may be related to the increased use of social media. This could have heightened people's awareness of possibly missing out on potentially exciting social experiences (Servidio, 2021). Due to this, people are trying to keep their smartphone with them and frequently check it. This is where phubbing takes place.

Second, Nomophobia was also a predictor of phubbing. Nowadays, smartphone plays a significant role in people's daily life and wellbeing. People have become increasingly dependent on their phone (Kwon et al., 2013), and they may feel stressed when their smartphone is out of reach (Goncalves, Dias, & Correia, 2020). As a result, Nomophobia was found to be intercorrelated with smartphone addiction (Buctot, Kim, & Kim, 2020). With a high level of Nomophobia, this will cause people to phub. Further, we found that FoMO predicted Nomophobia. FoMO and Nomophobia are both related to the concern of being out of contact. When a person has a high level of FoMO, then he/she will be worried if the smartphone is not with them, which means Nomophobia. This shows a positive relationship between FoMO and Nomophobia (Hoşgör & Hoşgör, 2019).

Third, attitude towards smartphone use (Attitude) was found to have a significant positive impact on phubbing behaviour. This is a relatively new determinant that is being used to predict phubbing behaviour. As developed in TPB, the attitude has been widely used to predict specific behaviour. In the present study, we show that a person view on the use of smartphone is one of the important predictors of phubbing behaviour.

Fourth, we found that phubbing has a positive significant impact on perceived social norms. Phubbing may have become the norm because of both observed and personal behaviour (Chotpitayasunondh & Douglas, 2016). This may be due to the individual assumption that others think and do the same as themselves (Berkowitz, 2005). The low R^2 may suggests that there are other important predictors which can determine how phubbing become a norm, being left out.

Self-control is the only determinant that was found no significant impact on phubbing behaviour. Self-control is deemed to have significant relationship with addictive behaviour (Malouf et al., 2014; Mehroof & Griffiths, 2010). It was found to related to problematic smartphone use (Billieux et al., 2007) and smartphone addiction (Chotpitayasunondh & Douglas, 2016). But those were researched on how Self-control affects smartphone addiction or problematic smartphone use (Afdal et al. 2019; Benvenuti et al., 2020; Lee, Kim & Choi, 2017; Chotpitayasunondh & Douglas, 2016), not the direct impact on phubbing behaviour. This may be the reason why our result is different from the previous studies.

Limitations

There are few limitations of this study that can be assessed in future research. First, the sampling size of this study was rather small if compared to the past studies (e.g.: Toker & Tuncay, 2020; Liu et al., 2020). The demographic profile of participants can be considered and assessed on how this (e.g.: Age, Gender, Ethnic group, and Education background) affect the relationship between the determinants and phubbing behaviour. Due to the unequal distribution of the mentioned demographic variables, we did not examine the relationship between these variables. Gender differences is likely to be important. Mobile phone and social media addiction in women had a stronger effect on their phubbing behaviour (Karadag, 2015). For the relationship between someone being phubbed and perceived social norms, it was moderated by gender (Chotpitayasunondh & Douglas, 2016). Age is another important factor that can be considered. Older people indicated less phubbing behaviour (Schneider & Hitzfeld, 2019) and their view on others' smartphone use tend to be more negative compared to their own (Hakoma & Hakoyama, 2012). Therefore, more research should be done on the influence of gender, age, and other demographic variables on the phubbing behaviour.

Implications for Behavioral Science

By determining the factors that cause phubbing behaviour, this study can contribute to the assessment of individual behaviour, things that individual suffer from, individual's self-control as well as the attitude of individual. In this situation, policy makers and practitioners as well as the other party are able to apply certain appropriate solution or method to deal with the problems. First, phubbing behaviour can be shared through online, newspaper and other social media platforms for people to recognize it and increase their awareness. Since phubbers or younger generations always participate frequently in social networking, it is not doubting a good chance for those who still not familiar to recognize phubbing. Older generation who does not have the experience to access and use of the internet can recognize phubbing through reading the newspaper. By doing this, people no matter younger or older generations who are the excessive internet users or problematic smartphone users will understand more about the consequences of phubbing and increase their level of awareness.

Conclusion

To conclude, the present study analyzed the behaviour of phubbing particularly in the era of smartphone. As for now, phubbing is like an unknown chronic disease which invading slowly in everyone's life. Modern technologies such as internet and smartphone have become the tool that accelerates the spread of this disease. Later, phubbing will become an excuse or tool that people use in snubbing or hurting the feeling of another person. Thus, it is important to discover and look into such bad behaviour as well as each factor that led to phubbing. In the progress of the research, scholar has found out how phubbing has become acceptable and normative as well as the consequences of phubbing. The factors that cause phubbing behaviour are fear of missing out, nomophobia and attitude and each factor has shown a positive and significant relationship with phubbing. The results of the research can contribute some indication and insight to policy makers, practitioners, and other related parties to increase people's level of awareness. Once people are more aware of such bad behaviour and the factors that cause phubbing, they will start reflecting and will more less try to prevent or stop oneself in phubbing others. The less the behaviour of phubbing, the more the potential people developed in real life and the better the nation in future.

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DIGITAL TRUST: A CONCEPTUAL PAPER EXPLORING THE RELATIONSHIP BETWEEN ONLINE MEDIA CREDIBILITY, SELF- DETERMINATION, AND NON-COMMUNICABLE DISEASE PREVENTION AMONG YOUTH

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Abstract: *In the digital age, where information is available and quickly accessible, the credibility of online media is critical in affecting people's perceptions and behaviors, especially among the youth generation. This conceptual study investigates the complex interaction between online media credibility, self-determination, and noncommunicable disease (NCD) prevention in youth. Using theoretical frameworks from media psychology, health communication, and self-determination theory, this research investigates how the trustworthiness of online sources affects youths' trust in health-related information and subsequent engagement in NCD prevention practices. Furthermore, the function of self-determination, which includes autonomy, competence, and relatedness, is investigated in the context of youth decision-making processes involving health information consumption and preventative activities. This research explains how online media credibility and self-determination interact to influence youth's perceptions, attitudes, and behaviors linked to NCD prevention through a comprehensive analysis and synthesis of existing literature. Furthermore, the implications for future research and practical interventions targeted at increasing digital trust and encouraging healthy habits among youth are highlighted. This conceptual study helps to the creation of successful strategies for exploiting digital media to empower youth in the prevention of NCD and promote a digitally literate and health-conscious generation by strengthening our understanding of these complicated processes.*

Keywords: *Digital Trust, Online Media Credibility, Self-Determination, Non-Communicable Disease Prevention*

Introduction

The widespread influence of internet media on juvenile behaviors, beliefs, and health consequences has become increasingly apparent in the current digital era (Rice et al., 2021). With the rise of digital platforms as key sources of information and communication, digital trust has emerged as a critical determinant in moulding today's youth's decisions and actions (Hussin et al., 2020; Y. Sun et al., 2019). This conceptual study investigates the complex

interplay between online media credibility, and self-determination, as well as the possible implications for noncommunicable disease (NCD) prevention in young populations.

The growth of digital platforms has transformed the delivery of health-related information, providing remarkable accessibility and convenience (Lovari, 2020; Vraga et al., 2020). Despite this availability of information, concerns about the legitimacy and dependability of Internet sources continue to arise (Barua, 2022; Rice et al., 2021). Youth are vulnerable to misinformation, biased content, and persuasive tactics used by various digital media networks (Afful-Dadzie et al., 2021; Pasi & Viviani, 2020). As a result, establishing digital trust, defined as confidence in online sources to give accurate and trustworthy information, is critical for navigating the digital landscapes.

In recent times, there has been a growing concern regarding the spread of misinformation through news shared on social media platforms (Flanagin & Metzger, 2000; Radwan, 2022). The vast volume of online information and its multitude of sources raise concerns regarding its authenticity and accuracy, influencing how individuals perceive and interpret it (Mohammed et al., 2021; Rice et al., 2021). A significant challenge of consuming social media content is the prevalence of firsthand information, making it challenging to distinguish between truth and falsehoods or rumors (Kanthawala & Peng, 2021; Mohammad et al., 2022).

The widespread online misinformation in the field of science and health is prevalent in post-COVID-19 phenomena. As more individuals get their information from digital sources like search engines or social media sites, misinformation is becoming a bigger threat. In February 2020, the World Health Organisation (WHO) stated that the COVID-19 pandemic report was based on false information (Dash et al., 2021; Mohammad et al., 2022). This issue has significant implications for both individual and societal public health. Researchers reported that social media users who 'like', 'share', and 'reply' inaccurate messages may assist in spreading false information on social media more than true information (Flanagin & Metzger, 2000).

Data on social media platforms is often generated by users, making it susceptible to bias, inaccuracies, and subjectivity. Furthermore, some individuals exploit social media to spread rumors and false information (Chen et al., 2023). Reliance on unreliable data can lead to inaccuracies in analysis, judgment, and decision-making (Abbasi & Liu, 2013; Vyas et al., 2021). Excessive exposure to health-related information online has given rise to cyber-psychological phenomena, such as cyberchondria, where individuals experience distress and anxiety when accessing healthcare information through self-guided online searches (Chattopadhyay & Luedtke, 2023).

In the realm of digital media, youths' autonomy in seeking health information, perceived ability to evaluate online content, and a sense of belonging to digital networks all influence trust creation and behavioral outcomes. Furthermore, the concept of self-determination plays an important role in understanding youths' interaction with online media and health behaviors (Gillison et al., 2019). According to self-determination theory, individuals are fundamentally motivated to meet their psychological demands for autonomy, competence, and relatedness (Ryan & Deci, 2000).

Self-determination theory (SDT) proposes a theoretical framework for understanding how autonomy, competence, and relatedness influence youth health motivation and behavior

change. Supporting autonomy, competence, and relatedness increases intrinsic motivation for health practices, resulting in better health outcomes (Ryan et al., 2008). Adolescents who feel empowered to make their own health decisions, gain competency in health-related skills, and form supportive social relationships are more likely to adopt and maintain healthy lifestyles (Bray, 2021)

On the other hand, the impact of youth's engagement with online media has been reported to be the cause of prevalence in non-communicable diseases (NCDs) such as obesity, cardiovascular disease, type 2 diabetes, and heart disease. Unhealthy habits and lack of physical activity are causing people to die prematurely worldwide. According to the World Health Organization (WHO), non-communicable diseases (NCDs) have become more common globally over the past decades.

NCD is increasingly recognized as a serious, worldwide public health concern. Although there have been examples of high-impact awareness campaigns on certain health-related topics over the years through conventional media and online information, health literacy levels are still drastically low (Bachelor, 2022; Carlisle, 2000). Excessive consumption of substances that create a high risk of developing NCDs remains largely common globally, from the ubiquitous overconsumption of salt and sugar to the use of alcohol, tobacco, or drugs (Briggs et al., 2019; Sun et al., 2023). Other examples such as dietary and nutritional information frequently connected to misinformation due to the high virality of the topic and the large pool of non-expert sources communicating on the topic (Sánchez-Miguel et al., 2020; Vraga et al., 2020). Social media platforms play a pivotal role in mitigating Non-Communicable Disease (NCD) risks through lifestyle interventions, yielding enduring benefits like reduced blood pressure, cholesterol levels, and lower incidences of type 2 diabetes (McCoy, 2022; Vincenzo et al., 2016). The impact of digital media on NCD prevention tactics among youth is undeniable, as online platforms serve as both mediums for health promotion programs and potential sources of misinformation and harmful behaviors.

Health campaigns leveraging online platforms have demonstrated efficacy in curbing the proliferation of NCDs. For instance, initiatives promoting smoking cessation (Bray, 2021; NCEC, 2022), vaccination drives (Hoy et al., 2022; Jian Ng et al., 2022), safe sex practices (Wadham et al., 2019), healthy eating habits (Khairunnisa et al., 2022; Mohamad Helmy et al., 2020), and mental health awareness have harnessed media influence to foster behavioral change (Ades, 2020; Hagg et al., 2018).

This conceptual study seeks to clarify the complex relationship between online media credibility, self-determination, and digital trust, as well as the implications for NCD prevention among youth. This research aims to contribute to a deeper comprehension of the complex mechanisms driving teenage health behaviors in the digital age by synthesizing current literature from many disciplines such as health communication, psychology, and digital media studies. Furthermore, it emphasizes the importance of targeted interventions and policy frameworks that enhance digital literacy, critical thinking abilities, and trust-building mechanisms to promote healthy behaviors and reduce the hazards associated with digital media use among youth populations.

Research Questions

1. How does self-determination influence youth's trust in online health information sources?
2. What is the relationship between digital trust, self-determination, and the adoption of preventive behaviors for non-communicable diseases among youth?

Research Objectives

1. To explore the role of self-determination in shaping youth's perceptions of digital trust with online health information.
2. To investigate the impact of digital trust and self-determination on the adoption of preventive behaviors for non-communicable diseases among youth.

Problem Statements

NCD is increasingly recognized as a serious, worldwide public health concern. Although there have been examples of high-impact awareness campaigns on certain health-related topics over the years through conventional media and online information, health literacy levels are still drastically low (Bachelor, 2022; Carlisle, 2000). Excessive consumption of substances that create a high risk of developing NCDs remains largely common globally, from the ubiquitous overconsumption of salt and sugar to the use of alcohol, tobacco, or drugs (Heavey et al., 2022; Lee et al., 2017). Other examples such as dietary and nutritional information frequently connected to misinformation due to the high virality of the topic and the large pool of non-expert sources communicating on the topic (Vraga et al., 2020; Wellman et al., 2020).

There is mounting evidence that consuming unhealthy items that are aggressively advertised by the industry as well as on social media platforms has a significant impact on the prevalence of chronic diseases (Wellman et al., 2020). The spread of misinformation and disinformation poses a huge barrier to media credibility in health awareness campaigns. Misinformation in health-related messages could involve for instance endorsing unhealthy foods, sweetened beverages, or products with no clear nutritional benefits (Ashton et al., 2017; Smit et al., 2020; Tajik et al., 2016). These messages may normalize or promote unhealthy behaviors, making it more difficult to encourage healthy behavior changes.

Thus, these product endorsements might jeopardize efforts to promote healthy habits and lead to audience confusion (Ayub et al., 2019). Media messages that encourage unhealthy behaviors, such as excessive alcohol use, cigarette use, or poor dietary habits, might prolong NCD risk factors. Misinformation, however, is not limited to infectious disease outbreaks; it also jeopardizes health promotion to combat non-communicable diseases (NCDs), such as cardiovascular disease, cancer, obesity, and diabetes (Fransen et al., 2017).

There is an urgent need to address the source of online media credibility to prevent NCD behaviors. Misinformation or incorrect information on health matters can spread quickly through numerous media sources, including social media platforms and websites. Individuals may fail to distinguish between credible and untrustworthy sources, leading to confusion and even harmful health decisions, especially among young online media users (Afful-Dadzie et al., 2021; Mohammad et al., 2022). According to Malaysia Social Media Statistics and Facts 2023, the biggest demographic of social media users by age is those aged 25-34, followed by the 18-24 age range. The Internet users spent the most time on videos (broadcast and streaming) and social media, with 3 hours and 18 minutes and 3 hours and 2 minutes respectively.

Today, digital technologies spread health information rapidly, especially to young people who frequently use online media (Lenhart, 2015). While the Internet offers a vast amount of health content, there are concerns about its credibility (Fox & Duggan, 2013). This is because misinformation and biased content can easily spread online, making it difficult for users to trust digital sources (Lewandowsky et al., 2012).

According to health researchers, the self-determination approach is effective in maintaining a healthy lifestyle. The elements of self-determination factors such as autonomous, competence, and relatedness would strengthen an individual's intrinsic motivation to practice healthy behavior (Glendinning, 2018; Legault, 2017). Moreover, the self-determination approach has the potential to assist young people make healthier choices and manage their health more successfully.

Moreover, the concept of self-determination, defined as the ability to make choices and act according to one's goals and values (Ryan & Deci, 2017), plays a pivotal role in shaping individuals' interactions with digital media (Gillison et al., 2019; Verstuyf et al., 2012). Yet, the influence of self-determination on youth's perceptions of digital trust and its implications for health-related decision-making remains underexplored in the literature.

Hence, there exists a significant gap in understanding the dynamic relationship between online media credibility, self-determination, and digital trust among youth, particularly concerning preventive health behaviors for non-communicable diseases. Addressing this gap is paramount, as the digital environment continues to evolve rapidly, shaping the health beliefs and behaviors of today's youth. Failure to comprehend the factors influencing digital trust and self-determination in the context of online health information may impede efforts to promote informed decision-making and preventive health behaviors among youth, exacerbating the burden of non-communicable diseases in future generations.

Thus, a comprehensive investigation into the complex interplay between online media credibility, self-determination, and digital trust among youth is essential. By elucidating these relationships, researchers can develop evidence-based strategies to enhance digital trust, foster self-determination, and empower youth to make informed choices regarding their health in the digital era.

Literature Review

Definition of digital trust

Digital trust is defined as people's confidence and reliance on information transmitted through digital platforms. It includes numerous elements that contribute to the perceived trustworthiness of internet sources and content. Digital trust is associated with source credibility. Source Credibility refers to the perceived trustworthiness of the entity or organization that provided the information. Source credibility is influenced by factors including reputation, knowledge, transparency, and accountability. Users are more likely to believe information from sources with recognized knowledge and a track record of producing accurate, reliable content (Balaban et al., 2021; Hussin et al., 2020).

Trust and credibility can be interchanged or considered equivalent. When discussing credibility, which is frequent in many research, trust is viewed as an important component.

Trust involves being accurate, and fair, telling the complete story, avoiding bias, and remaining balanced (Roth-Cohen et al., 2021). Previously, when people assessed the trustworthiness of a message, they focused mostly on the person who created it. Later, individuals began to examine how trustworthy the platform or medium was. Nowadays, they consider the credibility of the news organization itself. Trust in the news has been declining in many regions, particularly as more news is available online (Fogg et al., 2001).

The impact of online media credibility on health-related behaviors

Research on the impact of online media credibility on health-related behaviors, particularly among young people, has received a lot of attention in recent years. The reliability of online health information sources has been shown in research to have a substantial impact on youth health habits (Lim et al., 2022). Adolescents are more likely to trust information from authoritative sources such as government health websites, recognized medical institutions, and health professionals (Pasi & Viviani, 2020.) They are skeptical of information from unverified or unknown sources, such as user-generated content and social media influencers (De Jans et al., 2022).

Social media platforms play an important influence in affecting youth health behaviors. On the one hand, they give people access to a variety of health information and support networks, which have a favorable impact on health-related decision-making. However, the quality of health information published on social media varies greatly, and inaccuracy and sensationalized content occur frequently (Shi et al., 2021). Exposure to incorrect or misleading health information on social media has a negative influence on teenage health behaviors, leading to confusion and misinformation uptake (Sun et al., 2019).

Exposure to reliable online health information is positively associated with increased health knowledge and attitudes among youth (Willmot, 2019). Adolescents who have access to credible health information are more likely to have an accurate understanding of health themes and to implement preventative health activities (De Jans et al., 2022). Online media credibility has an impact on teenage health decision-making processes, such as treatment choices and adherence to medical recommendations (Chen et al., 2021).

Adolescents are more inclined to make health-related decisions based on advice from reliable online sources. The reliability of Internet health information can have a psychological impact on youth, such as anxiety and frustration (Hou et al., 2020). Exposure to scary or incorrect health claims online can cause fear and mental distress, especially among sensitive populations like adolescents (Zhang et al., 2018). In recent decades, much research has highlighted the necessity of increasing digital media literacy and critical thinking abilities among youth to properly explore online health information (Chen et al., 2021). Educational interventions that improve media literacy skills and promote skepticism towards dubious health claims can help teenagers make informed health decisions (Stellefson et al., 2019).

The role of self-determination in shaping youth's perceptions of digital trust and engagement with online health information.

The Self-Determination Theory (SDT) is a psychological theory that describes the intrinsic motivation and how it promotes behaviour change. SDT is proposed by Ryan and Deci (Dolan et al., 2016; McNelis, 2008; Ryan et al., 2008). According to SDT, intrinsic motivation is a key

component that leads to long-lasting behaviour change. The SDT approach facilitates an understanding of what motivates people to live healthy lives. Over the past 20 years, SDT has been used as a framework for studies looking at how changing people's lives, behaviours, and motivations affects the healthcare industry. SDT has been applied to various domains, including education, work, sports, relationships, and healthcare, to understand and promote optimal human functioning and well-being.

Self-determination theory is based on three key psychological needs: autonomy, competence, and relatedness. According to Deci and Ryan (1985), these needs are innate and universal, not learned, or individual (McNelis, 2008; Ryan & Deci, 1985). Humans have these psychological needs embedded in them, which influence their behavior in various areas (Deci & Ryan, 1985, 2000). The first need is Autonomy. According to SDT, people have an innate desire to make choices and decisions that are consistent with their values and interests. According to research, when people feel independent, they are more inclined to actively seek out information relevant to their needs and preferences (Deci et al., 1994). Youth who perceive autonomy are more likely to critically evaluate the reliability of sources and engage with information that aligns with their personal health goals (Patrick & Hurley, 2017).

Next, the second need is competence. SDT emphasizes the importance of feeling competent and effective in one's actions (Deci and Ryan, 2000). Youth who believe they can grasp and use digital resources are more likely to interact with online health information (So et al., 2016). They may look for platforms or sources that provide clear and dependable health information, increasing their sense of competence and ownership over their health (Patrick & Hurley, 2017). The third need is relatedness. According to Ryan and Deci (2000), SDT emphasizes the importance of social ties and relationships in promoting motivation and well-being. Youth's perceptions of digital trust may be influenced by their sense of belonging to online networks, peers, or trustworthy sources (Griebel et al., 2013). They are more likely to trust and interact with health information offered by people or communities they regard as credible, informed, and supportive (Dutta-Bergman, 2004).

The satisfaction of these three psychological needs - autonomy, competence, and relatedness can influence young people's perceptions of digital trust and their interaction with online health information (Moon et al., 2022). When young people feel empowered to explore digital platforms independently, secure in their capacity to interpret and apply health information, and linked to reliable sources or communities, they are more likely to trust and actively interact with online health resources. In contrast, a lack of satisfaction with these requirements may result in skepticism, disengagement, or dependence on untrustworthy sources, potentially jeopardizing their health results.

Digital Trust and Health Behaviors

Several research have investigated how digital trust affects young people's health behaviors. According to research, higher levels of digital trust, including trust in online health information sources and platforms, are associated with positive health behaviors such as regular physical activity, healthy eating habits, and adherence to medical recommendations (Boswell et al., 2006; Chen & Wang, 2021). Youth who trust digital health information are more likely to engage in preventative health practices and look for trustworthy sources of health-related information (Raggatt et al., 2018).

Relationship between digital trust and self-determination

The relationship between digital trust and self-determination in the context of juvenile health outcomes has been lacking in the literature. Based on previous research findings, the researchers reported that digital platforms and interventions that promote digital trust and self-determination principles can improve health behaviors and outcomes (Anderson et al., 2019; Cheung et al., 2021). For example, digital health treatments with autonomy-supportive characteristics, such as personalized goal setting, choice-based activities, and social support networks, may increase youth involvement and motivation for NCD preventive initiatives (Cheung et al., 2021).

Understanding the relationship between digital trust, self-determination, and health outcomes has significant implications for NCD prevention initiatives aimed at youth. Public health programs can effectively engage and empower young people in NCD preventive activities by using digital platforms and interventions that foster digital trust and self-determination principles (Wright et al., 2018). Tailoring digital health treatments to encourage autonomy, competence, and relatedness may boost youth motivation and adherence to healthy behaviors, resulting in lower NCD risk and better long-term health outcomes (Patrick and Williams, 2012).

The proposed research framework

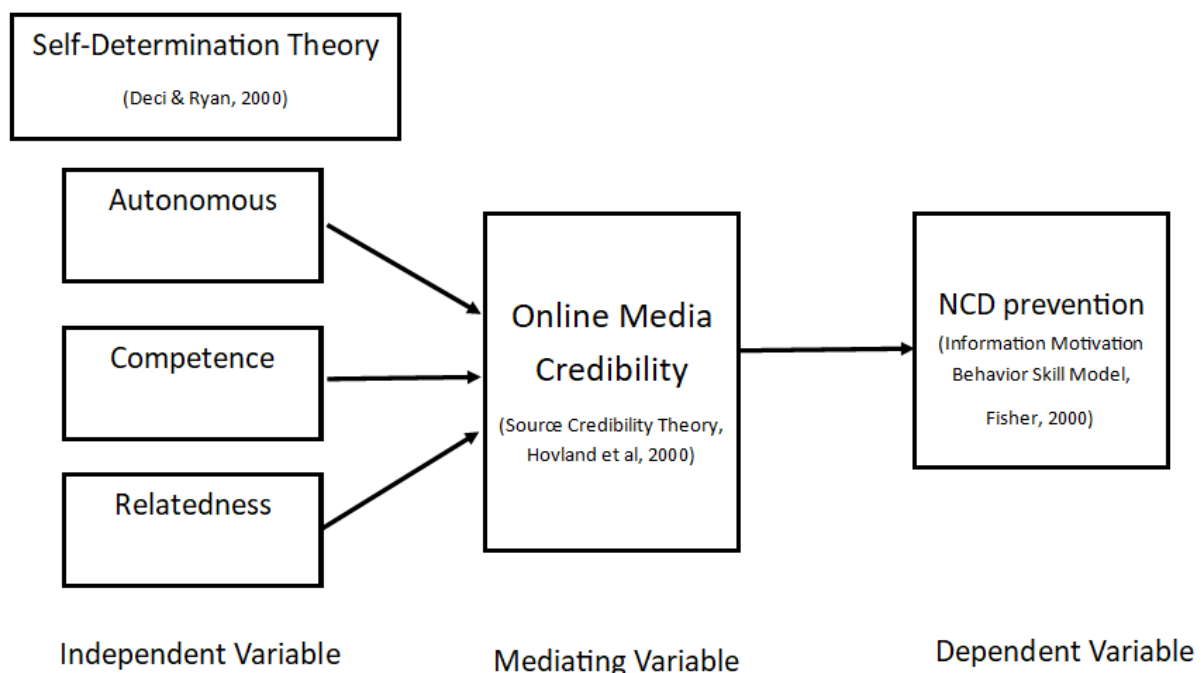


Figure 1: The Proposed Research Framework

The structured conceptual framework of this study is built as a guide to research activities. It is formed based on the theories and models of the Self-Determination Theory (SDT), the Source Credibility Theory (SCT), and the Information Motivation Behavioral Skills Model

(IMBS). This is to determine the moderating effects of online media credibility in the relationship between self-determination and NCD prevention among Malaysian youth.

This conceptual framework investigates the relationship between self-determination, online media credibility, and NCD prevention. Self-determination elements acted as an independent variable that consists of four components. There is perceived autonomous, perceived competence, and relatedness (Huang et al., 2022; Ryan, 2009; Ryan & Deci, 2020).

Online media credibility is the third variable in this study and acted as a moderating variable. Online media credibility consists of three components. They are trustworthiness and expertise (Hocevar et al., 2014; Metzger et al., 2003; Rice et al., 2021).

The NCD prevention acted as the dependent variable, which consists of three components. They are information, motivation, and behavioral skills (Bartholmae, 2017; Gao et al., 2013; Osbon et al., 2010).

The conceptual research framework is a guide to research activities based on the theory. The proposed conceptual research framework for this study is formed based on the Self-Determination Theory (SDT) for self-determination elements, the Source Credibility Theory (SCT) for online media credibility, and the Information Motivation Behavioral Skills Model (IMBS) for NCD prevention. These theories and models were chosen because they fit the outlined objectives and questions of the study. The proposed conceptual framework in Figure 5 shows the position and relationship between variables.

Research Methodology

This study aimed to review the influence of self-determination on non-communicable disease prevention that highlights the mediating variable of online media credibility. The study is using a secondary data approach, which is in the form of library research. Data analysis is based on journals and reference materials on the theme of the influence of self-determination on non-communicable disease prevention behavior. In addition, data on online media credibility on health behavior was also reviewed. The information obtained is from various sources such as books, journals, and online newspaper reports. The secondary information is collected, and the highlights of the study are done to complete the research objective.

Discussion

Self-determination theory (SDT) is an extensively researched framework within psychology aimed at understanding human motivation and behavior. SDT proposes that individuals possess inherent psychological needs for autonomy, competence, and relatedness, which are crucial for nurturing intrinsic motivation and overall well-being. In the realm of digital health behavior change, SDT provides valuable insights into how digital platforms and interventions can facilitate positive health outcomes by supporting individuals' autonomy, competence, and relatedness.

In terms of autonomy, SDT underscores the significance of individuals having a sense of volition and choice in driving behavior change. In digital contexts, autonomy can be promoted by offering individuals various options, utilizing autonomy-supportive communication, and providing opportunities for self-expression and decision-making. Digital health interventions

that enable personalized goal setting, offer choice-based activities and provide autonomy-supportive coaching empower individuals to take charge of their health behaviors.

Regarding competence, SDT suggests that individuals inherently strive to feel competent and effective in their actions. In the digital sphere, competence can be fostered through educational content, skill-building exercises, and feedback mechanisms. Digital health platforms can deliver information, resources, and tools to enhance individuals' knowledge and skills related to health behaviors. Features such as gamification, simulations, and progress tracking can further instill a sense of competence and mastery in achieving health goals.

SDT also highlights the importance of social connections and support in motivating behavior change known as relatedness. In the digital domain, relatedness can be promoted through social networks, online communities, and features that facilitate social support. Digital health interventions can leverage social media, peer support forums, and virtual support groups to foster a sense of belonging and connection among users. Activities like social sharing, collaborative goal-setting, and virtual challenges further strengthen relatedness and promote mutual support among individuals striving to change health behaviors.

Moreover, SDT suggests that behaviors driven by intrinsic motivation, such as enjoyment, interest, and personal values, are more enduring and meaningful than those motivated by external rewards or pressures. In digital health interventions, intrinsic motivation can be cultivated by aligning health goals with individuals' values and interests, providing meaningful feedback and rewards, and nurturing a sense of autonomy and competence. Features such as personalized recommendations, tailored messaging, and storytelling approaches deepen user engagement and enhance intrinsic motivation to adopt and sustain healthy behaviors.

Conclusion

This conceptual article has synthesized evidence on the complex relationship between digital trust, online media credibility, self-determination, and non-communicable disease prevention among youth. Through a comprehensive analysis of the literature, several key findings have emerged, shedding light on the interplay of these factors in shaping health behaviors in the digital age.

The review revealed that digital trust and online media credibility play crucial roles in influencing youth's self-determination and subsequent health behaviors. Positive perceptions of digital trust and credible online media sources are associated with greater autonomy, motivation, and engagement in non-communicable disease prevention activities among youth. Conversely, distrust in digital platforms or exposure to misinformation may undermine self-determination and impede efforts to promote health-conscious behaviors.

The findings contribute to existing theories in several ways. They underscore the importance of integrating concepts of digital trust and online media credibility into theoretical frameworks addressing health behavior change and self-determination theory. Additionally, the review highlights the need for a nuanced understanding of how digital environments shape youth's autonomy and decision-making processes in the context of health promotion.

Practitioners, educators, and policymakers can leverage the insights from this review to develop targeted interventions and strategies. Efforts to promote digital literacy, critical

thinking skills, and media literacy among youth are essential for fostering digital trust and empowering them to make informed health decisions. Moreover, collaborations with digital media platforms are needed to ensure the dissemination of accurate health information and mitigate the spread of misinformation.

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DIGITAL LEADERSHIP: PROBING THE RELATIONSHIP BETWEEN ACADEMIC BACKGROUND AND SERVICES EXPERIENCE FOR SCHOOL LEADERS IN UNDERPRIVILEGED SCHOOLS

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Abstract: *This study is geared towards conducting a thorough analysis of the disparities in digital leadership exhibited by the school leaders of the underprivileged schools, with a careful consideration of various demographic factors. In the swiftly evolving landscape of the digital age, the role played by digital leadership is of paramount importance when it comes to enhancing both the management processes and the learning experiences within educational institutions. Nonetheless, the extent to which demographic factors influence digital leadership remains largely unexplored, especially within the context of underprivileged schools in the State of Sabah. This study is determined to bridge this knowledge gap by delving into the variances in digital leadership among underprivileged school leaders, with a specific focus on demographic variables such as educational background and service experience, aligning with the aspirations of Malaysia Madani for fostering equality and justice within its educational system. The significance of digital leadership is continuously underscored in this era characterized by the rapid advancements in information technology. Employing a quantitative methodology, this study adopted a stratified random sampling technique to select a representative sample from the pool of underprivileged school leaders in the State of Sabah, ultimately garnering participation from a total of 168 respondents. The outcomes indicate a range of strengths and weaknesses of their digital leadership skills with a mix education background and service experiences. Using correlation analysis, there is a slight positive correlation is noticed between education background and digital leadership while a very weak correlation is identified between digital leadership competency and service experience. These findings contribute significantly to enhancing our comprehension of the correlation between demographic factors and the digital leadership practices embraced by school leders, thereby offering crucial insights for enhancing school management practices in the digital age, in harmony with the principles espoused by Malaysia Madani.*

Keywords: *Digital Leadership, Education Background, Service Experience, School Leaders, Underprivileged Schools*

INTRODUCTION

In the context of a society that is rapidly stepping into the digital age, the role of school leaders is becoming increasingly important in promoting the use of technology in the learning process, in line with the principles of Madani Malaysia. To lead the way in enhancing the quality of education in the country, it is crucial to advocate for equal access and fairness in utilizing technology, ensuring that every student has the chance to thrive in this modern era. This

strategy aligns with the goals of Malaysia Madani, which prioritize equality and comprehensive growth across all spheres of existence. Digital leadership in schools not only aims to advance technology, but also provides direction and inspiration to the educational community, where school leaders play an important role in applying digital leadership to support the transformation of learning across the board (Robit et al., 2021). Despite this, there is a significant gap in understanding of how the demographic factors of school leaders can influence their digital leadership style. Studies show that leadership behaviours and management approaches that promote inspiration in staff development and training, can increase readiness for the use of technology and digitalization (Hargitai & Bencsik, 2023).

In the digital age, school leaders need to be open, innovative and agile in responding to challenges and opportunities. They should promote digital transformation, integrate information technology and education, and create innovative educational management mechanisms (Elmario 2024). School leaders play an important role in school improvement and need to adapt to the changing environment caused by the Covid-19 pandemic (Fengchao & Mingchi, 2023). Therefore, the role of the school leaders is no longer limited to traditional management but also includes showing leadership in the digital domain (Atasoy 2023; Anwar et al., 2022).

Digital leadership in schools involves not only mastering technology but also using it effectively to advance school management and learning. This study examined the relationship between educational background and services experience in digital leadership for underprivileged schools (Nuryadin et al., 2023). Digital leadership is essential for improving teachers' classroom management skills. A study by Hartati et al., (2023) found school leaders need to highlight the benefits of educational programs, such as a comprehensive understanding of digital leadership, better classroom management skills, the creation of a leadership culture, and increased leadership intelligence. While it is important to analyse the direction and duration of communication, as well as the headmaster's perception of how digital technology helps them navigate the challenges (Hamid 2023). On the other hand, a paper by Reis-Andersson (2023) emphasises the importance of the role of school leaders in digitising education, including providing access to digital technology, promoting digital competence among teachers, and creating a shared culture.

Background of Study

In an educational world increasingly driven by technological innovation, digital leadership is becoming an important aspect of determining the success of an educational institution. The school leaders play a crucial role in understanding and utilising technology for management and learning improvement ((Ahmad & Husnin, 2022; Beauchamp et al., 2023). In Torrato et al., (2021), their findings suggest that school administrators play a critical role in ensuring that technology is effectively integrated into the classroom to enhance student learning. Studies have shown that school leaders with higher levels of technology leadership can improve teacher competence in using technology. However, there is a need for further training programs to address the needs of both school leaders and teachers in terms of technological leadership and integration (Maala & Lagos, 2022). School leaders' roles are crucial in digitalizing education, requiring digital competence to lead the process . Therefore, it is important for them to have a strong understanding of technology and its potential impact on management and learning .

School leaders with extensive educational backgrounds in technology may find it easier to adapt and apply digital innovation in school management. They have the necessary skills and knowledge to effectively integrate technology and pedagogy in the classroom (Reis-Andersson 2023). On the other hand, those who are less exposed to technology during their education may need more support and training. They may require assistance in developing their digital competence and understanding of educational issues related to technology (Lambot & Yango, 2023). Service experience also plays an important role in shaping the digital leadership of a school leaders. The one with long-serving experience in the field of education may have extensive knowledge of technology development in education and how it can be effectively applied in schools (Alcantara 2023). Their rich work experience can help them lead change and innovation more effectively.

Literature Review

This review of literature examines THREE fundamental components in this research, namely digital leadership in educational institutions, their academic background, and their professional service background. The integration of digital technology in education holds significant importance for the Ministry of Education, teachers, and the community in order to align with the ongoing advancements in technology. By enacting the *Dasar Pendidikan Digital*, this strategy can be effectively utilised by students, teachers, educational administrators, and all relevant parties to narrow the digital gap and facilitate the successful implementation of digital learning (KPM 2023).

Digital Leadership in Education

Digital leadership in education pertains to the responsibility of school leaders in guiding and facilitating the utilisation of technology in the educational process. It signifies their readiness and capability to adopt digital technology and seamlessly incorporate it into educational methodologies. The significance of digital leadership in education has been underscored in numerous academic inquiries. Reis-Andersson (2023) underscores the pivotal role of school leaders in digitalizing education and the necessity for their digital proficiency in steering the process. Hartati et al., (2023) executed a study revealing a consensus among educators and school administrators regarding the significance of digital leadership in enhancing classroom management competencies. Meanwhile, Arham et al., (2022) advocates for the implementation of novel leadership frameworks, including digital leadership, to harmonise student advancement with the requisites of the digital corporate realm. Timan et al., (2022) also identified that the digital leadership element has a direct and indirect impact on educator performance and student aptitude in the contemporary era.

Academic Background

A school leader's academic background and proficiency in digital leadership hold a crucial and noteworthy position in the realm of incorporating technology into the realms of school management and academic instruction. The presence of digital competence and a comprehensive comprehension of the implications of digital tools and technologies on the educational landscape are indispensable requisites for school leaders (Fengchao & Mingchi, 2023). It is imperative for them to actively advocate for digital transformation and the fusion of information technology with educational practices. The intricate nature of their academic

background and digital leadership exerts a profound impact on the efficient amalgamation of technology within the spheres of school management and learning.

The academical background of a school leader stands as a pivotal determinant in gauging the depth of expertise and proficiency in the domain of educational technology (Joshi 2023). Individuals who boast a robust academical background in technology tend to exhibit a higher propensity for adeptly incorporating digital tools and advancements into the pedagogical processes. Individuals of this nature tend to exhibit a strong inclination towards acquiring a comprehensive knowledge of the most recent developments in educational technology, including but not limited to the integration of digital learning tools, interactive teaching resources, and data analysis techniques aimed at improving student performance as evidenced by Yeh (2023) and Josué et al. (2023). Therefore, it is evident that school leaders possess the ability to shape attitudes and perceptions towards technological progress. Individuals who have been exposed to technology throughout their academic experience tend to be more receptive to new ideas and changes, while those with limited exposure may require extra assistance and instruction to effectively incorporate technology into their teaching approaches.

Service Experience

School leaders' diverse professional experiences impact their ability to navigate digital environments, promote innovation, and facilitate positive changes in educational settings (Ventura & Yango, 2023; Fengchao & Mingchi 2023). They play a crucial role in digitising education by providing access to digital technologies, promoting digital competence among teachers, and creating a shared culture. School leaders emphasise open communication, shared responsibility, and collaboration to ensure effective leadership in a digitalized world. Younger school leaders with less management experience tend to use technology more in their administrative practice (Anwar 2022).

Professional service backgrounds play a critical role in shaping the skills necessary for digital leadership and advancing digital transformation in educational institutions (Highton 2023). The experiences and identities of staff working in IT roles in higher education are important factors in understanding diversity and inclusion in these institutions. The study of digital leaders in universities in Scotland highlights the importance of workplace diversity, equity, and inclusion in decision-making processes (Niță & Guțu, 2023; Highton 2022). A deeper understanding of the critical link between professional experiences and digital leadership qualities can be achieved through this investigation. This will pave the way for advancements in leadership practices and the promotion of digital transformation in underprivileged schools (Tang et al., 2022).

Purpose of the Study

This study aims to fill the current knowledge gap by analysing how different demographic factors can impact the implementation of digital leadership shown by exceptional principals during the continuous digital revolution in the field of education. The research primarily concentrates on enhancing digital leadership approaches to efficiently tackle the wide range of challenges and obstacles encountered by principals in a constantly changing technology environment. The crucial role played by school leaders in promoting the integration and use of digital technologies in educational settings is emphasized in this investigation, along with a thorough examination of the associated challenges. It is widely acknowledged that leaders in

today's technological landscapes need to have a range of skills, including problem-solving abilities, critical thinking, creative thinking, and effective managerial skills, as discussed by Kirinić et al. (2023). The leadership demonstrated by school leaders is vital in fostering a group of creative educators in the age of digital change, as noted by Zubaidah and Putra (2022).

Methodology

The approach used included gathering information by sharing surveys with school leaders in various underprivileged areas in state of Sabah, which they then filled out electronically using a Google Form tool. The survey is designed to explore different areas like personal details, levels of digital skills, the use of technology in education management and teaching, and how school leaders view digital leadership. Additionally, the information gathered will be carefully analysed using descriptive statistics and inference to identify significant differences based on demographic factors. Descriptive studies involve investigating data from questionnaires to explain different phenomena and making comparisons based on academic background and service experiences demographics. These studies rely on quantitative research techniques and require data collection from the entire sample reviewed. The process of analysis will involve looking at frequency, percentage, average, standard deviation, and score distribution to put together the final report. Descriptive research offers a foundation for gauging reliability and exploring connections between different variables (Fulk 2023). The data evaluation will be conducted using the Statistical Package for Social Science (SPSS) software (Uluyol et al., 2022). Likert scale will be used to assess closed questions (Ibrahim 2018), while both incidence statistics and inferential statistics will be utilized to interpret research questions with significance levels set at $p < 0.05$ (De Klerck et al., 2014).

Study Design

The conduct of descriptive research involves utilising of survey methods aimed at capturing the viewpoint of school leaders on current issues. Employing numerical approaches through surveys is the methodology embraced in this specific research. As emphasized by Chua (2014), surveying is widely favored as a non-experimental research technique in various fields, particularly in the realm of social sciences. The primary goal of the research focused on discerning variations in digital leadership among esteemed school leaders, categorized by academic background and service experiences. Assessing variables is conducted by gauging responses to all statements presented in the survey, following the Likert Scale approach, as depicted in the diagram provided. This meticulous procedure enables thorough analysis from the viewpoint of participants, allowing for a detailed exploration of the digital leadership landscape within educational establishments. The use of survey techniques in this context not only offers valuable insights into current trends but also illuminates the intricate dynamics influencing digital leadership practices among school leaders.

Table 1.0: 5 Likert Scale

Simbol	Pernyataan	Skor
STS	Sangat Tidak Setuju	1
TS	Tidak Setuju	2
KS	Kurang Setuju	3
S	Setuju	4
SS	Sangat Setuju	5

Source: Vincent & Denis (2014).

Sampling Method

The group of participants in this research comprises educational leaders responsible for managing operations in underprivileged schools. Among them are 168 school leaders selected from a total of 304 underprivileged school in Sabah state. The selection of participants process involved employing simple random sampling techniques to guarantee a just and impartial representation of principals in the area. The methodology employed to choose the participants aligns with the scheduling method created by Krejcie and Morgan in the 1970s, a well-known strategy in educational research. It is important to note that the underprivileged schools selected for the study showed characteristics commonly found in rural environments (*Sekolah Pedalaman*), including smaller student populations (*Sekolah Kurang Murid*) and locations on islands (*Sekolah Pulau*). By concentrating on these specific schools, the study aims to capture the diverse encounters and obstacles faced by educators in varied settings. While the sampling method deviates from strict randomness, the selected group still offers valuable insights into the distinctive circumstances prevalent in schools, particularly those in rural and secluded regions. Researchers handling this data must prioritize the utmost ethical standards to safeguard the confidentiality and reliability of the gathered information.

Instruments Applied.

The research tool used to explore differences in digital leadership among marginalised principles by academic background and service experience involved utilising a series of research questions that included closed queries. These closed-ended questions are structured to offer respondents predetermined answer options to choose from, helping in streamlining the data collection process. The information collected through this questionnaire will play an important role in the analysis and thorough understanding of various aspects of the research subject as highlighted in the study by Olive et al. (2023) and Anna et al. (2022). Divided into two distinct sections, the questionnaire was designed to investigate different aspects of digital leadership and its correlation with academic background and service experience among underserved school leaders. The implementation of closed questions facilitates a more systematic approach to data collection and analysis, contributing significantly to the depth of insights gained from the study. Through a detailed examination of the responses provided by the participants, researchers can gain valuable insights into the nuanced dynamics of digital leadership in educational settings, shedding light on potential areas for further exploration and improvement.

Section A: Demographic Information, which aims to collect data on the demographic characteristics of respondents such as academical background and service experience.

Section B: Information on the level of digital literacy, the use of technology in management and learning, as well as the school leader's perception of digital leadership.

Data Analysis Method

The utilisation of data analysis involves the application of the Statistical Package for Social Sciences (SPSS) version 27.0. The results obtained from the analysis are showcased through structured tables displaying results such as T-test, ANOVA One Hala, and Homogeneity Test. Examination of exam results serves as a means of explaining the understanding of responses from all participants, utilizing components embedded in research tools introduced by Creswell in 2014. After obtaining the data, the decision-making process will investigate the correlation between the two demographic variables and a comprehensive exploration of studies aligned with the research investigation, while being guided by fundamental research questions. This rigorous approach ensures a thorough examination of the relationship between demographic elements and the investigation of specific research, facilitating a detailed exploration of the study under consideration.

Findings

Examination of demographic variation among frontline principals is an important initial stage in understanding the different needs and barriers they encounter in the quest to cultivate digital leadership. The process of demographic surveillance allows us to distinguish the correlations that exist between educational qualifications and professional background. It makes sense that younger principals may have greater familiarity with the latest technological advances, whereas their older counterparts may require more substantive adjustments in terms of incorporating digital components into their leadership practices. In addition, evaluation of service experiences in demographics may shed light on gaps in leadership methodologies and attitudes toward digital technologies. By conducting such an analysis, we can ascertain whether there are specific patterns or trends associated with the efficacy of digital leadership among principals with varying academical backgrounds and service histories.

This, in turn, presents the way for the formulation of training initiatives that meet the distinctive requirements and competencies of each demographic group. This type of comprehensive analysis serves as the basis for designing targeted interventions and support mechanisms to enhance principals' digital leadership capabilities across multiple demographic profiles. This underscores the importance of recognizing and addressing the unique dynamics at play in the realm of educational leadership, especially in the context of advancing digital competencies. Such insights gained from demographic analysis contribute to a more nuanced understanding of the diverse challenges and opportunities faced by school administrators in navigating the complexities of digital transformation in educational settings. Ultimately, the integration of demographic considerations into leadership development initiatives has the potential to drive more inclusive and effective approaches to enhancing digital leadership capacity among principals.

The descriptive analysis between the digital leadership of school leaders with their academical background and service experience.

Table 2.0: Descriptive Statistics

	Mean	Std. Deviation
Digital Leadership	3.7917	.83238
Academic Background	2.5833	.66941
Service Experience	1.8690	1.23599

In relation to Digital Leadership, the results reveal a greater mean score of 3.7917, pointing towards a relatively robust level of digital leadership competency demonstrated by the respondents on average. Nevertheless, the presence of a standard deviation of 0.83238 highlights the existence of diversity in Digital Leadership ratings among the participants, showcasing that certain individuals display elevated levels of digital leadership proficiency compared to others. The variability observed in the scores points towards a diverse spectrum of digital leadership capabilities present within the group under study, thereby highlighting a broad spectrum of strengths and weaknesses exhibited by individuals about their digital leadership proficiencies. These results emphasize the critical necessity of delving deeper into the underlying factors that influence the disparities in digital leadership effectiveness among the participants, shedding light on the complex dynamics at play in shaping digital leadership performance. Further research is essential to delve deeper into the various factors that play a role in the differences in digital leadership performance among the participants, as this will help in achieving a thorough grasp of the subtle details and complexities within the domain of digital leadership.

The results show that, on average, the participants have a moderate Academic Background, scoring an average of 2.5833. This means that the group surveyed has an even mix of different academical backgrounds. Moreover, the standard deviation of 0.66941 indicates a moderate amount of diversity in Academic Background scores, showing that some individuals have higher education levels while others have lower ones. It's like a mixed bag of educational experiences among the people who took part in the study. Regarding the aspect of Service Experience, the data reveals an average rating of 1.8690, indicating a moderate level of experience within the respondent pool. The standard deviation of 1.23599 points towards significant diversity in experience levels across the sample group, with some individuals having notably more extensive experience than others.

The relationship between the digital leadership of school leaders with their academical background.

Table 3.0: Pearson Correlation of Digital Leadership with Academic Background

		Digital Leadership	Academic Background
Digital Leadership	Pearson Correlation Sig.(2 tailed)	1	.176* .022
Academic Background	Pearson Correlation Sig.(2 tailed)	.176* .022	1

The findings reveal a positive correlation between Academic Background and Digital Leadership with a correlation coefficient of 0.176, indicating a weak positive linear relationship. This correlation is statistically significant at the 0.05 significance level ($p = 0.022$), suggesting that as the level of academic increases, the Digital Leadership also tends to

increase, albeit weakly. However, it's essential to note that correlation does not imply causation, and further investigation may be required to elucidate the underlying factors influencing this relationship.

Individuals with higher levels of academic may possess a deeper understanding of digital concepts and technologies, enabling them to effectively implement digital strategies and initiatives, thus resulting in higher Digital Leadership scores. While educators with more extensive academical backgrounds might have had more exposure to professional development opportunities focused on digital skills and leadership, equipping them with the knowledge and competencies necessary to excel in digital leadership roles.

The relationship between the digital leadership of school leaders with their service experience.

Table 4.0: Pearson Correlation of Digital Leadership with Service Experience

				Digital Leadership	Academic Background
Digital Leadership	Pearson Correlation tailed)	Sig.(2	1		0.14
Service Experience	Pearson Correlation tailed)	Sig.(2	0.14	.856	1

The findings from the correlation analysis reveal that there is an extremely weak correlation between Digital Leadership and Service Experience, as evidenced by the Pearson correlation coefficient of .014. This suggests that there is almost no linear relationship between the two variables. Furthermore, the p-value associated with this correlation is .856, indicating that the observed correlation is not statistically significant at the conventional significance level of .05. Therefore, we cannot reject the null hypothesis, which states that there is no correlation between Digital Leadership and Service Experience. These results imply that variations in one variable do not predict or explain variations in the other variable within the studied population. Individuals with strong digital leadership abilities may not necessarily have extensive service experience, and vice versa. Within educational contexts, individuals may specialise in either digital leadership or service-oriented roles, leading to variations in skill emphasis and experience across different roles within the organisation.

It's possible that individuals receive specialised training and development opportunities in either digital leadership or service-related areas, which could contribute to disparities in experience levels without affecting the other variable. Differences in job roles and responsibilities within educational institutions could lead to variations in experience levels, with some individuals focusing more on digital leadership responsibilities while others prioritise service-related tasks. The organisational culture and priorities within educational institutions may influence the emphasis placed on digital leadership development versus service-related experience, leading to variations in these areas among employees. The specific characteristics of the sample population in the study, such as demographic factors or institutional contexts, may contribute to the observed lack of correlation between digital leadership and service experience. There could be limitations or inaccuracies in how digital leadership and service experience are measured or assessed, which may obscure any underlying relationships between the variables.

Discussion

In the fast-paced and ever-changing world of education today, the importance of strong leadership cannot be overstated, as it is crucial for guiding institutions through the challenges and opportunities arising from the ongoing digital revolution. This conversation explores the complex relationship between one's academical background, their proficiency in digital leadership, and the depth of their experience in the field of education, shedding light on the intricate web of factors that shape effective leadership in this domain. Through a thorough analysis of these interconnected elements, our goal is to offer a deeper understanding of the multifaceted nature of educational leadership and the various underlying factors that contribute to its success and effectiveness.

Digital Leadership Competency

The results suggest a relatively elevated degree of digital leadership proficiency within the realm of educational leadership. This level of expertise showcases the leaders' skillfulness in utilising digital resources and technologies to improve leadership methodologies and stimulate progress in the field of education. Nevertheless, the range of digital leadership evaluations hints at disparities in proficiency levels among the surveyed. The factors contributing to this diversity could potentially arise from elements like previous interactions with digital platforms, availability of professional growth avenues, and personal stances regarding the adoption of technology. These discoveries emphasise the necessity for focused interventions aimed at enhancing digital leadership capabilities among educational leaders, encompassing both the enhancement of skills and the adaptation of attitudes towards technology incorporation. Therefore, it is imperative to address these variations through targeted initiatives that cater to the development of digital leadership competencies and the promotion of a positive outlook towards technological integration in educational settings.

Academic Background

The analysis exposes that school leaders exhibit a moderate level of academic background. This discovery suggests a well-spread range of educational qualifications among the participants, stemming from the different academic journeys pursued by these leaders. The moderate spread in academic background scores underscores the diverse educational paths followed by these leaders, influenced by numerous factors like personal preferences, career aspirations, and institutional requirements. These findings underscore the intricate complexity of academic backgrounds among educational leaders, molded by a variety of individual and contextual factors. Individuals with advanced educational credentials may enjoy enhanced access to resources like training programs, conferences, and professional networks focused on digital leadership, empowering them to keep abreast of emerging trends and best practices.

Service Experience

The findings suggest a substantial level of service background among educational leaders. This indicates that leaders possess extensive experience in service-oriented roles within educational settings. The wide spectrum of service background levels highlights the diverse professional backgrounds and career trajectories of educational leaders. Various factors, such as past roles in different educational capacities, involvement in community initiatives, and length of tenure

in educational institutions, may contribute to this diversity. These outcomes underscore the importance of leveraging varied service experiences to enrich leadership strategies and foster collaborative decision-making in educational environments.

Correlation Analysis

This study found some interesting connections between the educational background, digital leadership skills, and work experience of educational leaders. A slight positive correlation is noticed between how much education someone has and how good they are at digital leadership. This suggests that people with more education tend to have better digital leadership skills, possibly because they learned advanced skills in school that help them use technology well in leadership roles. But remember, just because there's a connection doesn't mean one thing causes the other. We need more research to understand why this connection exists.

On the other hand, they found a very weak connection between digital leadership skills and work experience. This suggests that having more experience in service doesn't necessarily mean you're better at digital leadership. This could be because leadership in the digital age requires different skills than traditional leadership roles. So, while being good at using technology is important for leaders today, it's not just about how much work experience you have. These findings show that leadership training should focus on a mix of skills and experiences to develop well-rounded leaders.

Implications and Future Directions

These findings are important for how leaders are trained in education and how they keep getting better. By understanding how someone's education, digital skills, and work experience are connected, schools can make specific plans to improve their leaders' skills. Future research can dig deeper into what factors really influence these connections and how they affect education. Long-term studies could also show us how leadership in education is changing with new technology and different ways of teaching. This exploration could shed light on how leaders adapt to new technological advancements and pedagogical approaches, thereby influencing the overall educational landscape. The evolving nature of leadership in education amidst the ever-changing technological landscape and pedagogical methodologies is a domain ripe for further exploration and study.

Conclusion

Essentially, this study looks closely at the education, digital skills, and work experience of education leaders. By carefully studying what affects these areas, the studies learn a lot about the complex nature of leading in education. Looking ahead, it's important for education stakeholder such as district education department (*Pejabat Pendidikan Daerah*) or state education department (*Jabatan Pendidikan Negeri Sabah*), to focus on improving digital skills and making the most of the different backgrounds and experiences of their leaders. While for the Ministry of Education, a strategy can be devised to provide training and improve leadership abilities in the digital domain for school leaders by utilising the Institut Aminuddin Baki. The approach aims to equip educators with the necessary skills to effectively navigate and lead in the ever-evolving digital landscape. It will help create effective leaders in the digital age, ensuring a strong future for education. This close look highlights how important it is for schools to prioritize improving digital skills in their leaders. As technology becomes more important

in education, leaders need to be able to use it well. By investing in training and resources for digital skills, schools can make sure their leaders can handle the changing world of education.

Also, it's important for this education stakeholder to recognize and value the different backgrounds and experiences of their school leaders. By welcoming different perspectives, schools can improve how they lead and encourage new ideas in education. By using the strengths of people with different backgrounds, schools can create a supportive and active environment that helps leaders do their best. Overall, by focusing on these important areas, schools can develop strong leadership strategies that benefit both students and teachers. By supporting leaders who are good with technology, open to different perspectives, and can adapt to changes, schools can build a strong future in education leadership.

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ATTITUDE OF STUDENTS TOWARDS A SIMULATED JOB INTERVIEW: A CONTRIBUTION TO THE STUDY OF TASK-BASED LEARNING

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Abstract: *One of the most important goal of schooling is to prepare individuals cope with the demands of their future professions. To realize this goal, it is important that students are exposed to real life scenarios that will enable them to undergo and understand the different stages of life and the challenges that come with it. This study deals with students perception on simulated classroom activities. It aims to record and analyze the attitudes of the students towards the use of simulated job interview in their classrooms. This will uncover the effectiveness of this approach in a writing class to achieve a student-centered classroom. Findings show that applying simulations like the job interview can transform a typical classroom setting into a communicative, dynamic and interactive environment for second language learners.*

Keywords: *Task Based Learning, English Language Classroom, Teaching*

Introduction

One of the most important goal of schooling is to prepare individuals cope with the demands of their future professions. To realize this goal, it is important that students are exposed to real life scenarios that will enable them to undergo and understand the different stages of life and the challenges that come with it. To achieve this end, students have to be the dominant characters of the classroom with their teachers as simply an overseer or a facilitator. Through this, students became more responsible learners as they explore their individuality and shape their own personal views and perspectives.

In English Language Teaching, achieving an effective task-based classroom lies on the initiative of the classroom teacher to mark-up effective teaching approaches that will encourage students to dominate as the moving characters of the classroom. In courses that do not always involve speaking like writing classes in which students are usually non-participative and are unwilling to speak, teachers in a task-based learning classrooms should prepare simulation activities that will make writing classes more fun, active and alive. The idea of applying simulation can transform a normal classroom into an interactive setting where language skills can be taught through a more realistic approach which gives the students a glimpse of the reality by means of decision-making, experience, and case-to-case based scenarios.

John Dewey, an outstanding philosopher and educator offers one of the chief tenets of educational principles which is the concept of “We learn by doing”. This justifies some of the principles of good teaching which is “Learning is good when it provides learning experiences or situations that will insure understanding.” (Acero, et. Al, 2000). This suggests that good teaching requires an environment which deals with instructional materials and devices that will

challenge the attention of the learner, stimulate thinking and reasoning, and facilitate understanding that will definitely make learning for a student more meaningful and interesting.

Dewey's principle affirms to the idea that experience is indeed essential in the learning development of the students. This is where classroom simulation activities come in. It has been one of the best teaching techniques that encourages student-center approach in English Language Teaching.

This study highlights simulated job interview as a teaching approach under study. A simulated job interview does not only stimulate active participation in the class but also help develop the oral language skills of the students as well as their decision-making and critical thinking skills in situational cases about their future career and reality. This modern technique does not just limit the students in learning and enhancing their skills within the four corners of the classroom but also, their learning areas in technical writing and communication will have an expanded jurisdiction which touches the reality in an innovative way of teaching English language.

This study involves selected English 8 (Technical Writing) students of Mindanao State University enrolled in the second semester of 2015-2016. It aims to record and analyze the attitudes of the students towards the use of a simulated job interview in their classrooms. This will uncover the effectiveness of this approach in a writing class to achieve a student-centered classroom.

For strong foundations on which to base the analysis and comprehension on the bearings of this academic endeavour, this study is anchored on the theories of Communicative Language Teaching, and Behaviorism.

Communicative Language Teaching concept is best understood as a set of principles relating on the objectives of teaching language, on how the second language learners learn a language through the kinds of activities that facilitate learning, and the roles of the teachers and learners in the classroom (Richards, 2006). It is based on real-life situations that require communication. By using this method, students will have the opportunity of communicating with each other in the target language. Hence, it suggests a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task just like simulation activities which includes simulated job interview (Brown, 1994).

Another theory is Behaviorism. The application of behaviorism in English Language Teaching (ELT) classrooms offers a particular perspective on how learning occurs and how teaching impacts that process. Learning is a persisting change in performance or performance potential that results from experience and interaction with the world. The importance of measurable and observable performance and the impact of the environment comprise foundational principles of the behaviorist approach to learning. When incorporating behaviorism in teaching, there should be observable and measurable behavioral learning outcomes, specifications of the desired performances in advance and verification of learning with appropriate assessments, emphasis of the performance and practice in an authentic context, use of instructional strategies in shaping the desired skills and reinforcement of the accomplishments with appropriate feedbacks. Behaviorism can also be applied through teaching methods such as audio-lingual, total physical response, activity method, etc. (Sahan, 2009).

Related Literature

Simulation

Simulation is a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four. It is related to Role Play, but in simulation students retain their own personas and are not required to pretend to be someone else.

The term simulation comes from its verb form simulate which means to imitate, to pretend, to counterfeit, or to feign. As it is, it may mean an operating imitation of a real process like the one being done by law students who conduct moot court proceedings and the students' body organization which conducts a mock political convention (Acero, et. Al, 2000). It is a reality of function in a simulated structured environment. Simulation can be defined as a "structured set of circumstances that mirror real life and participants act as instructed". In other words simulation can be defined as the act of initiating the behavior of some situation or some process by means of something suitably analogous. Another important characteristic of this teaching technique is that behavior is not controlled in a simulation and the participants bring to the situation their own skills, 20 experience and knowledge. This extraordinary infusion of varied skills, experience and knowledge of learners enrich the learning process and make the academic setting a real life-like situation which is one of the fundamental conditions for effective and efficient language learning. This salient feature of simulation and stated that simulation is usually a problem-solving activity to which the students bring their own peculiar personalities, distinct experiences and opinions. It involves being oneself or someone else in a simulated real-life situation (<http://www.esl-lab.com/research/simul.htm>).

In order to succeed, a simulation should be underpinned by a sense of reality or should create a brand-new reality. Ideally, it should be relevant to the lives and interests of the students who are in charge, with the teacher unobtrusively monitoring the proceedings. This feature of Simulation increases students' autonomy and motivation, and lowers their anxiety levels since they are interacting as equals with a small group of their peers rather than performing for the teacher and class as a whole.

Task-Based Learning

Task based learning is another way to teach languages. It can help the students by placing itself in a particular situation like in the real world. A situation where oral communication is very essential for doing a specific task being assigned by the teacher. Task based learning has the advantage in getting the student to use the skills at a current level. It has the advantage in getting the focus of the student towards achieving a specific goal where language becomes an instrument by making the use of the target language a necessity (Ellis 1997). In task-based learning, the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then, hypothesize over it individually, and finally experiment with it (<http://www.teachingenglish.org.uk/article/a-task-based-approach>).

One of the main purposes in applying task-based learning is to increase learner activity. It is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which shall be giving the learner the opportunity to experiment spontaneously, individually, and originally with the foreign language. Each task shall be providing the learner with new personal experiences with the foreign language being used and by that, the teacher

has a very important role to play. The teacher must take the responsibility of the consciousness raising process in which it must follow the experimenting task activities (Seyyedi 2012).

In the book English Teaching Methodology Package (Pan 2005), the author has cited David Nunan as he had provided 2 kinds of tasks such as real-world tasks and pedagogical tasks. In real-world tasks, students are practicing or rehearsing those tasks that are found importance in needs analysis and turn out to be important and useful in the real world like using the telephone or giving personal information in a job interview. Students must accomplish beyond the classroom more specific and explicitly related to classroom instruction than the functions of language. In terms of pedagogical tasks, having a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks like an information-gap task. The nucleus of the classroom activity includes both formal and functional techniques like conducting drills in the use of frequency words.

Task based activities consider that meaning is primary. There is some communication problem to solve and to involve. There are comparable real-world activities and the task completion has some priority in which the functional purposes whose input can be from speeches, interview, cartoon strips, etc. There is an assessment of the task in terms of outcome (Willis 2007). Task based learning is very useful for moving the focus of the learning process from the teacher to the student. It also gives the student a different way of understanding language as a tool instead of as a specific goal. It can bring teaching from abstract knowledge to real world application. Aside from that, a task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the student's needs (Pan 2005).

Methodology

This study used both a quantitative and qualitative analysis research method. The qualitative analysis was yielded through the valuable information gathered from the students under English 8 class that apply simulated job interview basing on the actual observation during the simulated job interview and the distributed survey questionnaire in order to measure the attitudes of the students on the simulation activity and its implication. Aside from that, the necessary supplementary information from the students in the focus group discussion was used in order to support the other data being gathered from them. The researcher has dealt with such different methods particularly a triangulation method in order to have more authentic findings in this study.

This data-gathering procedure has taken place in Mindanao State University-Main Campus, Marawi City specifically at the College of Social Sciences and Humanities. It was conducted in the selected English 8 (Technical Writing) classes on April to May which was on the 2nd semester of the academic year of 2016.

The researcher conducted a preliminary survey in the course offering of English 8 in the 2nd semester of academic year 2015-2016 Through the use of purposive sampling, the sections where the study was conducted were those that were under English 8 instructors who applied simulated job interview in their classes. After that, an observation was also applied during the actual conduct of the simulated job interview in the selected English 8 classes. The next procedure was the distribution of the survey questionnaires to the students after experiencing

the simulated job interview. This determined the general attitudes of the students towards the simulation activity.

Presentation, Analysis and Discussion

Table 2.1: Respondents' Attitude towards Simulated Job interview in terms of Stimulating Active Participation, Motivation, Self-Esteem and Anxiety

INDICATORS (ATTITUDES OF THE STUDENTS)	N	SUM	MEAN	QUALITATIVE DESCRIPTION	RANK
Q1. I want to actively participate in the activity.	92	418	4.544	<i>Strongly Agree</i>	16
Q2. I think job interview simulation motivates me to learn.	92	437	4.750	<i>Strongly Agree</i>	2
Q3. I feel eager when the teacher gives me situational questions.	92	423	4.598	<i>Strongly Agree</i>	13
Q4. I like the interaction in the activity.	92	407	4.424	<i>Strongly Agree</i>	21
Q5. I do not mind getting corrected when I am involved in the interaction.	92	433	4.707	<i>Strongly Agree</i>	5
Q7. I feel proud of myself when I am able to share my ideas.	92	420	4.565	<i>Strongly Agree</i>	15
Q8. Simulated activities like the job interview prevent me from being passive in the class.	92	393	4.272	<i>Strongly Agree</i>	27
Q9. The activity helped me speak confidently.	92	406	4.413	<i>Strongly Agree</i>	22
Q10. Simulated job interview encourages me to participate actively.	92	422	4.587	<i>Strongly Agree</i>	14
Q11. I am compromised to participate in the class.	92	408	4.435	<i>Strongly Agree</i>	20
Q12. Simulated job interview is boring.	92	354	3.848	<i>Agree</i>	34
Q13. I feel free and at ease when the teacher assigns us in situational activities.	92	424	4.609	<i>Strongly Agree</i>	12
Q14. I cannot easily forget the things that happened in the activity.	92	400	4.348	<i>Strongly Agree</i>	25
Q15. For me, simulated job interview leads to self-discovery of personal strengths and weaknesses.	92	424	4.609	<i>Strongly Agree</i>	11
Q16. Simulated job interview enables me to overcome nervousness, anxiety, and the like.	92	416	4.522	<i>Strongly Agree</i>	17
Q17. Simulated job interview discourages me to communicate well.	92	359	3.902	<i>Agree</i>	33
Q20. The activity triggers me to speak fluently.	92	391	4.250	<i>Strongly Agree</i>	28
Q23. Simulated job interview enables me to express myself.	92	399	4.337	<i>Strongly Agree</i>	26
Q29. I want my other classmates and co-majors to experience the simulated job interview.	92	433	4.707	<i>Strongly Agree</i>	6
Q31. I want to experience more simulated activities in my other classes.	92	416	4.522	<i>Strongly Agree</i>	18

The respondents' responses towards simulated job interview in terms of active participation, motivation, self-esteem and anxiety shows that majority of the respondents consider the simulation activity as a great help in making them more engaged, participative and motivated in the class basing on the generality of their responses to the statement indicators in this category. On the other hand, few of the statement indicators in this aspect ranked low due to the vulnerability of some respondents to anxiety which affected their confidence and speaking during the actual simulated job interview. According to Leslie Matthew Lunce (2007) in her study, it aimed to investigate the learning effectiveness of integrating a simulation into a traditional university as well as to find out whether simulations do contribute to instruction by

facilitating transfer, improved motivation and increased engagement. In her study, it had validated Lev Vygotsky's Zone of Proximal Development (ZPD) in which the respondents were able to be more participative, interactive and motivated to seek more information above and beyond the boundaries of the course content. In her study, it had provided sufficient evidences to support the its claim that simulations do in fact promote discovery-learning and higher 60 level of engagement from the students to interact more deeply with the instructional content. Also emphasized in the study of Andrew Chan (2010) which used similar technique in this study, role-play simulations are very effective in learning. In his study, a simulated job seeking activity provide students an opportunity to immerse into a 'role' of a job seeker in a pre-determined context.

In this study the respondents applauded the simulated job interview as an activity that help them improve their self-esteem and self-confidence. This is supported by the study of Sarip (2010) in which the conduct of simulations are also recommended to the teachers to use due to the fact that these activities have dynamic approach in developing and enhancing the selfconfidence as well as the communicative competence of the students especially in an English classroom.

Table 2.2: Respondents' Attitude towards Simulated Job interview in terms of Relevance to the Course and Future Career

INDICATORS (ATTITUDES OF THE STUDENTS)	N	SUM	MEAN	QUALITATIVE DESCRIPTION	RANK
Q19. Simulation activities like the job interview help me realize things about real situations in the world.	92	426	4.630	<i>Strongly Agree</i>	9
Q22. Simulated job interview is not important in my course and future career.	92	370	4.022	<i>Agree</i>	30
Q26. The simulated job interview activity is very relevant to my course.	92	425	4.620	<i>Strongly Agree</i>	10
Q30. My experience in the activity will prepare me to my future career	92	446	4.848	<i>Strongly Agree</i>	1
Q33. Simulated job interview is a great and realistic avenue to have a glimpse of experience in my future career.	92	435	4.728	<i>Strongly Agree</i>	3

This study also shows that the activity was indeed essential for the respondent's chosen courses and future professions by basing on the results and ranking of the statement indicators under this category in which item number 30 "My experience in the activity will prepare me to my future career." had ranked 1st among all the statements with a mean of 4.848 which implies that all the respondents strongly agreed. This is reinforced by the study of Ardriyati (2009) in which it is found out in her study after the conduct of the simulation activities in a Business class in the University of Stikubank in which there were good results in terms of the students attendance and 67 participation since they acquire not only enough learning but as well as more practice which they can apply in their future workplaces.

Statement number 19 deals with the reflection of the respondents about the real situations that are happening in the actual workplace. In the overall ranking, it ranks 9th which implies that

many respondents strongly agreed to this. This presumes that most of the respondents had internalized and observed the things that might happen in the near future. And this is one of the main goals of a teacher in applying simulations in the classroom in which aside from providing both learning and action, there is also the existing concept of preparation in the future. Simulations provide opportunity for the learners to practice the target language in a real situation (Acero, et. Al, 2000).

To supplement the general results in this category and in determining the simulation activity's relevance to the respondents' learning and in the subject, on a separate FGD session conducted, a 2nd year BSBA Accountancy student emphasized that:

“Sa tingin ko, tulad ng mga studyanteng ito, naga-crave kami ng application ng aming learning lalo na sa English 8 or Technical Writing. Also, we should adopt new innovative ways of teaching not the obsolete ones anymore. (As I see it, like those students (English 8 classmates), we are craving for the application of our learning specially in English 8 which is a Technical Writing Class. Also, we should adopt new innovative ways of teaching not the obsolete ones anymore.)

Basing on his statements, he points out that indeed there should always be an application of learning specially in a Technical writing class like English 8. His point affirms to the idea offered by the educational principle of John Dewey which is “We learn by doing.” (Acero, et. Al, 2000). Aside from that, the objectives of the experiential learning of David Kolb is also very evident in his statement in which basing on the concept of this kind of learning, it deals with the processing and creating an experience into knowledge and skills. The experience and application of the conceptual understanding is being translated into an actionable knowledge (Lardizabal, et. Al, 1972).

Conclusion and Recommendations

This study concludes that the actual conduct of the simulated job interview in the English 8 Technical Writing classes plays relevance to the respondents' courses and future careers as it could provide a more realistic approach and authentic experience that give the participants a glimpse in preparation to the real world scenarios which is vital in a task-based learning classroom. Applying simulations like the job interview can transform a typical classroom setting into a communicative, dynamic and interactive environment for second language learners. Like the simulation activity, materializing and putting what has been learned into practice indeed serves as an avenue to widen knowledge and skills of the learners instead of simply limiting it on what was being discussed within the four corners of the classroom only. A task based learning approach is indeed m effective approach in writing classes. Teacher's initiative to create simulation activities like the simulated job interview for students can be very challenging but can be a great avenue for students to involve themselves in the learning process.

Hence, students should not limit their learning within the jurisdiction of their classroom. There must be active participation and cooperation from them whenever there are activities like simulations conducted in the class. Also, teachers, must apply innovative and interactive teaching techniques and strategies in teaching a particular English language course like simulations or any reality-based situations for their student's personal growth, development, critical thinking, communication skills and exposure which will make their learning in the course more meaningful for them.

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SHEESH! MALAYSIA IS NOT EVEN A RACE DUDE!: THEMATIC ANALYSIS OF MALAYSIAN TWITTER DISCOURSE ON RACE AND RELATED TOPICS

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Abstract: *In recent years, social media platforms such as X (Twitter) have become key channels for people to connect over shared interests and raise awareness about important issues collectively. Particularly since GE15, these platforms have emerged as new arenas for Malaysians to engage in national conversations about social and political topics, alongside related matters such as religion, gender, and human rights. These discussions, which are facilitated through tweets, not only bring attention to these issues but also reveal the diverse perspectives of Malaysians. This study utilized reflexive thematic analysis to investigate social media conversations among Malaysians regarding race and related issues. Publicly available tweets from January 1 to June 30, 2023, linked to various events, were collected for analysis. The analysis revealed several themes, including (1) Race and Ethnicity in Malaysian Society, (2) Political Dimensions of Race, (3) Religious Influence on Politics, (4) Social Harmony and National Identity, (5) Media and Public Discourse, and (6) Human Rights and Equality. Overall, the analysis demonstrates critical insights into Malaysia's current intricate socio-political landscape. Despite the superficial nature of XTwitter discussions, these themes not only express racial bias and perpetuate stereotypes and oppression, but also call for inclusive policies, respectful dialogue, and collective action to foster harmony and equity.*

Keywords: *Social Media, Twitter, Thematic*

Introduction

By and large, the various ethnic groups in Malaysia have lived “peacefully” with one another, or so it seems. In schools, government departments, and public places, various ethnic groups mingle, work, and live together. Textbooks and advertisements often showcase the co-existence of various ethnic groups. For example, the Malaysia Truly Asia posters show Malay, Chinese, Indian, Iban, and Kadazandusun against a backdrop of landmarks in Malaysia, portraying societal harmony. In working committees in the private and public sectors, there is usually a representation of various ethnic groups, giving an image of harmonious ethnic relations. Students work in mixed-ethnic groups for academic activities (Mustapha et al., 2009). In newspaper articles on National Day celebrations reporting physical displays of patriotism, racial harmony is a key theme (Ting, 2017). In cross-ethnic communication, many Malaysians are careful to avoid sensitive issues. On the surface, it seems that Malaysian

society is moving towards the much-desired integration of ethnic groups, which is considered essential to nation-building in a multi-ethnic society.

However, the individual Malaysian mind continues to be heavily influenced by their ethnicity, which also defines important aspects of one's social life and taste. It implies that the strong ties to a specific ethnicity that continue to influence people's sense of self and social behaviour are the source of the success of emotive appeals. As members of distinct and self-aware cultural communities, Malays, Chinese, and Indians were naturally inclined to identify with and treasure their respective languages, cultures, and religions and actively work to preserve and propagate them. Members of ethnic groups would mostly mingle and associate with those of their group since they share a shared set of universal symbols and values (Zainal & Salleh, 2010). Ethnicity still holds sway as a powerful force in Malaysia.

Of late in the mass media, more incidents are ethnicised than before. An example is the 2017 early morning accident where a Chinese woman crashed into eight Malay teenagers riding modified bicycles in Johor but she was later acquitted of the driving charge in 2023 (The Straits Times, 2023). The Malaysian newspapers also try to highlight how Malaysians of different races helped one another during floods (Bahari, 2022). The messages in the mass media shape individuals' perceptions, attitudes, and behaviours through the provision of selected information. The selective salience in reporting societal events offers certain interpretations of the events.

Besides the mass media articles, social media possibly play an even more crucial role in increasing or decreasing tolerance in a multi-ethnic society. Ordinary citizens now dare to question the actions of ministers and other authorities, and they seem to be rather free in their expression of opinions on social media. Ardi et al.'s (2020) analysis of a 2.5-million-word corpus of Malaysian Twitter showed that the inclination towards flaming to offend among youngsters is not in line with the values and ethics that have been practised in Malaysian culture. Tajuddin (2012) attributes the empowerment of Malaysians to the struggle for political reform to the globalization of information. This new phenomenon should be studied to understand the areas of concern that spark the assertion and questioning of rights in ethnic relations. Learning and understanding cultural diversity via social media can promote and improve awareness among the public (Khan et al., 1999; Soen, 2002).

Methodology

This descriptive study is part of a broader research project that explores ethnic relations and social cohesion. The X (Twitter) data analysed were tweets identified through a search using "ethnic" and "rights" as search terms and the location was specified as "Malaysia". Only tweets written in English were selected for analysis.

The tweets were posted between 1 January and 30 June 2023, a period marked by various events igniting discussions on race, religion, and other topics. Following the initial extraction, the tweets were filtered. Duplicates were identified and removed before undergoing further eligibility screening. Retweets were excluded from the analysis.

Braun and Clarke's (2014) thematic analysis formed the basis for examining the data, offering a detailed and refined qualitative perspective. Due to limited evidence on the topic, no pre-

existing codes or coding schemes were utilized. The first and second authors analyzed the tweets and formulated codes. Subsequently, through discussion, an initial codebook was created by comparing and reconciling any disparities in the codes. This initial codebook guided the coding of the remaining tweets, with revisions made until consensus was achieved among the authors and that significant alterations were unnecessary. Once a revised codebook was established, the remaining tweets were coded until no new codes emerged. Following several discussions, all codes were reviewed and categorized into themes (see Figure 1). Consensus on the results and interpretations was reached through extensive discussions to ensure credibility. To safeguard the privacy of all Twitter users and their personal information, example tweets were paraphrased. Additionally, any potentially identifiable information, such as names and locations, was removed from the tweets.

Results and Discussion

The thematic analysis of tweets using Braun and Clarke's (2014) procedures unveiled six themes: (1) Race and Ethnicity in Malaysian Society; (2) Political Dimension of Race; (3) Religious Influence on Politics; (4) Social Harmony and National Identity; (5) Media and Public Discourse, and (6) Human Rights and Equality (See Figure 2).

Theme 1: Race and Ethnicity in Malaysian Society

The tweets highlight the complex interplay of race and ethnicity in Malaysian society, touching upon issues of privilege, discrimination, and identity. There is a pervasive concern among users regarding the treatment of minorities, particularly the Chinese and Indian ethnic groups, and the implications of racial discrimination on social cohesion and global perception. The following tweet illustrates users' perspectives on the issue.

This country belongs to all Malaysians irrespective of race or religion. That's guaranteed in the constitution of Malaysia!!!

A repeat of open mass physical violence vs minorities in Malaysia, won't be based on race, as in 1969. In the global era, racial riots against ethnic Chinese & Indians, would result in huge global backlash & boycott of Malaysia. will be against LGBT, with wide support from Msians.

Them 2: Political Dimension of Race

The tweets reveal that political actors are frequently criticized by users for exploiting racial and religious sentiments for their agendas, leading to division and polarization within society. There is a call among users for more inclusive and progressive politics that transcends racial and religious boundaries, emphasizing the need for unity and solidarity among Malaysians. Below are the tweets that highlight users' viewpoints on the matter.

Race-Baiting Politics Is Really Pathetic.

Speaking of the race war in Malaysia, us Malaysians are trying to prevent it but out politicians seems to be more than happy to egg us n make everything about race. When u have racist ppl in power, it's kinda hard to fight it.

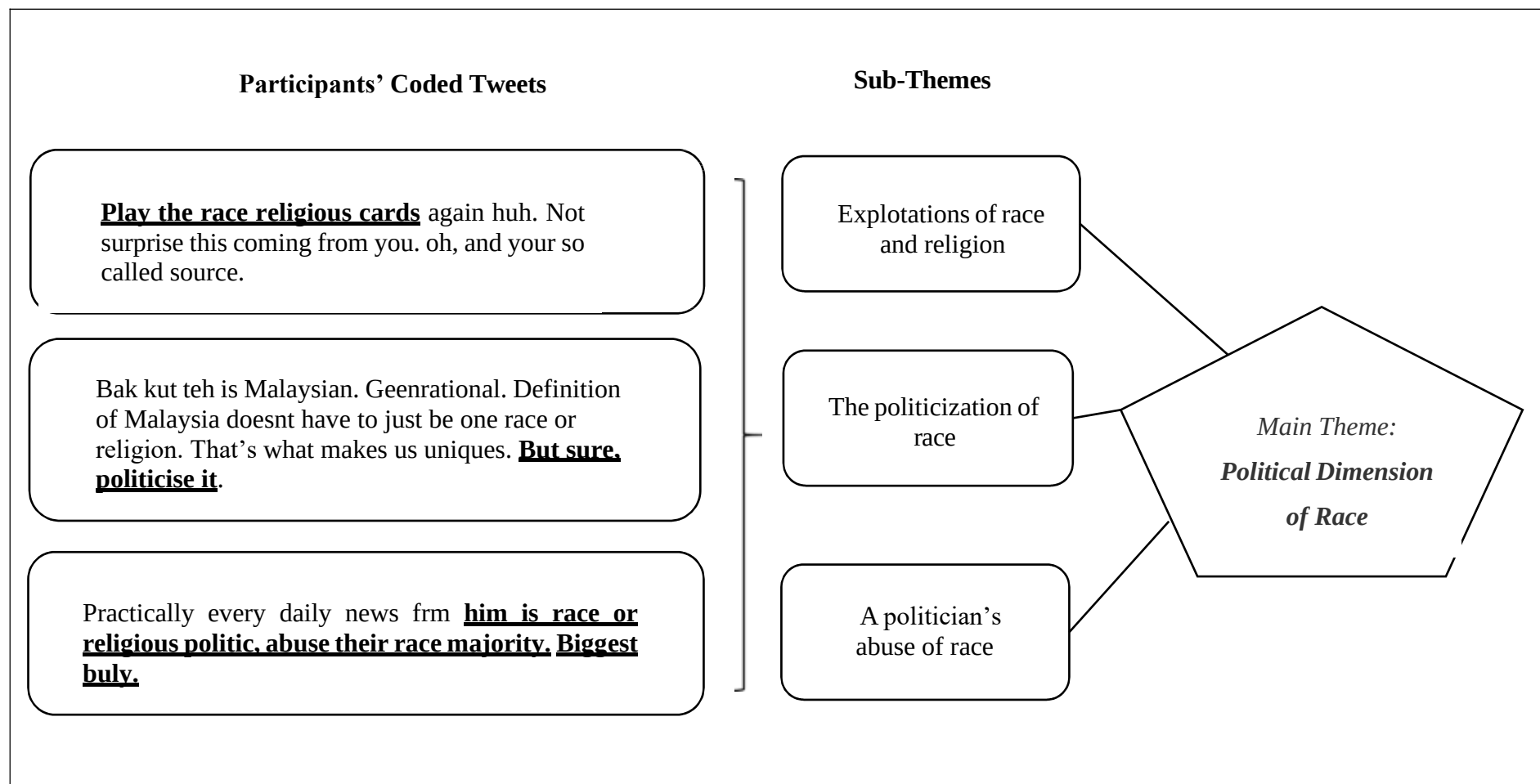


Figure 1: A Sample Thematic Analysis of Participants' Tweets

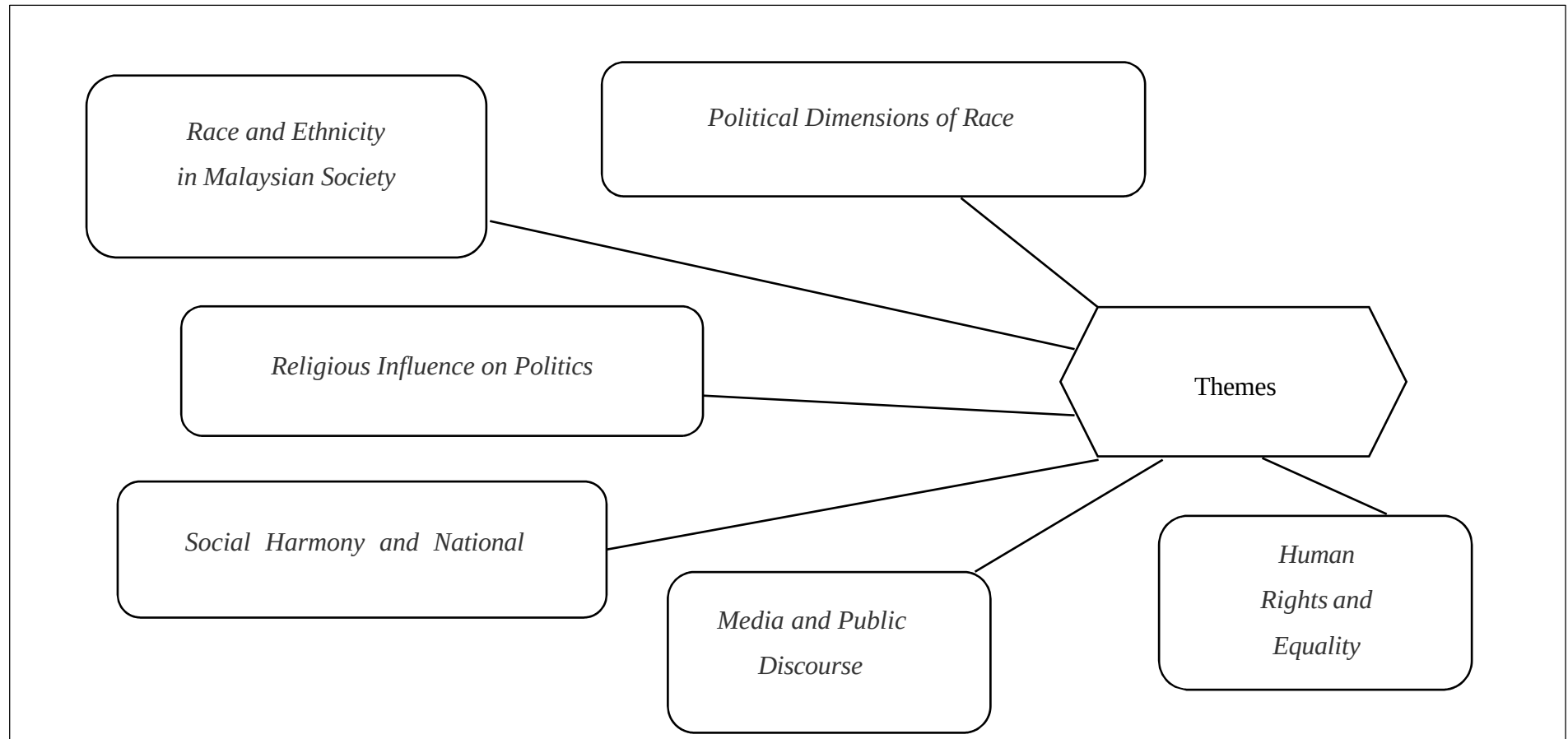


Figure 2: Themes Derived from Analysis of Participants’ Tweets Views Regarding “Race” And Related Topics

Theme 3: Religious Influence on Politics

Users expressed their views regarding religion, particularly the use of religious rhetoric within Malaysian race-based politics. Some users "accused" certain political parties of using Islam as a tool to consolidate power and marginalize minorities. Concerns are raised among users about the growing influence of conservative religious ideologies on political discourse and its impact on national unity. Here are the tweets that show users' perspectives on the issue.

Malaysia: After Anwar slams Hadi for harping on race, PAS president insists only Malay-Muslims should lead Malaysia

UMNO is acting up with their unnecessary dramas, muda is being muda and PN with their slanders and race/religion narrative. Will Malaysia politics ever recover from this

Theme 4: Social Harmony and National Identity

Tweets pointed out the challenges of maintaining social harmony in a multicultural society like Malaysia, where diverse racial and religious backgrounds coexist. Some users called for a reevaluation of national identity, moving towards a more inclusive definition that recognizes the contributions of all ethnic groups and promotes unity. The tweets below offer insight into users' viewpoints on the matter.

Govt forms still ask you to specify your bangsa. You'd have to choose between the 3 main races or lain-lain. Its clearly designed for political reasons & contradicts with Atuk's "Malaysian" narrative. Somewhere between wanting unity & celebrating our differences, we got fucked.

Exactly right. The boxing in of people into strictly separate races [is clearly to help our country's race-based politics. people need to realize our differences are malaysia's biggest asset, not weakness.

Theme 5: Media and Public Discourse

There is criticism among users regarding the media's role in perpetuating racial stereotypes and exacerbating tensions through sensationalist reporting and inflammatory rhetoric. Users believed that more responsible and balanced journalism in Malaysia must be in place to foster understanding and dialogue rather than division. The following tweets provide a glimpse into users' perspectives on the issue.

In Malaysia, most journalists only want to spark hatred among race to collect popularism

Theme 6: Human Rights and Equality

Many users tweeted their concerns about human rights violations, including discrimination based on race, religion, gender, and sexual orientation. For them, there is an urgent need for

greater inclusivity and equality in Malaysian society. Furthermore, the tweets also called for healthcare accessibility without discrimination, social injustice and systemic inequalities. Here are the tweets that reflect users' perspectives on the matter.

Healthcare is universal human right. It must be accessible without discrimination on the grounds of gender, race, age, ethnicity or any other factor. If you think healthcare system in Malaysia is 100% accessible, you need to take a step back to check your privileges.

Healthcare inequalities do exist in Malaysia. Not only due to significant location-based health disparity, but also race, class, age, ethnicity, education, etc. there are many reasons why we need to address HIV disparities, in particularly, focusing on transgender people.

The study's findings provide important insights into how discussions about race and related topics unfold on social media, which are now more impactful than ever, affecting lives worldwide, including in Malaysia. Firstly, the analysis showed that Twitter conversations among Malaysians reflected the complexities of the country's socio-political landscape. People used social media more openly to express their opinions, especially in response to key events during the study period from January to June 2023. These events included the upcoming six-state elections involving the Unity Government and opposition parties, as well as the emphasis on the 3R (Race, Religion, and Royalty) issue by politicians to sway voters.

The study highlighted the diversity of perspectives among Malaysian Twitter users regarding race and related issues. Some tweets displayed racial bias and stereotypes, while others advocated for inclusive policies, respectful dialogue, and collective action to foster harmony and equality. Similar findings have been observed in studies on social media discussions about race elsewhere, such as the Pew Research Centre's study on Americans' conversations about race. This research revealed that social media platforms serve as spaces where people not only discuss news and political information but also rally others to engage with social causes or movements, exemplified by hashtags like #BlackLivesMatter.

In Malaysia, discussions on platforms like Twitter intersect race with various other issues like religion, ethnicity, politics, social harmony, and human rights. Similar to the patterns observed in the Pew Research Centre's study, conversations about race among Malaysians tend to relate to current events that amplify racial tensions, such as the politicization of the 3R issue. This suggests that social media plays a significant role in shaping public discourse on sensitive topics like race, reflecting both the diversity of opinions and the influence of broader socio-political dynamics.

Conclusion

The study mentioned above aimed to understand how Malaysians talk about race and related issues on social media, particularly on X (Twitter). It looked at tweets posted by Malaysian users from January to June 2023, a period marked by several key events including the politicization of 3R (Race, Religion, and Royalty). The researchers analyzed these tweets using reflexive thematic analysis, identifying several recurring themes in the discussions. These themes included "race and ethnicity in Malaysian society," "political aspects of race," "religious influence on politics," and "social harmony and national identity."

The analysis revealed that Twitter conversations among Malaysians reflected the complexities of the country's socio-political landscape. People use social media to express their opinions more openly than before, for various reasons. The study found that Malaysian Twitter users had diverse perspectives on race and related issues. Some tweets showed racial bias and perpetuated stereotypes, while others advocated for inclusive policies, respectful dialogue, and collective action to promote harmony and equality.

However, the study has its limitations, particularly relying solely on tweets for analysis. Future research could use other methods such as surveys or interviews with Malaysian users to gain deeper insights into the topic. Nonetheless, this study lays a foundation for further exploration into this important area.

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QURANIX MODEL FOR CIRCULAR NATION-BUILDING – ENVISIONING THE OUTCOME OF ACADEMIC-RELATED CORRECTIVE INTERVENTIONS

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Abstract: *The strategy for nation-building denoted “QURANIX” is developed to resolve the list of loopholes in the education sector. One of the predictors that have surfaced and enticed global concern is the nose-diving performance in the 2022 Programme for International Student Assessment, PISA 2022. The study is aligned to formulate the ways of fixing the issues by first defining the root cause of the setback and other factors propagating the defects. Matching the issue with the wrongdoings mentioned in the Quran, the primary reference book of Muslims, reveals a close relation with verses 188 in surah Ali Imran, repeated in several other surahs. While taking false credit for others’ work is tied to the deep-seated habit of lying, dismissing persons guilty of misconduct is the culprit act catalysing the collapse of the education sector as the national talent hub. Another hidden malpractice is contract cheating - the well-accepted misconduct that masks the actual number of qualified academics to man the multi-level sector. Prolonged approval of the malpractices led to more serious stealing of ideas, suggesting the truth behind, “Bercakap bohong lama-lama jadi pencuri”. The study proposes QURANIX as a model of corrective steps for restoring integrity. The actualisation of Divine teachings is not only the highest cognitive value but could simultaneously shrink the malpractices at work that decapacitate growth. The model envisions more efficient human capital management, minimizing “waste” from dysfunctional human capital. Halting the contamination allows a clean cycle of human capital for nation building amounting to gains in talent auditing, in line with the Islamic morality forbidding wastage.*

Keywords: *Academic Misconduct, Plagiarism, Cheating, Circularity, Talent, SoTL*

Introduction

Symbolising inefficiency, wastes are the unwanted parts and pieces of a production line. In a typical linear production system, wastes are for disposal with or without treatment to comply with environmental standards. Numerous global nations have redesigned their industrial scale systems to go circular. In such systems, wastes are rerouted for internal or external uses. Rerouting of waste leads to “circularity” or resource-efficient system of operation. As waste symbolizes inefficiency, circularity carries with it the notion of zero-waste – that could be far-reaching, or minimal waste, which is achievable. Thus, the circular nation-building model refers to a human talent grooming system with a minimal failure rate, where ‘lack of talent is waste’ and talent-specific tasks require the reshuffling of staff to a more suitable portfolio. The activity denoted as “Sector Appropriation” aims to functionalise people and institutions deemed crucial in the times artificial intelligence is empowered to replace human workers. If misconduct were the factor, severe verdicts could be the lifeline. When the German Minister of Education was proven guilty of plagiarism, not only was her thesis revoked but she was

ordered to resign. Similar tragedies befell Slovakia and Austria, all involving politicians. In higher education, Tsing Hua University sets high standards for graduation, putting in place punitive actions against villains. Early this year, MIT and University of Harvard professors came into the spotlight. Once proven guilty, even the most revered figures were ordered to leave office to protect the name and sustain the validity of the renowned talent hub (WION, 2024). Such exemplary actions could only be dared in robust systems that place quality over ranking (stemming from the fear-of-losing number associated with prominent names in the academia).

Indeed, academic misconduct is a global highlight receiving global attention not limited to educators and politicians. Schleicher's note that "Your school today is your economy tomorrow" not only signals the need to seriously rectify the current wrongs in the education system but also the ill fate or fall of the nation as education and economy are closely tied as in one sector generates the human capital to run the economic sector. Thus, both sectors play pivotal roles in uplifting the nation.

The strategy for nation-building denoted "QURANIX" is developed to cater to the need to be efficient come the role of generating human capital. In that regard, the shadow performer phenomenon must cease as allowing it to sustain itself means retarding the nation's performance. One of the predictors that have surfaced and enticed global concern is the nose-diving performance in the 2022 Performance in the International System Assessment, PISA 2022 (Fig. 1).

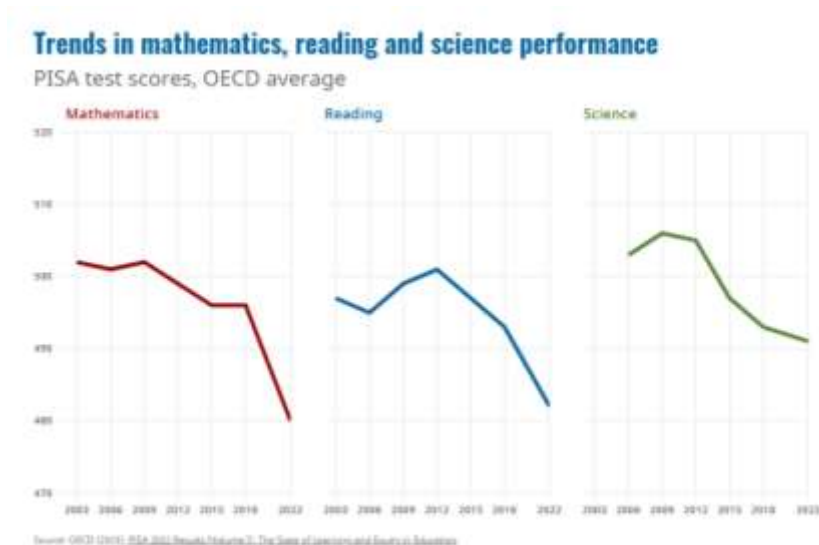
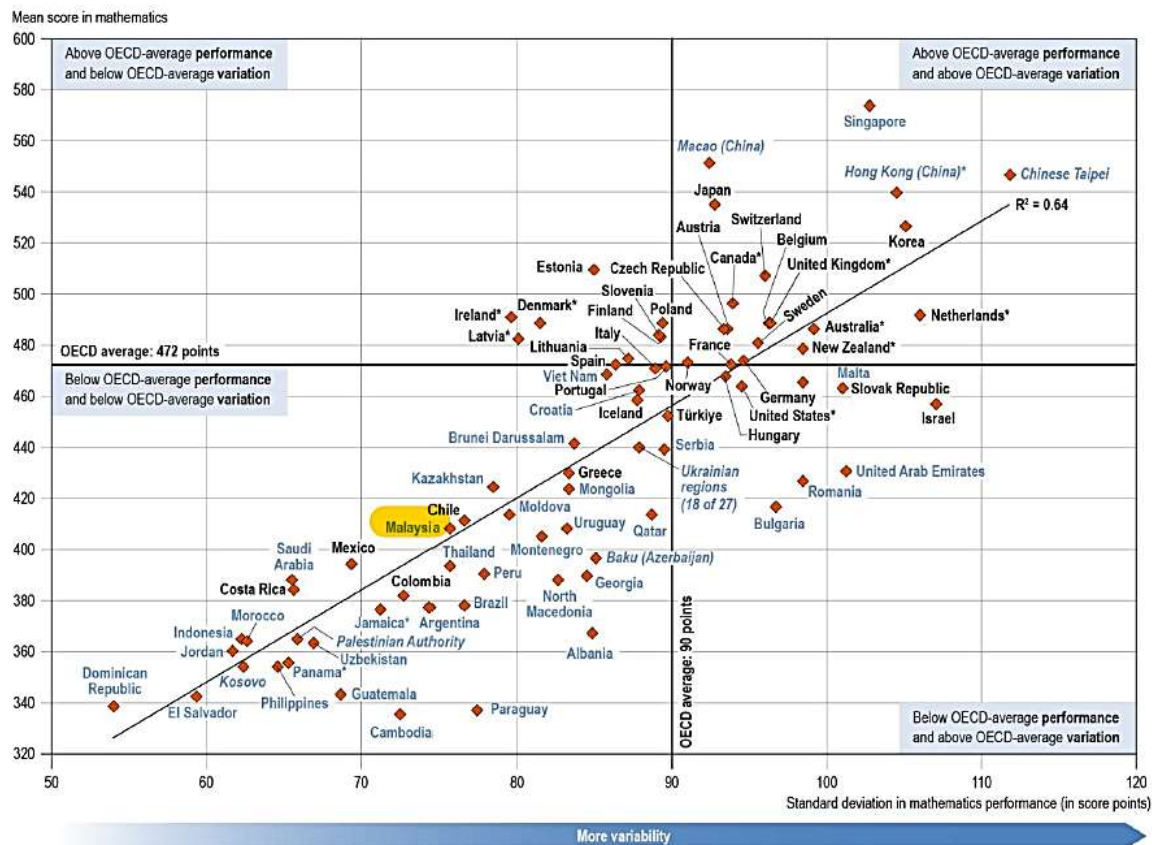


Figure 1: PISA 2022 Performance Showing an Overall Declining Global Performance.

Source: OECD, 2023.

Although the trend is experienced by many nations, Malaysia by far was among the underdeveloped nations, distancing itself further from its conjoined twins, Singapore. Metaphorically, one survives excellently while the other grapples for life support. Figure 1 zooms into the PISA 2022 performance of the OECD nationals as an effort to calibrate and aid the countries in need.



Source: OECD, PISA 2022 Database, Table IB1.2.1.

Figure 2: PISA 2022 Performance of Nations in The Four Quadrants.

The study formulates the remedial actions possibly used to fix the longstanding issues described in the literature (Awani, 2024; Wion, 2024; Ghazali & Aziz, 2021; Zejno, 2018; Panda & Kekre, 2013) as the manifestation of the education system's health. By first defining the root cause of the setback and the propagating factors, we mapped the issue with the wrongdoings mentioned in the Quran, the primary reference book of Muslims. The verses providing warnings and reprimands related to the times of prophethood were captured. The details of the process are described in the Methodology.

Methodology

Study Design

Mixed qualitative and quantitative analysis of students' understanding of plagiarism, the consequences and the writing technicalities ensuring correct referencing were captured. Students' accidental or intentional misconduct was then explained, mainly by understanding the learning hiccups they had from school to the university. Annual session on plagiarism with the final-year project students captured their learning goals. The session also forged awareness of the forms of plagiarism pivoting around intentional and accidental cheating. The literature on the neuroscience of cheating was studied to understand the root cause of the problem. As participants were predominantly Muslim Malays, Quranic verses having a strong association with plagiarism were highlighted mainly for tracking the frequency of mentions.

Besides the survey, psychological theories are studied to explain what started as ill behaviours that allowed to be embraced as tolerable practices and sipped as a culture and lifeline to passing higher degree and other higher gains at work were summoned. Particularly due to the cyclical nature of human capital development, the study seeks to match the misbehaviour to the issues already captured in the Quran.

Quasi Experiment on PIN

Learners understanding of plagiarism was investigated through the lenses of quasi-experiment with pre and post-test (2024: n=25) via PIN intervention (Ghazali & Aziz, 2021), which was proven effective when introduced periodically. A sterner tonality was adopted, explaining also the purpose of publicising PIN intervention as the call for practice in the university.

Besides showing additional evidence on publicised cases involving top university figures, the positive effects of publicising as a control measure were shown. As the majority of participants were Malay Muslim Malays, the Quranic verses related to deadly warnings for taking false credit and arrogance were presented. The accessible videos of renowned international scholars interpreting the verse and relating it with today's reality were the reference.

Qualitative

Cases related to the publicised plagiarism issues were classified by the countries of origin. The positions of these countries were charted in the PISA2022 ranking chart, and the identified upper percentile performing countries were scrutinised for their counteractive strategies when a plagiarism case was brought to the judiciary hearings. The qualitative portion of the milestone of the empirical research is staggered as they were identified. Expert opinions were gathered mainly from global-standing educators having experience handling Malaysians abroad and locally. The qualitative data on plagiarism involving Malaysian students were extracted within a 30-year frame.

QURANIX Model Formulation

The model to troubleshoot the academic misconduct issues considered subject circumstance. The root causes were mapped to solutions to achieve the envisioned best practices. Literature on lies, cheating, and misconduct from cognitive-psychological perspectives and literature on learning difficulties leading to plagiarism were captured. The Quranic verses related to cheating and deviation with selected snapshots by international scholars availed in the public domain were used without alteration.

The current study focuses on the various reasons entailing academic cheating (plagiarism, contract cheating, collusion) and QURANIX is the proposed model to troubleshoot the issues.

Results

Updates on the plagiarism cases involving politicians and varsity top leadership broadcast in the international news were the focus. The slot aimed to provide an openness to allow students to express the critical misunderstanding and defects in the learning process that dragged them into plagiarism. The punitive measures taken by the international standing nations appear to

effectively prevent the propagation of academic misconduct amongst the nations as much as it sedates students to focus on the correct technical writing that could prevent them from plagiarizing.

The gist of the input-feedback cycles between the team and the students led to the data visualization in Table 1. Attentive participants unanimously agreed with the instructor that disclosure of plagiarism cases for international broadcasts serves as a precautionary measure, which in a way prevents others from committing academic misconduct.

Table 1: Global Misconduct and Level of Countermeasures

Country	Level of Impact of Punitive Measure		
	Institutional (Graduation)	National (Resignation from Post)	International (e.g. via VISA, disclosure)
Australia	✓	✓	✓
Austria	✓	✓	✓
China	✓		✓
Germany	✓	✓	✓
Slovakia	✓	✓	✓
Lithuania	✓		✓
United Kingdom	✓	✓	✓
United States of America	✓	✓	✓

Australia's action raising the IELTS requirement for international students' admission into Australian universities now comes with an assessment at the VISA granting stage. The move suggests experts' strong stance for language mastery as a prerequisite to entry as language mastery has long been identified to positively impact learning. On that note, Almardahi and others (2023) found a positive relationship between plagiarism and poor language mastery. Thirty years down the line, Prime Minister Paul Keating announced a quota system for Malaysian students, allowing entry only to the cream of the crop. The action diverted over 300 students to Canadian universities. Relaxation of the stringent imposition took effect in 1991, allowing many from the Australian Year 12 programme to rejoice in the Australian degree programme.

Grasping the Local Situation

Academic cheating among graduate students has resulted in huge losses. Falsified data, for instance, caused the bankruptcy of a research product licensee due to an irreversible economic loss. An earlier intervention that could block such loss is the retraction of published works in many ways and for various reasons illuminated by Marcus (2024). In Australia, for instance, Nicole retracted her teams' reporting in the Nature Chemical Biology article as soon as mishandling surfaced. Rather than risking a failed commercialization, the earlier retraction saved the researcher's team, the institution and the industrial partner from falling prey to unfeasible research ideas.

False claim of product development is another but lighter-to-no-loss borne by the industrial partner, depending on the countermeasures. The situation was amendable by swiftly taking the

villains to court. Protecting the villains from being public created a tendency to repeat the misconduct. Repeated cycles of preying occurred in journal writing. The root cause was poor academic skills, pushing the ambitious villains to continue taking credit for the writing works of experts paid by the institution.

The Quran has long prohibited such wrongdoings as taking false credit for the hard work of others. When relating Ali 'Imran:188 to today's academic and non-academic context, scholars in the field justify its relationship with plagiarism. The line that says "*..love to be praised for what they have not done*" (Ali, 1989), is analogous to taking false credit for an intellectual output that was not formed in one's journey of thinking. In the academic setting, the false claim may begin with quiet collusion and continue with daring lies on citation counts, followed by stealing and other serious errant behaviour. The divine disapproval reflected in the subsequent warning "*Think not they can escape the penalty – for them is a penalty grievous indeed*" (Ali, 1989) is the utmost justice considering the easy present cover-ups and an enculturated practice that approves the misconduct as the way to the top.

Denying the relationship between the Quranic warning to the situations in the present time allows one to freely engage in academic misconduct and regard plagiarizing as part of the process. As educators adopt the same thinking, plagiarism sips into academia, allowing students to enculturate the practice to easily graduate and establish a good life. The mechanism of academic misconduct propagation contaminates the educational institution involving homes, schools and higher learning institutions. Bypassing the learning process produces underperforming graduates with poor problem-solving skills, and lacking knowledge on grooming the next generation. The system becomes decapitated as the number of dysfunctional educators manning the education sector increased.

The dereliction of the academic mishap manifested in students' academic practices. Students' self-reports at the pre-test of the PIN intervention (Plagiarism-Integrity Narrative) designed and tested in 2021 (Ghazali & Aziz, 2021), students stated that qualification and a good life were the main drives for pursuing their studies at the university. The results were similar to those captured from the previous batch, a bulging misconception that an academic degree is a ticket to better lives rather than proof of their academic ability and functionality. Post-PIN intervention saw more students becoming aware of errors in the process of attaining the paper qualification arising from plagiarism (and collusion). Portrayed by the higher percentage for survival skills in Figure 3, students began to understand the role of a university as the place to be educated (Panda & Kekre, 2013), and integrity is perceived as a way to ensure sustainable ownership not just of the paper qualification, but the spectrum of skills acquired throughout the degree programme. The realization is a positive signal and retention of the awareness is ensured by periodic PIN intervention in various academic settings.

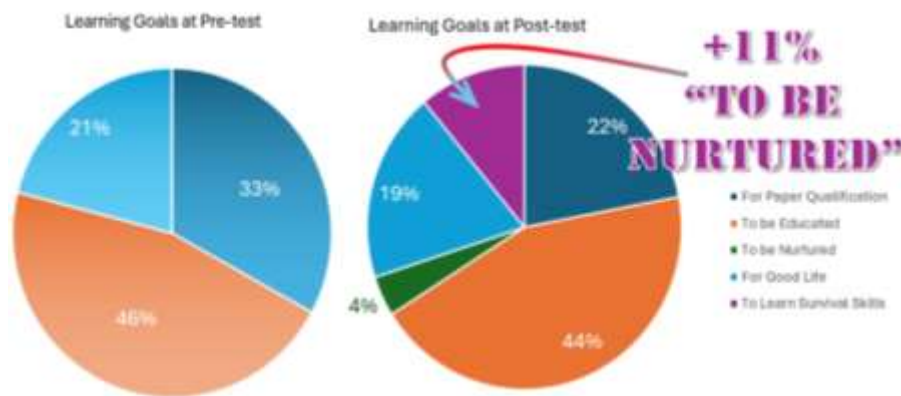


Figure 3: Learning Goals Captured Before and After PIN Intervention Amongst Exiting Students.

Tracking the good practices shows that in subsequent settings, students refrained from plagiarism only when a penalty was imposed or a clear statement on its prohibition was presented in the instructions. Students' turning back to copy-paste culture could be tracked by their accidental pasting of seniors' names on the report claimed to be theirs. The repeated detection of the third-class mindset (taking good action only when rules and penalties are in place) is disheartening. More gruesome is it signalled a danger of low-quality graduates not being sought after by companies seeking integrity to correctly serve the global nation and meet international standards. The trend will ultimately affect the university's name and ranking. The drop in ranking of certain universities from the top-200 to 300 series might have been the impact of misconduct factoring into the ranking equation. Unceasing the cheating culture means allowing the toxins to be injected into the national human capital capsule.

Discussion

Has the Trend Changed?

Allowing villains to go unpunished and sweeping the cases under the carpets is a dangerous act of approving misconduct. The predicted system collapses as hypothesized in 1994 has impacted the university's THE ranking as well as the intellectual capacity of the raised children manifest in the poor PISA 2022 (Programme for International Student Assessment) by the Organization for Economic Cooperation and Development, OECD (2023). The alarm is more concerning as researchers proved that graft and human intelligence are inversely proportional (Drouvelis & Pearce 2023). The uprising bribery statistics reflected upon the country's Corruption Index (CI) (Trading Economics, 2024). Academic cheating and plagiarism that have been in poor control have ultimately decapacitated Malaysians as a nation, in line with experts' findings that plagiarism impedes development (Bethany, 2016)

Unravelling the Hindrance Factors

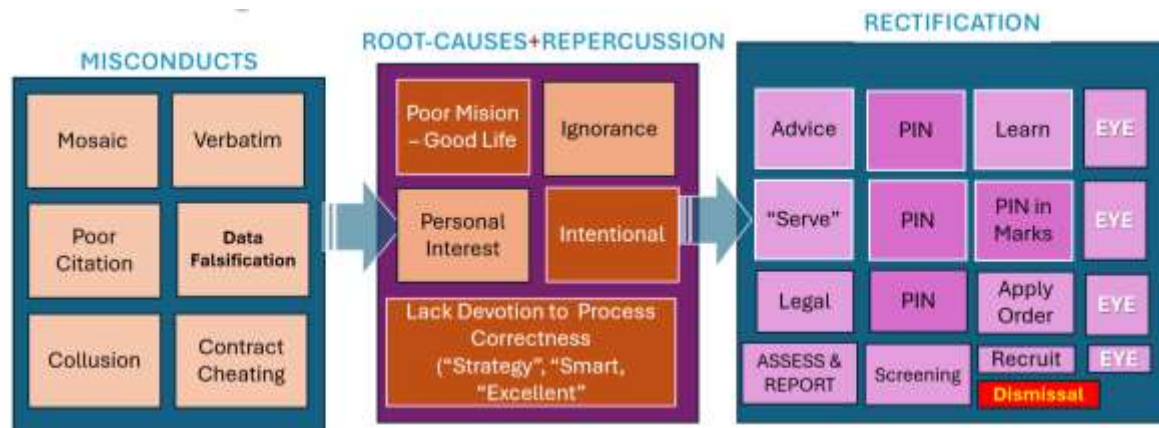
QURANIX was developed based on the authors' experience undergoing a rectified teaching process. Despite being designed by a non-Islamic nation, the civilized value system defined a clear learning outcome – to develop academic skills that enable students to thrive in the Australian education standards. Noteworthy is that the term “QURANIX” was inspired by Ali Imran:188, which should not be a new idea to a Muslim educator who regards the Quran as the book of guide.

Figure 4 presents the tertiary take-off point for academic misconduct, which is regarded as a major lie as a bold act of contract cheating was risked while aiming for a doctoral degree. Deliberation of the predictors is presented elsewhere.

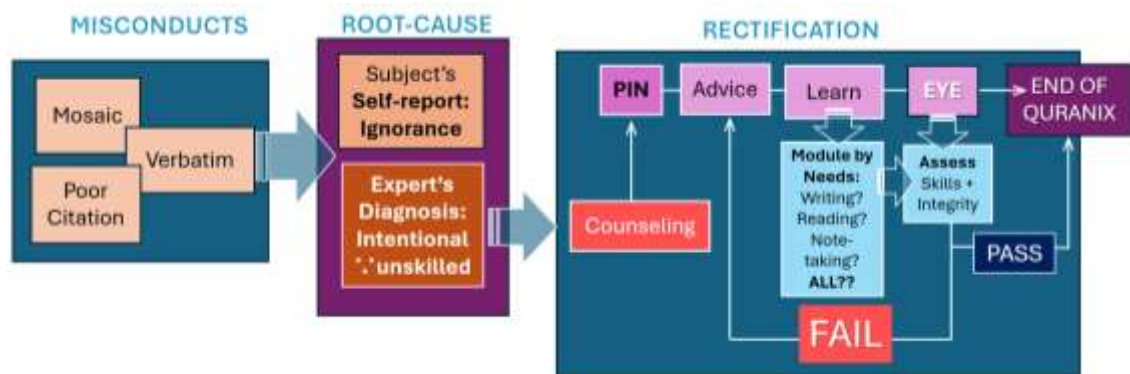


Figure 4: Selected predictors for misconducts with contract cheating (pushed by the inability to write a Ph. D. thesis) making the start. Taking precedence of the “Dr” title is a lie, infringing more cheating and stealing as the saying goes, *Bercakap bohong lama-lama jadi pencuri*. ChatGPT (Hsu & Thompson, 2023; Tucker, 2024) and postdoc (Arnold, 2014) misuse is also a sign of poor academic skills.

Figure 5 presents the three quadrants of actions that can be taken after understanding the traits leading to the various forms of academic misconduct.



(a)



(b)

Figure 5: The three steps of QURANIX remedial action (a) presenting the common possible push for plagiarism and (b) the scheme for rectifying intentional cheating eyed through the recurrence of citation glitch, mosaic and verbatim plagiarism.

As plagiarism stems from the lack of basic academic skills, powerful interventions bridging the gap between dysfunctional schools and the varsity can fix the situation. Without a high-impact intervention (e.g. Australia's Year 11), or passing the intervention borderline, learners will lack university readiness and plagiarism is still almost inevitable, depending on the strength of learners' value system. For borderliners, reskilling and training on note-taking is one of the effective ways of polishing learning skills as validated by Yang et al. (2020), Gourley (2021) and Lalchandrani and Healy (2022).

The longer one mingles in the contaminated academic culture, the more receptive one would become to the misconduct. In such cases, the corrective process may take a long time, depending on the given commitment. A simpler model was successfully tested in the grooming of a teenager to embrace academic honesty by avoiding access to leaked examination questions. In doing so, the candidate had to thoroughly prepare for the examination and attempt all the possible question patterns formulated by the tutors and personal coaches. Without committed teachers, the process was costly. The capable human harvest, however, ruled out the pain of juggling for coaching time and seeking financial aid. The test proved that excellent academic results are attainable in dignified ways.

The paramount lesson behind QURANIX is that when a rectification strategy is used to the maximum to restore educator functionality, an efficient education system running at an affordable cost could be deployed. Lowering the education cost is extremely critical to prevent dropouts arising from poverty. Decontaminating the system must be set as a national priority and availing an effective talent hub is the only way to equip the multisectoral system with high-calibre critical mass generated by the education system.

Conclusion

Despite the lack of study directly linking academic misconduct to professional malpractices, psychologists had long alerted the repeated lying cycles as a survival kit. Professional error leading to human amputation, for instance, is no longer new and a systematic investigation is recommended to unearth the root cause of such costly mistake. Corruption through power abuse and misappropriation of the country's assets must be stopped as an enormous capital must be injected into the rectification process, to empower teachers and learners graduating

from their hands. The lies entailing plagiarism often regarded as ‘small’ may turn into the theft of a national asset, sparked from a series of uncaught academic lies while in school. The issue of taking false credit (analogous to cheating) is global in line with the Divine indicator. QURANIX, taking off from the warning, is a corrective strategy consisting of three main stages that require learning to identify malpractices correctly, map with the root causes and select the best corrective steps. The fact that QURANIX put together the various approaches witnessed and experienced by the investigators points to the do-ability of the process, which requires proof-of-concept by deploying a volunteering villain. Doing it single-handedly is service leadership, while embarking on a larger scale would rectify and restore the once outstanding nations (Long, 2004) in a much shorter timeline.

Acknowledgement

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DESIGNING SELF-REGULATED LEARNING ENVIRONMENT FOR OPEN AND DISTANCE LEARNING STUDENTS IN THE LEARNING MANAGEMENT SYSTEM

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Abstract: *Open and Distance Learning (ODL) offers an alternative way of pursuing higher education for individuals who are unable to enroll full-time on campus, with the benefits of flexibility, accessibility, and self-directed learning. As technology continues to advance, ODL is becoming increasingly relevant and expands educational access to a wider range of learners across the world. At the same time, distance learning promotes Self-Regulated Learning (SRL) and lifelong learning through the use of technology, often facilitated by Learning Management Systems (LMS). However, a concerning issue is that students have been observed to employ only a limited and suboptimal range of SRL strategies in online learning environments. The digital divide, inability to self-regulate, and lack of necessary SRL skills are some of the common factors identified in past research. Therefore, this research aims to design an SRL-supportive environment using LMS to encourage effective SRL strategy utilization among ODL students.*

Keywords: *Open and Distance Learning, Online Learning, Self-Regulated Learning, Learning Management System*

Introduction

Open and Distance Learning (ODL) offers an alternative way to pursue higher education for those unable to attend university as full-time on-campus students, providing the advantages of flexibility, accessibility, and self-directed learning. As technology continues to advance, ODL is becoming increasingly relevant. It expands the educational access to a wider range of learners across the world. Yet at the same, it allows educators to engage in professional development and remain competitive in the market by keeping up with modern educational technologies and innovative pedagogies. Distance learning promotes a Self-Regulated Learning (SRL) process and lifelong learning through the use of technology. (Mahlangu, 2018)

According to Zimmerman (2000), self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to achieve personal goals. In this learning environment, learners are required to be independent and self-directed for most of the time. ODL usually lacks the structured setting that can be found in a traditional classroom, and thus requires more responsibility from the learner to manage their time and learning activities. Students can be considered self-regulated when they actively engage in their learning process metacognitively, motivationally, and behaviourally (Zimmerman, 1989). SRL skills help students to take control of their learning processes, ensuring them to stay on track and complete tasks independently.

To sustain the delivery of distance learning, Learning Management System (LMS) play crucial role. Regardless of the LMS system (e.g., Moodle, Edmodo, Canvas), most of them nowadays share similar features, providing a centralized platform, structured, and interactive learning environment that supports both students and instructors. At the same time, LMS offers personalization which allows instructors to tailor course content to meet the specific needs of their student and leads to more effective learning. As ODL continues to expand and develop, the role of the LMS will remain crucial in shaping the future of distance education.

Problem Statement

Appropriate Self-Regulated Learning (SRL) strategies can greatly influence online academic success, but their impact appears to weaker compared to traditional face-to-face learning environments (Broadbent & Poon, 2015). One of the concerning issues is that students have been observed to employ only a limited and suboptimal range of SRL strategies in online learning environments (Pedrotti & Nistor, 2019). The digital divide, influenced by socio-cultural and economic backgrounds, can serve as a contributing factor to weak SRL abilities. Research has indicated that rural students tend to exhibit lower online SRL scores in comparison to urban students (Guo et al., 2022; Zheng et al., 2023).

Even though students may become immersed in this learning environment over time, however, the SRL skills do not develop automatically (Barnard-Brak et al., 2010). As a result, they tend to achieve lower academic achievement compared to those who are more reflective and persistent in their learning (Xu et al., 2022). Similarly, students who demonstrate a lower SRL, when were given too much flexibility in delivering content can result in poor planning which eventually leads to poor performance (Men et al., 2023). In a long run, the inability to self-regulate in this complex environment can eventually result in academic failure and dropout. Instructors, too, should be able to evaluate students' individual requirements and competencies, but unfortunately, not all of them are familiar with SRL assessment (Karlen et al., 2023).

SRL skill can be learned and teachable (Schunk & Zimmerman, 1998), and can further supported by appropriate technique and tools in online learning. By addressing these issues, this research presents the design of a SRL environment for Open and Distance Learning (ODL) students with the use of Learning Management System (LMS). At the same time, this SRL-supportive learning environment aims to encourage students to fully utilize LMS as well as stimulate their SRL skills.

The Design of Self-Regulated Learning Environment

Barry Zimmerman is renowned for his extensive research on Self-Regulated Learning (SRL). His initial model, published in 1989, was the first attempt to explain the interactions that influence SRL (Panadero, 2017). The model has been updated a few times over the years, with the most recent version published in 2009, which includes new metacognitive and volitional strategies in the performance phase. Each model shares one similarity, which is that SRL is described as a cyclical process.

That being said, the design of the learning environment is entirely based on Zimmerman and Moylan's (2009) SRL Cyclical Phase Model. Panadero (2017) identified few others SRL model that have been used widely, but Zimmerman's SRL model stands out as the most frequently

referenced since its publication due to its comprehensive and easy to understand. Meanwhile, other SRL models may requires strong grasp of the underlying theory for proper implementation. Figure 1 below provides overview of the model.

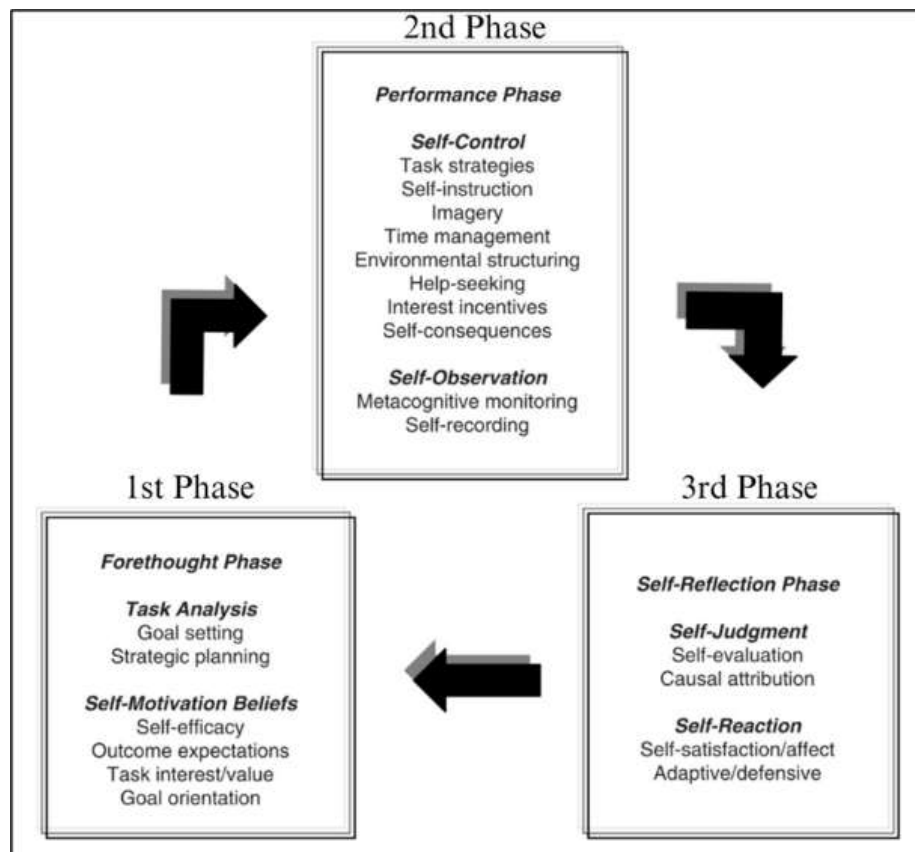


Figure 1: Self-Regulated Learning Model (Zimmerman & Moylan, 2009)

The model falls into three cyclical phases: forethought, performance, and self-reflection. The first phase, *Forethought*, occurs when students assess the task, set goals, and develop a strategy to achieve them. This strategy may be influenced by their self-motivation beliefs. The second phase, *Performance*, involves students carrying out the task, monitoring their progress, and using strategies to stay cognitively engaged and motivated. Then, in the final phase, *Self-Reflection*, students evaluate their performance, attributing their success or failure to various factors. Learners may develop self-reactions that can positively or negatively affect their future approach to similar tasks. To conclude, this model serves as an important guideline in designing the learning environment for ODL students. The implementation and the application of each phase were explained further in the following section.

Overview of the Weekly Learning Activities and the Application of SRL

Unlike any other full-time traditional classes, ODL classes tend to be limited per semester, and some do not have any face-to-face synchronous meetings set for the ODL students at all. Therefore, to foster students' SRL in a complete cyclical phase, the weekly learning activities are designed according to SRL phases. At the same time, it increases the utilization of LMS as an important learning tool. Fortunately, modern LMS has now come equipped with SRL

functionalities like to-do list, self-assessment tool, and online discussion forum which encourage the use of SRL strategies (Araka et al., 2021). Table 1 below showed the overview of the weekly learning activities and how it aligned with SRL model. Depending on the availability of synchronous classes per semester or as required, these activities may be repeated in subsequent synchronous sessions.

Table 5: Overview of the Weekly Learning Activities and the Application of SRL

Meeting	Topic	Activity	SRL Phase Applied
Synchronous Meeting 1 (Week 1)	1, 2	Pre-class	(1 st) Forethought
		○ Self-instructional material: video ○ Information searching activity	
		During Class	(2 nd) Performance
		○ Online lecture ○ Group discussion ○ Forum discussion (post-class)	
		Post-class	(3 rd) Self-reflection
		○ Self-reflection activity	

Activities in Forethought Phase

The initial phase, known as the *Forethought* phase, takes place before the synchronous class. During this phase, the course instructor sets up the LMS in advance, providing learning materials such as videos, notes, and articles. Students are required to access these materials prior to the synchronous meeting. The following Figure 2 provides an overview of the setup in LMS, categorized under Independent Study section.

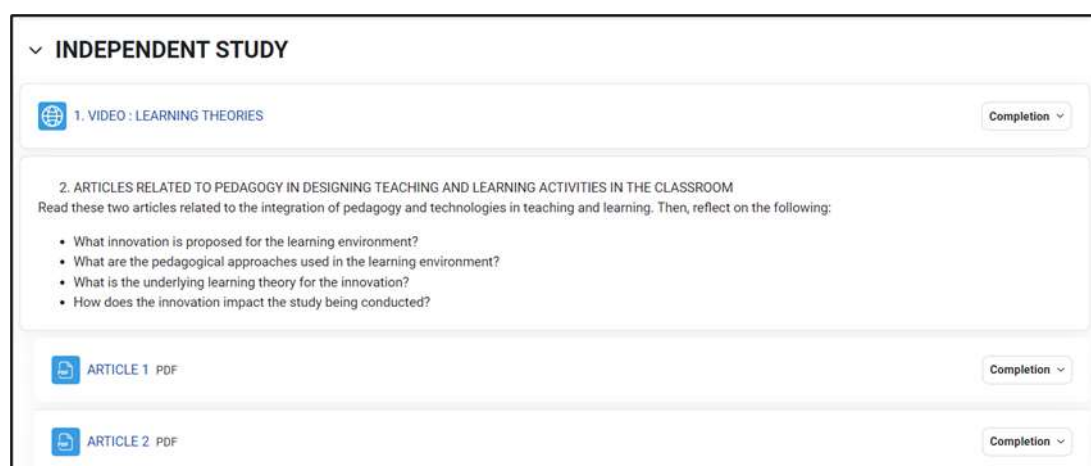


Figure 2: Example of LMS Setup for the Forethought Phase

As explained by Zimmerman and Moylan (2019), students are expected to view or download the provided materials, proactively engage in their learning efforts, set personal goals and strategies, and continuously monitor their own performance and comprehension. The forethought phase is essential in preparing learners for the subsequent SRL phase, which is Performance.

Activities in Performance Phase

The second phase, known as the *Performance* phase, takes place during the synchronous meeting. The course instructor will deliver an online lecture on the weekly topics for over an hour, followed by various class activities. The following Figure 3 provides an overview of the activities planned for the synchronous meeting.

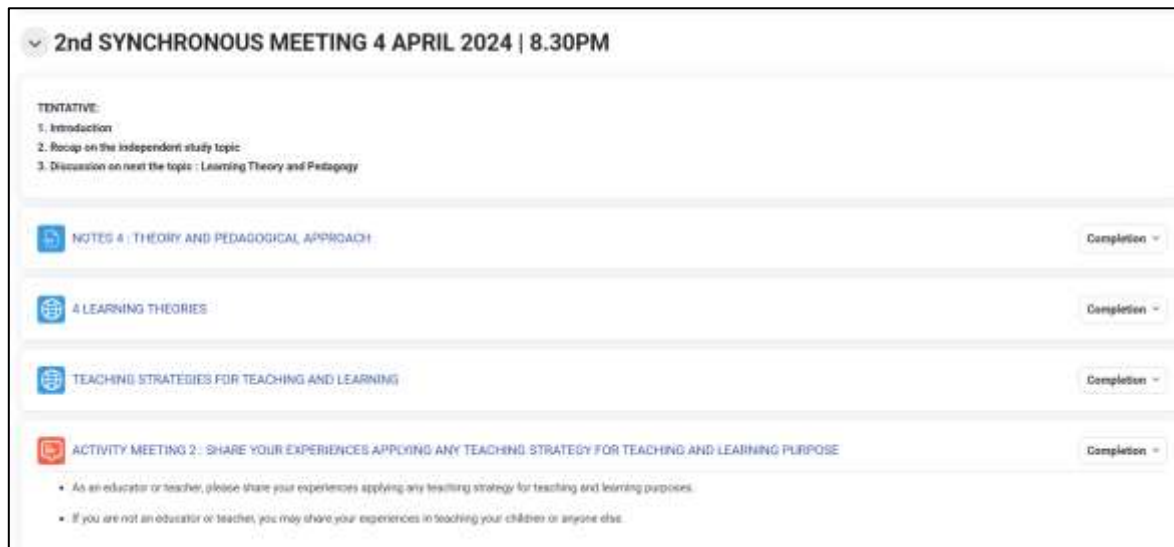


Figure 3: Example of LMS Setup for the Performance Phase

Before the class ends, students will be tasked with forum discussions and individual self-reflection activities. For the forum discussion activities, students are encouraged to read their classmates' contributions and reply to selected posts, expressing agreement or disagreement, asking questions, and more. These forum discussions are highly valued by students and are extensively utilized in online learning (Green et al., 2014). In the context of SRL, online discussion forums offer a platform for learners to actively engage in learning activities, apply strategies, and work towards their goals, which align with the performance phase in the SRL model. Meanwhile, it is important to take note that self-reflection activity is not a part of performance phase but self-reflection phase.

Activities in Self-Reflection

The *Self-Reflection* phase is the final stage in the selected SRL model. As previously shown in Table 1, self-reflection is a post-class activity. The questions may include but not be limited to self-evaluation, goal setting, and action plan. The following Figure 4 provides an overview of the self-reflection questions.

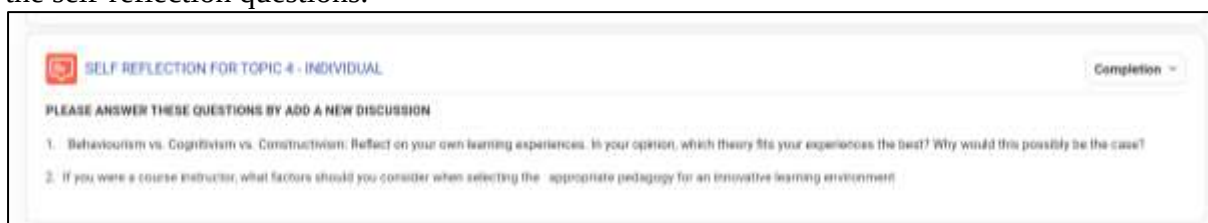


Figure 4: Example of LMS Setup for the Self-Reflection Phase

This phase is crucial for fostering self-awareness, reflecting on learning experiences, identifying strengths and weaknesses, and making connections between pieces of information. Furthermore, learners can adjust their strategies and enhance their SRL processes over time by reflecting on their understanding and progress.

Conclusion

To conclude, higher education institutions, especially Open and Distance Learning (ODL) providers, should continuously implement various strategies and initiatives to integrate Self-Regulated Learning (SRL) into the curriculum, encouraging students to take an active role in their learning and achieve better outcomes. Given that students come from diverse backgrounds and possess different levels of readiness, an SRL-supportive environment should be prioritized to help learners adapt to distance learning.

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EXPLORING THE IMPACT OF INFLUENCER'S MARKETING ON BRAND REPUTATION

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Abstract: *The rapid development of new social media platforms has altered the way of marketing activities. Influencers marketing has become synonymous with the evolvement of electronic word of mouth in the digital age and it has begun as a powerful tool for brand to engage with consumer and enhance their reputation in highly competitive markets. Most brand has shift from using celebrity endorsement to social media influencers positioning. Based on this reason, this paper serves an understanding on the impact of influencers towards brand reputation, considering potential published article from January 2021 until December 2023 on Google Scholar. Variations in the terms used in this research include social media influencers, brand image and brand reputations to reflect the content of a journal that matches to the desired principle. After the screening process and based on the title and abstract, eight studies met the criteria as per the objective of this research. Results indicate that the influencers marketing impact brand reputation based on the influencers credibility, followed by the influencers social present and trust among consumers. Future research should investigate the long-term effect of social media influencers marketing on brand equity and consumer loyalty to provide an insight into the sustainability of influencer-driven brand perceptions.*

Keywords: *Influencer's Marketing, Brand Reputation*

Introduction

The rapid development of new social media platforms has altered the way of marketing activities. Influencers marketing has become synonymous with the evolvement of electronic word of mouth in the digital age and it has begun as a powerful tool for cosmetic brand to engage with consumer and enhance their reputation in highly competitive markets. Following with the latest trend, business practitioners nowadays shift the ways to attract consumers to their product using the social media influencers marketing. (Baharuddin et al., 2022). It is because consumers spending more time in social media than traditional advertising platforms like posters and billboard.

Social media is known as an interactive platform that connect and engage individuals for specific purposes. In line with the continuous evolvement of social media, business practitioners are utilizing this platform to connect and engage with their customers through social media influencers marketing strategy. According to Nadia Angraini (2023), influencers marketing is a form of paid advertising such as product review and recommendation done by someone who has power to persuade or influence others in making decision.

Social media influencers also known as content creator or personalities with a huge number of followers who share their daily activities across social media platform by offering insight and their experiences about products, services, and lifestyles. (Lou & Yuan, 2019). By reviewing

their content over social media platform, it allows consumer to change their behaviour based on the thought sharing as they play the role of opinion leader to a large group of audiences. (Baharuddin et al., 2022). Social media influencers not only a content generator but they also “common people” who express their self for personally based on their niche are like fashion, beauty, and lifestyle.

There are several categories of influencers as highlighted by Campbell & Farrel (2020) which are nano influencers (0-10k followers), micro-influencers (10k-100k followers), macro-influencers (100k – 1m followers), mega-influencers and celebrity influencers (more than 1millions followers). Each of these groups of influencers differs significantly in terms of branding and focus, follower base, level of engagement, financial requirement for collaboration and skills that make up the package an influencer can offer a brand. Social media influencers are not only restricted to the celebrity influencers, bloggers, vloggers, and podcasters also can be identified as influencers due to their high influence.

Influencers marketing refers to a digital business strategy in which a brand managers collaborate with a great influential influencer to their brand positioning targeted to their specific customers (Childers, Lemon & Hoy, 2019). This shows that influencers play a vital role as marketing agents by regularly posting valuable content on social media to position the brand and cultivating many followers with marketing values. Despite of this phenomena, the effectiveness of influencers endorsement are not well examined as compared to traditional celebrities. (Dinh & Lee, 2021; Schouten et al., 2019).

Brand reputation is a part of brand awareness. Brand reputation is overall perception made by the consumer and it shaped through variety factors including product and services, customer service, marketing, and social media presence. Brand reputation can be either positive or negative opinion of the customer and it play a vital role to stimulate positive customer expectation. According to Choi & Burnham (2021) brand reputation is profitable strategy for customer to share their knowledge with the firm and experiences with other customers. With the mushrooming of local cosmetic brand in Malaysia, it is important for every firm trying to manage and sustain their brand reputation as they are competing the sustainability with international brand.

Research Methodology

This study is used a systematic review method on several potential articles published from January 2021 to December 2023. Electronic data was collected using Google scholar to identify influencers marketing studies on brand reputation. Variation of terms used in this research include social media influencers, brand image and brand reputation to reflect the content of a journal that meets the desired principle. After the screening process and based on the title and abstract, eight studies met the criteria according to the aims of this research. The full-text articles will then be evaluated as the next step of the study.

“What impact does influencer marketing have on brand reputation?” is the primary research question that guided this research. The study also aims to examines one of its main objectives which is to determine the primary effect of influencer marketing on brand reputation. In addition, the topic covered in this research contributes to understand the aspect of influencer marketing that reflect its impact on brand reputation. To shed the light on sustainability of

influencer-driven brand perceptions, future studies should examine the long-term effect of social media influencer marketing on brand equity and customer loyalty.

Finally, after independently reviewing each article, the data was extracted based on publication date, authors, study types, country, research methods and findings related to the impact of influencer marketing on brand reputation. The study included articles that met specific criteria as outlined in the table below. A total of eight (8) papers were selected for this study; six were quantitative (survey based), one was conceptual paper and one utilized mix methods. Two studies were conducted in the United States with one each from Philippines, Pakistan, Morocco, India, Spain and Kuwait.

Author, Date, and Country	Title	Research Design and Methodology	Description
Kim et al. (2021) United States	Under the Influence: Social Media Influencers' Impact on Response to Corporate Reputation Advertising	A Quantitative study	This study found under the impact of social media influencers; positive corporate reputation can be achieved through the message attitude by the influencers rather than through persuasive knowledge.
Bonus et all (2022) Philippines	Influencer Marketing Factors Affecting Brand Awareness and Brand Image of Start-up Businesses	A Quantitative study	Influencer marketing has been shown to be effective in convincing consumers to purchase products that are endorsed. The online presence, desire to imitate, and preferred platform of consumers have a notable effect on boosting brand awareness and establishing a positive brand image for new businesses. These three factors influencer marketing have an impact on brand awareness and brand image even for start-up companies, as influencer marketing has emerged as a powerful tool for influencing consumer opinions.
Adnan et al. (2023) Pakistan	Study of the Effect of Influencer Marketing on Consumer Purchase Intention with Mediators Brand Awareness and Brand Reputation: Organic Skin Care Products in Pakistan.	A Quantitative study	The study indicated there is connection between influencers and brand reputation is strong and beneficial. Using influencers for marketing is expected to enhance a brand's corporate reputation within the industry. Consumers gain greater confidence in their decision making due to the presence of a trustworthy brand reputation. Building and

Author, Date, and Country	Title	Research Design and Methodology	Description
			enhancing brand reputation is achieved using influencers
Mohamed Chiny et al. (2021) Morocco	The impact of influencers on the company's reputation in developing countries: Case of Morocco	Mixed method study	It has been established that influencers are effective in boosting brand reputation, showcasing shared interest through visual congruence to connect with followers. Social media influencers (SMIs) are popular micro celebrities who engage consumers and can enhance customer -brand relationships across various product categories.
Rajan & Varma (2022) India	A Conceptual Study on Influencer Marketing as a Modern Phenomenon in Online Reputation Management	Concept Paper	The study indicates influencer marketing targeted individuals who have the power to influence the buying choice of others. Influencer marketing involves purposefully incorporating promotional content into journalistic media through online marketing platform. Business can leverage influencer marketing to capitalize on the power of social proof ad improve the brand image.
Sanchez at al. (2021) Spain	Influencers and brands successful collaborations: A mutual reinforcement to promote products and services on social media.	A Quantitative Study	The result of the study found out collaboration between influencers and renowned brands, increases the influencer's credibility which produce synergies for both parties, and increase the consumer's perceptions of the experience and honesty of the information source. (i.e influencer experience about the brand).
Kwiatek et al. (2021) Kuwait	The impact of credibility of influencers recommendations on social media on consumers behaviour towards brands.	A Quantitative Study	The study indicated the relationship between credibility of influencer impact on consumers perception through electronic word of mouth (eworm) and trust on macro influencers towards brands thus influences on their purchasing decisions.
Nafees et.al. (2021)	Can social media influencer (SMI) power influence	A Quantitative Study	The findings showed that social media influencers credibility like trustworthiness and expertise are play

Author, Date, and Country	Title	Research Design and Methodology	Description
United State	consumer attitudes? mediating perceived credibility	brand The role of SMI	a greater role in shaping brand attitudes rather than goodwill.

Findings

Influencer marketing play an important role in enhancing brand reputation. The public are more concern on what have been shared by the social media influencer. The study has explored the various impact of social media influencers on corporate reputation and brand perception by demonstrating how their distinct methods of interaction and trustworthiness can positively bolster a brand's position in the market (Kim et al. 2021).

Furthermore, influencer marketing has proven to be very successful in persuading consumers to buy endorsed product. Factors such as the influencer's online presence, the desire to imitate them and platform favour by the consumer significantly enhance this effectiveness (Bonus et all (2022). In fact, influencers have the capacity to enhance brand exposure and cultivate a positive reputation which can be advantageous for a new startup company. This show in today's marketing landscape, influencer marketing is one of the essential tools in marketing activities.

A study in Pakistan has indicates a strong and beneficial connection between influencers and brand reputation. Incorporating influencers into marketing tactics can improve a brand's corporate image in its sector. This improvement stem from the boost in consumer trust gained through the reputable and trustworthy influencer. When consumers view an influencer as reliable and trustworthy, this perception also extend to the brand they endorsed thus strengthening the overall corporate reputation. (Adnan et al., 2023).

In line with influencer marketing, a study done by Mohamed Chiny et al. emphasize the importance of visual consistency in improving brand reputation. Influencer excellency is displayed through common interest with their flowers through visually attractive content, which contributes to form deeper connections and improving customer brand relationship in various product categories. This visual consistency not only engages the audience yet also strengthens the brand image and values, making it more appealing and relatable to consumers. (2021).

Influencer marketing strategically targeted individual with the ability to impact the purchasing decision of others. A study by Rajan & Varma (2022) indicates that through online platforms, business can enhance their brand image by integrating promotional content into journalistic media and utilizing social proof. The approach capitalizes on the inherent trust and influence that social media influencer holds over their audience, leading to enhance brand credibility and consumer trust.

Moreover, partnership between influencers and well-known brand have been discovered boost the credibility of both sides. Collaboration has resulted increased consumer trust in the influencers credibility and authenticity when it comes to promote the brand. The improved credibility not only helps the influencer but also has a positive effect on how consumers view the brand's image and trustworthiness (Sanchez at al. (2021).

The research by Kwiatek et al., & Nafees et.al also highlighted how influential trustworthiness and expertise in shaping consumer perception and purchasing decision. (2021). Influencers who are seen as credible and reliable have more influence on brand attitudes than those who are only liked for their kindness. The credibility of influencers enhanced the impact in electronic word of mouth (eWOM) thus affecting in trust and purchase intention. The level of consumer trust indicated the position of band reputation in the market.

Conclusion

The study is conceptually proposed to explore the impact influencer's marketing credibility on brand reputation. Therefore, the study has provided compelling evidence of the powerful role of social media influencers in shaping corporate reputation and brand image. By leveraging attitudes, credibility, visual engagement of influencers, brand can significantly enhanced market presence and consumer trust. It has been discovered that influencers credibility is pivotal elements in affecting brand reputation. However, brand also should be aware of the potential risks and implement strategies to mitigate them as well as ensuring influencer partnership contribute positively o the overall brand image. As the strategic digital landscape is evolved, the strategic use of influencer marketing will be critical component in successful brand management. Future research should investigate the long-term effect of influencers marketing on brand equity and consumer loyalty to provide an insight into the sustainability of influencer driven brand perceptions.

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WOMEN FOOD ENTREPRENEURS IN BANGLADESH: A QUALITATIVE RESEARCH AGENDA ON SOCIAL ENTERPRISE PERCEPTIONS

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Abstract: *This study explores the perspectives of women food entrepreneurs in Bangladesh on the development of their food businesses, focusing on the potential impact on food security and sustainable growth. Recognizing the important role that social enterprises play in addressing community needs and solving social issues, this research seeks to understand how women entrepreneurs perceive these models in terms of relevance and effectiveness for their food businesses and societal contributions. Using qualitative methods through in-depth interviews, the study will gather insights from women entrepreneurs in the food sector. The findings seek to contribute to discussions on sustainable development and gender empowerment, specifically emphasizing the role of -led social enterprises in the food industry.*

Keywords: *Food Security, Social Enterprise, Women Entrepreneurs, Small Food Business, Bangladesh.*

Introduction

Bangladesh has a remarkable history of development and poverty alleviation. The country, which was born in 1971 as one of the poor nations, achieved lower-middle-income status in 2015. Currently, the country is on track to be removed from the United Nation Least Developed Countries (LDC) by 2026 (The World Bank 2024). Despite encouraging development and increased domestic food production over the last three decades, around 30.5% of the population affected by moderate food insecurity, and 10.2% experienced severe food insecurity in 2019. According to a survey by Bangladesh Bureau of Statistics, approximately 37.7 million people experienced moderate to severe food insecurity in 2023. Malnutrition remains high among women and children, affecting 40% of the population, with 70% of those affected coming from poor households. The country also faces challenges in reducing malnutrition among women, with the prevalence of anemia remaining high at 39.9%. Achieving the target of reducing anemia to 30% by 2025 and 20% by 2030 will be a challenging task for the country (BRAC SDG Contribution Voluntary Review 2023, 2023). It is concerning that a significant portion of the population experiences food insecurity, especially as Bangladesh prepares to be eliminated from the LDC list and becoming a developing country. Bangladesh must address persistent and newly emerged global and national challenges to achieve Sustainable Development Goal (Goal 2), the target to end hunger and food insecurity by 2030.

As part of its national development efforts, developing countries like Bangladesh are focusing on increasing women's participation as entrepreneurs. Since women make up nearly half of the total workforce in Bangladesh (Debnath, Chowdhury, Khan, & Chowdhury, 2020), it is clear that their involvement can have a significant impact on the country's growth. The fourth phase of the Enhancing Food Security and Nutrition (EFSN) program targeted women as an entry point to transform communities through empowering them socially and economically and helping them become entrepreneurs in refugee-affected areas in Bangladesh and the significant improvements of the program includes enhanced food consumption, increased household assets, higher incomes from agriculture, greater women's participation in economic decisions, and better nutritional outcomes for women and children (World Food Program, 2024).

Without the meaningful and active participation of women, achieving a dynamic and sustainable economy is impossible (Debnath et al., 2020). Therefore, the most practical approach to achieving SDG 2, as well as SDG 5 (gender equality) and SDG 8 (Decent Work) by 2030, is to promote women's entrepreneurship, particularly in the food sector.

Meanwhile, Female entrepreneurs in Bangladesh are playing an increasingly significant role in the economy, actively creating jobs and income and contributing to the tax base (Nessa, 2024). Women's entrepreneurship serves as more than just a source of income; it also functions as a mechanism for achieving SDGs. By actively participating in entrepreneurship, women can improve their livelihoods. Entrepreneurs not only create jobs for themselves but also generate employment opportunities for others. This leads to economic empowerment and greater employment opportunities for unemployed women. Involvement of women in business can help reduce gender inequality, improve women's decision-making abilities, and promote economic empowerment (Debnath et al., 2020).

Literature Review

Who are the Women Entrepreneurs?

The UNDP Human Development Report (2004) defines a woman entrepreneur as a woman who has independently started or inherited a business, either alone or with partners and is willing to assume financial, administrative, and social risks and responsibilities and actively engage in the business's daily operations (Ahammad & Moudud-Ul- Huq, 2013). According to Yahya (2023), women entrepreneurs engage in entrepreneurial activities full-time. They possess the bravery to take risks, the capacity to identify and exploit opportunities that emerge from their surroundings, and the ability to utilize their resources in an innovative way to sustain their businesses. In recent years, the presence of women entrepreneurs in both commercial and social entrepreneurship has been more apparent. Their inherent high levels of empathy and sociability often motivate them to participate in social entrepreneurship or engage in social activities, driven not only by the pursuit of profit but also by the desire to make a positive social impact (Yahya, 2023).

Female entrepreneurs face immense challenges compared to their male counterparts due to the variety of roles and social issues. Ahmed et al. (2019) presented a stirring case study on 'Burger-E-KellaFote,' a fast food business founded by three sisters in Bangladesh. Despite facing numerous socio-cultural obstacles, the entrepreneurs persevered and successfully established their new business. Their story is a powerful source of inspiration for female

entrepreneurs in Bangladesh, vividly illustrating how women can defy societal norms and achieve success against all odds.

Social Enterprise in Bangladesh

Multiple interpretations of social enterprises and related concepts exist globally. In Bangladesh, two globally renowned social enterprises, Grameen Bank and BRAC, have not only emerged as dominant players in the social entrepreneurship landscape but have also set a pioneering example with their innovative approaches.

Sir Fazle Hasan Abed, the founder of BRAC, established a mixed model of social enterprises that combines traditional development, health, nutrition, BoP last-mile supply chain, microfinance, and education programs with profitable business activities. This approach ensures a double bottom line, similar to the BRAC Bank and bKash model. BRAC was founded in Bangladesh in 1972 and is now the world's largest NGO. It has established several social enterprises to provide livelihood for people. BRAC can be classified as a social enterprise since it now funds 73% of its operations with the revenue generated by its own social enterprises and microfinancing. The organization operates 16 social enterprises in various sectors of Bangladesh (*BRAC SDG Contribution Voluntary Review*, 2023).

On the other hand, Grameen Bank has become known as an international model for microcredit as a poverty reduction strategy. Professor Mohammed Yunus established this microfinance institution and community development bank in 1976. The organization provides small loans (microcredit) to poor people without security or collateral. Grameen Bank focused on the most disadvantaged people, with a specific emphasis on women. Historically, women had limited access to financial options beyond regular credit lines and sources of income (Chowdhury et al., 2021).

Despite being home to two world-famous social enterprises – Grameen and BRAC – there are currently no policies directly governing social enterprise activities in Bangladesh (The British Council, 2016). This lack of specific policies is a pressing issue that needs immediate attention. While there are policies in place to help grow the social enterprise sector, there is no specific policy related to social enterprise. Currently, in the Company Law of 1994, there is no provision for establishing and operating social enterprise in Bangladesh. They can register in different forms and operate under various legal entities, such as sole proprietorships, partnerships, company acts, society acts, trusts, and NGO acts. As a result, establishing social enterprises is a complex and challenging process for social entrepreneurs in Bangladesh.

Extensive research is necessary to promote the development of social enterprises in Bangladesh. Such research should focus on existing entrepreneurs and their perceptions and motivations regarding transforming their businesses into social enterprises in Bangladesh's context.

Women and Social Enterprise

The leadership of social enterprises in Bangladesh is primarily male-dominated, with men leading almost 80% of the social enterprises, as per a survey by The British Council (2016). However, it is promising to note that a fifth of Bangladeshi social enterprises are headed by women, significantly higher than in mainstream businesses (5%). In social enterprises, women constitute 41% of the full-time equivalent workforce, more than double the percentage in the general workforce.

The Evolving Food Business Landscape in Bangladesh

The shifting demographics and evolving lifestyles of individuals have resulted in a substantial inflow of money into the food industry. Bangladesh's food and beverage business has experienced rapid growth since 2000 due to the country's reliance on agriculture. The industry comprises 22% of the economy and produces approximately 2.45% of the workforce. Given Bangladesh's status as an agricultural nation with a large population, it has the potential to make significant contributions to the food and beverage sector. Bangladesh significantly influences the global market by exporting food and beverages to 90 distinct countries worldwide (Islam, Noman, Alam, Tonmoy, & Hasan, 2020). This potential for growth should inspire optimism about the future of the industry.

Moreover, since 2000, food processing has been Bangladesh's fastest-growing industry. Recent advancements in the food processing business have led to many entrepreneurs emerging in this sector. Overall, the food business has experienced substantial growth, encompassing street carts, small kiosks, and online food services. Online purchases will account for 0.9% of the total revenue by 2024 ("Statista Market Insight," 2024).

In this evolving business landscape, particularly in Bangladesh's food sector, women are making significant strides. The food business is the second most popular choice among women entrepreneurs in rural areas (Hossain, 2022). The Bangladeshi food market is expected to generate US\$149.90 billion in 2024, growing at a 9.28% compound annual growth rate (CAGR) from 2024 to 2028 ("Statista Market Insight," 2024). However, there are not enough data on the presence of women entrepreneurs in the food business. Their role in this sector should be recognized and supported, as it is crucial for the industry's growth and development.

Problem and Purpose Statement

It is crucial to recognize the potential of women entrepreneurs as social enterprises and understand their perspectives on existing policies. With the advent of digitalization, online and social media platforms have become more accessible, providing a platform for women entrepreneurs to lead the country towards food security and sustainability. These women entrepreneurs have demonstrated their potential to serve society by transitioning into social enterprises. Therefore, it is essential to focus on existing entrepreneurs and their motivations for transforming their businesses into social enterprises.

With the expansion of the food industry, women entrepreneurs can be pioneers in providing food security by transforming their businesses into social enterprises. Extensive research is needed to promote the development of food-based social enterprises in Bangladesh.

The purpose of this study is to gain an understanding of the intricate world of women entrepreneurs who are active in small food businesses in Bangladesh, as well as how these women perceive their responsibilities in efforts to reduce food insecurity in the country through the establishment of food-based social enterprises. A statement of purpose has been prepared with the intention of investigating the perspectives of Bangladeshi women food entrepreneurs on social enterprise and its significance to their respective firms.

Methodology

This study will utilize a qualitative methodology to gain a detailed understanding of how women entrepreneurs perceive their roles and challenges within the social enterprise sector in Bangladesh. The goal is to uncover factual information and deeper insights into their subjective experiences and societal impacts. Following table provides an outline of methodological design of the study:

Table 1: Methodological Framework, Source: Authors

Sampling	Purposive Target Population: Women who own food-related businesses in Dhaka
Sampling Method	Purposive sampling will be used to select 10-15 women who can offer rich, relevant insights until data saturation is achieved.
Data Collection	In-depth Interviews: Semi-structured interviews will be conducted to allow flexibility in probing deeper into the respondents' experiences and thoughts (Creswell & Creswell, 2017)
Data Analysis	Thematic analysis will be employed to identify key themes and patterns that emerge from participants' perceptions and experiences.

Research Agenda

Addressing this problem is vital for several reasons. First, it has direct implications for gender equality and women's economic empowerment in Bangladesh, aligning with the SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth) (Ahmed, 2023). Second, by exploring the perceptions of Bangladeshi women entrepreneurs, the study can offer insights into the potential of women transforming their businesses into social enterprises to serve as a vehicle for sustainable development in emerging economies.

Certainly, there is a pressing need to educate and train women about social entrepreneurship, and this study can contribute as a valuable guideline by reflecting on their mindset and fostering the development of women food entrepreneurs in Bangladesh. It is important to note that there is a significant gap in research, specifically on social enterprise in Bangladesh (The British Council, 2016). This makes the findings of this study all the more valuable, as they could provide actionable intelligence to tailor interventions, policies, and support systems. This tailored approach could better meet the needs of women food entrepreneurs, enhancing their effectiveness and sustainability in developing countries. By analyzing women entrepreneurs' perceptions of social enterprises, we can gain a clearer understanding of their mindset toward social entrepreneurship, paving the way for future studies in this area.

Conclusion

Ultimately, this study will aid in developing strategies for ensuring the participation and contribution of women in the overall food sector development, which amounts to food security. Their perception of the society and policy regarding social entrepreneurship in developing countries will also guide future social entrepreneurs. With the ongoing increase in demand for food, there is a significant opportunity to delve deeper into the underlying components that drive the mindset of food-based social entrepreneurs. This exploration and understanding can further promote the growth of female social entrepreneurs in the food industry and its positive impact on society, potentially leading to a more gender-inclusive and socially equitable future (Sabri, Mohamad, Zainal Abidin, Ali@Hamid, & Ghazali, 2021).

The unique aspect of this study lies in its focus on the intersection of gender, social entrepreneurship, and the food sector, which has not been extensively explored in the existing literature. The findings of this research can provide valuable insights for policymakers and the government. The lack of data in this area may lead to delayed initiatives for developing social enterprises in Bangladesh.

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KEPIMPINAN DISTRIBUTIF PENGETUA, KOMUNITI PEMBELAJARAN PROFESIONAL VIRTUAL, MOTIVASI, DAN KEPIMPINAN GURU SEKOLAH MENENGAH DI SABAH

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Abstrak: Kertas konsep ini membincangkan kepimpinan distributif pengetua, komuniti pembelajaran profesional virtual, motivasi dan kepimpinan guru sekolah menengah di Sabah. Pendekatan yang akan digunakan dalam kajian ini adalah pendekatan kuantitatif dan reka bentuk kajian bukan eksperimen. Kaedah kajian yang akan digunakan pula adalah kaedah tinjauan yang akan melibatkan seramai 375 orang guru sekolah menengah di seluruh negeri Sabah sebagai sampel kajian yang dipilih menggunakan teknik pensampelan rawak mudah. Data mentah pula akan diperolehi dengan menggunakan instrumen soal selidik. Analisis data yang terlibat dalam kajian ini merangkumi ujian Korelasi Pearson dan Regresi Berganda menggunakan Statistical Package for Social Sciences (SPSS) serta Analisis Lintasan menggunakan perisian AMOS (Analysis Moment of Structure). Kajian ini sangat penting untuk dijalankan kerana akan memberikan input baharu berkaitan dengan aspek yang mempengaruhi kepimpinan guru sekolah menengah di Sabah. Pelan Pembangunan Pendidikan Malaysia 2013 -2025 (PPPM 2013-2025) juga sangat menekankan kepentingan kepimpinan guru sebagai salah satu elemen yang perlu diberikan perhatian dalam memperkasa profesion keguruan dan meningkatkan keberkesanan sistem pendidikan negara.

Kata kunci: Kepimpinan Distributif Pengetua, Komuniti Pembelajaran Profesional Virtual, Motivasi, Kepimpinan Guru

Pengenalan

Reformasi dalam sistem pendidikan Malaysia bertujuan untuk memastikan sistem pendidikan negara kita setanding dengan sistem pendidikan terbaik dunia dan mampu menyediakan segala kemudahan dan keperluan kepada para murid agar dapat menjadi modal insan yang berdaya saing, berkualiti dan mampu berhadapan dengan cabaran dunia sebenar (Pelan Pembangunan Pendidikan Malaysia 2013-2025, 2013). Sebahagian besar tanggungjawab untuk melahirkan murid yang berdaya saing ini digalas oleh para guru (Aini Marzita Mansor & Mohd. Hasani Dali, 2016). Oleh itu, para guru haruslah mempersiapkan diri dengan pelbagai ilmu pengetahuan dan kemahiran baharu seiringan dengan perkembangan globalisasi agar mereka dapat menjalankan tugas sebagai pendidik dengan berkesan.

Pernyataan Masalah

Gelombang ketiga Pelan Pembangunan Pendidikan Malaysia (PPPM) 2021-2025 (Guru dan Pemimpin Sekolah) menjelaskan tentang keperluan mewujudkan budaya kecemerlangan profesionalisme berasaskan teladan rakan setugas iaitu guru membimbing dan mendorong antara satu sama lain, berkongsi amalan terbaik dan memastikan rakan setugas

bertanggungjawab menepati standard profesional (Pelan Pembangunan Pendidikan Malaysia 2013-2-25, 2013). Namun begitu, terdapat isu yang timbul dalam merealisasikan hasrat kementerian dalam gelombang ketiga Pelan Pembangunan Pendidikan Malaysia (PPPM) 2021-2025 iaitu penggunaan istilah kepimpinan guru masih agak asing dan kurang diguna pakai di sekolah sama ada di Semenanjung Malaysia, Sabah, mahupun Sarawak. Selain itu, peranan dan fungsinya juga masih belum difahami sepenuhnya (Ngang & Thanaletchumy, 2015; Cheung, Reinhardt, Stone, & Little, 2018) kerana ketaksaan konsep kepimpinan guru tersebut (Saiful Adli Ab Rahim, Muhammad Faizal A. Ghani, Harris Shah Abd. Hamid, Norhanida Samsudin, & Zawawi Ismail, 2021). Selain itu, guru juga kurang bersedia untuk menggalas tugas sebagai pemimpin dan belum memiliki kesedaran untuk mempelajari konsep kepimpinan guru (Saiful Adli Ab Rahim *et al.*, 2021).

Dalam konteks kepimpinan pengetua pula, masih terdapat pengetua yang kurang memahami konsep kepimpinan distributif (Mohd Yusaini Yaakub & Mohd. Izham Mohd Hamzah, 2020) dan masih kabur dalam mentadbir sebagai pemimpin distributif kerana kekurangan pengalaman dan pengetahuan kerana mereka tidak bersedia dengan tugas pentadbiran luar jangka, ketidaksediaan mengurus, dan pemerolehan sumber yang tidak menepati keperluan (Mohd Yusaini Yaakub & Mohd. Izham Mohd Hamzah, 2020). Selain itu, terdapat pengetua yang masih mengamalkan kepimpinan tradisional dan tidak bersedia berkongsi tanggungjawab kepimpinan dengan para guru (Nor Lizana Kamaruzaman, Khalip Musa, & Zahari Hashim, 2020).

Komuniti pembelajaran profesional virtual bukanlah mudah untuk dilaksanakan kerana terdapat dalam guru masih kurang pengetahuan dan kemahiran untuk menggunakan teknologi iaitu aplikasi yang diperlukan untuk bersemuka secara atas talian seperti *google meet*, *webex*, *zoom*, *Microsoft team* dan sebagainya (Atkins, Koroluk, & Stranach, 2017). Selain itu, budaya bekerja secara individu atau budaya pengasingan guru telah menjadi tradisi dalam sistem pendidikan di kebanyakan negara termasuklah di negara kita (Kamarudin Ismail, Rosnah Ishak, Chee Yuet, & Siti Hajar Kamaruddin, 2019) sedangkan guru-guru seharusnya sedar komuniti pembelajaran profesional merupakan platform yang memberi peluang kepada guru dan pengetua untuk berkolaborasi (Hairon & Tan, 2017).

Reformasi pendidikan ditambah lagi dengan penularan wabak pandemik Covid-19 telah memberi kesan terhadap motivasi guru (Rapanta, Botturi, Goodyear, Guardia, & Koole, 2020; Kagama, 2018). Tugas guru yang semakin bertambah seiringan dengan perkembangan pendidikan masa ini memberi kesan terhadap motivasi guru. Motivasi guru pula terganggu kerana banyak input yang perlu difahami oleh guru sedangkan dalam masa yang sama mereka juga mempunyai tanggungjawab lain selain daripada tanggungjawab dalam pekerjaan. Misalnya, menguruskan hal berkaitan dengan keluarga, diri sendiri, rakan-rakan dan sebagainya. Jika tidak ditangani dengan berkesan, tugas guru yang semakin mencabar ini akan melahirkan perasaan gelisah, marah, kecewa dan tidak puas hati dalam kalangan guru (Hong & Aziah Ismail, 2015).

Definisi Operasional **Kepimpinan Guru**

Norashikin Abu Bakar, Ramli Basri dan Foo Say Fooi (2015) menjelaskan kepimpinan guru adalah kepimpinan yang ditunjukkan oleh semua guru yang bersedia untuk belajar, meneroka

kemampuan sedia ada dan bersedia untuk menerima kualiti kepimpinan yang lebih baik. Dalam kajian ini, kepimpinan guru merangkumi dimensi kesedaran diri, memimpin perubahan, komunikasi, kepelbagaian, pengajaran dan pembelajaran, penambahbaikan berterusan, dan organisasi diri.

Kepimpinan Distributif Pengetua

Menurut Gronn (2002) kepimpinan distributif merupakan satu interaksi atau hubungan yang membantu menyatukan kepakaran dalam kalangan ahli di sekolah dan membantu untuk mengurangkan konflik dalam organisasi. Dimensi kepimpinan guru yang terlibat dalam kajian ini ialah penetapan dan perkongsian misi, visi, dan matlamat sekolah, budaya sekolah, perkongsian tanggungjawab, dan amalan kepimpinan.

Komuniti Pembelajaran Profesional Virtual

Atkins *et al.* (2017) menjelaskan komuniti pembelajaran profesional virtual sebagai satu rangkaian yang melibatkan pelbagai individu yang digabungkan melangkaui sumber dan geografi. Dalam erti kata yang lain mereka digabungkan secara atas talian. Dimensi komuniti pembelajaran profesional virtual yang terlibat dalam kajian ini merangkumi domain pengetahuan, interaksi antara ahli kumpulan, penilaian sendiri, dan pendekatan pedagogi dalam pengajaran.

Motivasi Guru

Sinclair (2008) mendefinisikan motivasi guru sebagai daya tarikan yang mendorong guru untuk mengajar dan kekal dalam profesion keguruan. Dalam konteks kajian ini motivasi guru diertikan sebagai satu suatu proses atau daya yang mendorong, mengarahkan dan mempertahankan tingkah laku guru dalam mencapai sesuatu tujuan berdasarkan dua dimensi iaitu motivasi intrinsik dan motivasi ekstrinsik.

Sorotan Literatur Kepimpinan Guru, Kepimpinan Distributif Pengetua, Komuniti Pembelajaran Profesional Virtual, dan Motivasi Guru

Kajian berkaitan dengan kepimpinan guru, kepimpinan pengetua, komuniti pembelajaran profesional virtual dan motivasi sebenarnya sudah pernah dijalankan oleh para pengkaji tetapi bukan dalam konteks negara kita. Di negara kita kajian ini masih baru lagi. Hasil penulisan Rasberry dan Mahajan (2008) yang menjalankan kajian berkaitan dengan topik ini di Amerika menjelaskan langkah terbaik untuk menggalakkan kepimpinan guru menerusi komuniti pembelajaran profesional virtual adalah dengan memantapkan fungsi pengetua di sekolah dengan menggalakkan pengetua untuk berkongsi kepimpinan dengan mengamalkan kepimpinan distributif dengan para guru kerana dalam dunia pendidikan yang semakin kompleks, pengetua tidak akan dapat menjalankan fungsi pentadbiran sekolah secara bersendirian seperti yang dijelaskan Abdul Rahim Abdul Rashid dan Zahari Hashim (2018) dan Rosnarizah Abdul Halim (2015), kepimpinan sekolah bukan lagi menjadi tanggungjawab pengetua sahaja, bahkan turut melibatkan subordinat lain di sekolah. Oleh itu, pengetua sekolah dicadangkan untuk menyediakan program yang berkaitan dengan komuniti pembelajaran profesional virtual yang dapat menggalakkan kepimpinan guru.

Kepimpinan pengetua yang efektif juga merupakan kunci dalam memotivasikan guru terhadap pembelajaran secara individu atau bersama (Emmanouil, Osia, & Paraskevi, 2014) kerana peranan pengetua amat penting bagi meningkatkan kualiti pendidikan dan motivasi guru agar dapat berfungsi dengan lebih cemerlang (Sinulingga, Suprayitno, & Pertiwi, 2019). Pernyataan ini disokong oleh Analisis data daripada kajian Sinulingga *et al.* (2019) melaporkan terdapat hubungan dan pengaruh antara kepimpinan pengetua dan motivasi terhadap profesionalisme guru yang merangkumi kepimpinan guru. Hasil kajian menunjukkan adanya hubungan dan pengaruh antara ketiga-tiga variabel ini di SMK Kabupaten Sedang Bedagai. Kajian ini selari dengan pendapat Daryanto (2015) yang menyatakan pengetua haruslah mengetahui motivasi yang diperlukan oleh guru dan berusaha untuk memenuhi keperluan tersebut.

Leimena, Siti Zulaikha, dan Heru Santosa (2020) yang melaporkan terdapat hubungan positif kepimpinan pengetua terhadap kepimpinan guru dan terdapat hubungan positif kepimpinan pengetua terhadap motivasi guru. Hal ini bermaksud kepimpinan pengetua akan memberi kesan terhadap motivasi guru yang seterusnya akan memberi kesan terhadap kepimpinan guru. Sebagai seorang model contoh di sekolah, guru tidak seharusnya hanya memiliki ilmu pengetahuan yang luas dan berketerampilan tinggi sahaja, namun dalam masa yang sama guru haruslah mampu memberikan didikan kepada murid-murid dan mampu menjalankan tanggungjawabnya dengan berdedikasi dan didorong oleh motivasi yang tinggi.

Motivasi guru ini sangat penting untuk dimiliki oleh guru kerana guru merupakan sumber daya manusia yang berperanan terus kepada kemenjadian murid yang akan menentukan kejayaan dan kecemerlangan sekolah. Guru yang miskin dengan motivasi dan tidak memiliki semangat dalam menjalankan tugasnya dikhuatiri akan menyebabkan tujuan utama pendidikan yakni kemenjadian murid tidak dapat dilaksanakan dengan sebaiknya (Leimena *et al.*, 2020). Tambahan lagi, kepimpinan guru yang mampu melahirkan kreativiti dan inovasi guru dapat memberikan suntikan motivasi kepada guru untuk lebih berprestasi dalam meningkatkan kepimpinan guru di sekolah. Sedar akan kepentingan motivasi ini, maka pengetua haruslah menjadi contoh yang baik kepada para guru.

Munawar, Sri Mifayetti, Zainuddin (2020) melaporkan terdapat pengaruh kepimpinan pengetua terhadap kinerja atau prestasi kerja guru terhadap kepimpinan guru. Selain itu, hasil dapatan turut menunjukkan terdapat pengaruh motivasi terhadap kepimpinan guru. Para pengkaji menjelaskan motivasi guru merupakan faktor penting untuk meningkatkan kebolehan guru untuk bekerja. Oleh itu, kepimpinan pengetua yang baik mampu menyuntik motivasi dalam diri guru sehingga mereka boleh menjalankan tugas dengan cemerlang. Kajian ini selari dengan kajian yang dijalankan oleh Septiana dan Ivada (2013) yang melaporkan terdapat pengaruh yang signifikan kepimpinan pengetua dan motivasi terhadap kepimpinan guru yang menjelaskan semakin baik kepimpinan pengetua dan motivasi maka semakin baik kepimpinan guru.

M Puspanathan Mayan dan Mahaliza mansor (2020) menjelaskan pengetua sekolah memainkan peranan penting dalam memenuhi keperluan guru untuk mencapai prestasi sekolah yang lebih cemerlang. Bagi mencapai tujuan ini maka pengetua memerlukan pasukan kepimpinan yang sentiasa mampu untuk membantu melicinkan proses pengurusan dan pentadbiran di sekolah. Justeru itu, kepimpinan distributif sangat sesuai diaplikasikan di sekolah kerana menerusi kepimpinan ini perkongsian kuasa dilaksanakan dan menyaksikan

guru mampu memberi sumbangan bagi kemajuan sekolah. Selain itu, pelaksanaan komuniti pembelajaran profesional dapat menjadi satu bentuk lingkaran organisasi yang boleh mewujudkan kerjasama dalam kalangan guru. Hubungan kerjasama yang berkesan ini seterusnya akan menyuntik keyakinan dalam diri guru dan pemimpin sekolah untuk berusaha mencapai matlamat sekolah dengan lebih berkesan.

Metodologi Kajian

Pendekatan kajian yang digunakan dalam kajian ini adalah pendekatan kuantitatif. Reka bentuk kajian yang digunakan merupakan reka bentuk bukan eksperimen. Kaedah kajian yang digunakan merupakan kaedah tinjauan dengan menggunakan teknik soalan iaitu memberikan instrumen soal selidik kepada sampel kajian. Lokasi kajian ini dijalankan adalah di negeri Sabah. Seramai 375 orang guru akan dijadikan sampel kajian berdasarkan jumlah populasi yang terlibat dalam kajian ini. Teknik pensampelan yang digunakan adalah pensampelan rawak mudah. Analisis data yang terlibat dalam kajian ini merangkumi ujian Korelasi Pearson dan Regresi Berganda menggunakan *Statistical Package for Social Sciences* (SPSS) serta Analisis Lintasan menggunakan perisian AMOS (*Analysis Moment of Structure*).

Kesimpulan

Kesimpulannya, kepimpinan guru telah mengangkat peranan profesion guru menjadi semakin penting sebagai penggerak utama dalam meningkatkan kecemerlangan sekolah. Namun begitu, pelaksanaan kepimpinan guru di sekolah menghadapi pelbagai isu dan cabaran. Isu yang tidak diselesaikan ini akan membantutkan usaha pelaksanaan kepimpinan guru. Sebaliknya, sekiranya isu-isu ini dapat diselesaikan maka, kepimpinan guru akan dapat dilaksanakan dengan lebih baik. Oleh itu, bagi menyelesaikan isu-isu ini maka kajian berkaitan dengan kepimpinan guru di sekolah menengah di Sabah akan dilaksanakan bagi melihat sama ada faktor kepimpinan distributif pengetua, komuniti pembelajaran profesional virtual, dan motivasi guru mempunyai kaitan dengan pelaksanaan kepimpinan guru di sekolah menengah atau sebaliknya.

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PENGARUH KEPEMIMPINAN INSTRUKSIONAL, KOMPETENSI PEDAGOGI DAN IKLIM ORGANISASI TERHADAP PRESTASI KERJA GURU SEKOLAH MENENGAH DI TENGGARA SABAH

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Abstrak: Kertas konsep ini membincangkan kepemimpinan instruksional pengetua, kompetensi pedagogi guru dan iklim organisasi terhadap prestasi kerja guru sekolah menengah di Tenggara Sabah. Kajian ini akan menggunakan pendekatan kuantitatif dan akan menggunakan reka bentuk kajian bukan eksperimen. Selain itu, kajian ini akan menggunakan kaedah tinjauan, dan sampelnya akan terdiri daripada 346 guru sekolah menengah di Tenggara negeri Sabah, yang akan dipilih menggunakan teknik pensampelan rawak mudah. Selain itu, borang soal selidik akan digunakan untuk mendapatkan data mentah. Ujian Korelasi Pearson dan Regresi Berganda menggunakan Statistical Package for Social Sciences (SPSS) akan digunakan dalam kajian ini. Penyelidikan ini dijangka memberi sumbangan penting kepada pemahaman tentang faktor-faktor yang mempengaruhi prestasi kerja guru di sekolah menengah. Implikasi praktikal daripada penyelidikan ini ialah perlunya perhatian yang lebih besar terhadap pembangunan kepimpinan instruksional pengetua, pembangunan kompetensi pedagogi guru, dan penambahbaikan iklim organisasi di sekolah sebagai usaha meningkatkan prestasi kerja guru dan kualiti pendidikan keseluruhan.

Kata kunci: Kepemimpinan Instruksional, Kompetensi Pedagogi, Iklim Organisasi, Prestasi Kerja Guru, Sekolah Menengah

Pengenalan

Transformasi sistem pendidikan yang menyeluruh penting agar dapat merealisasikan hasrat masyarakat dan menyokong transformasi perkhidmatan awam negara kita ada dinyatakan dalam PPPM 2013-2025. Raamani dan Arumugan (2018), menyatakan transformasi pendidikan dapat membantu bangsa negara kita mendepani cabaran abad ke-21 serta Revolusi Industri 4.0. Kementerian Pendidikan Malaysia (KPM) juga mengambil pelbagai langkah untuk mentransformasikan sistem pendidikan negara. Agenda 11 dalam PPPM 2013-2025 juga ada menyatakan bahawa transformasi pendidikan dapat menghasilkan pemimpin yang berwibawa dan ditempatkan di sekolah agar kualiti pendidikan boleh dipertingkatkan. Selaras dengan hal itu, kualiti prestasi kerja warga pendidik juga perlu ditingkatkan kerana peningkatan dalam kualiti pendidikan di sekolah sering dikaitkan dengan kualiti prestasi kerja guru.

Pernyataan Masalah

Dalam institusi pendidikan, masalah yang berkaitan dengan prestasi kerja guru bukanlah sesuatu perkara yang baru. Masalah ini perlulah ditangani dengan bijaksana agar sesebuah organisasi dapat menggunakan segala sumber yang ada dengan sebaik-baiknya. Prestasi kerja

guru merupakan salah satu faktor yang menjadi penyumbang dalam peningkatan kualiti pendidikan khususnya kecemerlangan sekolah dan kemenjadian murid. Sebagai input utama

dalam kualiti pendidikan, prestasi kerja guru telah digariskan secara meluas sebagai faktor kritikal yang mempengaruhi kualiti pendidikan (Mekonnen, 2014). Guru yang berprestasi cemerlang mampu menyesuaikan diri dan memenuhi tuntutan kerja menurut skop kerja guru yang sentiasa berubah dan meningkat. Menurut Adnot et al. (2016), prestasi kerja guru yang rendah menunjukkan guru tidak melakukan yang terbaik dalam menjalankan peranan mereka. Bukti prestasi kerja guru yang rendah boleh dilihat daripada pencapaian pelajar. Sebagai contoh, Keputusan *Program for International Student Assessment (PISA)* menunjukkan bahawa pencapaian pelajar Malaysia masih lagi di bawah skor purata yang ditetapkan oleh Organisasi untuk Kerjasama dan Pembangunan Ekonomi (OECD, 2019). Hal ini membuktikan bahawa prestasi kerja guru sebagai faktor pendorong penting kepada pencapaian pelajar.

Pengetua adalah individu yang sangat penting, yang bukan sahaja bertanggungjawab untuk menguruskan pentadbiran sekolah tetapi juga bertanggungjawab sebagai pemimpin pendidikan. Sekolah memerlukan pemimpin yang berpengetahuan, kompeten dan bijaksana menjadi tunjang dalam mendorong murid dan guru ke arah akademik dan pembinaan sikap yang baik, KPM (2017). Sehubungan dengan hal itu, pengetua merupakan orang yang paling penting yang perlu memainkan peranan sebagai pemimpin instruksional di sekolah selain bertindak sebagai pengurus hal-hal pentadbiran. Kajian oleh Yusof & Cheah, (2020) menjelaskan bahawa punca kegagalan yang berlaku dalam mentadbir sebuah sekolah sering dikaitkan dengan pucuk kepimpinan yang kurang memberi sumbangan dalam mencapai matlamat organisasi sekolah.

Selain pengetua, kompetensi pedagogi guru amat penting dalam membantu peningkatan prestasi kerja guru di sekolah. Beberapa kajian turut melihat kepada kompetensi pedagogi yang berperanan dalam meningkatkan prestasi kerja guru. Guru merupakan agen penggerak utama di sekolah yang akan memberi impak yang tinggi kepada kemenjadian murid. Menurut Mohamed Faizul et al. (2019), guru kompeten merupakan guru yang mampu menghasilkan pengajaran dan pembelajaran yang berkesan, berpengetahuan terhadap kandungan dan berkemahiran terhadap penyampaian pengajaran serta memiliki sifat peribadi mulia yang diterima oleh semua komuniti sekolah dan masyarakat luar. Oleh itu, sistem pendidikan di sekolah amat mementingkan golongan guru yang cekap, kreatif, berhemah mulia dan bermotivasi tinggi (Mohd Rahimi, 2021). Jika guru mempunyai tahap kompetensi pedagogi yang tinggi, semua perkara ini boleh dicapai malah prestasi kerja guru juga dapat ditingkatkan.

Selain pengetua dan guru, elemen yang sangat penting untuk meningkatkan prestasi kerja guru ialah iklim organisasi sekolah. Misi dan visi sesebuah organisasi dapat dicapai dengan lebih mudah sekiranya sesebuah organisasi itu mempunyai iklim organisasi yang positif. Iklim sekolah yang positif berlaku apabila hubungan antara guru dengan guru dan juga hubungan pengetua dengan guru adalah mesra, prihatin dan saling membantu antara satu dengan yang lain. Iklim sekolah secara keseluruhannya mempunyai hubungan yang positif dengan prestasi kerja guru. Farah Liana dan Mohd Izham (2016) menyatakan bahawa, salah satu faktor paling penting guru berkesan adalah disebabkan oleh iklim organisasi sekolah. Menurut Padhi dan Palo (2005), iklim organisasi yang positif boleh mempengaruhi tingkah laku pekerja dan mendorong pekerja untuk meningkatkan tahap prestasi kerja mereka.

Definisi Operasional

Kepimpinan Instruksional

Kepimpinan instruksional ditakrifkan sebagai keupayaan pemimpin untuk memudahkan pembelajaran berkesan di sekolah, mewujudkan persekitaran pembelajaran inklusif, dan memberi sokongan kepada guru dalam menambah baik amalan pengajaran mereka (Leithwood et al., 2021). Menurut Hallinger & Murphy (2019), kepemimpinan instruksional termasuk usaha pemimpin untuk menggalakkan kerjasama dalam kalangan kakitangan sekolah, menggalakkan refleksi tentang amalan pengajaran, dan menyediakan hala tuju berterusan untuk meningkatkan prestasi guru dan hasil pembelajaran pelajar.

Kompetensi Pedagogi Guru

Kompetensi pedagogi guru merangkumi penguasaan perkara yang diajar, pemahaman mendalam tentang strategi pengajaran yang pelbagai, dan kebolehan menyesuaikan pendekatan pengajaran dengan gaya pembelajaran pelajar (Vanhoof et al., 2020). Kompetensi pedagogi juga merangkumi keupayaan guru untuk merenung amalan pengajaran mereka, mengenal pasti bidang untuk pembangunan, dan melibatkan diri dalam pembangunan profesional yang berterusan untuk meningkatkan kualiti pengajaran mereka (Kołodziejczak et al., 2020).

Iklim Organisasi

Iklim organisasi sekolah merangkumi keadaan persekitaran kerja yang mempengaruhi tingkah laku, motivasi, dan prestasi ahli sekolah, termasuk sokongan sosial, kejelasan matlamat, dan peluang untuk mengambil bahagian dalam membuat keputusan (Hoy & Hannum, 2021). Iklim organisasi sekolah mempunyai peranan utama dalam mewujudkan keadaan yang menyokong pencapaian matlamat pendidikan dan meningkatkan hasil pembelajaran pelajar dengan mewujudkan persekitaran yang inklusif, menyokong dan berorientasikan pembelajaran (George & Kaplan, 2020).

Prestasi Kerja Guru

Prestasi kerja guru ditakrifkan sebagai keupayaan guru untuk menyesuaikan diri dengan perubahan dalam persekitaran pendidikan, mereka bentuk pembelajaran yang relevan dengan keperluan pelajar, dan mencapai matlamat pembelajaran yang ditetapkan (Anwer et al., 2021). Prestasi kerja guru diukur berdasarkan kebolehan guru mencapai objektif pembelajaran yang ditetapkan, termasuk kefahaman pelajar terhadap isi pelajaran, kemahiran kritis, dan kebolehan menyelesaikan masalah (Zeng, 2021).

Sorotan Literatur Kepemimpinan Instruksional, Kompetensi Pedagogi Guru, Iklim Organisasi dan Prestasi Kerja Guru

Mohd Majid Konting, Najeemah Mohd Yusuf (2020), mendapati kepemimpinan instruksional pengetua mempunyai pengaruh yang signifikan terhadap prestasi kerja guru di sekolah menengah Malaysia. Pengetua yang mengamalkan kepemimpinan instruksional yang kuat, termasuk menyediakan hala tuju dan sokongan yang jelas dalam pengajaran dan pembelajaran, memudahkan pembangunan profesional guru, dan menggalakkan kerjasama

dan refleksi guru, cenderung mempunyai lebih ramai guru berprestasi tinggi. Kajian ini memberikan gambaran yang berharga tentang peranan penting kepimpinan instruksional pengetua dalam meningkatkan pencapaian pelajar dan prestasi guru di sekolah.

Feyza Günay, Melek Koç (2018), menunjukkan terdapat hubungan positif antara kompetensi pedagogi guru dengan prestasi mereka. Guru yang mempunyai kemahiran pedagogi yang lebih baik cenderung untuk mencapai keputusan yang lebih baik dari segi kualiti pengajaran, interaksi dengan pelajar, dan pencapaian akademik pelajar. Stronge, Ward, & Grant (2011), mengkaji hubungan antara kompetensi pedagogi guru, seperti perancangan pengajaran, penyampaian pelajaran, dan penilaian, dan prestasi kerja mereka di dalam bilik darjah. Hasil kajian menunjukkan guru yang mempunyai kecekapan pedagogi yang lebih tinggi cenderung untuk mencapai keputusan yang lebih baik dari segi prestasi dan pencapaian pelajar.

Norhasni Zainal Abiddin, Azizah Omar, Siti Rohaida Mohamed Zainal, Ahmad Jelani Shaarani (2017), mendapati terdapat hubungan yang positif antara iklim organisasi sekolah dengan prestasi kerja guru di sekolah menengah Malaysia. Iklim organisasi yang positif, termasuk sokongan kepimpinan, kerjasama antara guru, dan budaya sekolah inklusif, menyumbang kepada peningkatan prestasi guru. Kajian oleh Goh & Chelliah (2017), mengkaji hubungan antara iklim sekolah dengan motivasi kerja dan kepuasan kerja guru di Malaysia. Hasil kajian menunjukkan bahawa iklim sekolah yang positif mempunyai perkaitan positif dengan motivasi kerja dan kepuasan kerja guru, seterusnya boleh memberi kesan kepada peningkatan prestasi kerja.

Siti Aminah Osman (2022), menonjolkan kepentingan pembangunan profesional berterusan untuk guru di sekolah menengah Malaysia. Guru yang terlibat dalam aktiviti pembangunan diri secara berterusan mempunyai kemahiran dan pengetahuan yang lebih baik dalam pengajaran seterusnya mempengaruhi prestasi kerja mereka. Fatin Aliah Phang (2021), mendapati sokongan yang diberikan oleh pihak pentadbiran sekolah khususnya pengetua dan kakitangan pentadbiran memberi impak yang besar terhadap prestasi guru di sekolah rendah Malaysia. Guru yang berasa disokong cenderung mempunyai motivasi yang lebih tinggi dan prestasi yang lebih baik dalam pengajaran.

Metodologi Kajian

Kajian ini akan menggunakan pendekatan kuantitatif. Reka bentuk kajian yang digunakan adalah bukan eksperimen. Kajian ini akan menggunakan kaedah tinjauan dengan menggunakan teknik soalan, dengan sampel kajian diberikan instrumen soal selidik. Kajian ini akan dijalankan di Tenggara negeri Sabah. Berdasarkan jumlah populasi yang terlibat dalam kajian, sebanyak 346 guru akan dijadikan sampel kajian. Pensampelan rawak mudah akan digunakan. Ujian Korelasi Pearson dan Regresi Berganda menggunakan Statistical Package for Social Sciences (SPSS).

Kesimpulan

Secara keseluruhannya, kepimpinan instruksional pengetua, kompetensi pedagogi guru, dan iklim organisasi mempunyai pengaruh yang signifikan terhadap prestasi kerja guru sekolah menengah. Ketiga-tiga faktor ini berinteraksi antara satu sama lain dan menyumbang kepada mewujudkan persekitaran pendidikan yang berkesan dan cekap. Usaha meningkatkan prestasi

kerja guru perlu melibatkan penambahbaikan dalam ketiga-tiga aspek ini secara serentak untuk mencapai hasil yang optimum. Implikasi praktikal daripada penyelidikan ini ialah perlunya perhatian yang lebih besar terhadap pembangunan kepimpinan instruksional pengetua, pembangunan kompetensi pedagogi guru, dan penambahbaikan iklim organisasi di sekolah sebagai usaha meningkatkan prestasi kerja guru dan kualiti pendidikan keseluruhan. Rumusan ini boleh digunakan sebagai rangka kerja asas untuk penyelidikan lanjut atau pembangunan program untuk meningkatkan kualiti pendidikan di sekolah menengah.

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CABARAN PENGGUNAAN TEKNOLOGI KECERDASAN BUATAN DALAM PENTAKSIRAN PRESTASI AKADEMIK PELAJAR PADA ABAD KE-21

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Abstrak: Artikel ini merupakan kertas konsep yang membincangkan cabaran dalam menggunakan kecerdasan buatan bagi membuat penilaian prestasi pelajar pada abad ke-21. Kemahiran abad ke-21 menekankan empat kemahiran pembelajaran iaitu kreativiti, pemikiran kritis, kerjasama dan komunikasi. Ini sejajar dengan matlamat Pelan Pembangunan Pendidikan Malaysia (PPPM2013-2025) serta Falsafah Pendidikan Kebangsaan. Melalui pendekatan ini, Kementerian Pendidikan Malaysia telah memperkenalkan pembelajaran digital bagi menyediakan pendidikan yang relevan dan berkualiti sebagai persediaan menghasilkan pelajar yang mempunyai kebolehpasaran dan kemahiran insaniah yang tinggi. Kecerdasan buatan (AI) merupakan salah satu elemen yang ditekankan dalam pembelajaran digital. Para pendidik serta pelajar perlu bersedia dan mahir dalam mengaplikasikan teknologi AI bagi melancarkan proses pengajaran dan pembelajaran (PdP). Namun begitu, terdapat beberapa cabaran yang dihadapi oleh para pendidik dalam merealisasikan penggunaan AI terutama sekali bagi membuat penilaian prestasi pelajar termasuk kebimbangan terhadap integriti akademik, amanah serta ketulenan. Selain itu, isu privasi, keselamatan data dan peraturan etika serta komitmen dan kemahiran pendidik turut dibincangkan. Kebimbangan mengenai bias dan kurang faktor manusia dalam teknologi AI serta aksesibiliti dan penyesuaian kurikulum dan kurangnya kajian penyelidikan AI dalam bidang pendidikan (AIED) turut menjadi cabaran dalam pelaksanaan AI dalam pendidikan. Di samping itu, artikel ini turut mengulas mengenai cadangan penambahbaikan yang boleh dilakukan dalam mendepani dan mengatasi cabaran-cabaran yang dihadapi bagi melestarikan penggunaan AIED sesuai dengan aspirasi kemahiran abad ke-21.

Kata Kunci: Kecerdasan Buatan, Kecerdasan Buatan dalam Pendidikan, Cabaran Pendidik, Pentaksiran Digital, Abad ke-21, Pengajaran dan Pembelajaran, Pembelajaran Digital

Abstract: This article is a concept paper that discusses the challenges in using artificial intelligence to assess student performance in the 21st century. 21st century skills emphasize four learning skills namely creativity, critical thinking, collaboration and communication. This is in line with the goals of the Malaysian Education Development Plan (PPPM2013-2025) as well as the National Education Philosophy, the Malaysian Ministry of Education has introduced digital learning to provide relevant and quality education in preparation for producing students with high marketability and soft skills. Artificial intelligence (AI) is one of the elements emphasized in digital learning. Educators and students need to be prepared and skilled in applying AI technology to facilitate the teaching and learning process (PdP). However, there are several challenges faced by educators in realizing the use of AI, especially to assess student performance, including concerns about academic integrity, trust and

authenticity. In addition, issues of privacy, data security and ethical regulationss as well as the commitment and skills of educators are also discussed. Concerns about bias and lack of human factors in AI technology as well as accessibility and adaptation of curriculum and the lack of AI research studies in the field of education (AIEd) are also challenges in the implementation of AI. In addition, this article also comments on suggestions for improvements that can be made in facing and overcoming the challenges faced to sustain the use of AIEd in accordance with the aspirations of 21st century skills.

Keywords: Artificial Intelligence, Artificial Intelligence in Education, Educator Challenges, Digital Assessment, 21st Century, Teaching and Learning, Digital Learning

Pengenalan

Selaras dengan matlamat Pelan Pembangunan Pendidikan Malaysia (PPPM2013-2025), Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan pembelajaran digital yang merupakan satu proses di mana guru menggunakan teknologi digital untuk mencapai objektif semasa proses pengajaran dan pembelajaran (Dnan and Usnin 2024). Evolusi transformasi digital dalam pendidikan melibatkan interaksi kompleks yang merangkumi pengubahsuaian yang meluas pada setiap peringkat proses pendidikan. Pengubahsuaian ini mempunyai kesan ke atas beberapa elemen seperti penetapan matlamat, penghasilan kandungan, prosedur pembelajaran, penilaian kualiti serta teknik pengurusan. Selain itu, hasil daripada Revolusi Industri 4.0, struktur pengurusan, perindustrian dan perniagaan telah menjadi lebih kukuh. Penekanan yang diberikan kepada pembangunan teknologi digital mampu mengurangkan kos dari segi tenaga manusia di samping ia dapat meningkatkan produktiviti. Kemajuan sistem digital telah memberi dorongan kepada pihak industri secara global untuk menghasilkan mesin robotik yang lebih canggih (Adlina, Mohamad Khairi, and Mohd. Kasri 2020). Sektor pendidikan merupakan salah satu elemen yang sangat penting dalam merealisasikan matlamat Revolusi Industri 4.0. Pendekatan ini boleh menggunakan kaedah berasaskan teknologi digital yang bersesuaian di peringkat pengajaran dan pembelajaran selaras dengan kemajuan automasi dalam strategi menempuh cabaran persaingan serta kekal relevan dalam bidang pekerjaan tertentu (Ismail et al. 2020). Sejajar dengan evolusi ini, Kementerian Pendidikan Malaysia dan Kementerian Pengajian Tinggi Malaysia telah memperkenalkan agenda Pendidikan 4.0 sebagai respon terhadap perubahan tersebut. Istilah “Pendidikan 4.0” umumnya digunakan oleh pendidik untuk menterjemahkan kaedah pelbagai pendekatan dalam mengintegrasikan teknologi automasi dan teknologi siber ke dalam pengajaran dan pembelajaran sama ada secara fizikal atau pun tidak (Syakhrani 2019). Terdapat beberapa piawaian baharu yang telah ditetapkan dalam sistem pendidikan negara antaranya, kerangka kurikulum pengajian yang fleksibel, mengutamakan penglibatan industri secara komprehensif, penggunaan teknologi secara aktif dalam pembelajaran, kemahiran abad ke-21, pendekatan pedagogi dan pembelajaran transformatif yang bersifat fleksibel dalam menghasilkan graduan yang berdaya saing serta kompeten. Sehubungan dengan itu, pendidik harus menggunakan teknologi digital seiring dengan kadar perubahan digital dalam pendidikan yang semakin pantas apabila teknologi baharu seperti pengkomputeran awan dan kecerdasan buatan terus berkembang bagi memudahkan transformasi pendidikan ini dilaksanakan (Cope, Kalantzis, and Searsmith 2021).

AI dalam Pendidikan (AIED)

Sumber pengajaran dan pembelajaran (PdP) dalam bidang pendidikan tidak lagi berpusatkan guru. Sebaliknya, PdP kini diorientasikan ke arah lebih luas, iaitu dengan menggunakan alat bantu belajar untuk mempercepatkan pencarian maklumat secara meluas. Dalam keadaan seperti ini, teknologi harus dipelajari oleh guru dan pelajar sebagai bekalan untuk menghadapi pembelajaran abad ke-21. Pembelajaran digital boleh melibatkan beberapa aplikasi teknologi yang boleh digunakan semasa sesi PdP antaranya ialah teknologi kecerdasan buatan. Teknologi kecerdasan buatan, atau lebih dikenali sebagai *Artificial Intelligence* (AI), mempunyai keupayaan untuk mengubah cara manusia hidup dan bekerja. Perkembangan teknologi ini membuka peluang dan memberikan cabaran dalam pelbagai sektor seperti industri, kesihatan, ekonomi, pendidikan dan sebagainya (Dnan and Usnin 2024).

Kecerdasan buatan telah ditakrifkan sebagai keupayaan mesin untuk menyesuaikan diri dengan situasi baharu, menyelesaikan masalah, membuat perancangan dan melaksanakan fungsi lain yang memerlukan tahap kecerdasan tertentu (Wang, Wang, and Cheng 2023). Keupayaan yang disediakan oleh aplikasi AI telah terbukti dalam pelbagai bidang saintifik, seperti bangunan pintar (Martínez-Comesaña et al. 2021), persekitaran (Martínez-Comesaña et al. 2021, 2022) serta kimia (Anjos et al. 2020). Di dalam sektor pendidikan, AI telah berjaya berkembang dengan ketara disebabkan oleh algoritmanya untuk membuat cadangan, ramalan, keputusan dan pembelajaran dalam konteks yang berbeza (Chen, Chen, and Lin 2020). Penggunaan AI dalam pendidikan bukanlah fenomena baharu. Pengenalan AI dalam pendidikan (AIED) adalah bagi memudahkan guru dalam melaksanakan tugas mereka dengan lebih berkesan dan cekap (Cope et al. 2021).

Pada masa kini, pendidik mungkin sudah biasa menggunakan teknologi AI yang kerap digunakan dalam sistem pembelajaran seperti pembelajaran adaptif, sistem tunjuk ajar pintar, penilaian dikuasakan oleh AI, teknologi pengawalan serta data analisis. Walau bagaimanapun, penggunaan AI dalam konteks ini melibatkan sistem sokongan di belakang tabir dengan automasi sebagai fungsi utama tidak seperti alat teknologi pendidikan yang lain yang boleh digunakan oleh pengguna secara langsung untuk berinteraksi atau digunakan untuk menjalankan kerja. Justeru, ianya menggesa para pendidik serta penggubal dasar untuk menyesuaikan diri dengan perubahan baharu yang dibawa oleh AI kepada teknologi pendidikan serta sistem pendidikan secara keseluruhannya (Mao, Chen, and Liu 2023). Umumnya, AI mempunyai potensi besar bagi mempertingkatkan pelbagai elemen atau alat bantu mengajar, termasuk pembelajaran peribadi, penilaian penyesuaian, sistem tunjuk ajar pintar, penggredan automatik, realiti maya dan realiti tambahan dalam pendidikan serta analisis data untuk ramalan prestasi (Chiu et al. 2023).

AI dalam Pentaksiran Prestasi Pelajar

Antara elemen penting di dalam agenda Pendidikan 4.0 ialah pelaksanaan pentaksiran secara alternatif atau holistik (Hussin et al. 2020). Transformasi pentaksiran merupakan salah satu proses perubahan yang bertujuan untuk meningkatkan PdP (Abdul Manap, Haron, and Othman 2020). Pentaksiran merupakan sebahagian daripada proses PdP, yang bertujuan untuk meningkatkan prestasi pelajar yang dinilai sepanjang proses PdP berlangsung. Pentaksiran juga boleh ditakrifkan sebagai suatu proses sistematik yang merangkumi pengumpulan, penganalisaan dan penterjemahan mengenai tahap pencapaian pelajar berdasarkan objektif pengajaran (Nurul Akmar 2020). Pelbagai pendekatan penilaian yang memenuhi aspek

pendidikan 4.0 telah digunakan merangkumi aktiviti pembelajaran, kerja lapangan, esei dan pembentangan, penganjuran seminar dan juga menggunakan teknologi digital. Ini menjelaskan penggunaan PdP 4.0 boleh dilaksanakan dan mempunyai potensi untuk dilaksanakan secara maksima, terutamanya dengan melaksanakan kaedah pentaksiran alternatif yang sah dan boleh dipercayai. Ia juga meningkatkan kemahiran insaniah pelajar dan pengalaman pembelajaran mereka, serta mengurangkan keperluan pensyarah untuk peperiksaan akhir untuk menilai hasil pembelajaran sesuatu program (Hussin et al. 2020).

Secara asasnya, terdapat dua peranan utama penggunaan AI dalam pentaksiran: (i) menyediakan pemarkahan automatik dan (ii) meramal prestasi pelajar. Kajian yang dijalankan oleh Chiu et al., (2023) menunjukkan penggunaan AI dapat meningkatkan dan mengautomatiskan penilaian seterusnya menghasilkan penggredan yang lebih berkesan. Selain itu, teknologi AI juga membantu dalam meramal prestasi pelajar, terutamanya bagi pembelajaran dalam talian. Kajian telah menunjukkan keupayaan untuk meramal prestasi pelajar dalam kursus dalam talian dengan menilai sejauh mana dan kualiti penyertaan mereka dalam aktiviti pembelajaran, seperti forum perbincangan. Fungsi ini sangat penting untuk pendidikan jarak jauh kerana ketiadaan guru (Costa-Mendes et al. 2021; Yu 2021; Акмеше, Кьор, and Ербей 2021). Walau bagaimanapun, memilih data untuk ramalan adalah mencabar (Costa-Mendes et al. 2021).

Di samping itu, penggunaan teknologi membolehkan pengumpulan data yang besar. Kecanggihan analisis pembelajaran menggunakan teknologi kecerdasan buatan mampu memberikan maklumat yang tepat pada masanya. Data daripada pengajaran dan pembelajaran digital dapat memberikan pandangan baharu di mana dataset yang diperoleh boleh dianalisis bukan sahaja untuk jawapan yang betul atau salah tetapi juga untuk memahami mengapa pelajar memberikan jawapan tersebut. Selain itu, dengan teknologi baharu penilaian dapat dilaksanakan secara berterusan berdasarkan aktiviti pembelajaran bermakna (permainan atau kerja berkumpulan) (Chassignol et al. 2018). Kecerdasan buatan pendidikan dalam bidang psikologi atau neurosains membolehkan pendidik untuk lebih memahami proses pembelajaran dan dapat membina model yang lebih tepat dalam menilai kemajuan, motivasi dan ketekunan pelajar (Zhang and Aslan 2021).

Berdasarkan kajian yang dijalankan oleh Cruz-Jesus et al., (2020) menunjukkan pentaksiran prestasi akademik pelajar menggunakan kecerdasan buatan adalah lebih tepat berbanding kaedah tradisional di sekolah tinggi. Selain itu, prestasi pelajar dapat ditambahbaik dengan mengadaptasi penggunaan kecerdasan buatan yang boleh menjadikan aktiviti bilik darjah lebih menarik serta pengajaran dan pembelajaran yang berpusatkan pelajar secara tidak langsung membolehkan penilaian dilakukan berdasarkan faktor – faktor lain seperti pemikiran kritis serta kreativiti pelajar bukan sekadar terhad kepada gred semata-mata (Bùi Anh Tuấn and Nguyễn Hiếu Thanh 2021; Zafari et al. 2021). Menurut Denes (2023), model AI boleh digunakan sebagai alternatif kepada peperiksaan gred. Hasil daripada kajian yang beliau jalankan, keputusan menunjukkan ramalan prestasi adalah tepat bagi kebanyakan pelajar dan sangat efektif bagi subjek yang mempunyai lebih bilangan pelajar.

Cabaran Penggunaan AI dalam Pentaksiran Prestasi Pelajar

Peralihan daripada pentaksiran menggunakan kertas dan pensel secara konvensional kepada pentaksiran berasaskan teknologi digital (TBA) telah meningkatkan fleksibiliti, tindak balas serta merta dan peralihan daripada hanya menilai hasil pembelajaran sahaja kepada penilaian kedua-dua proses dan juga hasil pembelajaran. Sejak kebelakangan ini, penggunaan teknologi digital telah mendapat beberapa pandangan yang berbeza tentang peranannya dalam pentaksiran (Mao et al. 2023). Pelbagai isu serta cabaran yang timbul dalam sistem pendidikan terutama sekali dalam pelaksanaan pentaksiran secara tidak langsung memberikan impak kepada golongan pendidik dalam merealisasikan PPPM2013-2025 dan agenda Pendidikan 4.0 seperti yang disarankan oleh Kementerian Pendidikan Malaysia dan Kementerian Pengajian Tinggi Malaysia. Antara isu dan cabaran yang dibincangkan adalah seperti berikut:

Kebimbangan Terhadap Integriti Akademik, Amanah dan Ketulenan

Wujudnya AI generatif seperti ChatGPT dalam menghasilkan jenis kandungan baharu berdasarkan permintaan pengguna menimbulkan kebimbangan dalam kalangan para pendidik dari aspek integriti akademik, amanah serta isu yang berkaitan dengan keaslian, ketulenan dan kebenaran. Sejak beberapa tahun kebelakangan ini, kemajuan dalam pemprosesan Bahasa semula jadi dan sistem AI yang lebih canggih telah menimbulkan persoalan sama ada rakan perbualan merupakan manusia atau agen buatan. Persoalan ini adalah isu praktikal dan bukannya teori dan ini telah memberikan implikasi yang besar terutama sekali pada kepercayaan dalam pergaulan sesama manusia (Ivarsson and Lindwall 2023).

Kepercayaan merupakan komponen asas dalam hubungan antara guru dengan pelajar dan dapat dikaitkan dengan penglibatan tingkah laku dan kognitif di sekolah terutamanya bagi remaja yang berisiko tinggi (Pham). Kecurigaan atau kebimbangan tentang kepercayaan boleh menyebabkan hubungan antara guru dengan pelajar menjadi tegang dan memberi kesan kepada pengurangan penglibatan pelajar di sekolah. Faktor kekurangan kepercayaan dalam interaksi sesama manusia ini akan menambahkan lagi tekanan kepada ketegangan yang sedia ada semasa sesi ujian dan penilaian dilaksanakan seperti isu mental guru dan pelajar serta trauma berikutan wabak yang sedang melanda negara. Teknologi AI generatif yang menghasilkan teks, audio dan imej telah memberikan cabaran dari aspek ketulenan dan potensi risiko yang boleh dikaitkan dengan krisis keaslian (Lee, 2023). Dalam bidang pendidikan, kebimbangan ini mendorong kepada penilaian semula terhadap takrifan kepada elemen yang membentuk integriti akademik yang asli dan tulen dan bagaimana epistemologi mentakrifkan kebenaran dan pengetahuan (Mao et al. 2023).

Privasi, Keselamatan Data dan Peraturan Etika

Kepercayaan pengguna terhadap teknologi AI dalam menyediakan pendidikan adalah kritikal. Ketiadaan privasi dan keselamatan data menjadi cabaran utama. Penggunaan data yang banyak, pembelajaran mesin, pengkomputeran awan dan kecerdasan buatan membawa risiko dan cabaran besar termasuk kebimbangan utama tentang privasi dan keselamatan data (Dhirani et al. 2023). Penilaian menggunakan AI berfungsi untuk mengumpul dan menganalisis sejumlah besar data pelajar, memberikan maklum balas dan keputusan berdasarkan prosedur dan matlamat yang telah ditetapkan oleh algoritma. Sistem analitik pembelajaran menggunakan pemprosesan data, teknologi analitik, dan AI untuk membantu para pendidik dan meningkatkan pengalaman pembelajaran pelajar (Mao et al. 2023).

Walau bagaimanapun, penyelidikan mencadangkan bahawa pelajar seharusnya berhati-hati tentang perkongsian data peribadi yang sensitif untuk pembelajaran sistem analitik dan persepsi mereka terhadap kawalan privasi dan risiko. Privasi memainkan peranan penting dalam mewujudkan kepercayaan dan menerima pakai sistem ini (Mutimukwe et al. 2022). Evolusi pesat teknologi baru muncul termasuk teknologi AI, telah menjadikannya satu cabaran untuk mewujudkan piawaian etika. Peraturan etika masih berkembang dan ketiadaan peraturan etika yang standard merumitkan lagi penilaian amalan pematuhan dan potensi risiko (Dhirani et al. 2023). Akibatnya, melaksanakan teknologi AI untuk penilaian analisis pembelajaran tanpa piawaian peraturan yang jelas dan beretika adalah sangat berisiko.

Komitmen dan Kemahiran Pendidik

Kesediaan dan sikap para pendidik memainkan peranan penting dalam melaksanakan pentaksiran alternatif ini kerana ianya memerlukan komitmen yang tinggi dan menuntut masa yang lama untuk mereka membuat penilaian serta memberikan maklumbalas kepada para pelajar semasa proses PdP berjalan (Hussin et al. 2020). Selain itu, dengan kurangnya pemahaman tentang pengetahuan asas mengenai AI, pendidik tidak dapat menggunakan sepenuhnya teknologi dalam pembelajaran, pengajaran serta penilaian. Golongan pendidik perlu diberi latihan dan pembelajaran yang mencukupi untuk menggunakan teknologi AI dalam pengajaran mereka. Ini merangkumi pemahaman asas mengenai AI dan kemampuan untuk mengintegrasikannya dalam bilik darjah. Kebanyakan pendidik kurang memahami bagaimana teknologi AI berfungsi dan ini menyebabkan mereka tidak dapat menjawab soalan pelajar berkaitan dengan AIED. Sebagai contoh, mengapa platform AI mengesyorkan sumber pembelajaran tertentu. Oleh itu, keperluan untuk guru mempunyai pengetahuan tentang AI dan aplikasinya dalam pedagogi harus dipertimbangkan dalam penyelidikan masa depan (Chiu et al. 2023). Menurut Mamat et al. (2021), para pendidik digesa untuk menambah pengetahuan dan kemahiran tentang cara menggunakan teknologi digital untuk meningkatkan pengajaran teradun dan menjadi kreatif dan inovatif dengan mengikuti kelas dan latihan dalaman secara dalaman.

Bias dan Kurang Faktor Manusia

Penilaian yang diperkasakan oleh AI ini mempunyai potensi untuk meningkatkan faktor bias yang sedia ada dalam sistem penilaian semasa dan mungkin memperkenalkan jenis bias baharu apabila algoritma AI menggantikan penilai manusia. Kebimbangan ketara wujud mengenai bias yang dihasilkan oleh algoritma AI dan sistem berasaskan AI, kerana "pembuatan keputusan berasaskan AI boleh membesarkan bias yang sedia ada dan mengembangkan klasifikasi dan kriteria baharu dengan potensi besar untuk jenis bias baharu" (Ntoutsis et al. 2020). Ini merupakan cabaran bagi penilai apabila algoritma bias mempengaruhi dalam membuat keputusan berasaskan data. Kebergantungan yang tinggi terhadap teknologi boleh menimbulkan pelbagai isu termasuk bias, kekurangan empati dan ketidakupayaan untuk memahami emosi pelajar, latar belakang individu dan konteks pendidikan yang berkaitan (Mao et al. 2023).

Memandangkan algoritma pembelajaran mesin boleh terdedah kepada bias dan kurang sesuai seperti algoritma menggunakan model yang terlalu mudah, ianya sangat penting untuk memilih data yang pelbagai dan mempertimbangkan algoritma yang berbeza semasa penilaian dijalankan (Martinez, 2019). Walau bagaimanapun, proses pemilihan data, siapa yang

membuat pemilihan data tersebut serta contoh yang disertakan akan menjadi faktor penentu sebenar kepada keputusan akhir yang dibuat berdasarkan algoritma. Menurut Jones-Rooy (2019), data merupakan hasil ciptaan manusia yang tidak mempunyai bias atau limitasi. Data ialah bahan yang diperlukan dalam sesuatu penemuan, tetapi ianya memerlukan penglibatan manusia untuk memilih, membentuk dan kemudian mengubahnya menjadi satu pemahaman yang bermakna. Ini merupakan satu peringatan kepada semua pengguna teknologi AI terutamanya bagi mereka yang percaya bahawa alatan berkuasa AI boleh menjana hasil objektif dan membolehkannya untuk membuat keputusan yang sempurna, bebas daripada sebarang subjektiviti atau kesilapan manusia. Dalam masa ini, kita menyaksikan peningkatan dalam penciptaan AI yang menimbulkan keraguan terhadap kejayaan dalam ujian *Turing*, yang mempersoalkan keupayaan komputer untuk berfikir seperti manusia (Martinez et al., 2019; Oppy & Dowe, 2021).

Aksesibiliti dan Penyesuaian Kurikulum

Salah satu cabaran yang dihadapi dalam menggunakan teknologi AI ialah akses internet, terutamanya bagi mereka yang tinggal di kawasan pedalaman. Selain itu, bagi pelajar daripada keluarga yang kurang berkemampuan, ia adalah satu cabaran untuk mereka mendapatkan kemudahan peralatan yang diperlukan dalam mengikuti pembelajaran serta pentaksiran secara dalam talian. Sehubungan dengan itu, Kementerian Pendidikan Malaysia telah menjalankan inisiatif memberikan kemudahan menggunakan aplikasi *WhatsApp* dalam melancarkan proses PdP. Bagi pelajar yang mempunyai masalah pendengaran pula, bahan pengajaran telah disediakan oleh pihak KPM serta UNICEFF menggunakan *Google Slide* serta *Google Classroom*. Pembentangan juga boleh dibuat dengan menggunakan sarikata. Selain itu, kerajaan juga telah mewujudkan akaun email e-pelajar bagi di sekolah dalam usaha memudahkan pelajar mengikuti PdP (Mamat et al. 2021). Teknologi AI seharusnya diintegrasikan secara inklusif untuk memastikan aksesibiliti kepada semua pelajar tanpa mengira latar belakang serta kebolehan mereka. Di samping itu, bagi merealisasikan pembelajaran digital dan penggunaan teknologi AI ini, kerajaan harus mengubahsuaikan kurikulum sedia ada mengikut kepada keperluan dan kemajuan teknologi AI. Ini merupakan satu cabaran dalam menyelaraskan pengajaran dengan kemajuan AI dan ianya memerlukan penyelidikan dan pembaharuan secara berterusan. Pembangunan perisian kurikulum berasaskan AI merupakan cabaran dalam sesi PdP bagi menerapkan komponen pembelajaran mendalam dan pembelajaran mesin terhadap aplikasi lisan serta teks penulisan (Siti Rahmah, Saipolbarin, and Mohammad Taufiq Abdul 2022). Kurikulum pendidikan KPM mesti disesuaikan dengan pembelajaran digital terkini (Mamat et al. 2021).

Kajian Penyelidikan AIED

Kurangnya penyelidikan yang dijalankan mengenai AIED ini telah memberi cabaran kepada ahli akademik dalam mengaplikasikan teknologi AI semasa sesi PdP. Kebanyakan penyelidik AIED mempunyai latar belakang kejuruteraan yang kukuh dan oleh sebab itu, penyelidikan AIED lebih cenderung untuk menumpukan pada reka bentuk dan pembangunan teknologi yang mengambil pendekatan kejuruteraan. Pendekatan ini tidak dapat mengambilkira pendapat dari perspektif penyelidik dalam bidang pendidikan. Memandangkan aplikasi AI ialah domain antara disiplin, kajian masa depan harus dijalankan bagi mengenal pasti kaedah penyelidikan baharu untuk kajian antara disiplin AIED yang boleh melibatkan guru, pelajar dan penyelidik pendidikan secara aktif (Holstein, McLaren, and Aleven 2019).

Kaedah pengujian teknologi AI yang paling biasa digunakan mungkin tidak begitu efektif bagi penyelidikan AIED. Kebanyakan kajian yang dilakukan menggunakan kaedah sedia ada untuk menguji teknologi baharu dalam menganalisa data besar seperti bilangan pelajar yang ramai dan juga data yang tidak berstruktur (Renz and Hilbig 2021). Beberapa guru dan pelajar telah memberi maklumbalas bahawa mereka rasa keliru dan agak sukar beradaptasi dengan sistem yang diperkasakan oleh AI kerana hanya teknologi yang diuji menggunakan pendekatan kejuruteraan sahaja yang paling berkesan. Sehubungan dengan itu, kajian AIED perlu diperluaskan dan satu kaedah baharu perlu dirangka bagi proses pengujian kejayaan sesuatu sistem AI (Chiu et al. 2023).

Rumusan

Secara kesimpulannya, kajian ini telah mengutarakan beberapa kebimbangan mengenai cabaran dalam menggunakan teknologi AI bagi bidang pendidikan. Oleh itu, adalah sangat penting untuk memberi pendedahan dari segi pengetahuan dan kaedah pengendaliannya kepada para pendidik serta pelajar supaya dapat menggunakannya secara efektif dan beretika. Penyelidik berharap dengan cabaran dan isu yang dibincangkan dalam kajian ini dapat menjadi panduan untuk mendapatkan gambaran secara keseluruhan dan ianya dapat dinilai dari sudut holistik. Bagaimana pelbagai faktor secara kolektif dapat memberi kesan kepada dasar untuk AI dalam pendidikan dan faktor ini mungkin termasuk dilema mengharamkan teknologi AI atau tidak, definisi integriti akademik, kebaikan dan keburukan penilaian automatik dan penilaian manusia. Matlamat utama penyelidik ialah untuk memperkasakan pelajar dan memupuk kemahiran berfikir kritis mereka melalui pembelajaran berterusan dengan aplikasi teknologi baharu yang muncul dan bukannya mengenakan dasar Procrustean yang mengekang amalan pendidikan dan pembangunan pelajar.

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TAHAP KESEDARAN TERHADAP E-WASTE

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Abstrak: Kajian kesedaran individu terhadap amalan pengurusan E-waste memainkan peranan penting dalam proses menentukan sama ada individu memahami dan mengetahui tentang pengurusan E-waste. Kesedaran ditakrifkan sebagai pemahaman tentang aktiviti lain dalam konteks aktiviti diri sendiri (Dourish & Bellotti, 1992). Merikle (1984) mentakrifkan kesedaran kepada dua perbezaan yang berbeza. Satu definisi, yang digunakan dalam kajian perdana baru-baru ini, adalah objektif dan menyamakan kesedaran dengan keupayaan untuk membuat keputusan pilihan secara paksa di atas tahap peluang prestasi. Walaupun, definisi kedua, yang dicadangkan oleh Henley (1984), adalah subjektif dan hanya menyamakan kesedaran diri yang menunjukkan bahawa pemerhati "secara sedar melihat" rangsangan. Disimpulkan bahawa ukuran objektif kesedaran yang lebih baik diperlukan untuk membezakan keadaan subjektif rangsangan "melihat" dan "tidak melihat". Dari segi kesedaran alam sekitar, menurut Starke (1990), ramai yang gagal menterjemahkan kesedaran kepada komitmen dan walaupun ramai individu mempunyai pengetahuan tentang alam sekitar, tetapi mereka masih mempunyai sikap yang tidak bertanggungjawab terhadapnya. Dalam konteks kajian ini, kesedaran pengurusan E-waste dalam komuniti ditakrifkan kepada tiga elemen utama iaitu pengetahuan, sikap dan amalan.

Kata kunci: Tahap, kesedaran, E-waste

Pengenalan

E-waste adalah bentuk pendek sisa elektrik dan elektronik, juga dikenali sebagai sisa elektronik atau sisa peralatan elektrik dan elektronik (WEEE), istilah ini digunakan untuk menggambarkan peralatan elektrik dan elektronik (EEE) yang telah usang atau akhir hayat (EOL) (Jang, & Yoon, 2006). Beberapa negara telah membangunkan definisi e-waste mereka sendiri, tetapi definisi yang paling diterima secara meluas adalah dari arahan Kesatuan Eropah (EU) yang mentakrifkan e-waste sebagai "sisa peralatan elektrik atau elektronik yang merangkumi semua komponen, sub-pemasangan, dan bahan habis pakai yang merupakan sebahagian daripada produk pada masa ia dibuang" (Mohan, & Bahmawati, 2008). Ia difahami secara universal sebagai melupuskan sisa elektronik oleh pengguna mereka dan ini termasuk pelbagai produk, dari reka bentuk mudah hingga peranti kompleks (Ahmad Kalana, 2010). E-

waste telah dikategorikan kepada tiga kategori utama iaitu Peralatan Rumah Besar seperti peti sejuk dan mesin basuh, IT dan Telekom seperti PC, monitor dan komputer riba serta Peralatan Pengguna seperti televisyen dan pemain DVD (Pinto, 2008). *E-waste* biasanya berasal dari pelbagai sumber (Xuefeng Wen, Xiaohua Zhou, & Hualong Hu, 2008): 4. Produk elektrik atau elektronik usang terutamanya daripada isi rumah; 5. Produk elektrik atau elektronik usang yang dibawa masuk oleh penyeludupan. Komposisi *E-waste* mengandungi bahan berharga seperti perak dan emas, bahan berbahaya seperti kadmium, kromium, plumbum dan merkuri, dan logam bukan ferus seperti aluminium dan tembaga. Sekiranya sebatian berbahaya dalam *e-waste* tidak dikitar semula dengan betul, ia akan membawa kesan serius kepada kesihatan manusia dan alam sekitar. Dalam peranti elektronik, komponen utama yang diperbuat daripada logam toksik dan bahan kimia adalah seperti kromium, merkuri, kadmium, plumbum, berilium, phthalates, polivinil klorida (PVC), kalis api brominasi dan antimoni.

Pendedahan dalam jangka panjang kepada bahan-bahan ini boleh merosakkan sistem fisiologi dalam tubuh manusia seperti sistem endokrin, sistem pembiakan dan sistem saraf. Pada masa ini, kebanyakan peranti ini berakhir di tapak pelupusan sampah tanpa rawatan yang betul kerana kekurangan mekanisme pengasingan. Tambahan pula, lebih daripada itu 90% sisa ini dihantar ke tapak pelupusan sementara di negara lain, sebahagian besar sisa ini dari isi rumah berakhir di insinerator sisa (Pinto 2008). Dari leburan atau pembakaran cip komputer yang tidak saintifik ini, asid dan enapcemar yang diperolehi dan apabila ia dilupuskan ke tanah boleh menyebabkan pengasidan tanah, menyebabkan pencemaran sumber air. Apabila *e-waste* telah dibakar, asap toksik akan menghasilkan pencemaran ke udara persekitaran. Kaedah pemulihan dan kitar semula yang tidak betul boleh memberi kesan besar kepada alam sekitar dan boleh menjejaskan kesihatan kita. Kitar semula dikatakan sebagai penyelesaian yang lebih baik kepada masalah pasca pembelian *e-waste*. Kitar semula sering dianggap sebagai trend yang muncul, bermula dengan penerimaan masyarakat secara keseluruhan. Walaupun kitar semula adalah proses yang agak kompleks yang memerlukan aplikasi teknologi tertentu, ia juga menggabungkan aspek pemasaran. Dalam erti kata lain, kitar semula adalah isu tingkah laku pengguna selepas pembelian, kerana ia adalah aktiviti yang dilakukan oleh pengguna selepas pembelian tertentu telah dibuat atau bahkan selepas produk pembelian ini telah digunakan.

Kesedaran pengurusan *e-waste* di Malaysia masih di peringkat awal. Malah, kategori *e-waste* hanya berkembang sejak tahun 2005. Kejayaan ekonomi, perindustrian dan teknologi yang pesat baru-baru ini telah menjadikan Malaysia pasaran yang besar dan akan datang untuk alat elektronik dengan produk, jenama, model dan peningkatan baru disediakan secara tetap. Taraf sosio-ekonomi dan kehidupan rakyat Malaysia yang semakin meningkat dalam usaha untuk menjadi sebuah negara perindustrian bermula tahun 2020 juga meletakkan Malaysia sebagai pengeluar, pengguna dan penjana WEEE masa depan yang utama. Di Malaysia, semua isu alam sekitar dikawal oleh Jabatan Alam Sekitar (JAS) di bawah Kementerian Sumber Asli dan Alam Sekitar (NRE), (Memon, 2010). Melalui penguatkuasaan Akta Kualiti Alam Sekeliling 1974 (EQA 1974), peranan utama JAS adalah untuk mencegah, mengawal dan mengurangkan pencemaran di Malaysia. Di bawah EQA 1974, Peraturan-Peraturan Kualiti Alam Sekeliling (Buangan Terjadual) 1989 (EQSWR 1989) telah dikawal selia. Peraturan-peraturan ini berdasarkan konsep '*cradle to grave*' di mana penajaan, penyimpanan, pengangkutan, rawatan dan pelupusan sisa dikawal selia. Pada 15 Ogos 2005, buangan terjadual dikategorikan berdasarkan jenis buangan dan bukannya sumber atau asal buangan tersebut. Peraturan-Peraturan Kualiti Alam Sekeliling (Buangan Terjadual) 2005 (EQSWR 2005) ini dikuatkuasakan bagi menggantikan EQSWR 1989 (The Ingenieur, 2008). Dengan peraturan ini, *E-waste* dikategorikan di bawah SW110 dalam Jadual Pertama EQSWR 2005 (Memon,

2010). Malaysia juga mempunyai garis panduan yang dikenali sebagai Garis Panduan Pengkelasan Peralatan Elektrik dan Elektronik Terpakai, yang telah dikeluarkan oleh JAS. Skop *E-waste* dalam garis panduan ini adalah untuk membantu pihak-pihak seperti generator sisa, pengimport atau pengekspor sisa dan pihak berkuasa berkaitan yang terlibat.

Garis panduan ini dikeluarkan pada Januari 2008, dan mereka telah mengenal pasti kategori *E-waste* yang berbeza dan menentukan ciri-ciri *E-waste*. Pada masa ini, garis panduan ini hanya membezakan antara *E-waste* dan bukan *E-waste*. Ini juga menentukan kriteria bagi import dan eksport peralatan atau komponen elektrik dan elektronik terpakai yang tidak dikategorikan sebagai *E-waste*. Buangan yang dikategorikan sebagai *E-waste* tidak dibenarkan diimport tanpa kelulusan Konvensyen Basel. Terdapat dua jenis penjana *E-waste* utama yang disebut dalam garis panduan ini tetapi hanya dari industri yang diuruskan dengan baik. Garis panduan ini tidak memberikan sebarang maklumat mengenai bagaimana pengguna di Malaysia harus menguruskan *e-waste* mereka pada akhir jangka hayat produk. Pada asasnya, garis panduan ini boleh berfungsi sebagai alat maklumat untuk memaklumkan kepada pengguna elektrik dan elektronik tentang cara mengenal pasti produk mana yang layak sebagai *E-waste* dan yang tidak. Di samping itu, garis panduan ini juga dapat membentangkan kerajaan dengan alternatif bagaimana untuk mencapai tahap penggunaan semula dan kitar semula *E-waste* yang lebih tinggi, dan akhirnya untuk mengurangkan penjejakan *E-waste* (Guidelines for the Classification of Used Electrical and Electronic Equipment in Malaysia, DOE Malaysia, 2008). Walaupun Malaysia mempunyai undang-undang yang mengawal sampah perbandaran dan terancang, peraturan dan piawaian yang secara langsung menangani *e-waste* masih dalam progres solusi. Sekatan ini terutamanya menangani prosedur pengurusan *E-waste* industri. Sejak tahun 2005, apabila *e-waste* pertama kali dibentangkan dalam EQSWR 2005, terdapat peningkatan kesedaran mengenai *e-waste* dalam persekitaran pengurusan industri. Walau bagaimanapun, kesedaran orang ramai masih lemah, kerana orang ramai terus membuang *E-waste* dengan cara yang sama seperti sampah isi rumah biasa. Ini disebabkan oleh nilai bahan yang boleh menjana pendapatan bagi pihak yang berminat.

Peraturan semasa (EQSWR 2005) tidak menangani *E-waste* daripada isi rumah. Ini kerana tiada mekanisme berstruktur mengenai pengasingan, infrastruktur pengumpulan dan penyediaan perkhidmatan yang betul yang mengumpul *E-waste* yang dijana daripada isi rumah. Kebanyakan pengguna individu atau isi rumah tidak tahu di mana dan bagaimana untuk melupuskan *E-waste* dengan cara yang betul. Akibatnya, mereka terpaksa membuang *E-waste* di luar premis mereka bersama-sama dengan sisa isi rumah yang lain. Berikutan itu, pihaknya telah menjemput pengumpul haram untuk mengutip sampah tersebut tanpa mengendalikannya dengan menggunakan kaedah yang betul. Ini kerana tiada peraturan yang sesuai untuk memaksa orang ramai mengasingkan dan menghantar *E-waste* ke kemudahan kitar semula. Kerajaan perlu meningkatkan kerjasama dalam kalangan pihak berkepentingan bagi meningkatkan kesedaran orang ramai mengenai *E-waste*. Selain itu, penguatkuasaan dan pemantauan oleh agensi bertanggungjawab amat penting bagi menambah baik pengurusan *E-waste* pada masa kini dan juga pada masa akan datang. Analisis mengenai pengurusan masa depan sisa isi rumah berbahaya di Petaling Jaya, Malaysia telah menunjukkan bahawa kebanyakan orang menyedari bahan berbahaya yang terdapat dalam produk elektronik tetapi hanya segelintir yang benar-benar mengetahui amalan yang diguna pakai untuk mengitar semula sisa mereka (Gatke, 2003). Malah, banyak produk elektrik dan elektronik boleh digunakan semula, dikitar semula dan diperbaharui. Dengan peningkatan nilai sara hidup, kapasiti pengeluaran yang tinggi dan pengurangan kos produk yang cepat, peralatan elektrik

dan elektronik terus menjadi keperluan harian. Kini sangat mudah bagi kebanyakan keluarga untuk membeli keperluan peralatan elektrik dan elektronik yang murah ini. Oleh itu, sisa peralatan elektrik dan elektronik menunjukkan trend peningkatan sisa pepejal perbandaran. Trend yang semakin meningkat menyebabkan bukan sahaja sejumlah besar, tetapi juga menyebabkan kesan berbahaya yang serius terhadap alam sekitar kerana komponen komposit bahan sisa tersebut mengandungi bahan toksik dan berbahaya. Jumlah *e-waste* meningkat kepada 1.1 juta tan metrik pada tahun 2020, pada kadar 14% setiap tahun (E-waste Inventory Project in Malaysia Report, 2009). Selain itu, program perintis pengurusan *e-waste* dan kesedaran telah dimulakan di pusat pentadbiran kerajaan persekutuan Putrajaya untuk mengumpul telefon bimbit, bateri dan aksesori akhir hayat. Ia melibatkan penyediaan tong kutipan di pejabat-pejabat kerajaan, kompleks membeli-belah universiti dan syarikat telekomunikasi (Babington J. C., Siwar C., Ahmad Fariz M. and Rawshan A. B., 2010). Satu lagi projek perintis untuk mengumpul *e-waste* dari isi rumah telah dilancarkan dengan kerjasama Agensi Kerjasama Antarabangsa Jepun (JICA) di Pulau Pinang (Ramachandran S. and Renganayar C. D., 2011). Walau bagaimanapun, kebanyakan projek menerima sambutan hangat daripada orang ramai kerana kesedaran mereka yang kurang mengenai isu pengurusan *e-waste* dan akibatnya (Hicks C., Dietmar R. and Eugster M., 2005). Hampir tidak ada maklumat, iklan atau pengumuman awam di media mengenai bahaya atau pengurusan dan pengendalian *e-waste* yang betul dalam media. Juga sangat kurang adalah mengelaskan, mengumpul dan mengitar semula infrastruktur untuk *e-waste*.

Pengurusan *e-waste* di Malaysia berada di peringkat awal; terdapat banyak cabaran dalam menguruskan *E-waste* di Malaysia. Pihak berkuasa yang bertanggungjawab harus bekerjasama dengan pihak berkuasa tempatan untuk meningkatkan kesedaran awam dan mempromosikan kitar semula sisa, termasuk *E-waste*, di kalangan orang ramai. Ini kerana pegawai pihak berkuasa tempatan adalah wakil yang lebih dekat dengan masyarakat di bawah bidang kuasa mereka (Junaidah A. K., 2010). Dari segi garis panduan *E-waste*, tumpuan lebih kepada amalan industri tetapi bukan kepada orang ramai. Walaupun inisiatif yang diambil mungkin melibatkan orang ramai, namun tiada peraturan dikuatkuasakan ke atas orang ramai berkaitan pengurusan *E-waste* (Babington J. C., Siwar C., Ahmad Fariz M. and Rawshan A. B., 2010). Terdapat keperluan yang pasti untuk pengurusan *E-waste* yang baik untuk memastikan kesihatan manusia yang lebih baik dan untuk mengekalkan alam sekitar untuk generasi akan datang. Masalah *e-waste* ada di sini untuk kekal di masa hadapan. Kepesatan penajaan *e-waste* pantas mengatasi kapasiti kemudahan pengumpulan dan pelupusan yang selamat, sekali gus memaksa aliran mengalir ke sektor pemulihan tidak formal primitif dan meletakkan alam sekitar pada bahaya pencemaran dan pencemaran yang melampau. Beberapa kajian telah membuktikan bahawa kesedaran mengenai isu *e-waste* masih sangat rendah (Lim F. C. and Haw W. Y., 2011). Terdapat juga masalah kekurangan data sebenar penajaan dan kepakaran *e-waste*, kekurangan kilang kitar semula ultramoden dan kemudahan pengumpulan yang tidak mencukupi. Terdapat juga kehendak politik dan kewangan yang tidak mencukupi untuk menyelesaikan masalah pergerakan rentas sempadan *e-waste* dan sisa. Pendekatan global yang sistematik perlu digubal bagi menghalang pengaliran *e-waste* secara bebas merentasi sempadan antarabangsa. Usaha juga perlu dilakukan ke arah pelaksanaan strategi 3R dalam pembuatan EEE.

Kaedah Kjiselidik

Kajian Sistematik telah dijalankan dalam kajian ini dengan mempertimbangkan artikel berpotensi yang diterbitkan dari Januari 2021 hingga Oktober 2022. Pengumpulan data

elektronik melalui Goggle Scholar (69 jurnal) telah dikenalpasti kepada kajian-kajian yang berkaitan dengan tahap kesedaran mengenai *E-waste*. Istilah yang digunakan dalam penyelidikan ini adalah *E-waste* dan kesedaran. Kata kunci adalah istilah yang dianggap oleh penyelidik mencerminkan kandungan jurnal yang sesuai dengan intipati yang dikehendaki. Selepas pemeriksaan, berdasarkan tajuk dan abstrak, sebanyak 30 kajian memenuhi kriteria. Langkah seterusnya, artikel teks penuh dengan lebih berhati-hati. Soalan penyelidikan utama yang membimbing kajian ini ialah, "Apakah tahap kesedaran terhadap *E-waste*?" Penyelidikan yang dijalankan ke atas pelaksanaan *E-waste* juga dipertimbangkan dalam saringan jurnal.

Akhirnya, data diekstrak dari setiap artikel yang dikaji secara bebas, berdasarkan tarikh dan tahun penerbitan, pengarang, jenis kajian, negara, kaedah penilaian yang digunakan, dan peratusan peserta yang disaring positif dan penemuan dari penyelidikan terdahulu. Artikel yang memenuhi kriteria (H. Azman, H. Abdullah, M. Ibrahim, N. Mohd Amin, A. Fatiha, & A. F. Mohd Lud, 2020) digunakan dalam kajian ini seperti yang ditunjukkan dalam jadual di bawah. Semua kajian adalah kajian keratan rentas dan berkaitan dengan *e-waste*. Daripada 15 kajian yang dikenal pasti, dua kajian dijalankan di Nigeria dan Indonesia, satu di Arab Saudi, Kenya, Australia dan Malaysia, dan tujuh di India. Semua penyelidikan menggunakan penyelidikan tinjauan kuantitatif.

Jadual 1. Artikel Pilihan Yang Memenuhi Kriteria

Penulis / Tahun	Tajuk	Kaedah	Negara	Penemuan
K. J. Miner, I. T. Rampedi, A. P. Ifegbesan, and F. Machete, 2020	Tinjauan mengenai kesedaran isi rumah dan kesediaan untuk mengambil bahagian dalam pengurusan <i>E-waste</i> di Jos, Plateau State, Nigeria	Kaji selidik	Nigeria	Berdasarkan profil sosio-demografi responden, tiada kaitan yang signifikan antara tahap kesedaran <i>E-waste</i> sedia ada dan kesediaan untuk mengambil bahagian dalam pengurusannya.
Y. Attia, P. K. Soori, and F. Ghaith, 2021	Analisis kesedaran <i>E-waste</i> isi rumah, tingkah laku pelupusan, dan anggaran telefon bimbit sisa yang berpotensi ke arah sistem pengurusan <i>E-waste</i> yang berkesan di Dubai	Kaji selidik	Saudi Arabia	Hasil tinjauan itu mendedahkan hubungan antara kesedaran isi rumah dan tingkah laku pelupusan <i>E-waste</i> , dengan kadar kitar semula <i>E-waste</i> yang rendah.
F. O. Getonto, J. Kitetu, 2021	Penilaian kesedaran <i>E-waste</i> di kemudahan perubatan di Bandar Nakuru, Kenya.	Kaji selidik	Kenya	Promosi kesedaran adalah alat kritikal dalam pengurusan <i>E-waste</i> yang betul di institusi perubatan. Ia perlu meningkatkan kesedaran melalui aktiviti-aktiviti seperti memperkasakan masyarakat.
R. Ganesan, B. Ramesh, and C. Teja, 2021	Kesedaran penggunaan semula mengurangkan kitar semula & melupuskan <i>E-waste</i> di Chennai	Kaji selidik	India	Banyak perniagaan kecil dan sederhana dan <i>E-waste</i> isi rumah hanya dibuang ke laut. Hasil tinjauan yang dilakukan di Chennai menunjukkan reaksi pantas orang ramai

Penulis / Tahun	Tajuk	Kaedah	Negara	Penemuan
				terhadap pelupusan <i>E-waste</i> yang betul.
S. Kumari, P. Sharma, S. Panesar, L. Chandrawanshi, G. Yadav, and K. Jugal, 2019	Meneroka kesedaran mengenai <i>E-waste</i> dan pengurusannya di kalangan pekerja pembaikan elektronik dan peniaga sekerap di Delhi Selatan, India	Kaji selidik	India	70% juruteknik pembaikan elektronik dan 79% peniaga sekerap tidak pernah mendengar tentang <i>E-waste</i> . Apabila tahap pendidikan kumpulan ini meningkat, begitu juga kesedaran mereka terhadap <i>E-waste</i> , yang signifikan secara statistik.
P. A. Ajakaye, S. Emmanuel, and O. Lawal, 2021	Kaedah pendekatan kad skor untuk penilaian kesedaran orang ramai mengenai bahaya <i>E-waste</i> di negeri Lagos	Kaji selidik	Nigeria	Tiada perbezaan yang signifikan secara statistik dalam tahap kesedaran lelaki dan wanita terhadap unsur berbahaya dalam <i>E-waste</i> dan tiada perbezaan yang signifikan secara statistik dalam tahap kesedaran responden terhadap bahaya <i>E-waste</i> berdasarkan kelayakan pendidikan mereka. Walau bagaimanapun, terdapat perbezaan yang signifikan secara statistik dalam umur responden mengenai bahaya <i>E-waste</i> .
T. Blessy, 2021	Keberkesanan input visual dalam kesedaran mengenai pengurusan <i>E-waste</i> di kalangan pelajar B.Ed	Kaji selidik	India	Dengan merujuk kepada pembolehubah latar belakang, data mendedahkan bahawa terdapat perbezaan yang besar dalam skor pasca ujian, skor pasca ujian yang tertangguh, dan memperoleh skor pelajar B.Ed dalam Ujian Kesedaran mengenai Pengurusan <i>E-waste</i> (ATEWM).
A.W. S. Hutami, A. D. Setiawan, and A. Hidayatno, 2020	Model konsep untuk meningkatkan kesedaran pengguna mengenai pengurusan <i>E-waste</i> di Indonesia	Kaji selidik	Indonesia	Keberkesanan media sosial, perkongsian ilmu, dan mulut ke mulut dalam meningkatkan penyertaan pengguna dalam pengurusan <i>E-waste</i> menentukan kesedaran pelanggan.
M. T. Islam, P. Dias, and N. Huda, 2021	Kesedaran e-waste pengguna muda, penggunaan, pelupusan, dan tingkah laku kitar semula: Satu kajian	Kaji selidik	Australia	Walaupun pengguna menyedari sampah elektronik (<i>E-waste</i>), kebanyakannya tidak menyedari tempat pengumpulan dan program kitar semula semasa seperti

Penulis / Tahun	Tajuk	Kaedah	Negara	Penemuan
	kes pelajar universiti di Sydney, Australia			Skim Kitar Semula Televisyen dan Komputer Kebangsaan (NTCRS). Tambahan pula, majoriti responden cenderung kepada pelupusan E-waste yang kukuh, membayangkan bahawa kempen kesedaran WEEE adalah perlu untuk mengelakkan pelupusan WEEE yang tidak betul.
A. Borthakur and M. Govind, 2017	Trend baru muncul dalam tingkah laku dan kesedaran pelupusan E-waste pengguna: Gambaran keseluruhan di seluruh dunia dengan tumpuan khusus di India	Kaji selidik	India	Tingkah laku dan kesedaran pelupusan E-waste pengguna dari seluruh dunia boleh berguna dalam membantu negara mewujudkan dasar pengurusan E-waste yang inklusif untuk menyelesaikan cabaran E-waste semasa dengan secukupnya.
P. C. B. Selvakani and C. Thanavathi, 2018	Satu Kajian Kesedaran E-waste Guru Pelajar	Kaji selidik	India	Tahap kesedaran E-waste adalah sederhana; tidak ada variasi yang ketara dari segi jantina, tetapi terdapat varians yang besar dari segi lokasi.
R. S. Mor, K. S. Sangwan, S. Singh, A. Singh, and M. Kharub, 2021	Pengurusan e-waste untuk kelestarian alam sekitar: Satu kajian penerokaan	Kaji selidik	India	Walaupun terdapat kekurangan pemahaman mengenai amalan penjaan dan pemprosesan E-waste, konsep tanggungjawab pengeluar lanjutan semakin mendapat daya tarikan.
V. Bhat and O. Savale, 2020	Peranan media dalam kesedaran E-waste - Perspektif penduduk luar bandar dan bandar Maharashtra	Kaji selidik	India	Di kedua-dua kawasan bandar dan luar bandar, kesedaran pengguna dan penglibatan media adalah penting dalam pengurusan E-waste.
N. Wibowo, R. Nurcahyo, and D. S. Gabriel, 2022	Faktor kesedaran alam sekitar telefon bimbit terpakai	Kaji selidik	Indonesia	Terdapat varians yang besar dalam Bahaya Alam Sekitar. Pemboleh ubah kesedaran bergantung kepada tahap pekerjaan dan pendapatan.
H. Azman, H. Abdullah, M. Ibrahim, N. Mohd Amin, A. Fatiha, and A. F. Mohd Lud, 2020	Penilaian kesedaran pengurusan e-waste dalam kalangan remaja di Malaysia	Kaji selidik	Malaysia	Penemuan ini mendedahkan tahap kesedaran yang tinggi (91%) tetapi kekurangan akauntabiliti (serendah 52%) dan tingkah laku yang baik (serendah 38%) ketika datang ke pengurusan E-waste.

Keputusan Dan Perbincangan

Data tersebut mendedahkan bahawa terdapat perbezaan ketara dalam kesedaran isi rumah dan tingkah laku pelupusan *E-waste*. Kadar kitar semula *E-waste* didapati kurang baik di kalangan warga Nigeria. Satu kajian terhadap 228 responden di Nigeria mendapati bahawa telefon bimbit (93%) dan televisyen (82%) sering diganti item. Antara sebabnya, barang-barang itu sudah rosak (49.6%), menukar produk baru (37.7%), atau hilang akibat kecurian (35.55%). Kaedah mudah pelupusan adalah di kawasan terbuka bersama-sama dengan sisa isi rumah mereka (25%), atau menyimpannya di rumah (27.6%), atau menjualnya kepada orang lain untuk kemungkinan penggunaan semula (17.5%) [1].

Mewujudkan kesedaran adalah suatu yang kritikal dalam pengurusan sisa; untuk *E-waste* diuruskan dengan cekap terutamanya di sektor perubatan. Terdapat keperluan untuk mewujudkan kesedaran di kalangan pekerja kesihatan. Menurut kaji selidik terhadap 135 pekerja kesihatan di Nakuru, Kenya, majoriti responden tidak menyedari masalah *E-waste*. Mereka tidak tahu apa itu *E-waste*, dan bahkan tidak menyedari bahaya jika mereka menguruskan *E-waste* dengan tidak betul. Kebanyakan responden tidak pasti sama ada mereka mempunyai *E-waste* di tempat mereka, dan menyebabkan tiada tindakan diambil. Paling membimbangkan, responden tidak menyedari sebarang usaha untuk mengurangkan masalah *E-waste* di tempat mereka. Oleh itu, adalah penting untuk mendidik kakitangan kesihatan mengenai *E-waste* supaya pengurusan *E-waste* yang lebih baik dapat dilakukan pada masa akan datang (J. Ahmad Kalana, 2010).

Satu kajian yang dijalankan di Chennai mendapati bahawa kebanyakan perniagaan industri kecil dan sederhana dan isi rumah membuang *e-waste* ke laut. *E-waste* yang dibuang ke laut atau di pulau-pulau tandus mencemarkan air, merosakkan hidupan akuatik dan marin. Oleh itu, adalah penting untuk menggesa semua orang untuk memahami tanggapan dasar 3R, dan kitar semula untuk meningkatkan kesedaran di kalangan orang awam (Y. C. Jang and H. Yoon, 2006). Terdapat perbezaan yang besar dalam faktor kesedaran bahaya alam sekitar bergantung kepada tahap pekerjaan dan pendapatan. Apabila tahap pendidikan rakyat meningkat, begitu juga kesedaran mereka tentang *E-waste*, yang secara statistik penting (Ramachandran S. & Renganayar C. D., 2011). Kesedaran, persepsi dan amalan pelupusan pengguna muda, terutamanya pelajar universiti, untuk peralatan elektrik dan elektronik sisa (WEEE), di Sydney, Australia mendedahkan bahawa, walaupun pengguna menyedari apa itu sisa elektronik (*E-waste*), mereka tidak menyedari tempat pengumpulan dan skim kitar semula semasa seperti Skim Kitar Semula Televisyen dan Komputer Nasional (NTCRS). Tambahan pula, majoriti responden cenderung untuk membunyikan pelupusan *E-waste*, membayangkan bahawa kempen kesedaran WEEE diperlukan untuk mengelakkan pelupusan WEEE yang tidak betul (Guidelines for the Classification of Used Electrical and Electronic Equipment in Malaysia, DOE Malaysia, 2008).

Maklumat memainkan peranan penting dalam mewujudkan kesedaran mengenai *E-waste* di kalangan penduduk. Dalam kaji selidik di Indonesia menunjukkan bahawa keberkesanan media sosial, perkongsian pengetahuan dan mulut ke mulut dapat mewujudkan kesedaran sekali gus meningkatkan penyertaan penduduk dalam pengurusan *E-waste*. Kesedaran *E-waste* yang semakin meningkat di kalangan pelanggan diramalkan akan meningkatkan pengumpulan *E-waste* terkawal di Indonesia dan mengurangkan proses *E-waste* haram. Beberapa pelakon dikehendaki melaksanakan dasar yang mungkin untuk memaksimumkan keberkesanannya (The Ingenieur, 2018). Di kedua-dua kawasan bandar dan luar bandar, kesedaran pengguna dan

penglibatan media adalah penting dalam pengurusan *E-waste*. Di sisi lain, hasilnya menunjukkan tahap pengetahuan yang tinggi (91%) tetapi kekurangan akauntabiliti (serendah 52%) dan tingkah laku positif (serendah 38%) ketika datang ke pengurusan *E-waste* (Babington J. C., Siwar C., Ahmad Fariz M. & Rawshan A. B, 2010).

Tambahan pula, pengalaman global mengenai tingkah laku dan kesedaran pelupusan *E-waste*, pengguna mungkin faham dalam membangunkan dasar pengurusan *E-waste* yang inklusif untuk menyelesaikan masalah semasa pelupusan *E-waste* secara global. *E-waste* adalah aliran rumit sisa berbahaya yang memerlukan pemprosesan khas. Pengurusan *e-waste* yang berkesan dan bertanggungjawab adalah cabaran global hari ini. Di negara-negara tertentu, kesedaran *E-waste* adalah sederhana, tidak ada perbezaan yang signifikan antara jantina, dan terdapat variasi yang besar di seluruh kawasan. Walaupun terdapat kekurangan pemahaman tentang amalan penjanaaan dan pemprosesan *E-waste*, konsep tanggungjawab pengeluar lanjutan mendapat daya tarikan (V. N. Pinto, 2018).

Kesimpulan

E-waste adalah isu pelupusan sisa yang agak global. Orang tidak menyedari apa itu atau bagaimana ia memberi kesan kepada mereka, seluruh dunia, atau alam sekitar. Akibatnya, sebelum apa-apa remedi boleh berkesan, persoalan "Apakah *E-waste*" mesti dijawab. *E-waste* dicipta apabila pelbagai alat elektronik dibuang dengan tidak betul. Peranti ini termasuk komputer, televisyen, telefon bimbit, atau kebanyakan peralatan elektronik lain. Pengguna, terutamanya di negara maju, bersedia untuk menggantikan peranti mereka apabila barangan baharu memasuki pasaran kerana penambahbaikan teknikal yang berterusan. Hasil daripada peningkatan itu, terdapat banyak peralatan elektrik yang tidak digunakan. Oleh itu, komputer dan telefon usang mereka akan menambah masalah *E-waste*. Walaupun sesetengah orang menyedari keperluan untuk melupuskan peranti lama ini, ramai yang masih membuangnya atau membakarnya. Pengasidan tanah akan berlaku akibat sisa seperti asid dan enapcemar yang dihasilkan oleh pembakaran dan leburan *E-waste* yang tidak sesuai. Kebanyakan negara maju di dunia mempunyai undang-undang dan peraturan yang memerlukan *E-waste* tidak dilupuskan di tapak pelupusan sampah atau dibakar.

Bandar-bandar dan negeri-negeri di Amerika Syarikat, sebagai contoh, telah menubuhkan program yang membolehkan orang ramai menghantar peranti elektronik yang dibuang untuk dilupuskan dengan betul. Mengitar semula peralatan ini adalah pilihan terbaik untuk pelupusan. Ramai pengguna tidak menyedari bahawa alat ganti daripada alat usang boleh dikitar semula dan digunakan dalam yang baharu. Terdapat mantra popular yang digunakan oleh banyak penyokong kitar semula, "Kurangkan, Guna Semula, dan Kitar Semula"(3R). Slogan ini telah dipromosikan secara meluas dengan plastik dan kaca, tetapi mesejnya juga terpakai untuk pelupusan *E-waste*. Banyak kedai elektronik menawarkan perkhidmatan untuk membantu pelanggan membawa masuk elektronik atau bahagian lama untuk melupuskannya dengan selamat dan betul.

Malangnya, terdapat satu lagi pilihan untuk menyingkirkan *E-waste*, mengeksportnya ke negara-negara membangun. Banyak negara membangun telah menggubal undang-undang untuk menangani isu-isu ini, tetapi *E-waste* terus diimport ke negara mereka. Nigeria, Ghana, Pakistan, India, dan China adalah antara negara yang telah menerima sejumlah besar *E-waste*. Nampaknya aneh bahawa sesebuah negara rela mengimport sisa orang lain dan kadang-kadang menyalahi undang-undang. Walau bagaimanapun, amalan ini menyediakan pekerjaan dan sisa

berharga kepada orang-orang tertentu. *E-waste* adalah sumber logam berharga seperti emas, nikel, tembaga, besi, dan silikon. Negara-negara yang menerima *E-waste* ini mempunyai undang-undang perlindungan alam sekitar dan pekerja yang rendah. Kebanyakan buruh adalah kanak-kanak, dan mereka meletakkan banyak jam setiap hari. Sebenarnya kebanyakan bahan buangan eletronic mengandungi bahan kimia berbahaya. Lambakan bahan-bahan ini selepas pengumpulan sekerap, boleh mencemarkan tanah dan air, serta merosakkan ekosistem dan sumber makanan. Mendidik individu di semua peringkat tentang cara mengitar semula, menggunakan semula, dan melupuskan elektronik akan mengajar mereka dan komuniti mereka untuk menjadi lebih peka terhadap alam sekitar. Sesungguhnya, sisa elektronik adalah isu global yang memerlukan tindak balas global.

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PERSPEKTIF POSITIF DAN NEGATIF IBU BAPA TERHADAP PENONTONAN NETFLIX DI MALAYSIA

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Abstrak: Perkhidmatan penstriman filem atas talian kini tidak asing lagi dalam kalangan masyarakat di negara kita. Pada zaman pasca COVID-19 ini, ia telah menjadi sesuatu yang sangat penting dalam kehidupan seharian kita. Netflix merupakan antara perkhidmatan penstriman filem atas talian yang mendapat perhatian di Malaysia. Kajian ini dijalankan secara kualitatif untuk meneroka perspektif ibu bapa terhadap penontonan Netflix di Malaysia. Skop kajian yang dipilih ialah ibu bapa di Malaysia yang mempunyai anak-anak yang menonton Netflix. Pemilihan Informan telah menggunakan teknik persampelan bertujuan (purposive sampling) di mana kajian ini telah menemubual 10 orang Informan iaitu ibu bapa di Malaysia yang membenarkan anak-anak mereka untuk menonton Netflix. Dapatan kajian telah membentangkan beberapa perspektif positif dan negatif ibu bapa yang timbul terhadap penontonan Netflix di Malaysia. Kajian ini berharap dapat menambah nilai dalam kajian terhadap Netflix di negara ini.

Kata kunci: Tahap, kesedaran, E-waste

Pengenalan dan Permasalahan Kajian

Menurut Bogdan Rancea (2022), penstriman ialah sebuah bentuk perkongsian video secara langsung di mana pemilik kandungan boleh berkongsi video mereka dengan peminat pilihan mereka dalam masa nyata. Istilah ini juga boleh merujuk kepada teknologi yang menjadikan kandungan pra rakaman, seperti filem dan rancangan TV, tersedia kepada pelanggan atas permintaan, biasanya melalui Internet. Ia merupakan satu kaedah yang baharu untuk menonton filem dan drama. Sejak COVID-19 melanda dunia, bidang penstriman atas talian ini menjadi lebih terkenal. Orang ramai mula untuk melanggan aplikasi-aplikasi yang menawarkan khidmat penstriman atas talian ini. Menurut Alzahrin Alias (2023), pandemik telah mengubah perspektif orang ramai. Perubahan pesat dalam teknologi, termasuk keputusan kerajaan untuk membenarkan jalur lebar, juga memainkan peranan. Pada masa ini, platform *Over The Top* (OTT) menjadi pilihan utama manakala permintaan untuk kandungan dari Asia semakin meningkat. OTT ini menawarkan pelbagai fungsi yang membolehkan orang ramai memilih apa yang mereka mahu tonton dan sesuai untuk seisi keluarga. Gaya tontonan telefon pintar juga menjadikannya pilihan. Sebuah keluarga boleh menonton kandungan kegemaran mereka secara berasingan pada satu masa.

Menurut Bogdan Rancea (2022) lagi, penstriman *over-the-top* (OTT) menggunakan kaedah penghantaran unicast di mana setiap peranti pengguna mempunyai sambungan sendiri terus ke sumber kandungan yang diaksesnya. Dengan cara ini, setiap kandungan dihantar secara individu kepada setiap penerima, membenarkan pemilik kandungan mengawal dan mengurus penghantaran kandungan mereka melalui teknologi platform OTT yang mereka gunakan.

Objektif utama Pembekal Perkhidmatan Internet (ISP) dalam ekosistem penstriman OTT adalah untuk menyediakan infrastruktur penyampaian kandungan yang cekap dan boleh dipercayai. Walaupun ISP tidak mengawal hak cipta atau tontonan kandungan, mereka memainkan peranan penting dalam membantu proses penstriman berjalan lancar. Walau bagaimanapun, penstriman OTT bukan tanpa had dan cabarannya, seperti menyesuaikan diri dengan rangkaian dan peranti yang berbeza. Memahami kerumitan ini membolehkan industri penstriman OTT berkembang dan melaraskan strateginya untuk menyampaikan pengalaman tontonan yang seimbang dalam era digital yang dinamik.

Menurut Intan Raihana Binti Rosle dan Mohd Syuhaidi Abu Bakar (2022), perspektif **positif** penontonan di Netflix dapat diambil dari segi bahasa. Kanak-kanak lebih mudah tertarik mempelajari sesuatu perkara berpanduan daripada perkara yang diminatinya. Sebagai contoh, menonton animasi kanak-kanak. Seterusnya, seseorang itu dapat meningkatkan dan mempelajari bahasa melalui Netflix. Hal ini demikian kerana kebanyakan filem di dalam Netflix menggunakan bahasa Inggeris. Penontonan filem di Netflix dapat meningkatkan kemahiran berbahasa khususnya kepada golongan kanak-kanak. Hal ini dikatakan demikian kerana kanak-kanak lebih mudah terpengaruh dengan perkara yang diminatinya. Hal ini kerana filem digunakan untuk tujuan pendidikan untuk memotivasikan seseorang. Ia merupakan alat hiburan yang mudah didapati dan popular apabila untuk mempelajari bahasa Inggeris sebagai bahasa asing. Menurut Rifqi Fauzan Saori dan Riyanto (2022), penonton Netflix dapat menambahkan ilmu pengetahuan penonton. Hal ini dikatakan demikian kerana terdapat banyak filem yang berunsur pendidikan ditayangkan di Netflix. Jelaslah bahawa Netflix tidak hanya menyiarkan filem sekadar untuk hiburan semata-mata. Netflix juga menyiarkan filem yang penuh dengan ilmu yang berguna. Penyiaran filem yang berunsur pendidikan, secara tidak langsung menambah ilmu pengetahuan penonton. Penonton dapat mempelajari pelbagai ilmu baharu dengan menonton filem yang ditayangkan di Netflix.

Walaupun bagaimanapun, terdapat juga perspektif **negatif** terhadap penonton Netflix. Menurut Editor, Edisi 9 (2021), remaja mempunyai sifat ingin tahu dan penuh dengan keinginan. Sudah tentu mereka menggunakan kandungan yang tidak ditapis sebagai bahan untuk melayan nafsu mereka lalu akhirnya bertukar menjadi ketagihan. Hal ini dikatakan demikian kerana filem yang ditayangkan di Netflix tidak ditapis. Terutama filem yang berasal dari barat mempunyai unsur-unsur *soft porn*. Terdapat beberapa filem yang ditayangkan di Netflix mempamerkan agenda lucah yang melampau. Menurut Norhafzan Jaafar (2019), pembangunan minda anak-anak akan terjejas jika usaha untuk mengekang tidak dilakukan dari sekarang. Walau bagaimanapun kebimbangan berhubung nilai negatif ini pernah diketengahkan namun tindakan susulan ekoran kebimbangan ini masih lagi berhadapan dengan jalan buntu.

Tinjauan awal mendapati terdapat kekurangan kajian terperinci mengenai perspektif ibu bapa terhadap aktiviti penontonan Netflix di Malaysia. Maklumat terhad tentang cara ibu bapa memantau dan menilai kesan Netflix terhadap keluarga mereka menunjukkan keperluan untuk penyelidikan lanjut yang lebih terperinci dan menyeluruh dalam konteks tempatan. Dengan perkembangan pesat teknologi hiburan digital, dan penembusan dan impak Netflix yang semakin meningkat terhadap keluarga, semakin penting untuk memahami perspektif ibu bapa tentang penggunaan platform seperti Netflix.

Tinjauan Literatur

Sejarah Netflix

Menurut Rentas Media (2017), Netflix diasaskan pada Ogos 1997 oleh Reed Hastings dan Mark Randolph di Los Gatos, California. Netflix pada mulanya menawarkan penyewaan DVD dalam talian kepada pelanggan dan kemudian menghantarnya kepada pelanggan. Pada tahun 2005, Netflix mula berkembang dengan lebih daripada 4.2 juta pelanggan dan menarik minat Hollywood untuk menyewa filem. Dari masa ke masa, Netflix mengembangkan perkhidmatannya untuk memasukkan penstriman langsung pada PC (Editor, Pranata Printing, 2021).

Pada tahun 2006, Netflix memperkenalkan Anugerah Netflix \$1 juta untuk menambah baik sistem pengesyorannya. Ini membolehkan ia menambah baik algoritma pemilihan filem individu sebanyak 10% berdasarkan data sewaan sejarah. Anugerah itu diberikan kepada BellKors Pragmatic Chaos, pasukan tujuh ahli matematik, saintis komputer dan jurutera dari Amerika Syarikat, Kanada, dan Austria. Pada tahun 2007, Netflix memperkenalkan keupayaan untuk menonton filem dan rancangan TV terpilih secara terus di rumah melalui penstriman Internet. Pada masa itu, langganan Netflix termasuk perkhidmatan penstriman tanpa had, dan syarikat itu bekerjasama dengan pengeluar elektronik pengguna untuk membenarkan video di strim ke peranti tersebut melalui sambungan Internet (Hosch & Ashburn, 2023).

Pada tahun 2010, Netflix memperkenalkan pelan penstriman sahaja yang menawarkan perkhidmatan penstriman tanpa had tetapi tiada DVD. Netflix sejak itu telah berkembang di luar AS, menawarkan rancangan penstriman sahaja di Kanada pada 2010, Amerika Latin dan Caribbean pada 2011, dan UK, Ireland dan Scandinavia pada 2012. Sehingga 2016, perkhidmatan penstriman tersedia di lebih 190 negara dan wilayah. Netflix mengumumkan pada September 2011 bahawa ia akan memisahkan perkhidmatan penstriman dan berasaskan emelnya (yang terakhir dipanggil Qwikster), tetapi membatalkan pemisahan yang dirancang sebulan kemudian kerana bantahan pelanggan (Hosch & Ashburn, 2023).

Netflix ialah syarikat perkhidmatan hiburan penstriman terkemuka di dunia. Pada tahun 2016, Netflix mempunyai 151 juta ahli yang membayar di lebih 190 negara (Editor, Patriots, 2020). Kelebihan pelanggan Netflix ialah pengguna boleh menikmati siri TV, dokumentari, dan filem cereka dalam pelbagai genre dan bahasa. Pelanggan boleh menonton pada bila-bila masa dan di mana-mana dengan sambungan internet. Pelanggan boleh menonton, menikmati dan meneruskan penontonan tanpa iklan.

Kesan Terhadap Penontonan Netflix

Menurut Intan Raihana Binti Rosle dan Mohd Syuhaidi Abu Bakar (2022), kesan positif penontonan di Netflix dapat diambil kira dari segi bahasa. Kanak-kanak lebih mudah terpengaruh untuk mempelajari sesuatu perkara berdasarkan daripada perkara yang mereka minati. Filem animasi kanak-kanak merupakan salah satu contoh perkara yang diminati oleh kanak-kanak. Netflix membolehkan seseorang untuk mempelajari ilmu baharu seperti meningkatkan kemahiran berbahasa. Hal ini demikian kerana filem yang ditayangkan di dalam Netflix majoritinya ialah filem yang menggunakan bahasa Inggeris. Secara tidak langsung penontonan filem di Netflix mampu meningkatkan kemahiran berbahasa terutamanya bagi golongan kanak-kanak. Ia merupakan alat hiburan yang mudah didapati dan popular apabila untuk mempelajari bahasa Inggeris sebagai bahasa asing.

Menurut Turner dan Musaini Ramlee (2019), menonton filem dan siri Inggeris di Netflix sangat membantu. Netflix menawarkan kandungan tanpa had, sentiasa menambah kandungan Inggeris baharu dan membenarkan penonton menonton semua episod rancangan TV dalam satu musim pada masa yang sama tanpa menunggu episod baharu. Ia juga menawarkan pelbagai genre filem dan rancangan untuk dipilih oleh penonton. Ini meluaskan akses kepada bahasa dan sebutan serta membawa penonton lebih dekat kepada impian mereka untuk bertutur dalam bahasa Inggeris. Netflix juga menawarkan pelbagai sari kata, membolehkan penonton menentukan sari kata dalam bahasa pilihan mereka. Kita boleh menggunakan sari kata bahasa Inggeris untuk meningkatkan kemahiran membaca dan mengeja semasa menonton.

Terdapat juga kesan negatif untuk penontonan Netflix. Menurut Edisi 9 (2021), remaja yang ingin tahu cenderung menggunakan kandungan Netflix yang tidak ditapis untuk memenuhi keinginan mereka, yang boleh menyebabkan ketagihan. Banyak filem di Netflix tidak tertakluk kepada penapisan, termasuk filem yang mengandungi unsur lucak. Seseengah filem juga mengandungi adegan kontroversi, seperti adegan bogel, adegan rogol, lesbianisme dan *BDSM*. Pertikaian antara Netflix dan beberapa saluran drama dan filem asing bukan sahaja melibatkan topik keganasan, tetapi juga kandungan kontroversi yang mungkin menjejaskan struktur sosial dan ketenteraman sosial.

Selain itu, menurut Intan Raihana Binti Rosle dan Mohd Syuhaidi Abu Bakar (2022), perspektif negatif dapat diambil kira melalui aspek pergaulan juga. Hal ini dikatakan demikian kerana penontonan Netflix lebih tertumpu kepada penggunaan telefon pintar sahaja. Para pengguna Netflix lebih cenderung untuk bersendirian dan kurang berinteraksi dengan individu lain. Hal ini menyebabkan kemahiran sosial mereka sangat rendah. Secara tidak langsung ia akan menyebabkan seseorang itu menjadi *introvert* dan sukar untuk bergaul dengan masyarakat.

Kaedah Kajian

Kaedah kajian adalah cara mencari maklumat baru, pengetahuan baru, fakta baru. Ini ialah aktiviti yang membantu menemui fakta baharu, mengesahkan pengetahuan sedia ada dan mempersoalkan perkara yang sukar difahami berdasarkan data sedia ada. Umumnya ia merujuk kepada pencarian ilmu. Metodologi penyelidikan ialah cara yang sistematik untuk menyelesaikan sesuatu masalah. Langkah-langkah yang diambil oleh penyelidik berkenaan dengan kerja deskriptif mereka (Dr S. Kala Vetha Kumari et al. 2023). Kaedah kajian menerangkan bagaimana penyelidik berhasrat untuk menjalankan penyelidikan. Ia adalah rancangan yang logik dan sistematik untuk menyelesaikan masalah penyelidikan. Kaedah kajian memperincikan pendekatan penyelidikan untuk memastikan keputusan yang boleh dipercayai dan sah yang memenuhi matlamat dan objektif penyelidik. Menurut Editor, Indeed (2022), terdapat tiga kaedah kajian yang wujud dalam dunia penyelidikan iaitu kuantitatif, kualitatif, dan kaedah campuran. Kaedah kajian yang akan digunakan dalam penyelidikan ini adalah kaedah kualitatif dan telah menemui bual informan dalam proses pengumpulan data. Kajian telah menemui bual 10 orang informan dalam kalangan ibu bapa yang mempunyai anak yang menonton Netflix.

Menurut Muhammad Firmansyah et al. (2021), penyelidikan kualitatif adalah tentang menyelidik makna (tafsiran), jadi ia banyak bergantung pada pemahaman seseorang, dan terdapat perbezaan fahaman bagi setiap individu. Kaedah kajian ini adalah subjektif dan mengambil masa lebih lama daripada menggunakan data kuantitatif. Penyelidik sering

menggunakan teknik kualitatif apabila matlamat dan objektif penyelidikan mereka bersifat penerokaan.

Menurut Creswell (1998), apabila menentukan bilangan informan, adalah disyorkan kajian dalam bentuk temu bual hanya memerlukan 10 informan dan ditamatkan apabila data mencapai tahap ketepuan. Proses ketepuan berlaku apabila temubual dengan Informan memberikan maklumat atau pandangan yang sama. Dengan kata lain, ketepuan data boleh dijelaskan oleh informan terakhir mengulang maklumat yang sama daripada informan sebelumnya.

Dapatan Kajian

Berdasarkan temu bual yang telah dijalankan secara berperingkat bersama sepuluh orang informan, didapati bahawa kesemua informan memiliki anak berumur bawah 18 tahun yang menonton Netflix. Oleh itu, kajian ini telah berjaya mendapat perspektif mereka sebagai ibu bapa terhadap penontonan Netflix di Malaysia. Perspektif mereka terhadap penontonan Netflix di Malaysia telah diambil sebagai dapatan kajian dalam kajian ini.

Perspektif Positif Ibu Bapa Terhadap Penontonan Netflix di Malaysia Masa Bersama Keluarga

Netflix dikenali sebagai platform yang menyediakan perkhidmatan penstriman dalam talian, tetapi adakah ia sesuai untuk ditonton oleh kanak-kanak? Menurut Informan 1, Informan 2, Informan 3, Informan 4 dan Informan 5, Netflix dikatakan bagus untuk kanak-kanak. Informan 1 bersikap positif dan menjelaskan bahawa menggunakan Netflix memberi manfaat kepada keluarga dan membolehkan mereka menghabiskan masa berkualiti bersama-sama.

Selain itu, ia juga mengurangkan kekerapan penggunaan telefon mudah alih oleh kanak-kanak, menggalakkan pengurusan masa yang lebih baik. Beramah mesra melalui tontonan Netflix turut dikaitkan dengan elemen masa keluarga yang berkualiti, yang secara tidak langsung membantu mengeratkan hubungan kekeluargaan. Informan 2, Informan 3 dan Informan 7 menerangkan faedah yang lebih mendalam menggunakan Netflix untuk kanak-kanak. Mereka telah menyedari peningkatan kehadiran anak-anak mereka di rumah sejak melanggan Netflix. Dengan kurang aktiviti di luar rumah, kanak-kanak lebih cenderung menonton filem di Netflix di rumah, yang dilihat sebagai satu kelebihan.

Sementara itu, ibu bapa perlu mengawasi anak-anak mereka apabila menonton Netflix. Penting untuk menonton bersama keluarga dan kanak-kanak tidak sepatutnya menonton bersendirian. Hal ini dikatakan demikian kerana tontonan tanpa pengawasan mungkin memberi kesan negatif kepada kanak-kanak. Informan 9 menjelaskan peranan ibu bapa sebagai penyelia apabila anak-anak mereka menonton Netflix. Ini dilihat sebagai satu langkah ke arah memastikan masa keluarga dihubungkan secara positif dengan menekankan kehadiran ibu bapa. Walaupun penggunaan Netflix oleh kanak-kanak dilihat secara positif, pengawasan dan langkah berjaga-jaga dan tontonan bersama keluarga adalah aspek penting untuk memastikan pengalaman menonton yang positif dan berkualiti.

Ilmu Pengetahuan

Informan 1 berkata bahawa Netflix bukan sahaja menayangkan filem, tetapi juga dokumentari yang menerangkan mengenai haiwan dan kehidupan. Ia mempunyai kesan yang besar kepada kanak-kanak yang diketahui sangat dipengaruhi oleh cerita yang mereka tonton. Dalam situasi

ini, Netflix bukan sahaja berfungsi sebagai sumber hiburan, tetapi juga sebagai alat pembelajaran yang menyediakan maklumat berguna. Informan 2 juga memberi pendapat yang positif, menyatakan kanak-kanak ingin mempelajari sesuatu dengan menonton filem. Ini secara tidak langsung membawa kepada peningkatan pengetahuan baharu melalui pengalaman melihat.

Beliau menegaskan bahawa Netflix akan menjadi lebih baik jika ibu bapa memilih filem yang penuh kasih sayang, berorientasikan keluarga, dan mengajar nilai-nilai yang baik untuk dipelajari oleh anak-anak mereka. Pandangan Informan 4, Informan 5, dan Informan 7 menunjukkan bahawa penggunaan Netflix meningkatkan prestasi akademik kanak-kanak. Mereka menegaskan bahawa terdapat program dokumentari yang secara tidak langsung meningkatkan tahap pendidikan kanak-kanak. Ini membuktikan bahawa Netflix tidak terhad kepada filem dan drama, tetapi memperkaya pengetahuannya melalui dokumentari.

Informan 4 menegaskan menonton kartun dan drama adalah perkara biasa, tetapi memilih filem yang berunsur pendidikan boleh memberi pengetahuan tambahan kepada kanak-kanak. Sebaliknya, Informan 5 dan Informan 7 berkata bahawa anak mereka mengalami peningkatan dalam penguasaan Bahasa Inggeris dengan menonton filem animasi yang berbahasa Inggeris. Informan 6 menyatakan pandangan bahawa menonton Netflix dijadikan sebagai aktiviti harian untuk kanak-kanak boleh meningkatkan pengetahuan mereka dengan ketara.

Beliau menegaskan bukan sahaja kanak-kanak malah kita sebagai orang dewasa juga boleh terpengaruh, dan menunjukkan bahawa tontonan ini boleh memberi manfaat bukan sahaja kepada kanak-kanak tetapi juga orang dewasa secara keseluruhan. Akhir sekali, Informan 10 menegaskan bahawa pengetahuan kanak-kanak boleh dipertingkatkan dengan menonton rancangan kanak-kanak yang bermanfaat kepada mereka. Ini menunjukkan bahawa memilih kandungan yang betul memainkan peranan penting dalam pengalaman menonton kanak-kanak di Netflix.

Kemahiran Berbahasa Anak-Anak

Bahasa Inggeris mendominasi sebagai bahasa utama dalam aplikasi Netflix, menyebabkan sebahagian besar filem yang ditawarkan di platform ini menggunakan bahasa Inggeris. Pandangan ini ditegaskan oleh sembilan daripada sepuluh Informan yang menyatakan persetujuan bahawa filem-filem yang ditayangkan di Netflix akan memberi impak terhadap kemahiran berbahasa anak-anak mereka. Meskipun begitu, Netflix juga menyajikan filem dalam bahasa lain selain Inggeris, merangkumi bahasa Korea, Jepun, dan Mandarin, sebagaimana yang dinyatakan oleh Informan 1.

Baginya, filem-filem ini tidak hanya dapat diterima dalam bahasa Inggeris tetapi juga dapat secara tidak langsung meningkatkan kemahiran berbahasa anaknya. Informan 2 menyatakan bahawa keupayaan kanak-kanak untuk belajar melalui Netflix bergantung kepada sejauh mana mereka boleh menggunakan bahasa yang dipelajari secara aktif dalam kehidupan seharian mereka. Pembelajaran yang berjaya dan berkesan berlaku apabila kanak-kanak mengambil bahagian secara aktif dan bukannya hanya menonton secara pasif. Informan 4 menegaskan kandungan yang dipilih turut mempengaruhi pembelajaran bahasa kanak-kanak. Sebagai contoh, kanak-kanak berkemungkinan meningkatkan kemahiran bahasa Inggeris mereka apabila mereka melihat kandungan dalam bahasa Inggeris, dan perkara yang sama berlaku untuk bahasa Melayu.

Informan 5 berpendapat bahawa Netflix dapat memberikan manfaat dalam pembelajaran anak-anak dalam membaca, mendengar, dan berbicara secara tidak langsung melalui penontonannya. Informan 6 mencatat kesan positif penontonan Netflix pada pembelajaran bahasa anaknya yang berusia 3 tahun, dengan meningkatkan kemampuan berbicara dan memahami beberapa kata dan panggilan. Informan 8 menekankan bahawa dampak Netflix terhadap kemahiran berbahasa anak-anak tergantung pada jenis konten yang ditonton, misalnya, penontonan filem berbahasa Melayu dapat meningkatkan kemahiran berbahasa Melayu anak-anak. Secara keseluruhan, majoriti Informan menganggap bahwa Netflix mempengaruhi kemahiran berbahasa anak-anak, dan hasilnya tergantung pada jenis kandungan yang dipilih.

Pergaulan Ke Arah Yang Lebih Baik

Kanak-kanak sangat mudah terpengaruh dan penting bagi ibu bapa menunjukkan contoh yang baik. Pandangan ini disokong oleh Informan 1, yang percaya bahawa aspek kemasyarakatan dalam keluarga mempunyai pengaruh yang positif. Menghabiskan masa bersama keluarga dianggap tingkah laku yang sangat baik dan memberi peluang untuk bersosial dan bergurau senda. Dalam konteks ini, menonton Netflix dianggap sebagai cara untuk mencipta "*family time*" yang mewujudkan hubungan rapat antara ahli keluarga.

Informan 2 menambah pandangan ini dengan menyatakan bahawa kanak-kanak dapat menilai contoh yang baik dalam filem yang mereka tonton. Menyedari contoh positif ini bukan sahaja mempengaruhi interaksi anak-anak dengan keluarga, tetapi juga interaksi anak-anak dengan rakan dan masyarakat. Oleh itu, perspektif yang dipilih dengan bijak dapat membentuk aspek sosial kanak-kanak.

Mengenai sosialisasi, Informan 4 menarik perhatian kemungkinan pengaruh filem dan drama adalah cara kanak-kanak berinteraksi. Mereka cenderung untuk meniru tingkah laku yang mereka perhatikan, dan tabiat ini boleh membentuk kehidupan seharian mereka. Oleh itu, ibu bapa perlu mengambil tahu tentang kandungan yang ditawarkan di Netflix dan memastikan ia memberi impak positif serta mencontohi nilai-nilai murni.

Informan 6 menekankan kepentingan pengawasan dan pemantauan ibu bapa yang ketat untuk membimbing anak-anak kepada tingkah laku positif dan mengelakkan risiko negatif daripada melihat kandungan yang tidak sesuai. Kesedaran ibu bapa terhadap pengaruh filem terutamanya melalui platform seperti Netflix dapat memberikan asas yang kukuh untuk perkembangan sosial dan moral anak-anak. Pengawasan yang teliti dan pemilihan kandungan yang sesuai memainkan peranan penting dalam mewujudkan persekitaran yang sihat dan memberi kesan positif kepada perkembangan kanak-kanak.

Perspektif Negatif Ibu Bapa Terhadap Penontonan Netflix di Malaysia Bahasa Pertuturan

Kesan negatif menonton Netflix lebih ketara apabila kandungan yang ditonton dan tidak ditapis dengan betul. Informan 1 menekankan bahawa kesan terhadap bahasa kanak-kanak boleh menjadikan mereka lebih agresif dan ganas. Kanak-kanak mudah terpengaruh dengan apa yang mereka lihat dan pakai serta menggunakan semula perkataan yang mereka dengar dalam filem. Informan 5 percaya bahawa ini disebabkan oleh pembelajaran perkataan sukar yang menjadi

sebahagian daripada bahasa seharian kanak-kanak dan mungkin menjadi asas kepada kurang perkembangan kemahiran komunikasi. Informan 8 menambah bahawa kebanyakan bahasa yang digunakan dalam filem Netflix terdiri daripada kata-kata makian, yang kanak-kanak boleh meniru dan memasukkannya ke dalam perbualan harian mereka.

Menurut Mohd Syuhaidi Abu Bakar dan Aliffluqman Mohd Mazzalan (2018), ia mungkin melibatkan penggunaan bahasa rojak dalam kalangan anak-anak. Penggunaan bahasa rojak Melayu-Inggeris dan kurangnya kestabilan dalam penggunaan bahasa dan tatabahasa yang tepat boleh memberikan impak negatif terhadap komunikasi dan pemahaman. Bahasa rojak Melayu-Inggeris merujuk kepada penggabungan tanpa teratur antara bahasa Melayu dan bahasa Inggeris dalam percakapan. Kecenderungan untuk menggunakan bahasa rojak ini mungkin menimbulkan kekeliruan dalam komunikasi, terutamanya di kalangan penerima pesan yang mungkin tidak memahami sepenuhnya kedua-dua bahasa.

Tingkah Laku

Netflix juga ada menyiarkan filem-filem yang berunsurkan keganasan, dan akan mempengaruhi tingkah laku anak-anak. Menurut Informan 2, jika anak-anak gemar menonton filem-filem yang berunsurkan keganasan maka ianya secara tidak langsung sikap anak-anak akan cenderung ke arah yang lebih agresif dan tidak mendengar kata.

Manakala menurut Informan 4, beliau menyatakan banyak drama dan filem masa kini tidak sesuai untuk tontonan umum dan berkemungkinan anak-anak akan meniru aksi yang dilakukan dalam drama atau filem tersebut. Hal ini secara tidak langsung akan mempengaruhi tingkah laku anak-anak. Beliau menambah, anak-anak akan menjadi murung dan meronta jika tiada telefon pintar. Mereka akan menjadi lebih agresif dan tidak terkawal. Mereka juga tidak akan memiliki rakan-rakan. Tidak mustahil mereka juga akan berani untuk ponteng sekolah. Hal ini disebabkan terpengaruh dengan filem yang mereka tonton.

Menurut Informan 5, jika tontonan anak-anak tidak dipantau, mereka mungkin akan meniru budaya asing yang tidak selari dengan nilai yang diamalkan di negara kita. Informan 7 menyatakan bahawa kanak-kanak lebih terbuka kepada gaya hidup sosial yang bebas. Sebagai ibu bapa, kadangkala kita lalai untuk mempedulikan aktiviti anak-anak kerana kesibukan, lebih-lebih lagi apabila ibu, sibuk dengan urusan rumah dan ayah bekerja di siang hari. Kanak-kanak di bawah 18 tahun mungkin boleh menonton kandungan dewasa tanpa pengetahuan ibu bapa dan mewujudkan risiko tingkah laku. Ini berbeza dengan kanak-kanak bawah 12 tahun yang mungkin tidak memahami sepenuhnya cara menggunakan Netflix. Ini mungkin berkaitan dengan tingkah laku nakal kanak-kanak yang cuba mengakses akaun Netflix ibu bapa mereka tanpa kebenaran.

Informan 9-pula menegaskan bahawa kanak-kanak sangat mudah terpengaruh dengan filem-filem yang mereka tonton. Mereka sangat mudah meniru agenda-agenda yang mereka tonton di dalam filem. Beliau menambah, Netflix sememangnya dicipta untuk tontonan dewasa dan bukanlah untuk tontonan kanak-kanak. Unsur-unsur negatif yang terdapat di dalam filem dan ditayangkan di Netflix sangatlah tidak baik untuk anak-anak. Hal ini menyebabkan anak-anak berkelakuan kurang sopan kepada orang yang lebih tua daripada mereka.

Kesihatan

Faktor kesihatan juga menjadi perspektif negatif ibu bapa terhadap penontonan Netflix di Malaysia. Informan 5 menekankan bahawa jika penontonan anak-anak tidak dipantau dan dikawal, ia dapat memberi kesan merugikan terhadap kesihatan mereka, khususnya kesihatan mata. Beliau menyatakan bahawa terlalu lama terpaku pada skrin televisyen atau telefon pintar dapat merosakkan kesihatan mata anak-anak.

Pandangan ini diperkuat oleh pendapat Siva Selan (2021), yang menyatakan bahawa mata perlu bekerja lebih keras untuk melihat skrin digital. Penontonan yang berterusan ke skrin digital boleh menyebabkan masalah seperti kabur penglihatan, mata kering, dan rasa kerengsaan di mata. Penggunaan gajet terlalu lama juga dikaitkan dengan peningkatan masalah rabun atau *miopia* dalam kalangan kanak-kanak.

Selain itu, Rosalinda Md Said (2023) turut memberi penekanan bahawa masalah rabun jauh atau *miopia* telah meningkat dalam kalangan kanak-kanak selepas pandemik COVID-19. Dia mengesyorkan agar kanak-kanak menghabiskan masa sekurang-kurangnya dua jam sehari di luar rumah untuk mengurangkan risiko terhadap *miopia*. Oleh itu, pemantauan dan kawalan yang baik terhadap penontonan anak-anak di stage seperti Netflix sangat penting untuk memastikan mereka tidak terdedah kepada risiko kesihatan mata yang dapat membawa impak jangka panjang terhadap kualiti penglihatan mereka.

Pelajaran dan Pembelajaran

Penontonan Netflix juga akan mempengaruhi pembelajaran anak-anak. Menurut Informan 5, penontonan Netflix oleh anak-anak perlu ada pemantauan ibu bapa, jika tidak mustahil anak-anak akan mencuba untuk membuat sesuatu yang tidak sepatutnya seperti ponteng sekolah dan banyak lagi. Hal ini akan menyebabkan pembelajaran mereka terjejas dan berkemungkinan besar prestasi mereka di sekolah akan merosot. Menurut Informan 7, beliau menyatakan filem yang ditayangkan di Netflix yang tiada tapisan sangatlah tidak patut. Hal ini dikatakan demikian kerana anak-anak mempunyai minda yang sangat terbuka dan mereka sangat mudah untuk mempelajari sesuatu perkara. Ini akan menyebabkan mereka belajar perkara-perkara yang tidak sepatutnya mereka pelajari.

Manakala Informan 9-pula berkata, jika anak-anak ingin menonton Netflix ibu bapa perlulah berada di sisi mereka. Ibu bapa perlu melihat sesuatu filem itu adakah ianya sesuai untuk anak-anak atau pun tidak. Jika tidak sesuai, maka ibu bapa perlulah menukar filem lain dan tidak membenarkan mereka menonton filem tersebut. Baginya Netflix ini sememangnya untuk orang dewasa. Jika anak-anak menonton Netflix mereka akan mengabaikan pelajaran mereka. Mereka tidak akan mengulang kaji pelajaran. Mereka juga tidak membuat kerja rumah yang diberikan oleh guru mereka. Hal ini menyebabkan proses pembelajaran mereka akan terganggu.

Kesimpulan

Kajian ini bertujuan untuk meneroka perspektif ibu bapa terhadap penontonan Netflix di Malaysia. Aspek positif termasuk masa bersama keluarga, pengetahuan, bahasa, dan pergaulan, manakala aspek negatif termasuk bahasa pertuturan, tingkah laku buruk, kesihatan, dan pendidikan. Ibu bapa harus menilai kandungan yang ditonton anak mereka dan memantau jika

perlu untuk mengelakkan kesan negatif. Para Informan mencadangkan penambahbaikan pada sistem akaun kanak-kanak Netflix.

Kesimpulannya, memahami perspektif ibu bapa mengenai Netflix bukan sahaja boleh menilai sumbangan platform tersebut kepada keperluan keluarga dan budaya menonton dalam talian di Malaysia, tetapi juga mempengaruhi perkembangan industri hiburan dan penstriman dalam talian. Dengan mengambilkira pendapat ibu bapa, industri kreatif di Malaysia boleh membangunkan strategi dan kandungan yang selaras dengan nilai kekeluargaan dan mencipta pengalaman menonton yang positif sambil menghormati nilai masyarakat di negara majmuk ini.

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ANALISIS KEPERLUAN PEMBANGUNAN MODUL PENGAJARAN PENDIDIKAN AKHLAK UNTUK GURU PRASEKOLAH

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Abstrak: Tujuan kajian ini ialah untuk mengkaji keperluan pembangunan modul pengajaran pendidikan akhlak Assimilate Like Muhammad (ALiM) untuk guru prasekolah. Kajian ini dijalankan bagi membangunkan Modul Akhlak Assimilate Like Muhammad (ALiM) sebagai Panduan Guru Pendidikan Awal Kanak-Kanak. Pendekatan Reka Bentuk dan Penyelidikan Pembangunan (DDR) diaplikasikan dalam kajian ini. Fasa Analisis Keperluan ini dijalankan sebagai proses tinjauan literatur sistematik dan sesi soal selidik kepada guru prasekolah. Soal selidik terdiri daripada 41 item yang merangkumi elemen tahap pengetahuan dan kemahiran guru dalam pendidikan Akhlak kanak-kanak. Kajian ini melibatkan 90 guru prasekolah dalam kategori tadika swasta dari zon selatan yang terdiri daripada 30 orang guru dari setiap daerah. Data yang diperolehi dianalisis menggunakan perisian Statistical for Social Science (SPSS) bagi mendapatkan data statistik deskriptif yang melibatkan peratusan, frekuensi dan purata secara keseluruhan. Hasil kajian menunjukkan bahawa kebanyakan guru iaitu sebanyak 66.1% mempunyai tahap pengetahuan yang sederhana diikuti 25.9% tahap tinggi. Hanya 8.0% sahaja mempunyai tahap pengetahuan yang rendah. Tahap kemahiran pula menunjukkan lebih separuh daripada responden pada tahap sederhana iaitu 55.6% diikuti 32.5% tahap tinggi dan hanya 11.9% pada tahap rendah. Skor min bagi tahap pengetahuan dan kemahiran adalah sederhana iaitu 66.7 dan 67.7. Secara keseluruhan, sebanyak 96.8% pendidik merasa bahawa modul pengajaran pendidikan akhlak ALiM perlu dibangunkan dan berminat untuk menggunakannya sebagai alat pengajaran dan sangat penting sebagai rujukan guru prasekolah dalam melaksanakan pengajaran yang menyeronokkan dan berkesan. Kajian ini mencadangkan modul latihan ALiM dibangunkan dengan keperluan guru dalam fikiran dan dijangka membantu guru meningkatkan penguasaan konseptual mereka dan pelajar.

Kata kunci: Analisis Keperluan Pembangunan Modul, Pendidikan Akhlak, Modul Pengajaran

Abstract: The purpose of this research is to investigate the necessity of creating an Assimilate Like Muhammad (ALiM) moral education teaching module for preschool teachers. The project aimed to create the Assimilate Like Muhammad (ALiM) Module as a guide for early childhood education teachers. This study employs methodologies from Design and Development Research (DDR). This needs analysis phase involves a comprehensive literature review and a questionnaire session for preschool teachers. The questionnaire includes 41 items that assess instructors' knowledge and skills in the moral teaching of children. The survey included 90 preschool teachers in the category of private kindergartens from the southern zone, 30 from each district. The data collected was analyzed. The study included 90 preschool teachers from the southern zone's private kindergartens, with 30 from each district. The collected data was analyzed using the Statistical for Social Science (SPSS) software to generate descriptive statistical data such as percentages, frequencies, and overall averages. The study's findings

revealed that the majority of teachers, 66.1%, had a moderate level of expertise, while 25.9% had a high level. Only 8.0% have a low degree of education. More than half of respondents had a middling level of skill, 55.6%, followed by 32.5% at a high level and only 11.9% at a poor level. The minimum scores for knowledge and skill are moderate (66.7 and 67.7). Overall, 96.8% of educators believe that the moral education ALiM teaching module should be developed and that it is vital as a reference for preschool instructors to carry out entertaining and successful teaching. According to the study, the training module was designed with teachers' needs in mind and is expected to assist teachers in improving their conceptual knowledge and that of their students.

Keywords: *Need Analysis, Moral Module, Learning Module*

Pengenalan

Latar Belakang Kajian

Menurut Imam Al-Ghazali dalam bukunya "Ihya Ulumuddin" (2013), Pendidikan akhlak adalah proses pembentukan karakter atau moral dan spiritual seseorang dengan memperbaiki budi pekerti dan perilaku sehingga individu tersebut dapat mencapai kedekatan dengan Allah SWT dan menjalani kehidupan yang bermakna di dunia ini serta di akhirat. Dalam konteks kajian ini, pendidikan akhlak merujuk kepada pendidikan berpanduan akhlak nabi yang dikupas bermula dari kehidupan Rasulullah sebelum menjadi rasul dan selepas menjadi rasul, cara penerapan akhlak nabi, kaedah penyucian jiwa Imam Al-Ghazali, serta teknik penyampaian berdasarkan teknik nabi.

Guru Prasekolah memainkan peranan penting dalam menyediakan persekitaran pembelajaran yang kondusif dan membolehkan kanak-kanak menerima rangsangan yang sesuai untuk perkembangan fizikal, emosi, sosial, dan kognitif mereka. Mereka tidak hanya mengajar, tetapi juga mendidik, memelihara, dan memberi kasih sayang kepada kanak-kanak prasekolah (KPM 2017). Dalam kajian ini, guru prasekolah yang terlibat sebagai responden terdiri daripada guru prasekolah yang mengajar di tadika swasta yang mewakili setiap zon di Malaysia yang merupakan graduan Diploma Pendidikan Awal Kanak-Kanak.

Tujuan utama pendidikan akhlak kanak-kanak adalah untuk membantu anak-anak memahami konsep-konsep moral, mempraktikkan nilai-nilai yang baik dan mengembangkan sikap positif dalam berinteraksi dengan orang lain (Mazeni, 2020). Selain itu, pendidikan akhlak di usia kanak-kanak adalah suatu asas untuk mencapai tingkat hikmah dalam menentukan kelakuan atau pilihan yang baik dan benar berdasarkan pandangan akal dan syarak (Affifudin Harisah, 2018). Perkembangan fizikal, intelektual, emosi, dan rohani kanak-kanak sangat bergantung kepada kualiti pengasuhan yang diterima, terutamanya semasa fasa penting ini. Oleh itu, untuk menyelesaikan tanggungjawab ibu bapa, pendidik perlulah memainkan peranan penting dalam membangunkan modal insan yang cemerlang yang akan menjadi aset negara yang hebat pada masa akan datang.

Pernyataan Masalah

Kreativiti merupakan satu kunci dalam mewujudkan pembelajaran yang menarik dan relevan bagi murid-murid. Dengan mengaplikasikan idea yang kreatif, guru prasekolah dapat menjadikan pembelajaran Islam lebih bersemangat dan menarik. Menurut Wan Azlin &

Mohamed Yusof (2017), kreativiti adalah aspek yang sangat penting dan harus diterapkan oleh guru dalam murid, termasuk dalam mengembangkan kemampuan berfikir secara kreatif. Sebelum menerapkan amalan kreativiti pada murid, adalah sangat penting bagi guru terutama sekali yang mempunyai opsyen dalam bidang Pendidikan Islam untuk menghayati dan mempraktikkan kreativiti dalam pembelajaran abad yang ke-21. Walau bagaimanapun, amalan kreativiti ini dilihat masih lagi kurang dalam kalangan guru pendidikan Islam. Pernyataan ini disokong oleh Salehudin Sabar & Mohd Ismail Mustari (2012) bahawa amalan pedagogi dan kreativiti dalam bidang pendidikan Islam amat kurang. Guru bukan opsyen juga mengalami masalah terutamanya dalam menentukan bahan bantu mengajar.

Walaupun bagaimanapun, berdasarkan kajian yang dilakukan oleh Ting (2018), terdapat pernyataan bahawa guru-guru tadika, terutamanya dari sektor swasta, kurang memahami KSPK. Dapat dikukuhkan lagi apabila majoriti guru dari sektor swasta tidak sepenuhnya mengaplikasikan KSPK dalam pengajaran harian mereka, kerana sebahagian dari mereka kurang faham konsep KSPK selepas diperkenalkan kepadanya. Hal ini menunjukkan bahawa guru-guru tadika swasta masih belum memenuhi kriteria guru profesional seperti tiada kelayakan ikhtisas, kurang berpengalaman dan tidak terlatih. Pelaporan ini menimbulkan persoalan utama berhubung status kelayakan ikhtisas dan tahun pengalaman guru-guru prasekolah, adakah dapat memberi kesan kepada pengetahuan mereka mengenai KSPK.

Seterusnya, terdapat juga kewujudan situasi di mana guru prasekolah tidak jelas dengan kandungan kurikulum dan keperluan pelaksanaannya bisa menjadi masalah serius dalam pendidikan anak usia dini. Kurangnya huraian terperinci tentang Kandungan Standard Prasekolah Kebangsaan (KSPK) boleh menjadi salah satu faktor yang menyulitkan guru-guru dalam memahami kandungannya. Isu ini dikukuhkan lagi dengan pernyataan bahawa tiada huraian yang menyukarkan guru-guru memahami kandungan KSPK (Chee, 2017)

Selari dengan isu yang dibincangkan di atas, kemahiran berfikir dan konsep pendidikan akhlak murid harus dititikberatkan dan diperkembangkan sejak awal. Pembinaan modul berasaskan al-Quran dan as-Sunnah sebagai sumber utama dalam Pendidikan akhlak Act Like Muhammad (ALiM) merupakan langkah yang penting bagi guru dan murid prasekolah dalam usaha memperkembangkan tahap didikan dalam akhlak kanak-kanak. Modul ini melalui tiga fasa penting iaitu fasa analisis keperluan, fasa rekabentuk dan pembangunan dan fasa penilaian supaya modul ini boleh diguna pakai dan mampu memberi impak dan manfaat kepada semua yang terlibat dalam industri pendidikan awal kanak-kanak, terutamanya guru-guru, pengusaha-pengusaha tadika kerajaan mahupun swasta, dan masyarakat yang ingin mengembalikan rakyat Malaysia kepada akhlak dan cara hidup Islam. Menerusi model pembinaan modul Sidek, kajian keperluan perlu dilaksanakan untuk mengenal pasti keperluan sesebuah modul dibangunkan. Dalam isu ini, kajian keperluan dilaksanakan untuk mengenal pasti keperluan modul ALiM dibangunkan. Pandangan guru prasekolah terhadap keperluan pembinaan modul dalam pengajaran dan pembelajaran bagi bidang Pendidikan Islam turut dikaji. Apabila keperluan modul dapat dikenal pasti, modul pengajaran ALiM dibina berdasarkan langkah-langkah model pembinaan modul Sidek.

Tujuan Kajian

Kajian ini bertujuan untuk mengenal pasti keperluan pembangunan modul ALiM untuk guru prasekolah.

Objektif

Analisis keperluan ini dijalankan untuk mencapai objektif bagi :

- i. Mengenal pasti keperluan membangunkan Modul ALiM untuk guru prasekolah.
- ii. Mengenal pasti tahap pengetahuan guru prasekolah dalam mengajar pendidikan akhlak.
- iii. Mengenal pasti tahap kemahiran guru prasekolah dalam mengajar pendidikan akhlak.

Persoalan Kajian

Analisis keperluan ini dijalankan untuk menjawab persoalan kajian :

- i. Adakah terdapat keperluan membangunkan modul ALiM untuk guru prasekolah?
- ii. Apakah tahap pengetahuan guru dalam mengajar pendidikan akhlak untuk murid prasekolah?
- iii. Apakah tahap kemahiran guru dalam mengajar pendidikan akhlak untuk murid prasekolah?

Metodologi

Penyelidikan ini merupakan kajian tinjauan untuk mengenal pasti keperluan guru prasekolah dari tadika swasta terhadap pembangunan modul pengajaran dalam usaha memperkembangkan kemahiran berfikir murid. Berdasarkan fasa analisis keperluan, kajian ini lebih terhad kepada 90 guru prasekolah dalam kategori tadika swasta dari zon selatan yang terdiri daripada 30 orang guru dari setiap daerah. Al-Quran dan Sunnah berfungsi sebagai asas bagi modul latihan ALiM, yang bertujuan untuk memajukan pendidikan Islam dan pendidikan moral bagi kanak-kanak. Selain itu, kajian ini mengkaji keserasian komponen yang termasuk dalam modul. Penyelidik mengumpul data yang lebih menyeluruh untuk mewujudkan modul yang lebih komprehensif apabila mereka menggabungkan kaedah kuantitatif dan kualitatif.

Menerusi peringkat permulaan menganalisis keperluan pembinaan modul ALiM, kajian dan tinjauan literatur dijalankan untuk mengesahkan makna sebenar pembangunan modul untuk pertumbuhan dan pembangunan kanak-kanak. Rancangan, buku, klip media, jurnal, dan bahan-bahan saintifik lain semuanya diperiksa dengan teliti. Sementara itu, penyelidik membuat rujukan kepada literatur baru-baru ini untuk membangunkan asas teori dan konseptual modul. Sebelum fasa seterusnya dilaksanakan, fasa ini berfungsi sebagai asas utama.

Tambahan pula, analisis keperluan ini dilaksanakan dalam kalangan guru prasekolah dari tadika swasta. Pada fasa analisis keperluan, kajian ini telah menggunakan kaedah soal selidik terhadap kumpulan pengguna yang berpengalaman bagi mendapatkan pandangan peserta kajian berhubung keperluan pembangunan modul ALiM. Soal selidik digunakan dalam Fasa Analisis Keperluan yang melibatkan 90 orang guru prasekolah kategori tadika swasta dari seluruh Malaysia. Analisis keperluan ini memberikan input bagi menentukan aspek-aspek pengajaran yang diperlukan. Instrumen soal selidik dengan skala rating digunakan untuk menjawab soalan kajian tentang pengetahuan, kemahiran dan cabaran guru tentang pendidikan Islam. Bagi menentukan tahap pengetahuan dan kemahiran, skala rating dijumlahkan dan ditukar kepada skor dalam peratusan. Fasa analisis keperluan ini bertujuan menyelidik

keperluan membangunkan modul ALiM berdasarkan pandangan peserta kajian. Hanya setelah dapatan analisis keperluan mengesahkan terdapat keperluan membangunkan modul, barulah proses seterusnya dapat dilaksanakan.

Setelah maklum balas soal selidik guru telah dikumpulkan, semua data diproses dan disusun dalam jadual untuk memudahkan proses menganalisis data. Bagi bahagian keperluan modul pengajaran ALiM, maklum balas guru dianalisis untuk mencari peratusan persetujuan guru terhadap keperluan modul pengajaran tersebut. Bagi bahagian keperluan komponen modul pula, maklum balas guru dianalisis untuk mencari nilai min dan peratusan tahap persetujuan guru. Dapatan ini digunakan dalam Fasa Reka Bentuk dan Pembangunan untuk menentukan elemen-elemen yang perlu dimasukkan dalam modul latihan pendidikan akhlak. Kaedah Fuzzy Delphi dilaksanakan dengan menemu bual 10 orang pakar dalam pusingan pertama.

Reka Bentuk Modul

Modul dibangunkan meliputi komponen-komponen utama iaitu objektif pengajaran, kandungan pengajaran, bahan bantu pengajaran, strategi/teknik pengajaran (penyampaian) dan penilaian pengajaran. Penghasilan komponen-komponen utama ini adalah berdasarkan kepada model pembangunan modul Sidek dan model kurikulum TABA. Pemilihan kedua-dua model ini amat penting kerana ia menjadi paksi utama di dalam reka bentuk model yang dihasilkan. Lanjutan itu juga, kedua-dua model ini berfungsi sebagai pemandu arah dalam menghasilkan model kurikulum pengajaran pendidikan akhlak ALiM dalam kajian ini.

Dalam fasa Analisis Keperluan, pengkaji mengumpulkan maklumat tentang masalah dan keperluan guru prasekolah dalam pengajaran Pendidikan Akhlak. Selain itu, maklumat tentang pengetahuan dan kemahiran guru juga diselidiki untuk menentukan aspek yang memerlukan perhatian khusus dalam penyediaan modul yang sesuai. Data dikumpulkan melalui kajian soal selidik dan kajian literatur untuk menjawab soalan kajian analisis keperluan.

Sampel Kajian

Dalam fasa ini instrumen soal selidik mengenai latar belakang guru, cabaran guru dan tahap pengetahuan serta tahap kemahiran guru prasekolah tentang pendidikan akhlak diedarkan kepada guru prasekolah. Untuk mendapatkan data secara menyeluruh dan mewakili populasi guru-guru prasekolah, analisis keperluan ini dijalankan melibatkan guru-guru daripada Semenanjung dan Sabah serta Sarawak. Kajian ini dijalankan ke atas populasi guru prasekolah yang melibatkan kawasan yang luas dan senarai subjek tidak dapat diperolehi, jadi kaedah persampelan kluster digunakan.

Persampelan kluster boleh dijalankan bila elemen-elemen dalam populasi adalah heterogenus (Chua, 2011) di mana terdapat ketidakseragaman elemen-elemen dalam kelompok tetapi terdapat keseragaman antara semua kelompok. Elemen-elemen heterogenus ialah jantina, umur, pengalaman mengajar, tahap pendidikan dan lain-lain lagi. Namun begitu semua kelompok adalah terdiri daripada guru-guru yang mengajar di prasekolah kategori tadika swasta. Pengkaji telah mengedarkan borang selidik kepada guru-guru prasekolah kategori tadika swasta mengikut zon.

Sebanyak 90 soal selidik telah diedarkan kepada guru-guru prasekolah dan soal selidik dianalisis menggunakan perisian *Statistical Package for Social Sciences* (SPSS) versi 27.0 bagi

mendapatkan nilai skor min dan sisihan piawai. Keputusan data yang dianalisis ini adalah berfungsi bagi menunjukkan bahawa terdapat keperluan dalam membangunkan modul ALiM untuk guru prasekolah di Malaysia.

Instrumen Kajian

Instrumen kajian dianggap mempunyai konsistensi dalaman yang boleh diterima sekiranya nilai pekali '*alpha Cronbach*' bagi setiap skala dalaman instrumen melebihi 0.70 (nilai $\alpha > 0.70$) (George & Mallery, 2003) seperti yang ditunjukkan dalam Jadual 2 di bawah.

Jadual 2: Nilai Cronbach's alpha Mengikut Konstruk

Nilai Cronbach's alpha mengikut konstruk

Konstruk	Pengetahuan	Kemahiran
Pedagogi kanak-kanak	.90	.98
Kreativiti dalam PdP	.93	.97
Kawalan kelas sewaktu PdP	.94	.93
Teknik pengajaran nabi	.96	.97
Strategi pengajaran	.94	.96
Kandungan sukatan pembelajaran	.97	.95

Semua item dalam tahap pengetahuan dan kemahiran berada dalam enam konstruk iaitu (1) Pedagogi kanak-kanak, (2) Kreativiti dalam PdP, (3) Kawalan kelas sewaktu PdP, (4) Teknik pengajaran nabi, (5) Strategi pengajaran, dan (6) Kandungan sukatan pembelajaran. Item-item dalam semua konstruk menunjukkan nilai pekali melebihi 0.70. Nilai konstruk bagi elemen pengetahuan paling rendah adalah pedagogi kanak-kanak iaitu sebanyak 0.90 manakala nilai konstruk paling tinggi adalah 0.97 yang merangkumi konstruk kandungan sukatan pembelajaran. Manakala bagi nilai konstruk kemahiran pula menunjukkan nilai konstruk pedagogi paling tinggi sebanyak 0.98 dan paling rendah bagi konstruk kawalan kelas sewaktu PdP. Kesemua item ini berada dalam enam kelompok masing-masing sebagaimana yang dikehendaki. Berdasarkan konstruk tersebut jelas menunjukkan nilai Cronbach's alpha melebihi 0.70, maka ini menunjukkan instrumen ini adalah konsisten dan boleh digunakan dalam kajian ini.

Kaedah Analisis Data

Data Fasa Analisis Keperluan diproses menggunakan perisian Statistical for Social Science (SPSS) versi 27.0 untuk mendapatkan peratus, skor min dan sisihan piawai. Manakala statistik deskriptif digunakan untuk menghuraikan data latar belakang responden dalam bentuk frekuensi dan peratusan. Instrumen soal selidik digunakan untuk menjawab soalan kajian fasa ini. Analisis kekerapan, peratus dan min digunakan untuk memerihalkan data latar belakang responden. Kaedah skala rating dijumlahkan dan ditukar dalam bentuk peratus skor bagi menentukan tahap pengetahuan dan kemahiran. (Thanavanh, Kasuya dan Sakamoto, 2013) Konstruk pengetahuan terdiri dari 41 item yang mana skor keseluruhan berjumlah. Skor responden bagi 41 item dijumlahkan dan dibahagikan dengan 90 bagi mendapatkan peratus skor.

Dapatan Kajian

Setelah proses pengumpulan data dijalankan, respon guru dikategori kepada dua bahagian iaitu pengetahuan dan kemahiran. Data responden berdasarkan kajian ini jelas menunjukkan tahap pengetahuan dan kemahiran tentang pendidikan akhlak yang sederhana. Soal selidik terdiri daripada bahagian tahap pengetahuan dan kemahiran tentang pendidikan akhlak. Secara keseluruhannya, terdapat 41 item mengikut enam komponen pengetahuan dan kemahiran tentang pendidikan akhlak murid-murid prasekolah. Skor bagi tahap pengetahuan dan kemahiran dikategorikan kepada tahap tinggi, sederhana dan rendah.

Jadual 1: Tahap Pengetahuan dan Kemahiran Guru Tentang Pendidikan Akhlak

<i>Tahap Pengetahuan dan Kemahiran Guru Tentang Pendidikan Akhlak</i>				
	Skor	Tinggi	Sederhana	Rendah
	Min	Kekerapan(%)	Kekerapan(%)	Kekerapan(%)
Pengetahuan	280.73 (66.7%)	164 (25.9)	419 (66.1)	51 (8.0)
Kemahiran	285.97 (67.7%)	206(32.5)	353 (55.6)	75 (11.9)

Berdasarkan jadual di atas, kebanyakan guru iaitu 66.1% mempunyai tahap pengetahuan yang sederhana diikuti 25.9% tahap tinggi. Hanya 8.0% sahaja mempunyai tahap pengetahuan yang rendah. Tahap kemahiran pula menunjukkan lebih separuh daripada responden pada tahap sederhana iaitu 55.6% diikuti 32.5% tahap tinggi dan hanya 11.9% pada tahap rendah. Skor min bagi tahap pengetahuan dan kemahiran adalah sederhana iaitu 66.7 dan 67.7. Dapatan data keseluruhan bagi fasa analisis keperluan menunjukkan wujudnya keperluan untuk menyediakan modul pengajaran pendidikan akhlak kepada guru-guru prasekolah tadika swasta. Kebanyakan guru bukan dari opsyen pendidikan Islam. Mereka juga berhadapan masalah kurang mahir dalam strategi/teknik penyampaian yang bersesuaian dengan kanak-kanak untuk pengajaran pendidikan akhlak.

Tambahan pula, dapatan kajian mendapati antara sebab-sebab pendidikan akhlak tidak disampaikan dengan baik adalah kerana tiada kurikulum yang lengkap tentang pendidikan akhlak untuk murid prasekolah. Selain itu tiada strategi pengajaran atau teknik penyampaian yang menyeronokkan. Berdasarkan data-data ini, modul pengajaran pendidikan akhlak perlu untuk melatih guru menerapkan pendidikan akhlak kepada murid prasekolah. Walau bagaimanapun, penyelidikan ini membuktikan masih tiada sukatan atau modul khusus yang dapat dijadikan sebagai sumber pengajaran. Hasil dapatan berdasarkan tahap pengetahuan dan kemahiran menunjukkan guru-guru memerlukan pendedahan dengan lebih luas dalam bidang pendidikan akhlak.

Perbincangan

Dapatan kajian menunjukkan keperluan modul latihan ALiM dapat dikenal pasti. Walaupun begitu, keperluan guru terhadap modul ALiM dalam pengajaran dan pembelajaran pendidikan

akhlak dilihat perlu dibangunkan. Menerusi hasil tahap pengetahuan dan kemahiran guru prasekolah dapat disimpulkan bahawa guru kurang bersedia iaitu masih memerlukan bimbingan dan latihan sebelum dapat melaksanakan pengajaran pendidikan akhlak. Maka modul yang dibina adalah berfokus untuk meningkatkan pengetahuan dan kemahiran guru dalam mengajar pendidikan akhlak. Guru-guru juga menghadapi masalah ketiadaan panduan atau sukatan pelajaran pendidikan akhlak yang khusus. Namun begitu sehingga kini belum ada satu panduan khusus kepada guru untuk menerapkan pendidikan akhlak kepada murid prasekolah. Merujuk permasalahan ini, satu modul pengajaran pendidikan akhlak dibangunkan dengan tujuan meningkatkan tahap pengetahuan dan kemahiran guru prasekolah.

Analisis Keperluan dijalankan dengan mengutip data tentang empat elemen akhlak yang difokuskan bagi membangunkan modul pengajaran pendidikan akhlak ALiM. Data dikumpulkan melalui soal selidik skala likert 5 kepada 90 orang guru prasekolah kategori tadika swasta di seluruh Malaysia. Tujuan kutipan data dalam fasa ini ialah untuk mendapatkan maklumat tentang keperluan terhadap modul pengajaran pendidikan akhlak. Dapatan data Fasa Analisis Keperluan menunjukkan kebanyakan guru tidak pernah mengikuti latihan atau kursus berkaitan pendidikan akhlak untuk murid prasekolah. Hal ini diberi perhatian khusus kerana pembangunan modul pendidikan akhlak kanak-kanak sangat diperlukan oleh guru prasekolah bagi membantu menyampaikan pengajaran (Hambal, 2020).

Seterusnya, data dari analisis keperluan digunakan untuk mereka bentuk dan membangunkan modul. Data-data berkaitan reka bentuk modul diperoleh dengan mendapatkan persetujuan pakar tentang elemen-elemen yang perlu ada dalam modul. Pakar-pakar menunjukkan kesepakatan bahawa masalah guru-guru prasekolah ialah tiada kursus/latihan pengajaran pendidikan akhlak yang khusus untuk murid prasekolah. Selain itu kekurangan bahan sumber pengajaran juga menjadi satu lagi masalah kepada guru. Dapatan ini selari dengan dapatan kajian oleh Howard-Barr et, al (2005) dan Tsuda et al. (2017).

Modul pengajaran pendidikan akhlak ALiM dibangunkan dengan menggunakan dapatan data ini. Empat modul telah dibangunkan dan disemak oleh pakar. Dapatan data menunjukkan masih ada beberapa perkara yang perlu dibuat penambahbaikan. Setelah penambahbaikan dibuat, pelaksanaan dan penilaian modul dijalankan. Dapatan kajian menunjukkan modul ini dapat meningkatkan pengetahuan dan kemahiran guru tentang pendidikan akhlak murid

Implikasi Kajian

Modul pengajaran pendidikan akhlak untuk guru prasekolah merupakan alat penting dalam memperkukuhkan pendekatan pengajaran dan pembelajaran berkaitan nilai-nilai moral dan etika. Dalam konteks pendidikan awal kanak-kanak, modul ini memainkan peranan penting dalam membentuk akhlak dan sahsiah kanak-kanak. Walau bagaimanapun, untuk memastikan pembangunan dan pembinaan modul ini adalah empirikal dan diperlukan, maka suatu kajian terhadap analisis keperluan telah dijalankan terlebih dahulu. Di dalam mendapatkan dapatan kajian analisis keperluan, penggunaan soal selidik digunakan di mana ia merangkumi 5 aspek. Berikut adalah beberapa aspek yang perlu diberi perhatian dalam pembangunan modul pengajaran pendidikan akhlak untuk guru prasekolah.

Kandungan Modul

Modul harus merangkumi aspek-aspek penting seperti nilai-nilai agama, etika, dan moral. Isu-isu semasa dan situasi yang relevan dengan kanak-kanak prasekolah juga perlu dimasukkan. Kandungan modul sepatutnya memberi tumpuan kepada pembentukan akhlak yang positif dan memperkukuhkan nilai-nilai kebaikan.

Strategi Pengajaran Inovatif

Modul perlu menyediakan strategi pengajaran yang inovatif dan sesuai dengan perkembangan kanak-kanak prasekolah. Guru perlu memahami kaedah penyampaian yang efektif untuk memastikan pesanan nilai-nilai akhlak dapat disampaikan dengan berkesan.

Pengukuran Keberkesanan

Modul perlu dinilai secara berterusan untuk memastikan keberkesanannya. Guru perlu mengukur sejauh mana modul berjaya membentuk akhlak kanak-kanak dan memberikan keadilan terhadap kepelbagaian murid. Data maklum balas daripada guru dan murid boleh membantu memperbaiki modul.

Integrasi Nilai Global

Modul perlu mengambil kira isu-isu globalisasi dan transformasi dalam pendidikan. Relevansi modul dengan keadaan semasa dan keperluan negara maju perlu diberi perhatian. Kurikulum integratif yang mencakupi nilai-nilai universal juga disarankan.

Berikutnya implikasi dari analisis keperluan digunakan untuk mereka bentuk dan membangunkan modul. Data-data berkaitan reka bentuk modul diperoleh dengan mendapatkan persetujuan pakar tentang elemen-elemen yang perlu ada dalam modul. Pakar-pakar menunjukkan kesepakatan bahawa masalah guru-guru prasekolah ialah tiada kursus/latihan pengajaran pendidikan akhlak yang khusus untuk murid prasekolah. Selain itu kekurangan bahan sumber pengajaran juga menjadi satu lagi masalah kepada guru. Dapatan ini selari dengan dapatan kajian oleh Howard-Barr et al (2005) dan Tsuda et al. (2017). Dengan memperhatikan aspek-aspek di atas, pembangunan modul pengajaran pendidikan akhlak untuk guru prasekolah dapat memberi sumbangan yang berharga dalam membentuk akhlak kanak-kanak secara holistik.

Modul pengajaran pendidikan akhlak ALiM ini dibangunkan bagi mewujudkan satu rujukan dan panduan kepada guru prasekolah di Malaysia bagi melaksanakan pengajaran pendidikan akhlak yang menyeronokkan dan berkesan. Modul ini memberi gambaran terhadap komponen dan elemen utama utama yang diperlukan oleh guru prasekolah dalam usaha meningkatkan prestasi pengajaran guru-guru prasekolah. Dapatan soal selidik fasa analisis keperluan yang pertama merumuskan bahawa peserta kajian mengesahkan terdapat keperluan untuk membangunkan satu modul pengajaran pendidikan akhlak bagi panduan guru prasekolah. Pernyataan ini didapati selari dan menyokong dapatan Mariani (2020), Rosnani (2019), Hambal (2020) dan Saptri et al. (2021) bahawa modul pengajaran pendidikan akhlak untuk guru prasekolah perlu dibangunkan untuk meningkatkan prestasi pengajaran mereka.

Daripada soal selidik juga, peserta kajian menjelaskan bahawa pembangunan modul pendidikan akhlak ALiM ini sangat penting sebagai rujukan guru prasekolah dalam melaksanakan pengajaran yang menyeronokkan dan berkesan. Hal ini kerana menurut Rosnani

(2019) bahawa proses pemupukan nilai murni dan akhlak tidak dapat diintegrasikan dengan baik dalam rancangan pengajaran kerana ketidakcekapan guru dalam melaksanakan pengajaran yang komprehensif. Natijahnya proses pengajaran dan kandungan pengajaran yang dilaksanakan tidak selari dengan perkembangan murid.

Kesimpulan

Dapat disimpulkan bahawa kajian yang dijalankan ini telah menunjukkan pembinaan modul pengajaran ALiM adalah sangat diperlukan. Secara keseluruhannya, majoriti guru menunjukkan terdapat keperluan terhadap modul latihan ALiM dan mereka berminat untuk menggunakan modul pengajaran tersebut sebagai bahan bantu mengajar tambahan dalam memastikan murid dapat mempraktikkan pendidikan akhlak dalam diri masing-masing. Selain itu, komponen-komponen yang dicadangkan untuk disediakan dalam modul pengajaran ALiM juga mendapat tahap persetujuan yang tinggi daripada pihak guru. Pendidikan akhlak merupakan aspek penting dalam konteks pendidikan, yang mencakup nilai-nilai moral, etika, dan perilaku yang baik. Dalam konteks kajian ini, hubungan antara pendidikan akhlak dan pendidikan Islam serta moral dapat dilihat melalui kerjasama antara guru-guru prasekolah dengan ibu bapa. Melalui kerjasama ini, nilai-nilai seperti kejujuran, rasa hormat, dan tanggungjawab dapat diterapkan dalam pembelajaran mengenai pendidikan akhlak yang merupakan satu dimensi asas dalam pendidikan Islam. Modul ALiM ini berteraskan dua sumber utama iaitu Al-Quran dan Hadith. Terdapat tiga elemen dalam kandungan modul ini iaitu akhlak, adab dan sifat nabi. Oleh itu, komponen kaedah pengajaran, penilaian, aktiviti pembelajaran beserta contoh soalan akan disediakan berdasarkan tiga elemen tersebut apabila modul pengajaran ALiM dibangunkan. Modul pengajaran pendidikan akhlak yang dibangunkan dalam kajian ini dapat dijadikan panduan dalam merancang program latihan guru. Pembangunan modul ini juga melibatkan guru dalam proses merancang, melaksana dan membuat penilaian. Diharapkan modul yang dibangunkan akan dapat memberi manfaat kepada guru untuk membantu meningkatkan penguasaan konsep dan kemahiran berfikir murid dalam pembelajaran pendidikan Islam dan pendidikan akhlak.

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**KEMAHIRAN KEPIMPINAN KENDIRI, TINGKAH LAKU KERJA
INOVATIF DAN IKLIM SEKOLAH TERHADAP PRESTASI KERJA
GURU SEKOLAH MENENGAH TS25, SABAH
SELF-LEADERSHIP SKILLS, INNOVATIVE WORK BEHAVIOR AND
SCHOOL CLIMATE ON THE JOB PERFORMANCE OF SECONDARY
SCHOOL TEACHERS IN TS25 SCHOOL, SABAH**

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Abstrak: Kertas Konsep ini membincangkan kemahiran kepimpinan sendiri, tingkah laku kerja inovatif dan iklim sekolah terhadap prestasi kerja guru sekolah menengah TS25 di negeri Sabah. Kajian ini adalah berbentuk kajian kauntitatif bukan eksperimen iaitu reka bentuk tinjauan yang dijalankan dengan menggunakan kaedah deskriptif. Fokus kajian ini adalah sekolah- sekolah menengah TS25 di negeri Sabah sahaja. Populasi dalam kajian ini melibatkan semua guru sekolah menengah yang mengajar di sekolah TS25 Negeri Sabah dengan 375 orang responden. Teknik pensampelan menggunakan pensampelan rawak mudah. Selain itu soal selidik digunakan untuk mendapatkan data mentah. Data mentah akan dianalisis menggunakan Statistical Package for the Social Sciences (SPSS) untuk mendapatkan Kolerasi Pearson dan Regresi Berganda. Kajian ini akan memberi sumbangan penting kepada pemahaman tentang faktor-faktor yang mempengaruhi prestasi kerja guru di sekolah sama ada yang melibatkan faktor dalaman mahupun faktor luaran. Hal ini kerana, guru merupakan nadi utama dalam menentukan kualiti dan kejayaan sekolah. Kemahiran Kepimpinan Kendiri yang berkesan oleh seseorang guru dapat menggerakkan sekolah ke arah kecemerlangan. Prestasi kerja yang baik dalam kalangan guru merangkumi keupayaan, pemikiran dan sikap dalam mengurus pelajar untuk mencapai visi, misi dan matlamat bersama.

Kata Kunci: Kemahiran Kepimpinan Kendiri, Tingkah Laku Kerja Inovatif, Iklim Sekolah, Prestasi Kerja Guru, Sekolah Menengah TS25

Abstract: This concept paper discusses self-leadership skills, innovative work behavior, and school climate on the performance of secondary school teachers in TS25 schools in the state of Sabah. This study is in the form of a quantitative non-experimental study, namely a survey design conducted using descriptive methods. The focus of this study is only on TS25 secondary schools in the state of Sabah. The population in this study involves all secondary school teachers teaching in TS25 schools in the state of Sabah with 375 response. The sampling technique used is simple random sampling. In addition, a questionnaire was used to obtain raw data. The raw data will be analyzed using the Statistical Package for the Social Sciences (SPSS) to obtain Pearson correlation and multiple regression. This study will make an important contribution to understanding the factors influencing teacher performance in schools, whether involving internal or external factors. This is because teachers are the mainstay in determining the quality and success of schools. Effective self-leadership skills by a teacher can help the school towards excellence. Good performance among teachers includes

the ability, thinking, and attitude in managing students to achieve the vision, mission, and goals together.

Keywords: *Self- Leadership Skills, Innovative Work Behavior, School Climate, Teacher's Job Performance, TS25 Secondary School*

Pengenalan

Fadhli (2020) menyatakan pendidikan berperanan penting dalam perkembangan ekonomi dan pembangunan sesebuah negara. Pendidikan telah dipersepsikan sebagai faktor penentu kemajuan dan kemerosotan sesebuah negara. Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2015 (KPM,2013) yang bertujuan untuk meningkatkan mutu pendidikan negara ke aras globalisasi semas telah digubal oleh Kementerian Pendidikan Malaysia (KPM). Inisiatif ini menyediakan landasan untuk menangani cabaran yang timbul dalam era globalisasi. Pembangunan generasi manusia dan masyarakat yang bermutu tinggi bergantung kepada sistem pendidikan yang berkesan. Oleh itu, usaha yang dilakukan oleh semua warga pendidik dalam meningkatkan mutu pendidikan negara kita adalah penting. Fadhlah et al. (2019) mengemukakan budaya sekolah yang memberangsangkan akan menyumbang kepada pencapaian yang positif dalam konteks prestasi sekolah, manakala gaya kepimpinan yang tidak berkesan akan merencatkan keberkesanan sekolah.

Kemahiran Kepimpinan Kendiri juga merupakan proses pengaruh sendiri yang mana individu cuba menggunakan kognisi dan tindakan demi mencapai matlamat (Manz dan Sims, 1996; Manz dan Neck, 2004). Kemahiran Kepimpinan Kendiri adalah berkaitan dengan cara meningkatkan pencapaian organisasi melalui pemikiran dan tindakan individu (Diliello dan Houghton, 2006). Kemahiran Kepimpinan Kendiri merupakan penyumbang utama kepada peningkatan pencapaian. Kajian lepas menunjukkan pekerja yang mengamalkan Kemahiran Kepimpinan Kendiri menjadi lebih yakin dan boleh menyesuaikan diri dalam pelbagai situasi (Stajkovic dan Luthans, 1998) serta lebih menikmati kejayaan dalam kerjayanya.

Selain itu, dalam kajian-kajian lepas membuktikan tingkah laku kerja inovatif merupakan penyumbang utama kepada peningkatan prestasi (Bjornali dan Storen, 2012). Dalam konteks pendidikan, kajian terhadap aktiviti yang menjurus kepada tingkah laku inovatif dan penyertaan guru dalam proses dan pembangunan inovasi masih kurang (Messman dan Mulder,2012). Guru menghadapi kekangan untuk meletakkan tingkah laku inovatif sebagai pencetus kreativiti dan inovasi dalam pengajaran dan pembelajaran di bilik darjah . Antara faktor yang menjadi penghalang kepada guru mempamerkan tingkah laku kerja inovatif ialah persepsi terhadap keyakinan mereka cenderung untuk tidak inovatif.

Iklim sekolah yang positif juga akan meningkatkan sifat kepimpinan guru dan terlibat dalam proses pentadbiran. Dalam proses ini, sokongan, panduan dan kepercayaan yang diberikan oleh pentadbir sekolah akan meningkatkan kesanggupan guru menerima tugas dan melaksanakan tanggungjawab. Pemimpin di sesebuah sekolah memainkan peranan penting dalam membangunkan kemahiran kepimpinan sendiri guru. Tambahan, Diamond dan Spillane (2016) menyatakan bahawa kemahiran kepimpinan guru bergantung besar pendekatan kepimpinan oleh para pentadbir.

Oleh hal yang demikian, kajian ini mahu meneroka pengaruh kemahiran kepimpinan sendiri guru, tingkah laku kerja inovatif dan iklim sekolah terhadap prestasi kerja guru di sekolah menengah TS25 Negeri Sabah seperti mana yang telah dimandatkan kepada mereka sebagai pelaksana kurikulum di sekolah.

Pernyataan Masalah / Literatur

Pengajaran dan pembelajaran merupakan nadi dan aktiviti utama sekolah. Aktiviti ini memerlukan perhatian, penilaian dan kajian yang berterusan. Namun hakikatnya apabila keputusan pencapaian peperiksaan awam diumumkan terdapat perbezaan yang agak besar antara negeri-negeri di Malaysia. Statistik yang digunakan ini diperoleh daripada Lembaga Peperiksaan Malaysia. Dalam kajian ini, penyelidik merujuk data pencapaian dalam peperiksaan Sijil Pelajaran Malaysia (SPM) dengan membandingkan Gred Purata Negeri (GPN) semua negeri di Malaysia untuk tahun 2022.

Pencapaian pendidikan negara sehingga sekarang belum mencapai tahap yang memuaskan atau seperti yang diharapkan dalam Pelan Induk Pembangunan Pendidikan 2006 – 2010 dan Pelan Pembangunan Pendidikan 2013-2025. Malaysia kini di persimpangan antara standard pendidikan nasional dan standard pendidikan antarabangsa (RMK-10, 2010). Negeri Sabah berada pada kedudukan terakhir dengan perbandingan GPN negeri-negeri lain. Ini menunjukkan pencapaian SPM bagi negeri Sabah amat jauh ketinggalan dan berlaku jurang yang besar dengan perbandingan negeri lain.

Pencapaian peperiksaan awam yang dicapai oleh negeri Sabah pada dasarnya menunjukkan penurunan yang agak signifikan yang telah mewujudkan jurang yang memisahkan antara pencapaian antara negeri-negeri di Semenanjung Malaysia dengan negeri Sabah. Selain menentukan pencapaian sesebuah sekolah, guru merupakan faktor yang penting dan utama. Namun dapatan-dapatan kajian melaporkan bahawa guru sering hilang keyakinan dan daya saing untuk membuat perubahan terutama dalam tugas-tugas penting pengajaran dan pembelajaran sekali gus menyebabkan pengupayaan pengajaran lemah (Anuar Ahmad, 2009).

Kajian-kajian lepas mendapati guru mempunyai pengaruh yang signifikan ke atas pencapaian murid berbanding faktor-faktor lain di sekolah dan perbezaan dari segi kesannya (Konstantopolous dan Hedges, 2004; Kane, Rockoff dan Staiger, 2006; Nye, U.S Department of Education, 2010). Guru dapat mendominasi ke arah pencapaian cemerlang pelajar. Kajian-kajian terdahulu menunjukkan bahawa prestasi kerja guru mempunyai perkaitan yang kuat dengan pencapaian murid.

Kemahiran Kepimpinan Kendiri telah menjana banyak usaha menjalankan kajian dalam beberapa dekad yang lalu (Manz, 1992; Manz dan Meck, 1999; Manz dan Sims, 2001). Selain itu, kajian Kemahiran Kepimpinan Kendiri telah dilaksanakan dalam pelbagai latar belakang termasuklah pasukan yang mengamalkan kepimpinan sendiri (Neck, Stewart dan Manz, 1995); Namun kajian tentang Kemahiran Kepimpinan Kendiri dalam pendidikan dalam negara adalah sangat terhad. Kajian ini bertujuan mengisi kekurangan ini.

Terdapat banyak kajian yang telah dijalankan berkaitan dengan Kemahiran Kepimpinan Kendiri pengetua sekolah. Misalnya Kepimpinan Instruksional (contohnya Jamela Bibi Abdullah dan Jainabee Md. Kassim, 2011). Selain itu Kemahiran Kepimpinan Transaksional (contohnya Abdul Rahman Abdul Rahim, 2008; Othman Md. Johan & Ishak Mad Shah, 2008)

dan Kemahiran Kepimpinan Distributif (contohnya Yusof Boon dan Yahzanon Tair, 2013). Semua kajian berkaitan dengan kemahiran kepimpinan ini menggunakan pengetua sekolah sebagai data utama kajian menggunakan soal selidik yang memerlukan pengetua melaporkan sendiri akan tingkah laku kepimpinan mereka. Sebaliknya penggunaan guru sebagai sumber data yang menilai kepimpinan pengetua sangat terhad. Kajian ini bertujuan mengisi kekurangan ini dengan menggunakan guru sebagai sumber pengumpulan data. Penggunaan guru sebagai sumber data akan dapat memberikan dimensi baru dalam melihat pengurusan, kepimpinan dan suasana budaya di sekolah.

Penganjur Kemahiran Kepimpinan Kendiri mencadangkan bahawa wujudnya hubungan antara Kemahiran Kepimpinan Kendiri dengan kreativiti dan inovasi (DiLiello dan Houghton, 2006; Houghton dan Yoho, 2005; Phelan dan Young, 2013; Manz dan Sims, 2001). Scott dan Bruce (1994) menyatakan bahawa Tingkah Laku Kerja Inovatif ialah asas dalam organisasi yang berkesan. Kajian Abraham, Ravit dan Jacob (2006) menunjukkan terdapat hubungan antara Kemahiran Kempinan Kendiri dengan Tingkah Laku Kerja Inovatif. Namun, (kreativiti dan Inovasi) memerlukan kajian lanjutan. DiLiello dan Houghton (2006) telah mencadangkan bahawa penyelidikan lanjutan adalah perlu untuk mengkaji hubungan antara Kemahiran Kepimpinan Kendiri dengan Tingkah Laku Kerja Inovatif. Namun demikian, kajian yang mengaitkan hubungan antara Kepimpinan Kendiri dengan Tingkah Laku Kerja Inovatif di sekolah menengah TS25 adalah terhad. Kajian ini berhasrat mengisi kekurangan itu.

Oleh itu, satu kajian yang lebih menyeluruh dan spesifik perlu dilaksanakan untuk mengkaji pengaruh kemahiran kepimpinan sendiri, tingkah laku kerja inovatif, iklim sekolah terhadap prestasi kerja guru di sekolah menengah TS25, Sabah dalam memastikan pencapaian akademik para pelajar kerana prestasi kerja guru itu dilihat dan diukur sesuai dengan kemenjadian para pelajar.

Konsep Program Transformasi Sekolah 2025 (TS25).

Konsep Program Transformasi Sekolah 2025 (TS25) adalah satu usaha ke arah melahirkan modal Insan Unggul melalui :

- a. Persekitaran pembelajaran yang menyeronokkan.
- b. Penglibatan pembelajaran murid yang aktif dan bermakna.
- c. Disokong kepimpinan yang berkualiti serta berwawasan.
- d. Guru yang kompeten dan beraspirasi tinggi.
- e. Komitmen komuniti yang padu.

Elemen Kemenjadian Murid

Pendidikan di sekolah melahirkan murid yang berilmu pengetahuan, berkemahiran berfikir, berkemahiran memimpin, berkemahiran dwibahasa, beretika dan kerohanian dan mempunyai identiti nasional sejajar dengan hasrat enam (6) aspirasi murid dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 – 2025.

Elemen Sekolah Berkualiti

Sekolah berkualiti mempunyai perancangan akademik , kokurikulum , hal ehwal murid dan keceriaan sekolah yang kondusif untuk melahirkan persekitaran kerja yang positif dan disokong oleh kepimpinan berkesan, guru yang berkualiti serta sokongan PIBG dan komuniti.

Kemahiran Kepimpinan Kendiri

Peluasan pengupayaan (empowerment) ialah usaha yang biasa dalam penstrukturan semula organisasi seperti sekolah dibawah Program Transformasi TS25 , Kementerian Pendidikan Malaysia. Peluasan pengupayaan menjadi kunci utama dalam pasukan kerja yang mengamalkan pengurusan sendiri. Sehubungan dengan itu, kepimpinan sendiri seharusnya diamalkan (Manz dan Sims, 1996).

Definisi Kepimpinan Kendiri

Menurut Manz dan Sims (2002); Manz (1986) , Manz dan Neck (2004) dan Sahin (2011) kepimpinan sendiri ialah :

“ A philosophy and a systematic set of actions and mental strategies for leading oneself to higher performance and effectiveness ”

Mans (2001) mengkonseptualkan kepimpinan sendiri sebagai :

“ A comprehensive self-influence perspective that concerns leading oneself toward performance of naturally motivating tasks as well as managing oneself to do work that must be done, but not naturally motivating. ”

Menurut Houghton dan Neck (2002), kepimpinan sendiri ialah :

“ A process through which people influence themselves to achieve the self-direction and self-motivation necessary to behave and perform in desirable ways ”.

Manz (1983) dan Klenke (1996) mencadangkan kepimpinan sendiri sebagai :

“ Leadership alternative designed to involve people in the development of their own leadership ”

Definisi Kepimpinan Kendiri oleh Elisa (2009) ialah :

“ an intuitive and strategic approach to self-development that provides you with lifelong tools to access more of your internal and external resources, actively direct your path and attain your vision. The process is rooted in the scientific premise that we use only a small percentage of our brain and that with self-awareness, focus and support , it is possible to reach much more of our potential. ”

Tingkah Laku Kerja Inovatif

Keupayaan mencipta inovasi secara berterusan dalam organisasi sangat penting untuk meningkatkan perkhidmatan, hasil keluaran dan proses kerja. Guru sekolah transformasi dalam

organisasi seperti perlu sanggup, bersedia dan mampu mencipta inovasi untuk membolehkan inovasi secara berterusan menjadi suatu kenyataan dalam sekolah transformasi. Pendapat yang menyatakan bahawa setiap guru sekolah transformasi memainkan peranan amat penting bagi inovasi berterusan dan penambahbaikan ini terpapar dalam literatur akademik dan prinsip pengurusan seperti pengurusan kualiti secara menyeluruh dan keusahawanan korporat.

Tingkah Laku Kerja Inovatif lazimnya termasuklah penerokaan peluang dan penjanaan idea baharu. Tingkah Laku Kerja Inovatif juga merangkumi pelaksanaan perubahan, aplikasi ilmu pengetahuan atau membuat penambahbaikan. Kebanyakan kajian lepas memfokuskan kreativiti guru sekolah transformasi dan penjanaan idea-idea. Ini merupakan fasa awal proses inovasi. Penyelidik lepas telah berusaha melanjutkan konstruk tersebut dengan lebih banyak memberikan tumpuan kepada pelaksanaan idea . Oleh itu, Tingkah Laku Kerja Inovatif lazimnya dipercayai merangkumi set tingkah laku yang berkaitan dengan penjanaan idea, memberikan sokongan terhadap bahan yang diinovasi serta membantu dalam pelaksanaan inovasi tersebut. Dalam kajian ini, penerokaan peluang, penjanaan idea baru, mempromosikan idea dan melaksanakan inovasi merupakan inidikator bagi konstruk Tingkah Laku Kerja Inovatif. Jelasnya, guru sekolah transformasi perlu mempunyai Tingkah Laku Kerja Inovatif untuk mencipta inovasi dalam mata pelajaran masing-masing terutamanya dalam aspek pedagogi. Inovasi dalam pedagogi dapat meningkatkan pencapaian di sekolah transformasi.

Definisi Tingkah Laku Kerja Inovatif

Istilah Tingkah Laku Kerja Inovatif berasal daripada bahasa Latin, *Innovare* yang bermaksud membuat sesuatu yang baharu (Tidd, Bessant dan Pavitt, 2001). Tompson dan Fine (1999) mendefinisikan Tingkah Laku Kerja Inovatif sebagai penerimaan, penjanaan dan pelaksanaan idea baharu, proses , produk ataupun perkhidmatan. West dan Farr (1990) pula menyatakan bahawa tingkah laku kerja inovatif ialah perilaku guru sekolah transformasi yang diarahkan untuk menghasilkan, memperkenalkan dan mengaplikasikan hal-hal baharu yang bermanfaat dalam berbagai peringkat organisasi seperti di sekolah transformasi. Tingkah Laku Kerja Inovatif ini sama dengan peningkatan inovasi kerana melibatkan semua pihak.

Iklm Organisasi

Iklm sekolah sangat signifikan dengan semua aspek prestasi kerja guru dalam konteks sekolah dan ianya telah terbukti bahawa kualiti instruksional dan keberkesanan kerja guru bergantung kepada iklim sesebuah sekolah (Holzberger & Schiepe – Tiska, 2021 ; Ismail et.al ,2022). Iklim sekolah adalah set perkongsian persepsi terhadap karakter dan suasana termasuk norma-norma dan nilai serta komunikasi sebagai sesebuah organisasi (Ismail et. Al, 2022).Iklim organisasi adalah satu set ciri yang menggambarkan tentang perbezaan satu organisasi dengan organisasi yang lain, kekal dalam suatu jangka masa, dan dapat mempengaruhi tingkah laku dalam organisasi tersebut. Iklim organisasi juga merupakan suatu set pemboleh ubah yang mana diwakili dengan norma, perasaan, dan sikap yang terdapat di tempat kerja. Iklim organisasi juga merupakan persekitaran ruang kerja yang boleh dinyatakan dalam bentuk nilai, ciri atau sifat sesebuah organisasi tersebut.

Prestasi Kerja

Prestasi kerja merupakan salah satu elemen khusus dan penting dalam aspek sikap seseorang individu terhadap kerjayanya. Oleh sebab itu, Prestasi kerja menjadi salah satu topik yang penting kepada mana-mana pihak pengurusan dalam usaha untuk mewujudkan kumpulan kerja yang lebih produktif. Prestasi kerja juga merujuk kepada bila mana seseorang pekerja mencapai satu tahap yang membuatkan mereka berasa puas dengan hasil kerja yang telah dibuat atas faktor keselesaan persekitaran ruang kerja dan tanpa tekanan dari pihak atasan (Mohd Faizal Mohd Isa, Arifin Haji Zainal, Wan Shakizah Wan Mohd Noor, Zulkiflee Daud dan Fatimah Omar, 2012). Kesesuaian iklim organisasi di sesebuah sekolah bukan sahaja dapat meningkatkan tahap prestasi kerja guru malahan ia juga akan dapat meningkatkan prestasi sekolah tersebut kerana peningkatan tahap prestasi kerja guru sekaligus akan meningkatkan lagi kualiti serta produktiviti mereka.

Perbincangan

Sekolah TS25 merupakan sebahagian daripada usaha Kementerian Pendidikan Malaysia ke arah meningkatkan pembelajaran murid yang berkualiti. TS25 adalah singkatan kepada Program Sekolah Transformasi 2025. Selain itu, program ini diwujudkan untuk melahirkan sekolah terbaik dan berkualiti untuk memastikan kanak-kanak kita mendapat pendidikan yang terbaik demi untuk masa depan mereka. Bukan itu sahaja, dengan adanya program ini, ia secara tidak langsung dapat meningkatkan lagi taraf pendidikan di negara kita supaya taraf pendidikan negara kita dapat maju sama seperti negara-negara maju yang lain.

Selain itu, penubuhan Program TS25 ini adalah untuk mengaplikasikan amalan terbaik dalam pelaksanaan pengurusan dan kepimpinan yang berkualiti dan benar-benar terbaik dalam pengajaran dan pemudah caraan (PdPc) selari dengan hasrat yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 – 2025.

Jadi, kewujudan program TS25 ini adalah sebagai salah satu usaha ke arah melahirkan modal insan unggul melalui:

- a. Persekitaran pembelajaran yang menyeronokkan
- b. Disokong kepimpinan yang berkualiti dan berwawasan
- c. Guru yang kompeten dan beraspirasi tinggi.
- d. Komitmen komuniti dan ibubapa yang padu.

Antara objektif penubuhan Program TS 25 ini ialah mengaplikasikan konsep dan amalan pengajaran dan pemudah caraan yang terbaik di samping membangunkan kepakaran dalaman melalui latihan yang komprehensif. Selain itu, program ini juga bertujuan untuk membangunkan persekitaran pembelajaran yang berkesan dengan mengutamakan kemenjadian murid. Berdasarkan kepada tiga objektif Program TS25 ini, maka Kementerian Pendidikan Malaysia telah menetapkan tiga matlamat utama yang perlu dicapai oleh semua sekolah-sekolah di Malaysia menjelang tahun 2025, iaitu :

- a. Memantapkan kepimpinan sekolah.
- b. Memaksimumkan potensi guru dan murid menerusi peningkatan kualiti PdPC.
- c. Mengukuhkan penglibatan ibu papa, komuniti dan pihak berkepentingan demi kejayaan murid.

Program Sekolah Transformasi TS25 telah banyak menjadikan sekolah di negara kita sebagai sebuah sekolah yang berkualiti tinggi. Kesimpulannya, kewujudan program ini adalah sangat tepat pada masanya. Di kala negara kita sedang bergerak menjadi salah sebuah negara yang maju didunia, sistem pendidikan juga perlulah seiring dengan kemajuan negara kita. Justeru itu, semenjak kewujudan program TS25 ini kebanyakan sekolah yang berkualiti tinggi yang mana telah melahirkan ramai murid dan mempunyai kualiti pengajaran yang lebih baik.

Oleh itu, dalam perubahan yang berlaku dalam sistem pendidikan juga turut mempengaruhi perubahan-perubahan dalam organisasi. Jika dilihat secara umum, tiada perbezaan yang boleh diketahui daripada setiap sekolah menengah kerana ia merupakan organisasi yang terlibat di bawah satu payung yang besar yang ditadbir oleh kementerian. Walaupun begitu, iklim organisasi yang terdapat di setiap sekolah adalah berbeza dan perkara ini yang akan melihat kemenjadian sekolah tersebut (Coursesenu Ibrahim, 2001).

Oleh itu, guru perlu lebih bersikap adaptif, berfokus kepada kebajikan dan kemajuan murid , bekerja secara efektif, efisien dan bertindak dalam satu pasukan, berusaha meningkatkan kemajuan sekolah, berkongsi matlamat untuk memajukan sekolah dan meningkatkan tahap pendidikan di Malaysia. Dalam hal ini, kekukuhan dan penyuburan perkembangan diri pemimpin yang stabil dari aspek psikologi dan emosi bagi meningkatkan penglibatan sendiri yang optimum dalam kemahiran berinteraksi dengan guru-guru dan murid harus menjadi keutamaan (Mariani Md. Nor, 2002).

Profesion perguruan dianggap istimewa kerana sering mengalami perubahan dalam tempoh dua puluh tahun terdahulu yang menuntut guru sentiasa relevan dengan arus perkembangan pendidikan (Jennifer,2011). Dalam konteks kajian ini, seiring dengan keperluan dan kepesatan perkembangan ilmu pengetahuan, penekanan yang berterusan harus diutamakan bagi mewujudkan guru yang berkeupayaan tinggi dalam pengajaran , berketrampilan , berhemah tinggi, berprestasi tinggi dan mampu untuk berdaya saing dalam dunia global demi untuk mempertingkatkan kepimpinan pengajaran guru itu sendiri. Hal ini menunjukkan betapa pentingnya peranan kepimpinan guru dalam meningkatkan prestasi pencapaian murid. Selain itu, golongan pendidik perlu memiliki kompetensi dalam meneliti kemahiran, pengetahuan serta kepakaran.

Selain daripada faktor kepimpinan sendiri guru, dalam melaksanakan tugas pengajaran , suasana iklim sekolah contohnya di bilik guru yang harmonis dan kondusif membantu peningkatan pengajaran serta pembelajaran akan lebih bermakna. Peranan guru untuk mewujudkan suasana pembelajaran yang berkesan dalam bilik darjah merupakan cabaran semasa yang semakin meningkat dalam profesion perguruan ini.

Iklim sekolah yang kurang baik dan tidak kondusif akan menyebabkan timbulnya pelbagai masalah kepada pihak pentadbir sekolah, guru dan warga masyarakat khususnya ibu bapa dan murid. Ini akan mengakibatkan proses pengajaran dan pembelajaran menghadapi kesukaran dan halangan seterusnya murid tidak akan memperoleh input ilmu secara optimum dengan sebaik mungkin kerana suasana persekitaran yang tidak selesa dan kurang kondusif. Warga sekolah perlu bekerjasama dalam memastikan keadaan iklim sekolah mampu memberi ruang kepada warga sekolah untuk merasakan diri mereka bertanggungjawab memastikan hasrat negara bagi menyediakan murid dengan ilmu pengetahuan, pengalaman yang berguna, bersahsiah mulia dan berfikiran aras tinggi dalam menangani keadaan kehidupan yang lebih mencabar pada masa akan datang.

Untuk menjamin kemenjadian sesebuah organisasi maka perkara yang harus dititikberatkan ialah golongan pelaksana dalam organisasi tersebut. Perkara ini bermakna, prestasi kerja kakitangan adalah perkara utama yang akan mempengaruhi kemenjadian organisasi tersebut (Wan Na Eh Tem, 2013). Budaya kerja yang menerapkan minda kelas pertama adalah istilah yang sering digunakan pada masa kini yang akan menggambarkan proses kerja yang cemerlang (Edaham Ismail, 2009). Suasana kerja yang kondusif akan mempengaruhi prestasi kerja kakitangan yang seharusnya menunjukkan hasil yang sepatutnya selaras dengan istilah minda kelas pertama tersebut (Rosli Mohammed, 2007).

Menurut Rosli Mohammed (2007) prestasi kerja kakitangan berhubung rapat dengan suasana kerja yang berlaku di tempat mereka bekerja. Dalam institusi pendidikan, organisasi yang terlibat adalah sekolah dan guru merupakan kakitangan yang banyak terdapat dalam sekolah. Perkara ini menunjukkan bahawa untuk guru meningkatkan prestasi kerjanya, maka guru tersebut perlu beradaptasi dengan sekolah tersebut. Dengan kata lain, guru tersebut akan melihat iklim yang terdapat dalam sesebuah sekolah tersebut dan akan melaksanakan kerja seiring dengan iklim yang ada. Perkara yang menjadi persoalan adalah perbezaan iklim sekolah yang terletak di bandar dan luar bandar kerana dapat dilihat daripada setiap aspek lokasi, sumber, teknologi, perwatakan dan sebagainya yang perlu dititikberatkan oleh guru-guru untuk menjamin prestasi kerjanya.

Oleh itu, iklim organisasi yang positif adalah penting dan diperlukan dalam sesebuah sekolah. Dengan kata lain, untuk mewujudkan iklim organisasi yang positif melibatkan banyak aspek yang perlu dititikberatkan. Hal ini bermakna, walaupun ia sukar untuk disempurnakan tetapi untuk menjadikan sesebuah sekolah itu hebat.

Senario ini memberi gambaran dalam mana-mana organisasi pendidikan sama ada sektor awam ataupun sektor swasta, perlu menyedari bahawa amalan pengurusan dalam kalangan pengurus-pengurus institusi pendidikan wajar diberi perhatian. Hal ini kerana, kemahiran kepimpinan sendiri serta komitmen yang wujud dalam kalangan guru-guru dan iklim sekolah mempunyai hubungan rapat dengan prestasi kerja mereka. Kesimpulannya, selain daripada kemahiran yang ada pada individu yang boleh dimanipulasikan untuk mencapai misi dan visi sesebuah organisasi, kepimpinan sendiri, tingkah laku kerja inovatif serta iklim sekolah dalam kalangan guru-guru merupakan penentu kecemerlangan.

Kesimpulan

Dalam menghadapi situasi yang berbeza, seorang guru perlu menunjukkan fleksibiliti dan keupayaan untuk menyesuaikan diri dalam sebuah situasi. Kajian oleh Muhammad Amin, Rahmat, Muhammad Ayaz dan Malik (2013) menunjukkan bahawa prestasi kerja guru dalam keadaan baik dengan mengamalkan sikap kepimpinan yang tinggi. Guru digambarkan mempunyai kemahiran kepimpinan yang baik di sekolah dan mengajar mengikut kemampuan pelajar dan sentiasa peka terhadap idea-idea baharu iaitu memenuhi kriteria budaya kerja inovatif. Sesuai dengan kajian oleh Zulaine Awang Taul, Mohd Khairuddin Abdullah dan Mohd Mahadzir Rahimi Bin Mohamed Nawi (2021) mendedahkan bahawa tahap prestasi kerja guru berada pada tahap yang tinggi dimana wujud guru yang mempunyai kemampuan

mengajar dan berprestasi tinggi dengan pengaruh suasana dan persekitaran kerja untuk memberi nilai positif dalam mencapai tujuan yang diinginkan.

Dengan adanya hubungan yang kuat antara kemahiran kepimpinan sendiri, tingkah laku kerja inovatif dan iklim sekolah dengan prestasi kerja guru adalah menjadi harapan untuk meningkatkan kualiti pendidikan serta kemajuan negara secara menyeluruh menjadi lebih realistik (Rosdianah & Wahayudiati, 2022). Dalam konteks ini, adalah penting bagi seseorang guru untuk berusaha memperkukuh dan menggalakkan perkembangan profesional guru melalui pendekatan yang menekankan pembangunan idea-idea baharu (Ilmiah et al., 2020).

Di samping itu, prestasi kerja guru banyak dipengaruhi oleh peningkatan kesukaran dalam beban kerja mereka yang turut mempengaruhi kecekapan kerja mereka. Peranan guru di era moden tidak terhad kepada pengajaran dan pendidikan semata-mata, bahkan mereka juga dihadapkan dengan tugas-tugas tambahan yang tidak langsung berkaitan dengan proses pengajaran dan pembelajaran. Walaupun begitu, guru perlu sedar bahawa bidang pendidikan sentiasa berubah dan mengalami transformasi bagi menyesuaikan perubahan global yang berterusan. Tanggungjawab dan peranan yang dipikul oleh guru adalah mencabar dan membebakan. Mereka merasakan peningkatan dalam beban kerja mereka seiring dengan penambahan tugas yang diberikan kepada mereka. Isu mengenai beban kerja guru boleh dianggap sebagai satu isu yang berterusan dan tidak mempunyai penyelesaian yang jelas. Namun, sebagai ahli pendidikan, guru perlu melihat beban kerja yang mereka tanggung sebagai cabaran dalam memupuk modal insan yang bertujuan dan memenuhi aspirasi Falsafah Pendidikan Negara.

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KAJIAN MENGENAI TAHAP KESEDARAN DAN KEFAHAMAN TERHADAP 'MONEY MULE' DIKALANGAN MASYARAKAT MALAYSIA

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Abstract: According to Keldai Akaun (2020), money mule is a bank account used by another person unknowingly or voluntarily by the owner of the account to obtain a reward or by fraudulent means for illegal or illegal financial transactions. Syndicates usually get these mule accounts (also known as surrogate accounts) by deceiving those who need extra income and have a low level of financial literacy. Among the frequent victims include housewives, unemployed, students and senior citizens. To enable the criminals, maintain anonymity and non-visible to the detection of law enforcement, money mules are positioned in the money laundering chain between actual criminal and illicit funds. Money mules are characters recruited by criminal networks to perform fund transfers by utilizing their accounts. Recruitment is done by offering a job with simple recruitment criteria and attractive income and rewards. This study will determine the level of awareness towards money mule and understanding towards the dangerous of money mule. In this research, both quantitative and qualitative approaches will be employed with surveys and interviews.

Keywords: Money Mule, Illicit Funds, Money Laundering

Pengenalan

Iklan palsu di laman web pekerjaan dan platform media sosial semakin sering digunakan oleh kumpulan jenayah untuk merekrut golongan muda sebagai keldai wang bagi mencuci hasil daripada aktiviti haram, menurut laporan oleh Financial Times. Data dari persatuan perdagangan UK Finance dan perkhidmatan pencegahan penipuan CIFAS menunjukkan bahawa pada tahun 2020, terdapat lebih daripada 17,000 kes keldai wang yang disyaki melibatkan mangsa yang digelar "Generasi Covid", iaitu golongan muda berumur antara 21 hingga 30 tahun yang mencari pekerjaan semasa pandemik. Laporan FT menyatakan bahawa kumpulan umur ini merangkumi 42% daripada aktiviti keldai wang di UK pada tahun 2020, berbanding 38% tiga tahun sebelumnya. Persatuan perdagangan tersebut menjelaskan bahawa iklan keldai wang di media sosial sering memperlihatkan seseorang dengan sejumlah besar wang tunai atau gaya hidup mewah. Pengguna media sosial yang melihat iklan ini akan diminta untuk menghantar mesej peribadi untuk mendapatkan wang mudah dengan menjadi "agen

pemindahan wang" atau "pemproses tempatan". Financial Times melaporkan bahawa satu video berjudul "Cara membuat wang di sekolah" telah menerima lebih daripada 120,000 suka di TikTok. Di Malaysia, laman web perbankan Maybank2u telah mengeluarkan amaran keselamatan mengenai bagaimana penipu mendekati mangsa untuk operasi keldai wang secara dalam talian melalui emel, bilik sembang, laman web dan media sosial. Penipu sering memikat mangsa dengan "skim lumayan dan ganjaran wang" untuk menggunakan akaun bank dan kad ATM mereka bagi pemindahan wang haram. Apabila penipuan dikesan, pemegang akaun keldai akan disiasat oleh pihak berkuasa. Syarikat itu menasihatkan pengguna untuk menyemak nombor akaun penerima yang tidak dikenali di laman web Semak Mule sebelum melakukan sebarang transaksi perbankan. Semak Mule diperkenalkan oleh Polis Diraja Malaysia (PDRM) untuk membantu orang awam mengenal pasti jika ada akaun bank atau nombor telefon yang telah digunakan dalam aktiviti penipuan dengan melihat jumlah laporan polis yang telah dibuat terhadapnya.

Lebih daripada 80,000 akaun keldai telah digunakan oleh ahli-ahli sindiket penipuan dalam talian yang dikesan dari Januari 2019 dan jumlah ini terus meningkat. Pengarah Jabatan Siasatan Jenayah Komersial (JSJK), Datuk Zainuddin Yaacob, berkata akaun keldai merujuk kepada akaun yang dibenarkan oleh individu atau diberikan oleh pemiliknya kepada sindiket keldai akaun untuk pihak ketiga tanpa mengetahui tujuan sebenar penggunaan akaun tersebut. Menurut beliau, ahli sindiket memperdayakan mangsa untuk bersedia 'meminjamkan' kad mesin juruwang automatik (ATM) dan nombor pin dengan bayaran antara RM200 hingga RM2,000 bagi setiap transaksi. "Modus operandi sindiket ini untuk mendapatkan akaun adalah melalui iklan di media sosial atau ditawarkan melalui rakan-rakan dengan sejumlah bayaran tertentu. Antara alasan yang digunakan adalah untuk tujuan perniagaan dan sebagainya, sasaran mereka terdiri daripada golongan yang memerlukan seperti penagih dadah, suri rumah dan pelajar. Penjenayah mengiklankan kekosongan pekerjaan dengan ganjaran menarik dan fleksibiliti.

"Ketiadaan kesedaran tentang jenayah keldai wang dan pengambilan keldai wang menyebabkan tawaran pekerjaan diterima berdasarkan ganjaran dan fleksibiliti kerja. Kesedaran adalah alat pencegahan yang menyediakan pengetahuan tentang jenayah keldai wang dan menyingkap elemen jenayah tersembunyi dalam kriteria pekerjaan. Ini akan membolehkan mangsa yang disasarkan meneliti tawaran pekerjaan dan membuat keputusan yang bijak dalam penerimaan pekerjaan tersebut." Jumlah wang yang dibersihkan setiap tahun dianggarkan antara 2–5% daripada KDNK global (USD800 bilion - USD2 trilion). Motif kewangan adalah penyebab umum bagi kebanyakan jenayah. Penyeludupan dadah/manusia/hidupan liar, penyeludupan barang, aktiviti penipuan dan jenayah siber seperti spoofing emel, malware, ransomware, pencurian identiti dan phishing adalah antara jenayah yang menghasilkan dana haram yang besar. Jejak wang adalah bukti jenayah, dan skim pengubahan wang haram memutuskan hubungan dana haram dari sumber asal tanpa menjejaskan penjenayah yang ingin mendapat manfaat daripada hasil tersebut.

Trend moden telah menyumbang kepada pelbagai jenis jenayah siber. Macau scam, Penipuan Kad Kredit, Penipuan E-Banking, Penipuan Warisan, Penipuan Insurans, Penipuan Antarabangsa, Penipuan Cinta, Penipuan Bungkusan adalah antara aktiviti penipuan di Malaysia yang menyebabkan mangsa kehilangan wang mereka. Penjenayah akan menelefon mangsa yang disasarkan dan berpura-pura menjadi pegawai polis/bank pusat/mahkamah/kastam dan menakutkan mangsa dengan jenayah yang mereka tidak pernah

terlibat. Cybersecurity Malaysia melaporkan bahawa antara tahun 2017 hingga 2019, penipuan dan pencerobohan adalah insiden yang paling banyak dilaporkan. Dalam tempoh ini, kes penipuan maksimum meningkat dari 500 kepada 1000 dan sepanjang tahun 2019 penipuan adalah insiden yang paling banyak dilaporkan. Keldai wang bukan sebahagian daripada rangkaian jenayah dan diletakkan secara khusus dalam rangkaian jenayah untuk memesongkan jejak wang kepada aktiviti jenayah dan mengalihkannya dari agensi penguatkuasaan. Kebanyakan keldai wang adalah golongan muda yang tidak mempunyai pengetahuan sebelumnya tentang tingkah laku haram dan menganggap ia adalah pekerjaan yang sah. Penganggur, pelajar dan mereka yang berada dalam situasi kewangan terdesak menjadi sasaran mudah penjenayah. Individu berumur antara 15-44 tahun kelihatan aktif dalam kegiatan keldai wang, dengan individu dalam kumpulan umur 24-34 tahun mempunyai penyertaan tertinggi. Mereka menerima dana dari aktiviti haram ke dalam akaun mereka. Dana ini kemudian akan dipindahkan kepada individu atau akaun yang diarahkan oleh penjenayah. Selain beroperasi sendiri, keldai wang membuka akaun bank atau perniagaan atas nama mereka yang akan dikendalikan oleh rangkaian jenayah untuk mencuci wang tersebut. Keldai wang adalah rakan sejenayah dalam aktiviti jenayah kerana mereka mencuci dana haram tersebut.

Terdapat 4 kaedah utama yang digunakan oleh rangkaian jenayah untuk merekrut keldai wang, iaitu secara bersemuka, melalui mesin carian kerja dalam talian, rangkaian sosial dan laman web temu janji dalam talian. Penjenayah menyiarkan iklan kekosongan jawatan untuk jawatan pengurus akaun, pengurus klien, pembeli misteri, ejen pemprosesan pembayaran, ejen pemindahan wang dan banyak lagi jawatan palsu dengan kriteria pekerjaan yang menarik, gaji dan fleksibiliti kerja di Facebook, WhatsApp, laman web mencari kerja seperti LinkedIn, forum pekerjaan dalam talian, sesi sembang, iklan surat khabar, emel dan mesin carian kerja dalam talian. Tawaran pekerjaan ini cepat diterima kerana fleksibiliti, insentif kewangan dan ganjaran, dan individu benar-benar percaya mereka diambil bekerja untuk pekerjaan tertentu.

Tinjauan Literatur

Keldai wang didefinisikan sebagai individu yang membenarkan akaun peribadi mereka disalahgunakan oleh penjenayah untuk mencuci hasil yang diperoleh secara haram (Esoimeme, 2021; Federal Bureau Investigation, 2021; Pickles, 2021; Raza et al., 2020). Keldai wang menerima peratusan kecil atau sedikit daripada dana yang dicuri sebagai bayaran perkhidmatan untuk meminjamkan akaun mereka, sementara penjenayah menikmati sebahagian besar keuntungan haram tersebut (Hülse, 2017; Leukfeldt et al., 2020; Sisák, 2013). Sesetengah keldai wang sedar tentang faedah yang dibayar oleh penjenayah untuk merekrut mereka dan tidak mengendahkan jenayah yang memacu pengambilan mereka. Mereka dianggap sebagai peserta dalam Jenayah sebagai Perkhidmatan (CaaS) dalam hierarki pelaku jenayah siber, di mana pengambilan mereka membantu menjaga aliran dana haram tanpa dikesan (Manky, 2013). Namun, terdapat keldai wang yang tidak menyedari aktiviti jenayah yang mendasari (Hülse, 2017). Mereka sering terdiri daripada golongan terpinggir dan warga emas yang benar-benar mencari peluang pekerjaan. Gabungan laman web/iklan pengambilan palsu, deskripsi kerja yang tidak jelas, pendapatan yang lumayan dan keperluan kerja yang minimal mendorong sejumlah besar pengambilan keldai wang baharu (Bekkers et al., 2022; Vedamanikam et al., 2022). Walaupun terdapat isu kontroversi mengenai kesedaran keldai wang, keldai wang tetap dipertanggungjawabkan atas aktiviti haram dalam akaun mereka.

Kerumitan sindiket keldai wang terdiri daripada pengambilan keldai wang, rangkaian jenayah, operasi dan penyiasatan (Abd Rahman, 2020; Hülse, 2017). Keldai wang mendapat perhatian kerana peranan mereka yang terang-terangan dalam mencuci dana haram daripada pelbagai aktiviti jenayah yang dilaksanakan merentasi bidang kuasa, seperti penipuan, scam dan jenayah siber. Rantailan nilai aktiviti jenayah ini tidak disokong secara vertikal oleh pasaran yang sah, oleh itu tugas untuk memastikan pendedahan pada risiko terendah diserahkan kepada pihak lain, termasuk keldai wang (Van Wegberg et al., 2017). Masalah yang disebabkan oleh keldai wang telah menghakis kepercayaan sistem kewangan yang harus diberikan kepada orang awam, dan juga membebaskan agensi penguatkuasaan terutamanya jabatan polis dalam menegaskan kewibawaannya untuk membendung jenayah digital (Abdul Rani et al., 2022a; Nish & Naumann, 2019). Beban fenomena keldai wang telah memberi tekanan kepada sumber daya yang sudah terbatas yang dihadapi oleh agensi penguatkuasaan, selain daripada jenayah kewangan lain yang dikaitkan dengan sindiket keldai wang (Rozlin, 2022). Jika tidak dibendung, keldai wang akan menjadi ancaman besar kepada kesejahteraan masyarakat dan kestabilan kawalan pengubahan wang haram sistem kewangan.

Metodologi

Kajian Sistematis telah dijalankan dalam kajian ini dengan mempertimbangkan artikel-artikel yang berpotensi diterbitkan dari Januari 2020 hingga Oktober 2021. Pengumpulan data elektronik melalui Google Scholar (50 jurnal) telah dikenal pasti untuk kajian yang berkaitan dengan tahap kesedaran mengenai keldai wang atau pengubahan wang haram. Istilah yang digunakan dalam penyelidikan ini adalah pemahaman terhadap keldai wang dan kesedaran terhadap keldai wang. Kata kunci pengarang adalah istilah yang dianggap pengarang mencerminkan kandungan jurnal yang sesuai dengan intipati yang diinginkan. Selepas penapisan berdasarkan tajuk dan abstrak, sejumlah 10 kajian memenuhi kriteria. Langkah seterusnya adalah meneliti artikel teks penuh dengan lebih teliti. Soalan penyelidikan utama yang membimbing kajian ini adalah, "Kesedaran mengenai keldai wang, pengubahan wang haram dan juga anti-pengubahan wang haram". Penyelidikan yang dijalankan mengenai tahap kesedaran dan pemahaman terhadap keldai wang juga dipertimbangkan dalam penapisan jurnal. Akhirnya, data diekstrak dari setiap artikel yang disemak secara bebas, berdasarkan tarikh dan tahun penerbitan, pengarang, jenis kajian, negara, kaedah penilaian yang digunakan, dan peratusan peserta yang disaring positif serta penemuan dari kajian terdahulu. Artikel yang memenuhi kriteria [1] - [10] digunakan dalam kajian ini seperti yang ditunjukkan dalam jadual di bawah. Semua kajian adalah kajian keratan rentas dan berkaitan dengan keldai wang daripada 10 kajian yang dikenal pasti, lapan dijalankan di Malaysia, satu di Pakistan, dan satu di Australia. Semua penyelidikan menggunakan tinjauan kuantitatif dan temu bual kualitatif serta pengumpulan data penyelidikan.

Author / Year	Title	Method	Country	Findings
[1]	Kesedaran pelanggan, kepercayaan, ketidakselesaan dan penerimaan terhadap amalan anti-pengubahan	Survey	Malaysia	Kajian ini mendapati hubungan yang signifikan antara kesedaran responden mengenai pengubahan wang haram dan pembiayaan keganasan, kepercayaan terhadap langkah-langkah kerahsiaan perbankan, dan penerimaan mereka terhadap amalan AML dan pembiayaan anti-keganasan bank.

Author / Year	Title	Method	Country	Findings
	wang haram di bank-bank Malaysia			
[2]	Peraturan anti-pengubahan wang haram dan keberkesanannya	Survey	Pakistan	Tujuan kajian ini adalah untuk menyiasat keberkesanan peraturan anti-pengubahan wang haram (AML) di Pakistan. Kajian ini menyiasat dan menganalisis beberapa pembolehubah utama yang mungkin mempengaruhi keberkesanan peraturan anti-pengubahan wang haram di Pakistan.
[3]	Kesan rejim pelaporan transaksi yang mencurigakan terhadap bank: Pengalaman Malaysia	Survey	Malaysia	Kemunculan rejim pelaporan transaksi yang mencurigakan jelas telah memberi kesan yang signifikan terhadap operasi bank di Malaysia. Walaupun rejim ini berdasarkan prinsip yang kukuh, keberkesanannya masih belum diketahui..
[4]	Pengubahan wang haram dan rejim sitaan sivil: Pengalaman Malaysia	Survey	Malaysia	Walaupun pelaksanaan AMLATFA, kajian yang sedikit telah dijalankan mengenai keberkesanan rejim sitaan sivil di bawah undang-undang anti-pengubahan wang haram Malaysia.
[5]	Menangani perubahan wang haram di Malaysia	Survey	Malaysia	Kertas ini mencapai matlamat tersebut dengan mengkaji trend perubahan wang haram semasa di Malaysia, diikuti dengan penerangan terperinci mengenai inisiatif yang diambil oleh pihak berkuasa Malaysia untuk membanteras aktiviti sedemikian.
[6]	Penilaian pelaksanaan: satu hala tuju masa depan dalam siasatan perubahan wang haram	Survey	Malaysia	Keputusan menunjukkan bahawa pegawai penyiasat menghadapi kesukaran dalam mengumpulkan maklumat yang mencukupi untuk menyokong tuduhan mereka.
[7]	Red teaming risiko jenayah kewangan dalam sektor perbankan	Survey	Australia	Berdasarkan penyelidikan ini, kaedah red teaming dapat membantu bank mengambil pendekatan proaktif untuk mengenal pasti dan mengurangkan risiko jenayah kewangan.
[8]	Model untuk perekrutan keldai wang di Malaysia: Perspektif kesedaran	Survey dan temubual	Malaysia	Kajian ini akan menyelidik perekrutan keldai wang dan pembangunan model dengan pembolehubah berkaitan untuk menetapkan hubungan antara aspek kesedaran terhadap kriteria pekerjaan dan kemampuan mangsa untuk mengesan unsur jenayah yang tersembunyi dan pendedahan kepada penguatkuasaan undang-undang, serta menghasilkan keputusan untuk menerima tawaran pekerjaan.

Author / Year	Title	Method	Country	Findings
[9]	Penyiasatan dan Pendakwaan Kes Pengubahan Wang Haram di bawah AMLATFA: Penguatkuasaan oleh Bank Pusat Malaysia	Laporan analisis	Malaysia	Kajian ini bertujuan untuk mengkaji dan memahami lebih lanjut mengenai sejauh mana kes pengubahan wang haram, khususnya yang disiasat oleh BNM
[10]	Kesedaran, kepercayaan, ketidakselesaan, dan penerimaan pelanggan terhadap amalan anti-pengubahan wang haram di bank-bank Malaysia	Survey	Malaysia	Kajian ini mendapati hubungan yang signifikan antara kesedaran responden mengenai pengubahan wang haram dan pembiayaan keganasan, kepercayaan terhadap langkah kerahsiaan perbankan, dan penerimaan mereka terhadap amalan AML dan pembiayaan anti-keganasan oleh bank.

Keputusan dan Perbincangan

Kajian ini mendapati hubungan yang signifikan antara kesedaran responden mengenai pengubahan wang haram dan pembiayaan keganasan, kepercayaan terhadap langkah-langkah kerahsiaan perbankan dan penerimaan mereka terhadap amalan AML dan pembiayaan kontra-keganasan bank. Walau bagaimanapun, tiada hubungan yang signifikan didokumentasikan antara tahap ketidakselesaan yang dialami oleh pelanggan dalam memenuhi keperluan AML bank dan penerimaan mereka terhadap amalan AML bank. Keputusan ini kekal walaupun selepas mengawal penjelasan alternatif penerimaan pelanggan terhadap amalan perbankan yang diperiksa dalam literatur semasa: umur, jantina, lokasi, tahap celik huruf dan pekerjaan.

Satu kajian di Pakistan mengenai pengubahan wang haram, iaitu peraturan anti-pengubahan wang haram dan keberkesanannya. Tujuan kajian ini adalah untuk menilai keberkesanan peraturan anti-pengubahan wang haram (AML) di Pakistan. Kajian ini menyiasat dan menganalisis beberapa pembolehubah utama yang mungkin mempengaruhi keberkesanan peraturan anti-pengubahan wang haram di Pakistan. Pengubahan wang haram adalah paling lazim dalam sektor perbankan, kerana bank menguruskan deposit, pengeluaran dan pemindahan wang, oleh itu, adalah perlu untuk menilai keberkesanan peraturan anti-pengubahan wang haram berdasarkan penilaian subjektif. Ia adalah kajian eksploratori di mana saya cuba mencari hubungan dan kesan tiga peraturan, iaitu penyimpanan rekod pelanggan, latihan pekerja dan pelaporan transaksi mencurigakan terhadap pengubahan wang haram. Sampel seratus responden telah dikumpulkan daripada pekerja yang bekerja di pelbagai bank yang terletak di Rawalpindi dan Lahore melalui soal selidik. Soal selidik telah dibangunkan berdasarkan pelbagai dimensi pembolehubah penyelidikan. Didapati bahawa terdapat kesan latihan pekerja terhadap pengubahan wang haram dalam sistem perbankan. Hubungan songsang sederhana antara latihan pekerja dan pengubahan wang haram serta peraturan anti-pengubahan wang haram mengenai penyimpanan rekod pelanggan mempunyai kesan lemah terhadap pengubahan wang haram di negara membangun. Kajian mengenai Red teaming risiko jenayah kewangan dalam sektor perbankan di Australia. Kertas kerja ini menyediakan gambaran keseluruhan landskap pematuhan jenayah kewangan di Australia. Ia menggariskan beberapa konsep utama dan teknik yang digunakan dalam red teaming, dengan menumpukan

secara khusus pada rangka kerja yang dibangunkan oleh pakar dasar strategik, Micah Zenko. Ia meneroka manfaat red teaming untuk amalan pematuhan jenayah kewangan, dan menyimpulkan dengan tiga contoh latihan untuk pasukan jenayah kewangan. Penyelidikan ini, kaedah red teaming boleh membantu bank mengambil pendekatan proaktif untuk mengenal pasti dan mengurangkan risiko jenayah kewangan. Daripada menghadkan red teaming kepada aplikasi keselamatan siber, bank perlu mempertimbangkan bagaimana mereka boleh menggunakan kaedah red teaming dalam fungsi pematuhan jenayah kewangan mereka.

Kesimpulan

Malaysia telah mengambil banyak inisiatif untuk memastikan bahawa negara ini berkesan dalam memerangi aktiviti haram. Perubahan yang dihadapi oleh negara ini sejajar dengan teori perubahan. Sepanjang proses perubahan, Malaysia telah menubuhkan rejim Anti Pengubahan Wang Haram (AML) sebagai panduan dalam memerangi pengubahan wang haram. Menurut pelaksanaan itu, pihak yang berkaitan juga bertanggungjawab untuk memastikan keberkesanan mereka dalam mengikuti rejim tersebut. Mereka telah mengalami beberapa perubahan sepanjang pelaksanaan itu. Fokus kepada agensi penguatkuasa undang-undang, jumlah tinggi pendakwaan pengubahan wang haram dan sitaan ditetapkan sebagai hasil dalam menentukan keberkesanan negara dalam usahanya memerangi pengubahan wang haram (FATF, 2013). Semua kajian memberikan pandangan tentang penyiasatan dan pendakwaan kes di bawah bidang kuasa institusi kewangan. Kajian masa depan boleh dijalankan untuk meninjau langkah-langkah pencegahan utama yang boleh dilaksanakan untuk mengurangkan aktiviti pengubahan wang haram dan pembiayaan keganasan. Selain itu, dicadangkan bahawa institusi kewangan dan syarikat harus mematuhi keperluan Anti Pengubahan Wang seperti yang dinyatakan dalam peraturan dan standard. Semua perniagaan harus menyimpan rekod yang betul untuk semua transaksi bagi membolehkan mereka mematuhi sebarang permintaan maklumat dari pihak berkuasa yang berwibawa. Perhatian khas harus diberikan kepada sebarang transaksi perniagaan yang kompleks dan tidak biasa, terutamanya jika ada tujuan yang tidak sah. Program untuk mendidik orang ramai tentang pengubahan wang haram harus diwujudkan bagi meningkatkan kesedaran terhadap pengubahan wang haram dan pembiayaan keganasan.

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REKA BENTUK PERSEKITARAN PEMBELAJARAN KOLABORATIF BERBENTUKAN BAHAN PEMBELAJARAN DIGITAL MENGUNAKAN GOOGLE CLASSROOM

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Abstrak: Era Revolusi Industri 4.0 (4IR) telah mengubah lanskap pendidikan ke arah penggunaan teknologi moden. Pembelajaran abad ke-21 adalah sebagai garis panduan buat pendidik dalam menyediakan persekitaran pengajaran dan pembelajaran yang lebih komprehensif. Strategi pembelajaran sangat penting bagi memastikan objektif pembelajaran tercapai. Antara komponen keberhasilan pelajar dalam sistem sokongan abad ke-21 ialah kemahiran kolaborasi, kemahiran komunikasi, pemikiran kritis dan kreativiti. Oleh itu, kertas kerja ini menerangkan proses integrasi berasaskan pembelajaran kolaboratif secara dalam talian menggunakan Model Pembelajaran Kolaboratif dalam Talian (OCL) oleh Harasim (2012). Tiga ciri yang terkandung dalam model ini ialah Penjanaan Idea atau Idea generating (IG), Penyusunan idea atau Idea organizing (IO) dan Penumpuan intelektual atau Intellectual convergence (IC) dan diaplikasi dalam kemahiran mendengar Bahasa Melayu tingkatan 4. Selain itu, bahan pembelajaran digital yang dibangunkan adalah berasaskan Teori Kognitif Pembelajaran Multimedia Mayer (2009) dan disepadukan dalam persekitaran Google Classroom. Oleh itu, kajian ini memberi gambaran kepada warga pendidik dalam membentuk Persekitaran Pembelajaran Kolaboratif Berbantuan Bahan Pembelajaran Digital Menggunakan Google Classroom berasaskan Model ADDIE iaitu peringkat analisis (Analysis), peringkat reka bentuk (Design), peringkat pembangunan (Development), peringkat peraksanaan (Implementation) dan peringkat penilaian (Evaluation).

Kata Kunci: Kolaboratif, Bahan Pembelajaran Digital, Google Classroom, ADDIE

Pengenalan

Pendidikan negara tidak terlepas dalam menghadapi ledakan Revolusi Industri 4.0 (IR4.0) dan fasa pendidikan abad ke-21. Revolusi Industri 4.0 merujuk kepada perkembangan teknologi robotik (*cyber physical system, the internet of things, cloud computing*) manakala abad ke-21 pula dikaitkan dengan era teknologi maklumat (IT), (Khalil et al., 2020). Pengenalan Program Transformasi Sekolah 2025 (TS25) pula merencanakan lagi usaha dalam meningkatkan kemenjadian murid dengan mengaplikasikan amalan terbaik dalam pengurusan dan kepimpinan serta pedagogi berkonsepkan Pembelajaran dan Pemudahcaraan (PdPc) sebagaimana yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025) oleh (Kementerian Pendidikan Malaysia, 2013.)

Sehubungan itu, dalam mengaplikasikan teknologi dalam pengajaran dan pembelajaran, pemilihan pendekatan dan jenis teknologi yang sesuai adalah penting bagi memastikan

teknologi tersebut mampu menjadi medium bagi menyampaikan isi kandungan pembelajaran (Hong et al., 2022). Pemilihan bahan pembelajaran digital yang dilengkapi media audio dan visual mempunyai kelebihan tersendiri kerana mempunyai dua unsur iaitu elemen bunyi dan imej yang dinamik yang mampu memaparkan ekspresi untuk dapat membuat kesimpulan yang tepat (Faujiah et al., 2022). Antara kelebihan pemilihan bahan pembelajaran digital ini adalah membantu meningkatkan keaktifan pelajar berbanding kaedah tradisional yang menggunakan bahan berbentuk audio sahaja (Ardelina et al., 2021). Hal ini disokong oleh kajian Pahmi et al. (2022) yang menyatakan pelajar kelihatan lebih aktif dalam memberi maklum balas dan bermotivasi terhadap bahan pembelajaran digital yang dipaparkan. Justeru, pemilihan bahan pembelajaran yang tepat oleh guru mampu meningkatkan tumpuan pelajar dalam pelajaran.

Seterusnya kemudahan aplikasi *Google Classroom* telah diperkenalkan pada tahun 2019 oleh Kementerian Pendidikan Malaysia (KPM) bagi menggantikan Frog VLE selepas tamat kontrak perkhidmatan 1BestariNet (Malaysia, 2019). *Google Classroom* merupakan salah satu platform yang dianggap terbaik dalam meningkatkan keupayaan pengajaran guru di mana aplikasi yang terkandung di dalamnya membantu menjimatkan masa guru, memperkemaskan proses pembelajaran dan meningkatkan interaksi dengan pelajar (Graham & Borgen, 2018). Kelebihan yang diwujudkan dalam *Google Classroom* ini bertepatan dengan kerangka 4C iaitu Komunikasi, pemikiran Kritis, Kolaboratif dan Kreativiti selaras dengan kehendak dan pelaksanaan strategi Pembelajaran Abad ke-21 (Kaviza, 2020). Oleh yang demikian, aplikasi ini dilihat sesuai untuk digunakan dalam pengajaran dan pembelajaran secara dalam talian.

Di samping itu strategi pembelajaran sangat penting untuk dititikberatkan bagi memastikan objektif pembelajaran tercapai. Konsep *Collaboration Learning* atau model pembelajaran kolaborasi merupakan pendekatan model untuk mencapai tujuan yang sama melalui kerjasama dalam kumpulan-kumpulan kecil (Herdah, 2017). Jika kaedah berpusatkan guru digunakan secara berterusan, dikhuatiri perkembangan kognitif pelajar kurang memberi kesan positif terhadap penguasaan ilmu kerana pelajar masa kini telah didedahkan dengan penggunaan gajet dan teknologi maklumat (Nurulaisyah, Fatin Natasya, 2022). Sebagaimana kajian Ng, Chan, & Lit (2022) mendapati pendekatan Pembelajaran Kolaboratif dalam Talian (OCL) oleh Harashim (2012) menggalakkan penglibatan pelajar dan guru dalam aktiviti kolaborasi dan memantapkan prestasi pembelajaran pelajar. Oleh itu, kaedah kolaboratif ini perlu dilaksanakan oleh guru dalam meningkatkan perkembangan kognitif pelajar.

Dengan ini dapat disimpulkan bahawa, strategi pembelajaran kolaboratif berbantuan bahan pembelajaran digital menggunakan *Google Classroom* adalah penting untuk diaplikasikan dalam pengajaran dan pembelajaran kemahiran mendengar Bahasa Melayu. Hal ini kerana kaedah tersebut terbukti berkesan dalam menyampaikan isi kandungan pembelajaran dan dapat meningkatkan prestasi pelajar.

Latar Belakang Masalah

Persekitaran pembelajaran yang dibentuk memberi implikasi yang tersendiri terhadap hasil pembelajaran. Pemilihan bahan pembelajaran juga perlu diteliti agar memberi impak yang positif. Namun, terdapat kekangan bahan pembelajaran digital untuk kemahiran mendengar Bahasa Melayu sebagaimana kajian oleh Lestary, (2019) menunjukkan pelajar mudah hilang tumpuan apabila kelas kerap menggunakan jenis audio yang sama. Para guru menyatakan bahawa mereka mengalami kesukaran dalam menyediakan bahan mendengar yang selaras

dengan sukatan pelajaran dan bahan yang tersedia pula masih memerlukan pelarasan (Utomo et al., 2019). Kajian yang dilakukan oleh (Selamat & Sidhu, 2011) pula menunjukkan lingkungan 80 peratus pelajar sukar memahami sesuatu kuliah kerana lebih fokus pada teks. Hal ini menunjukkan bahan pembelajaran digital yang direka perlulah menyepadukan deria pendengaran dan penglihatan bagi memberi kesan yang lebih optimum.

Kesungguhan Kementerian Pendidikan Malaysia dalam memperkenalkan *Google Classroom* perlulah disambut baik dan terbukti menerusi kajian (Irsa Lina Aulia et al., 2022) menunjukkan salah satu manfaat penggunaan *Google Classroom* ialah meningkatkan kerjasama dan komunikasi di mana guru dan pelajar boleh berkolaboratif dalam talian dengan cekap. Dapatan kajian menunjukkan penggunaan *Google Classroom* sebagai medium pembelajaran lebih banyak diaplikasikan guru yang mengajar subjek sains. Muttaqiin, (2023) dalam tinjauannya terhadap beberapa literatur dan artikel kajian menunjukkan pendekatan STEM terhadap pembelajaran sains sering digabungkan dengan pelbagai model pembelajaran termasuk model kolaboratif bagi mewujudkan langkah-langkah yang sistematik. Manakala kajian oleh Rafiza Abdul Razak, (2013) menunjukkan kaedah kolaboratif dalam subjek bahasa Melayu secara dalam talian juga dijalankan namun menggunakan aplikasi yang berbeza iaitu Facebook.

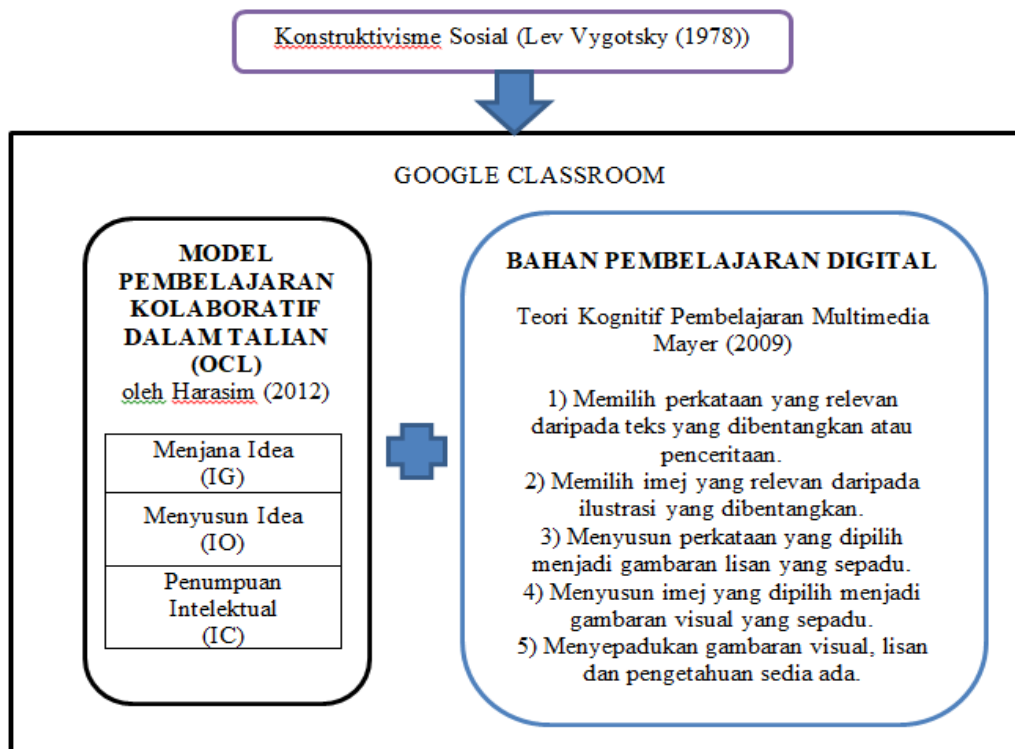
Di samping itu dapatan oleh Lai et al. (2017) menyatakan strategi pengajaran guru-guru lebih berpusatkan guru dan masih berbentuk konvensional. Manakala Henry & Mohamad, (2021) dalam kajiannya berkenaan penerapan amalan kreativiti, pemikiran kritis, kolaborasi dan komunikasi (4C) pembelajaran abad ke-21 dalam kalangan guru Bahasa Melayu menunjukkan aspek kolaborasi mencapai tahap yang paling rendah. Guru Bahasa Melayu sebagai pendidik bahasa sewajarnya mempraktikkan strategi pembelajaran yang lebih menarik perhatian pelajar dan bersesuaian dengan tahap pencapaian mereka (Jaafar et al. 2020). Strategi pembelajaran yang berpusatkan pelajar perlu diterapkan bagi menghasilkan pelajar yang lebih berdaya saing.

Selain itu, kemahiran mendengar merupakan kemahiran menerima, menaakul dan memproses maklumat dalam komunikasi dan kemahiran mendengar ini berlaku pada peringkat penerimaan yang merupakan kemahiran lisan yang paling asas (Abdul Rahim, 2017). Pengabaian pembelajaran kemahiran mendengar dalam pengajaran bahasa terjadi apabila ada anggapan yang menyatakan kemahiran mendengar ialah proses semulajadi yang diperoleh oleh penutur sesuatu bahasa (Peng & Jalil, 2008). Kajian oleh Lestary, (2019) pula mendapati kebanyakan orang tidak menghiraukan kepentingan mendengar dan terlalu memberi penekanan kepada kemahiran membaca dan menulis dalam aktiviti pembelajaran. Dalam sistem pendidikan di Malaysia sejak dahulu, elemen yang penting bagi melihat pencapaian pelajar adalah melalui sistem peperiksaan yang menjadi tunjang kepada pentaksiran (Johari et al., 2023). Perubahan format pentaksiran KSSM Bahasa Melayu yang telah diluluskan pada 21 Februari 2020 dan digunakan sepenuhnya dalam SPM mulai tahun 2021 merangkumi kemahiran mendengar sebagai instrumen yang ditaksir buat julung kalinya. Kegagalan menguasai kemahiran ini akan menjejaskan keputusan Bahasa Melayu SPM keseluruhannya.

Oleh itu, reka bentuk persekitaran pembelajaran kolaboratif berbantuan bahan pembelajaran digital menggunakan *Google Classroom* telah dibangunkan. Butiran pembangunan aktiviti pembelajaran ini dibincangkan dalam bahagian seterusnya.

Kerangka Konsep

Dalam kajian ini, terdapat beberapa konsep yang muncul sebagai garis dasar yang menyumbang kepada pembangunan rangka kerja persekitaran pembelajaran secara kolaboratif berbantuan bahan pembelajaran digital menggunakan *Google Classroom* terhadap kemahiran mendengar. Teori yang menjadi asas kepada kajian ini ialah teori konstruktivisme sosial oleh Lev Vygotsky (1978). Kerangka teori penyelidikan ini dibentangkan menerusi Rajah 1.



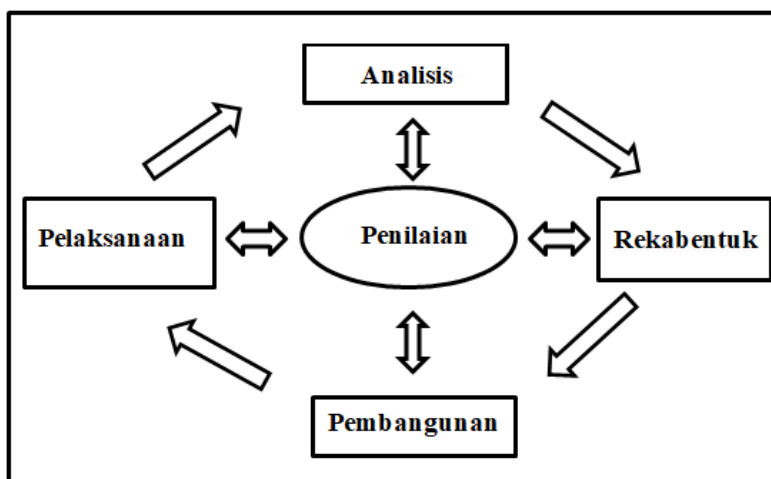
Rajah 1: Kerangka Konsep

Dalam dunia pendidikan, perspektif aliran Vygotsky dilihat menepati kajian teori konstruktivisme kerana menggalakkan pembelajaran yang menarik dan bermakna serta mewujudkan kerjasama antara satu sama lain sama ada bersama rakan sebaya mahupun dengan guru (Agustyaningrum et al., 2022). Mengikut Vygotsky, seseorang individu mencapai pembelajaran terbaik dengan bantuan orang lain (Hursen & Soykara, 2012). Menerusi aplikasi *Google Classroom*, terdapat dua teori model yang dijadikan sebagai asas kepada reka bentuk persekitaran pembelajaran iaitu Pembelajaran Kolaboratif Atas Talian (OCL) oleh Harasim (2012) dan Teori Kognitif Pembelajaran Multimedia Mayer (2009). Ciri-ciri yang terdapat dalam setiap teori tersebut diaplikasikan sebaiknya dalam kajian ini.

Pelaksanaan Model Reka Bentuk Pengajaran ADDIE

Model ADDIE ialah model generik dan reka bentuk komprehensif dalam sistem pengajaran termasuk satu set kriteria dan semakan berterusan untuk melengkapkan pembangunan pengajaran dan ujian (Donmez & Cagiltay, 2016). Dalam kajian ini, pengkaji menggunakan Model ADDIE untuk membangunkan persekitaran pembelajaran iaitu pembelajaran kolaboratif berbantuan bahan pembelajaran digital menggunakan *Google Classroom* terhadap kemahiran mendengar bagi subjek Bahasa Melayu. Rajah 2 berikut menunjukkan langkah dalam Model ADDIE terdiri daripada 5 peringkat iaitu peringkat analisis (*Analysis*), peringkat

reka bentuk (*Design*), peringkat pembangunan (*Development*), peringkat pelaksanaan (*Implementation*) dan peringkat penilaian (*Evaluation*).



Rajah 2: Model ADDIE Oleh Benny (2009)

Menerusi Rajah 2, model ADDIE menunjukkan kebarangkalian berlaku pengulangan dalam sesebuah proses kerana setiap peringkat mempunyai penilaian formatif. Fasa Analisis, Reka Bentuk, dan Pembangunan dalam model ADDIE untuk membina persekitaran pembelajaran kolaboratif adalah berdasarkan analisis keperluan, tinjauan literatur, teori, dan semakan kurikulum. Ketika fasa pelaksanaan, pengkaji mendapatkan kesahan kandungan melalui penilaian pakar yang berpengalaman Hasil maklum balas yang diterima, pengkaji membuat semakan dan penambahbaikan bagi memastikan kandungan persekitaran pembelajaran kolaboratif yang dibina lebih sempurna. Setelah itu barulah fasa penilaian dijalankan. Penjelasan secara terperinci berkenaan model ADDIE ini akan dibincangkan dalam subtopik seterusnya.

Fasa Analisis

Semasa fasa analisis, pengkaji telah mengenal pasti sasaran pelajar yang akan terlibat dalam kajian. Mereka terdiri dalam kalangan pelajar tingkatan 4 yang mempelajari mata pelajaran Bahasa Melayu. Pelajar-pelajar ini telah mempunyai pengetahuan sedia ada dalam bidang kemahiran mendengar dengan pelbagai petikan ketika berada di tingkatan satu hingga tiga. Pelajar-pelajar yang terlibat ini juga mempunyai tahap pencapaian yang sederhana dalam subjek Bahasa Melayu

Seterusnya bagi analisa persekitaran kolaboratif dalam talian, pengkaji menilai kemudahan dan ruang untuk perbincangan semasa aktiviti berkumpulan. Guru yang berperanan sebagai fasilitator mampu mengikuti dengan mudah perkembangan aktiviti kumpulan pelajar sepanjang tempoh pembelajaran. Aplikasi yang dipilih ialah *Google Classroom*, *Google Meet*, *Google Doc* dan *Google Form*.

Bagi bahan pembelajaran digital, elemen yang dibangunkan juga dianalisis meliputi media audio dan visual yang sesuai dengan konteks pembelajaran. Sebagaimana teks yang dipilih adalah berdasarkan petikan kemahiran mendengar Bahasa Melayu, manakala imej dan video yang dipilih adalah relevan dengan teks yang dipilih. Bagi audio atau suara dipilih juga perlu

jasal sebutannya dan menggunakan suara manusia. Hal ini pertepatan dengan dua konsep Multimedia Mayer (2009) iaitu memilih perkataan yang relevan daripada teks yang dibentangkan atau penceritaan dan memilih imej yang relevan daripada ilustrasi yang dibentangkan. Bahan pembelajaran digital yang dibina adalah menggunakan perisian Wondershare Filmora9.

Seterusnya bagi analisis kandungan pelajaran, penyelidik telah memilih kemahiran mendengar dalam subjek Bahasa Melayu yang terkandung dalam pentaksiran kertas 4 dalam Peperiksaan Sijil Pelajaran Malaysia. Kemahiran mendengar di sekolah juga masih menggunakan cara tradisional di mana pelajar diuji dengan rakaman bahan berbentuk audio sahaja. Oleh itu, pengkaji telah memilih 8 petikan untuk dikaji dalam teks kemahiran mendengar Bahasa Melayu iaitu (1) Rencana (2) Wawancara (3) Cerpen (4) Berita (5) Petikan Akhbar (6) Syarahan (7) Petikan Umum (8) Biografi. Analisis objektif pembelajaran dijalankan pula dilihat bertujuan untuk mengenalpasti objektif kajian bersesuaian dengan Standard Pembelajaran dalam Kurikulum Standard Sekolah Menengah (KSSM) bagi kemahiran mendengar Bahasa Melayu. Analisis ini adalah sebagaimana yang terkandung di dalam Dokumen Standard Kurikulum dan Pentaksiran oleh (Kementerian Pendidikan Malaysia, 2018).

Fasa Reka bentuk

Setelah selesai fasa analisis, pengkaji beralih pula ke fasa reka bentuk. Dalam fasa ini bahan pembelajaran digital direkabentuk berasaskan dua ciri Teori Kognitif Pembelajaran Multimedia Mayer (2009). Ciri tersebut ialah menyusun perkataan yang dipilih menjadi gambaran lisan yang sepadu dan menyusun imej yang dipilih menjadi gambaran visual yang sepadu. Pada fasa ini, pengkaji menyusun maklumat dan arahan di dalam bahan digital dengan mengadaptasi prosedur kemahiran mendengar Bahasa Melayu dalam pentaksiran ujian mendengar Sijil Pelajaran Malaysia (SPM) oleh (Kementerian Pendidikan Malaysia, 2021). Bahan pembelajaran digital yang direka bentuk berdurasi 10 minit. Prosedur penyusunan bahan pembelajaran digital adalah sebagaimana yang dipaparkan menerusi Jadual 1.

Jadual 1: Prosedur Penyusunan Bahan Pembelajaran Digital

Langkah	Prosedur	Masa
1	Bahan pembelajaran digital dipaparkan kali pertama.	2-3 minit.
2	Pelajar menulis maklumat di <i>Google Doc</i> secara berkolaborasi kali pertama	2 minit
3	Bahan pembelajaran digital dipaparkan kali kedua	2-3 minit.
4	Pelajar menulis maklumat di <i>Google Doc</i> secara berkolaborasi kali kedua	2 minit
Jumlah masa		10 minit

Seterusnya, pengkaji mereka bentuk pembelajaran dalam talian bagi kemahiran mendengar Bahasa Melayu menggunakan *Google Classroom*. Semua pautan *Google Meet*, *Google Doc* dan *Google Form* dan bahan pembelajaran digital disediakan oleh guru di *Google Classroom*. Aktiviti pelajar bermula dengan berkumpul di *Google Meet* dan kemudian berkolaboratif

mengeluarkan maklumat yang terdapat di dalam bahan pembelajaran digital di *Google Doc*. Setelah itu pelajar sekali lagi berkolaborasi untuk menjawab soalan yang dikemukakan di *Google Form*.

Di dalam aktiviti pembelajaran kolaborasi pula pengkaji menerapkan 8 petikan kemahiran mendengar Bahasa Melayu dengan mengaplikasikan ciri-ciri yang terkandung di dalam Model Pembelajaran Kolaboratif Dalam Talian (OCL) oleh Harashim (2012). Aktiviti ini melibatkan tempoh selama 4 minggu bermula minggu kedua hingga minggu ke 5. Setiap minggu pelajar hanya perlu menjalani aktiviti berdasarkan 2 petikan sahaja. Jadual 2 menunjukkan persekitaran pembelajaran dalam talian secara terperinci.

Jadual 2: Model Pembelajaran Dalam Talian

Minggu	Petikan	Model Pembelajaran Kolaboratif Dalam Talian (OCL) Oleh Harashim
2	(1) Rencana (2) Wawancara	(1) Menjana Idea
3	(3) Cerpen (4) Berita	(2) Menyusun Idea
4	(5) Petikan Akhbar (6) Syarahan	(3) Penumpuan Intelektual
5	(7) Petikan Umum (8) Biografi	

Seterusnya, bagi pembentukan strategi pengajaran, pengkaji menggabungkan beberapa kaedah untuk membantu pelajar memahami dengan mudah petikan yang dibincangkan. Penerangan secara ringkas dan sesi soal jawab tentang pengalaman pelajar berkaitan format petikan memberi gambaran awal kepada pelajar tentang topik yang akan dibincangkan. Kemudian, pelajar diberi tugas untuk mendengar bahan pembelajaran digital dan menulis maklumat di mereka bekerja dalam kumpulan secara kolaboratif.

Pengkaji juga meletakkan pertimbangan untuk menarik minat dan memotivasikan pelajar tentang kepentingan bahan pembelajaran dengan menjalankan kuiz atau ujian ringkas di akhir pembelajaran bagi menilai kefahaman pelajar. Bentuk soalan yang dikemukakan ialah mengikut Standart Pentaksiran Kertas 4 Bahasa Melayu SPM iaitu objektif aneka pilihan, objektif pelbagai bentuk dan subjektif respon terhad. Justeru kesemua kaedah ini telah dipilih dan disusun oleh pengkaji dalam mewujudkan suasana pembelajaran yang efektif.

Fasa Pembangunan

Fasa pembangunan dilaksanakan setelah melalui fasa analisis dan fasa reka bentuk yang telah dirancang. Bagi bahan pembelajaran digital, fasa pembangunan ini adalah berasaskan ciri terakhir Teori Kognitif Pembelajaran Multimedia Mayer (2009) iaitu menyepadukan gambaran visual, lisan dan pengetahuan sedia ada. Pada fasa ini semua komponen bahan multimedia disepadukan dan disusun membentuk bahan pembelajaran digital kemahiran mendengar Bahasa Melayu yang sempurna. Rajah 3 menunjukkan bahan pembelajaran yang telah dibangunkan.



Rajah 3: Aplikasi Teori Kognitif Pembelajaran Multimedia Mayer (2009) dalam Bahan Pembelajaran Digital

Seterusnya bagi persekitaran pembelajaran kolaboaratif secara dalam talian dibangunkan. Jadual 3 menunjukkan secara terperinci ciri-ciri kolaboratif yang dimplimentasikan dalam persekitaran pembelajaran menggunakan *Google Classroom*.

Jadual 3: Persekitaran Pembelajaran Kolaboratif Menggunakan *Google Classroom*

Model OCL oleh Harasim (2012)	Persekitaran pembelajaran menggunakan <i>Google Classroom</i>
Penjanaan Idea	- Semua pelajar berkumpul di platform <i>Google Meet</i> menerusi pautan yang diberikan oleh guru di <i>Google Classroom</i>. (Skrin 1)  Skrin 1: Murid Diberi Pautan <i>Google Meet</i> - Pelajar diberi penerangan oleh guru tentang topik pembelajaran dan pelajar mengenalpasti objektif pembelajaran - Pelajar memberi maklumbalas secara spontan berkenaan maklumat petikan yang pernah diketahui. Penjanaan idea mula berlaku. (Skrin 2)  Skrin 2: Paparan Petikan

- Pelajar dibahagikan kepada 6 kumpulan kecil. Setiap kumpulan terdiri daripada 6 orang.
- Pelajar mendengar arahan guru tentang proses perbincangan dan masalah pengetahuan yang akan dibincangkan. (Skrin 3)



Skrin 3: Penerangan Guru Tentang Proses Kolaboratif

- Pelajar memasuki *Google Meet* bersama ahli kumpulan masing-masing.
- Ketua kumpulan atau ahli kumpulan berkongsi layar dengan ahli kumpulan bagi mendengar bahan pembelajaran digital menerusi pautan yang diberikan oleh guru di *Google Classroom* (Skrin 4).

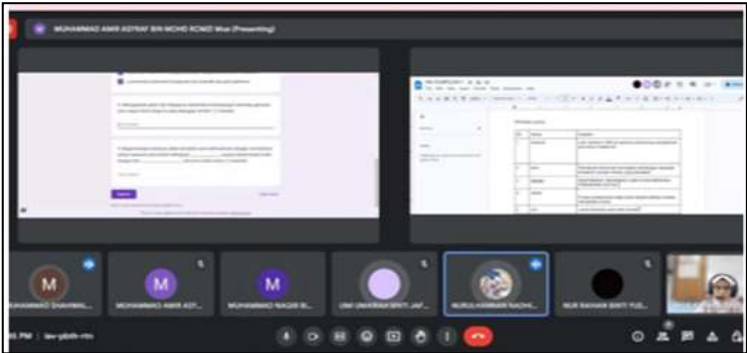


Skrin 4: Paparan Bahan Pembelajaran Digital

Pelajar melakukan penjanaan idea setelah menonton bahan pembelajaran digital dan meletakkan idea di *Google Doc* yang disediakan. (Skrin 5).



Skrin 5: Penjanaan idea

Penyusunan Idea	• Dua ahli kumpulan berkongsi layar di <i>Google Meet</i> memaparkan bahan pembelajaran digital dan <i>Google Doc</i> secara bersebelahan. • Pelajar perlu mematuhi segala arahan yang terkandung di dalam bahan pembelajaran digital. • Pelajar berkolaborasi dan memberikan maklumat masing-masing di <i>Google Doc</i> setelah menonton bahan pembelajaran digital. • Pelajar membuat kesefahaman bersama tentang maklumat yang terbaik untuk ditulis di <i>Google Doc</i> • Pelajar menyusun maklumat agar tidak ada maklumat yang berulang (Skrin 6)  Skrin 6: Penyusunan Idea
Penumpuan Intelektual	• Ketua kumpulan atau wakil ahli kumpulan memaparkan <i>Google Form</i> yang mengandungi soalan kemahiran mendengar yang diperolehi di <i>Google Classroom</i>. • Dua ahli kumpulan berkongsi layar memaparkan maklumat yang terkumpul di <i>Google Doc</i> dan soalan di <i>Google Form</i> secara bersebelahan. • Pelajar berkolaborasi menjawab soalan kemahiran mendengar yang dikemukakan. (Skrin 7)  Skrin 7: Penumpuan Intelektual • Pelajar menghantar jawapan

Fasa Pelaksanaan

Fasa pelaksanaan adalah untuk mengenal pasti sama ada bahan pembelajaran digital mengikut prinsip yang digariskan dan persekitaran pembelajaran kolaboratif berbantuan bahan pembelajaran digital menggunakan *Google Classroom* efektif untuk dilaksanakan. Sebelum

bahan pembelajaran digital dan persekitaran pembelajaran dilaksanakan kepada pengguna, pengesahan pakar diperlukan. Pakar yang terlibat ialah dalam kalangan guru yang mempunyai pengalaman melebihi 10 tahun dalam subjek Bahasa Melayu. Hal ini kerana guru adalah orang yang mempraktikkan dan faham tentang isi kandungan dan sukatan pelajaran yang terkandung dalam Kurikulum Standard Sekolah Menengah (KSSM) di sekolah. Manakala pakar dalam kalangan pensyarah Teknologi Pendidikan juga dipilih yang pengalaman 10 tahun kerana pensyarah merupakan individu yang terlibat secara langsung dalam bidang penyelidikan dan pembangunan reka bentuk pengajaran. Secara tidak langsung kepakaran mereka adalah melibatkan pembinaan instrumen yang berkaitan persekitaran pembelajaran. Segala maklumbalas daripada pakar akan ditambah baik bagi memastikan persekitaran pembelajaran dilaksanakan dengan sempurna. Kemudian fasa pelaksanaan dalam kajian ini adalah berdasarkan Rancangan Pengajaran Harian (RPH) yang telah dirancang.

Fasa Penilaian

Fasa penilaian merupakan fasa terakhir untuk melihat sejauh mana keberkesanan persekitaran pembelajaran yang telah dilaksanakan terhadap pelajar. Penilaian pencapaian pelajar dibuat berdasarkan pencapaian ujian pasca dan ujian pos. Ujian pasca diberikan kepada pelajar sebelum intervensi manakala ujian pos diberikan kepada pelajar seminggu selepas intervensi. Pelajar dikehendaki menjawab soalan ujian secara individu. Setiap pelajar dikehendaki menjawab 2 set soalan ujian yang mengandungi 4 petikan bagi setiap satu set. Jumlah petikan keseluruhannya ialah 8 petikan dan masa menjawab kedua-dua set soalan ialah selama 1 jam. Soalan adalah berbentuk objektif dan subjektif dan berdasarkan jenis petikan yang sama ketika aktiviti kolaboratif dijalankan.

Ketika ujian pra dan pos berlangsung, semua pelajar berkumpul di *Google Meet* yang disediakan oleh guru. Hanya guru berperanan memainkan bahan pembelajaran digital dan segala arahan terkandung di dalam bahan pembelajaran tersebut. Manakala soalan kemahiran mendengar pula disediakan oleh guru dalam bentuk *Google Form* yang diberikan di *Google Classroom*. Prosedur untuk menjawab soalan kemahiran mendengar bagi setiap petikan adalah sebagaimana Jadual 4.

Jadual 4: Prosedur Ujian Pra dan Ujian Pos Setiap Petikan

Langkah	Prosedur ujian
1	Pelajar membaca soalan kali pertama
2	Media pembelajaran digital dipaparkan kali pertama.
3	Pelajar diberi masa untuk menyemak jawapan
4	Pelajar membaca soalan kali kedua
5	Media pembelajaran digital dipaparkan kali kedua.
6	Pelajar diberi masa untuk menyemak jawapan

Sumber: Kementerian Pendidikan Malaysia, (2021)

Prosedur kajian ini adalah mengikut garis panduan yang telah termaktub dalam pentaksiran ujian mendengar Sijil Pelajaran Malaysia (SPM) oleh (Kementerian Pendidikan Malaysia, 2021).

Kesimpulan

Secara keseluruhannya, proses yang melibatkan perancangan, reka bentuk dan pembangunan persekitaran pembelajaran kolaboratif berbantuan bahan pembelajaran digital menggunakan *Google Classroom* melalui Model Pembelajaran Kolaboratif dalam Talian (OCL) oleh Harasim (2012) dan Teori Kognitif Pembelajaran Multimedia Mayer (2009) telah dibincangkan. Kemahiran kolaboratif pelajar juga dilaksanakan semasa aktiviti pembelajaran menggunakan rubrik kolaboratif. Model ADDIE merupakan satu model rekabentuk instruksi yang digunakan untuk mereka bentuk persekitaran pembelajaran secara dalam talian melalui pendekatan Model Pembelajaran Kolaboratif dalam Talian (OCL) oleh Harashim (2012)

Penghargaan

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ANALISIS BALAGHAT SAHIFAH DALAM AL-MUWATTA' IMAM MALIK IBN ANAS

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Abstrak: Sanad-sanad hadith yang diriwayatkan secara balaghat, lazimnya dianggap sebagai hadith daif dek kerana jelas terputus sanadnya. Perkataan daripada kata terbitan al-balagh (البلاغ) seperti balaghani atau balaghahu bukanlah dalam kategori sighth Al-Tahammul yang kuat untuk menjustifikasikan hadith itu maqbul, secara teorinya. Kesannya, ia menggugat status hadith dan autoritinya sebagai dalil walaupun riwayat balaghat itu datang daripada Ilmuwan Ulung semisal Imam Malik Ibn Anas. Kajian ini akan dikhususkan kepada tokoh Ummah iaitu Imam Malik dan karyanya, Al-Muwatta'. Artikel ini bertujuan menganalisis status riwayat-riwayat balaghat di dalam kitab al-Muwatta' Imam Malik, pada dua hadith terpilih. Kajian ini adalah kajian kualitatif yang menggunakan reka bentuk analisis kandungan. Maklumat dan data dikumpulkan daripada analisis dokumen ke atas kitab-kitab hadith primer, Syarah hadith, ulasan para pentahqiq dan ulama hadith, khususnya melibatkan Al-Muwatta' Imam Malik. Kemudian, dianalisis secara induktif dan deduktif. Hasil kajian mendapati ciri-ciri yang mewajarkan ianya sebagai balaghat sahif dalam Al-Muwatta', antaranya seperti terdapat sanad yang bersambung secara penuh, Imam Malik tidak meriwayatkan secara bersendirian, dan ianya terdapat di dalam kitab-kitab hadith selain Al-Muwatta'. Tuntasnya, ia menunjukkan keunikan Al-Muwatta' Malik yang mempunyai manhaj penulisannya tersendiri, walaupun terdapat kritikan sedikit pada beberapa bahagian dan riwayat.

Kata Kunci: Al-Muwatta', Balaghat, Malik Ibn Anas, Manhaj Al-Muhaddithin, Riwayat

Pengenalan

Manahij al-Muhaddithin atau “Metodologi Para Muhaddithin”, dapat ditakrifkan sebagai prinsip-prinsip asas para imam hadith ketika mengkritik perawi-perawi dan periwayatan mereka. Ia juga berkaitan dengan istilah-istilah mereka, yang digunakan dalam mengkritik, meletakkan syarat-syarat dalam penyusunan kitab-kitab mereka serta sumber-sumber yang dirujuk². Menurut Syed Abdul Majid³, adalah sangat penting bagi penuntut ilmu hadith untuk mengetahui metode para Imam yang menyusun kitab-kitab hadith tersebut supaya menjadi jelas bagi mereka, cara yang digunakan oleh para imam dalam menyusun dan memilih hadith serta membuat bab. Seterusnya, mengetahui kesungguhan para imam dan hasil usaha yang

²Syed Abdul Majid Ghouri (2017) *Mu'jam Al-Mustalahat Al-Hadithiyyah*, Kamus Istilah Hadis, Hlm 538.

³Syed Abdul Majid Ghouri (2022) *Pengenalan Ringkas Metodologi Para Pengarang Kitab Hadith Yang Masyhur*, Pendahuluan Kitab, Hlm. 11-12.

dikerahkan oleh mereka untuk memelihara sunnah Rasulullah SAW serta membezakan sunnah yang sahih daripada yang tidak sahih.

Selain itu, mengetahui sejelas-jelasnya piawaian, kaedah, asas dan syarat serta perkara-perkara halus lain, yang amat dititikberatkan oleh para imam, ketika mereka menulis kitab hadith yang menunjukkan akan kehebatan mereka di dalam menerajui bidang penulisan kitab-kitab hadith. Mereka tidak menyusun hadith-hadith di dalam sesebuah kitab secara sesuka hati atau sembarangan. Apabila para penuntut Ilmu Hadith mengetahui dan memahami perkara-perkara tersebut, maka akan dapat membantu mereka dalam mengambil faedah yang lebih sempurna daripada kitab-kitab Hadith. Sepanjang sejarah, hadith-hadith yang dikumpulkan ke dalam beberapa kitab hadith yang ada, telah melalui penelitian ilmiah yang sangat teliti, sehingga menghasilkan kualiti penulisan yang diinginkan oleh penulisnya. Kesannya, maka lahirlah beberapa kitab hadith semisal *al-Muwatta'*, *al-Musnad*, *al-Kutub al-Sittah*, *al-Sunnan al-Arba'ah*, *al-Musannaf*, *al-Mustadrak*, *al-Mustakhraj*, dan lain-lain ⁴.

Makna *al-Muwatta'* di sisi muhaddithin, ia merujuk kepada kitab-kitab yang sempurna susunannya mengikut bab-bab fiqh, dan ianya mengandungi hadith-hadith marfu, mauquf dan maqtu. Sebab penamaan kitab ini dengan nama Muwatta adalah kerana pengarangnya menyediakan kitab ini untuk orang ramai dan memudahkannya untuk mereka. ⁵

Kebanyakan ulama hadith meletakkan kedudukan kitab Muwatta' selepas Sahih Bukhari dan Sahih Muslim. Ini adalah kerana terdapat hadith *mursal* dan *munqati'* di dalam *Muwatta'*. Ramai juga yang meletakkan *Muwatta'* pada kedudukan keenam di antara enam buah kitab usul (sebagai ganti bagi Sunan Ibnu Majah). Pendapat yang lebih tepat di sisi jumhur muhaddithin ialah kedudukan Muwatta berada selepas Sahih Muslim. Sebagaimana yang dinyatakan Oleh Imam Al-Kattani (w. 1345H):

... وهي (موطأ نجم الهدى) إمام الأئمة عالم المدينة (أبي عبد الله مالك بن أنس بن مالك بن أبي عامر الأصبحي) نسبة إلى (ذي أصبح) من ملوك اليمن (المدني) المتوفى بها سنة تسع وسبعين ومائة وهي في الرتبة بعد (مسلم) على ما هو الأصح ويذكر أن جميع مسائلها ثلاثة آلاف مسألة وأحاديثها سبعمائة حديث... الخ⁶

Maksudnya:

Dan ianya ialah kitab *Al-Muwatta'*, bintang petunjuk kebenaran, karya Imam bagi sekalian imam, ilmuwan Madinah, iaitu Abu Abd Allah Malik Ibn Anas Ibn Malik Ibn Abu 'Amir Al-Asbahi, dinisbahkan kepada *Bani Dhi Asbah*, dari kerajaan Yaman, *Al-Madani*. Meninggal pada tahun 179 Hijrah. Ia (*Al-Muwatta'* Imam Malik) berada pada kedudukan selepas Sahih Muslim, dari sudut kesahihan riwayat di dalamnya, dan disebutkan 3,000 permasalahan agama di dalamnya, dan 700 Hadith jumlahnya.

Sebahagian ulama berpendapat bahawa kitab *al-Muwatta'* merupakan kitab pertama yang mengumpulkan hadith-hadith sahih kerana sifat berhati-hati Imam Malik dalam memilih

⁴Agus Rifto (2015) *Hadith Mursal Dalam Kitab Al-Muwatta'*, Pendahuluan, Hlm. 2

⁵Syed Abdul Majid Ghouri (2022) *Pengenalan Ringkas Metodologi Para Pengarang Kitab Hadith Yang Masyhur*, Hlm. 89.

⁶Al-Kattani, Muhammad Bin Ja'afar. (1993 / 1414H) *Al-Risalah Al-Mustatrafah*. Beirut: Dar Al-Basya'ir Al-Islamiyyah. J. 1. H. 13.

hadith. Pendapat ini tidak terlepas daripada kritikan kerana Imam Malik tidaklah mengkhususkan kitab beliau dengan hadith sahih semata-mata bahkan beliau juga memasukkan hadith-hadith *mursal*, *munqati* dan *balaghat*.

Al-Muwatta' Imam Malik mempunyai banyak riwayat. Antara riwayat-riwayat yang masyhur ialah, yang pertama, riwayat Imam Abu Abdillah, Muhammad Bin Hasan al- Syaibani (w. 189H): yang turut mengandungi riwayat daripada guru beliau iaitu Imam Abu Hanifah Nu'man Bin Thabit (w. 150H). Kedua, riwayat Imam Yahya Bin Yahya al-Laithi al-Andalusi (w. 234H): Ianya merupakan riwayat yang paling masyhur secara keseluruhan dan yang paling tersebar luas. Riwayat inilah yang menjadi sandaran para imam dan para huffaz dalam mengajar dan membuat syarahan terhadap kitab *Al- Muwatta'*⁷.

Metodologi Kajian

Bagi memastikan matlamat kajian tercapai dan menjawab persoalan mengenainya, pendekatan kajian yang paling sesuai digunakan ialah kajian kualitatif, dengan menggunakan beberapa reka bentuk semisal analisis kandungan dan analisis dokumen.

Dalam usaha mengumpul data, kajian kepustakaan telah digunakan kerana kebanyakan maklumat diperolehi daripada kitab-kitab, buku-buku, artikel atau bahan-bahan ilmiah lain di perpustakaan atau laman sesawang berautoriti. Beberapa pusat sumber dijadikan pusat rujukan seperti di Perpustakaan Tun Seri Lanang UKM dan Perpustakaan Fakulti Pengajian Islam UKM. Laman sesawang *Maktabah Al-Syamilah* juga digunakan bagi memudahkan pencarian bahan bacaan. Bagi kajian ini juga, kitab *Al-Muwatta'* riwayat Yahya Ibn Yahya Al-Laithi telah digunakan kerana ianya lebih masyhur dan digunakan oleh kebanyakan para pengkaji di seluruh dunia, dibandingkan dengan *Al-Muwatta'* dari riwayat yang lain. Selain itu, kaedah dokumentasi juga digunakan dalam keseluruhan bab kajian. Antara kerja-kerja yang dilaksanakan adalah menelaah, memahami dan meneliti bahan-bahan bacaan bercetak ataupun digital.

Seterusnya, bagi menganalisis data pula, analisis kandungan dilakukan bagi mencari penjelasan secara objektif dan sistematik terhadap segala data dan maklumat yang wujud dan tersurat darinya. Begitu juga analisis dokumen dilaksanakan bagi kesemua bab-bab kajian ini. Kemudian data dianalisis secara induktif dan deduktif. Induktif iaitu data dianalisis dan ditafsir kemudian dibuat generalisasi atau kesimpulan. Manakala Deduktif iaitu analisis yang bermula daripada sesuatu atau beberapa rumus, prinsip, hukum, teorem atau peraturan yang diikuti dengan aplikasinya ke atas contoh-contoh yang khusus

Sorotan Literatur

Dalam menjalankan kajian literatur ini, penulis telah meninjau beberapa bahan dan kajian lepas yang digunakan sebagai sorotan literatur. Kajian ini dilakukan berdasarkan daripada buku-buku penulisan ilmiah, tesis dan artikel yang menyokong kajian ini.

⁷ Syed Abdul Majid Ghouri (2022) *Pengenalan Ringkas Metodologi Para Pengarang Kitab Hadith Yang Masyhur*, Kitab-Kitab Muwatta', Kajang: Darul Syakir Enterprise. H. 104.

Menurut Ahmad Idris Awdah & Abdullah Abdul Al-Mu'ti (2021) dalam kajian berjudul *Balaghat Al-Hasan Al-Basri Fi Musnad Ahmad Jam'an Wa Dirasatan*, ia memfokuskan mengenai Hadith-hadith *Balaghat* riwayat Imam Hasan Al-Basri yang terdapat di dalam Musnad Imam Ahmad. Darinya, telah dikeluarkan 7 buah hadith yang mempunyai *Balaghat* Imam Hasan Al-Basri padanya, kemudian menghuraikan mengenai penisbahan, jalur riwayat yang pelbagai, takhrij hadith dan juga hukum atau status bagi setiap hadith yang telah dikeluarkan itu. Hasil kajian ini menunjukkan bahawa semua hadith yang dinyatakan itu merupakan hadith yang bersambung sanadnya sehingga ke Baginda Nabi SAW sama ada ianya melalui jalur Hasan Al-Basri ataupun pada jalur selain darinya, walaupun pada asal ianya diriwayatkan secara *mursal* di dalam Musnad Imam Ahmad. Kajian ini sedikit sebanyak dapat menjelaskan mengenai kedudukan Imam Hasan Al-Basri apabila beliau meriwayatkan Hadithnya secara *mursal* dan juga *tadlis*, dari sudut penerimaannya atau penolakannya.

Seterusnya, Menurut Sumaihah Hasan Al-Aswad (2011) dalam kajiannya bertajuk *Balaghat Al-Imam Al-Zuhri Wa Idrajatuhu Fi Sahih Al-Bukhari*, beliau menghuraikan mengenai beberapa peranan Imam Al-Zuhri dalam melakukan *Idraj* (penambahan) pada matan yang boleh di dapat di dalam sahih Bukhari, serta hadith-hadith *Balaghat* riwayat Imam Al-Zuhri. Hasil kajian menunjukkan bahawa tidak semua riwayat hadith yang terdapat di dalam Sahih Bukhari merupakan riwayat yang bersambung kerana padanya, terdapat juga *Ta'liqat*, *Balaghat* dan juga *Idrajat*. Disebabkan Imam Al-Zuhri meriwayatkan Hadith yang banyak, terkadang diselitkan juga riwayatnya secara *mursal* dan ada juga dari pendapat beliau sendiri. Namun, Imam Al-Zuhri melakukan *Idraj*, antara bertujuan bagi memberikan penerangan, syarah, hukum hakam dan lain-lain lagi. Kajian ini sedikit sebanyak dapat menjelaskan mengenai khazanah ilmu yang ada di dalam Sahih Al-Bukhari serta ketokohan Imam Al-Zuhri dalam bidang hadith dan periwayatannya yang bernilai.

Selain itu, kajian daripada Agus Rifto (2015) yang berjudul *Hadith Mursal Dalam Kitab al-Muwatta'*, beliau membicarakan mengenai kadar & kualiti Hadith *Mursal* dalam *al-Muwatta'* serta peringkat-peringkat Hadith *Mursal* Imam Malik. Hasil analisis kajian yang telah dilakukan oleh beliau ialah, Hadith *Mursal* yang terdapat di dalam kitab *al-Muwatta'* ialah 117 buah Hadith, yang masing-masing berbeza dari sudut kualiti, serta riwayat yang paling lazim ditemui, ialah riwayat Imam Malik dari Imam Ibn Syihab Al-Zuhri, seterusnya disusuli dengan riwayat Imam Malik dari Urwah Ibn Zubair dan 'Ata' Ibn Yasar. Sebanyak 83 Hadith *Mursal* darinya, yang mempunyai sanad yang bersambung berdasarkan jalur riwayat yang lain (riwayat Imam Bukhari, Muslim, Abu Dawud, Al-Tirmidhi dan lain-lain). Maka, Tidak dinafikan bahawa kedudukan Hadith *Mursal* Imam Malik mempunyai kedudukan yang baik berbanding hadith *mursal* yang lain.

Seterusnya, menurut Muhammad Ma'ruf Hanif (2021) dalam kajiannya iaitu *A Study on The Terminology of Imam Malik in al-Muwatta'*, beliau memfokuskan mengenai istilah-istilah unik dan istimewa yang terdapat dan digunakan oleh Imam Malik di dalam *al-Muwatta'*, seterusnya menjelaskan dan menukikan pendapat para ulama' Hadith mengenainya. Hasil kajian menunjukkan bahawa naskhah *al-Muwatta'* yang paling masyhur digunakan oleh para ulama' untuk mensyarahkannya ialah *al-Muwatta'* riwayat Yahya Ibn Yahya Al-Andalusi. Selain itu, terdapat 6 jenis frasa atau istilah unik yang digunakan antaranya (السنة التي لا اختلاف فيها عندنا كذا), (عن), (أخبرني من لا أتهم من أهل العلم), dan (الثقة عندنا). Kajian ini sedikit sebanyak dapat menjelaskan mengenai

keunikan dan penggunaan frasa yang terdapat di dalam al-Muwatta' yang tidak terdapat atau jarang ditemui di dalam kitab hadith semisal *Sahih Al-Bukhari* atau *Sahih Muslim*.

Berdasarkan penelitian yang dilakukan terhadap kajian-kajian lepas, penyelidik belum menemukan penelitian secara khusus dan mendalam tentang analisis balaghat yang daif dalam Al-Muwatta'. Oleh itu, hal ini memberi ruang kepada penyelidik untuk mengkaji kajian itu dengan lebih ilmiah dan tersusun.

Dapatan Kajian Dan Perbincangan *Hadith Pertama*

Matan Hadith Daripada Al-Muwatta'

وَحَدَّثَنِي عَنْ مَالِكٍ أَنَّهُ بَلَغَهُ عَنْ أَهْلِ الْعِلْمِ، أَنَّهُمْ كَانُوا يَقُولُونَ: «الشَّهَدَاءُ فِي سَبِيلِ اللَّهِ لَا يُعَسَّلُونَ، وَلَا يُصَلَّى عَلَى أَحَدٍ مِنْهُمْ، وَإِنَّهُمْ يُدْفَنُونَ فِي الثِّيَابِ الَّتِي قُتِلُوا فِيهَا» قَالَ مَالِكٌ: "وَتِلْكَ السُّنَّةُ فِيمَنْ قُتِلَ فِي الْمُعْتَرِكِ، فَلَمْ يُدْرَكَ حَتَّى مَاتَ. قَالَ: «وَأَمَّا مَنْ حُمِلَ مِنْهُمْ فَعَاشَ مَا شَاءَ اللَّهُ بَعْدَ ذَلِكَ، فَإِنَّهُ يُعَسَّلُ وَيُصَلَّى عَلَيْهِ. كَمَا عَمِلَ بِعُمَرَ بْنِ الْخَطَّابِ»⁸

Maksudnya:

Dan menceritakan kepadaku, daripada Imam Malik, bahawa telah sampai kepada beliau daripada ahli-ahli ilmu, sesungguhnya mereka mengatakan bahawa: Orang-orang yang mati syahid di jalan Allah SWT, tidak dimandikan, dan tidak disolatkan salah seorang pun dari mereka, dan mereka dikebumikan bersama-sama dengan pakaian yang mereka pakai ketika mereka dibunuh dalam peperangan. Imam Malik berkata: dan itu adalah sunnah kepada orang-orang yang dibunuh di dalam peperangan, dan tidak dilaksanakan sebegitu sehinggalah benar-benar mati. Beliau berkata lagi: dan adapun mereka-mereka yang dibawa keluar dari peperangan dalam keadaan masih hidup sebagaimana apa yang Allah SWT kehendaki selepas daripada itu, maka mereka ini dimandikan, dan disolatkan (apabila mati). Itulah sebagaimana dilakukan oleh 'Umar Ibn Al-Khattab R.A.

Penyandaran Balaghat Kepada Imam Malik

Imam Ibn Abd Al-Barr meletakkan di dalam *Al-Tamhid*, hadith ini di bawah bab *Balaghat Malik Wa Mursalatuhu*, hadith yang ke-17. Di dalam sanad di atas, jelas berlaku *balaghat* dengan adanya penggunaan lafaz *balaghahu* (بلغه), yang disandarkan kepada Imam Malik, dan beliau meriwayatkan daripada beberapa ulama, dan mereka sepakat untuk mengatakan sebagaimana yang disebut di dalam matan di atas. Imam Malik menyebutnya secara umum daripada ungkapannya, yang barangkali diperolehinya daripada tabiin atau atba' tabiin yang lain. Ianya tidak disandarkan kepada Baginda Nabi ﷺ mahupun para Sahabat R.A.

Jalan Riwayat-Riwayat Lain Yang Menyambungkan Riwayat Balaghat

⁸Malik Ibn Anas (1985) *Muwatta' Malik – Riwayat Yahya - Tahqiq Syeikh Abd Al-Baqi*, J.2. H. 463. Kitab Al-Jihad, Bab Al-'Amal Fi Ghasl Al-Syahid. Lubnan: Dar Ihya' Al-Turath Al-'Arabi

Tidak dijumpai mana-mana riwayat yang menyambungkan balaghat Imam Malik di atas, kepada baginda Nabi ﷺ, dengan sanad yang penuh. Namun, ianya disokong oleh jalur-jalur sanad yang lain, bukan daripada Imam Malik, namun daripada ulama yang sezaman dengan beliau, yakni Imam Al-Laith Ibn Sa'ad, daripada Ibn Syihab Al-Zuhri, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, daripada Jabir Ibn Abd Allah R.A. Sanad dan matan akan disebutkan selepas ini.

Takhrij Al-Hadith & Kesimpulan Status Hadith Itu

Imam Ibn Abd Al-Barr memberikan ulasan mengenai riwayat balaghat di atas, seperti berikut:-

قَالَ أَبُو عُمَرَ فِيمَا حَكَاهُ مَالِكٌ عَنْ أَهْلِ الْعِلْمِ فِي هَذَا الْبَابِ فِي الشُّهَدَاءِ الْمُفْتُولِينَ فِي الْمُعْتَرَكِ أَنَّهُمْ لَا يَعْسُلُونَ وَلَا يُصَلِّي عَلَيْهِمْ حَدِيثُ جَابِرٍ انْفَرَدَ بِهِ اللَّيْثُ عَنِ الزُّهْرِيِّ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ⁹

Maksudnya:

Abu 'Umar Ibn Abd Al-Barr berkata: mengenai riwayat ini, Imam Malik menceritakan daripada (beberapa) ahli ilmu, tentang permasalahan ini, iaitu perihial orang-orang yang syahid terbunuh di medan perang. Sesungguhnya mereka tidak dimandikan & tidak disolatkan. Hadith Jabir R.A. ini diriwayatkan secara bersendirian oleh Imam Al-Laith Ibn Sa'ad, daripada Imam Al-Zuhri, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik.

Selain itu, Imam Al-Tirmidhi juga memberikan komen yang hampir serupa, di dalam *Sunannya*, yakni:-

قَالَ وَفِي الْبَابِ عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ أَبُو عِيسَى حَدِيثُ جَابِرٍ حَدِيثٌ حَسَنٌ صَحِيحٌ وَقَدْ رُويَ هَذَا الْحَدِيثُ عَنِ الزُّهْرِيِّ عَنْ أَنَسٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَرُويَ عَنِ الزُّهْرِيِّ عَنْ عَبْدِ اللَّهِ بْنِ ثَعْلَبَةَ بْنِ أَبِي صُعَيْرٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَمِنْهُمْ مَنْ ذَكَرَهُ عَنْ جَابِرٍ

Maksudnya:

(Imam Al-Tirmidhi) berkata: Dalam bab ini juga, terdapat juga riwayat daripada Anas Ibn Malik R.A. Abu 'Isa (Al-Tirmidhi) berkata lagi: hadith Jabir statusnya hadith hasan sahih, dan ianya diriwayatkan daripada Imam Al-Zuhri daripada Anas Ibn Malik, daripada Baginda Nabi ﷺ, dan diriwayatkan juga jalur lain daripada Al-Zuhri, daripada Abd Allah Ibn Tha'labah Ibn Abi Sua'ir daripada Baginda Nabi ﷺ. Dan dari mereka juga, yang menyebutkannya daripada Jabir Ibn Abd Allah R.A.

Namun, penulisan kali ini hanya memfokuskan kepada hadith Jabir Ibn Abd Allah R.A. dan jalur-jalur sanadnya, kerana ianya terjamin sahih. Menariknya ialah hadith ini diriwayatkan oleh Imam Bukhari dan empat Imam Sunan: Imam Abu Dawud, Al-Tirmidhi, Al-Nasa'ie & Ibn Majah. Sehingga Imam Al-Bukhari mendatangkan empat jalur sanad yang berbeza, namun kesemuanya merujuk kepada hadith Jabir R.A. Disebabkan tumpuan adalah kepada

⁹Ibn Abd Al-Barr, Abu 'Umar Yusuf Ibn 'Abd Allah (1387h), *Al-Tamhid Li Ma Fi Al-Muwatta' Min Al-Ma'ani Wa Al-Asanid*. J.24. H.241. *Bab Al-Hadith Al-Thalith Wa Al-Arba'un*. Maghribi: Wizarah Umum Al-Awqaf Wa Al-Syu'un Al-Islamiyyah

sanad, maka matan hanya akan disebutkan sekali sahaja, bagi tujuan meringkaskan. Pertama, sanad Imam Al-Bukhari di dalam Sahihnya, terdapat empat jalur, iaitu:-

حَدَّثَنَا عَبْدُ اللَّهِ بْنُ يُوسُفَ حَدَّثَنَا اللَّيْثُ قَالَ حَدَّثَنِي ابْنُ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُمَا قَالَ: كَانَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَجْمَعُ بَيْنَ الرَّجُلَيْنِ مِنْ قَتْلَى أُحُدٍ فِي ثَوْبٍ وَاحِدٍ ثُمَّ يَقُولُ أَكْثَرُ أَخْذَاً لِلْقُرْآنِ فَإِذَا أُشِيرَ لَهُ إِلَى أَحَدِهِمَا قَدَّمَهُ فِي اللَّحْدِ وَقَالَ أَنَا شَهِيدٌ عَلَى هَؤُلَاءِ يَوْمَ الْقِيَامَةِ وَأَمَرَ بِدَفْنِهِمْ فِي دِمَائِهِمْ وَلَمْ يُعَسَّلُوا وَلَمْ يُصَلَّ عَلَيْهِمْ¹⁰

Maksudnya:

Abd Allah Ibn Yusuf menceritakan kepada kami: Al-Laith menceritakan kepada kami, dia berkata: Ibn Syihab Menceritakan kepadaku: daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, daripada Jabir Ibn Abd Allah R.A, dia berkata: Bahawa Baginda Nabi ﷺ pernah mengumpulkan di antara dua lelaki dari para syuhada' Perang Uhud dalam satu pakaian yang sama. Kemudian bersabda: siapakah di antara dua orang ini yang lebih banyak mengambil (mengetahui tentang) Al-Quran? Maka, ditunjukkan jari kepada salah seorang dari keduanya itu, didahulukan jasadnya ke dalam liang lahad. Dan Baginda ﷺ bersabda: Aku adalah saksi ke atas mereka ini pada hari kiamat nanti. Dan Nabi ﷺ mengarahkan untuk dikebumikan bersama darah-darah mereka, dan syuhada' tidak dimandikan, dan mereka juga tidak disolatkan jenazah.

حَدَّثَنَا سَعِيدُ بْنُ سُلَيْمَانَ حَدَّثَنَا اللَّيْثُ حَدَّثَنَا ابْنُ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ أَنَّ جَابِرَ بْنَ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُمَا أَخْبَرَهُ : ... (الحديث)¹¹

Maksudnya:

Sa'id Ibn Sulaiman menceritakan kepada kami: Al-Laith menceritakan kepada kami, dia berkata: Ibn Syihab Menceritakan kepada kami: daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, bahawa Jabir Ibn Abd Allah R.A, berkata kepadanya ...

حَدَّثَنَا مُحَمَّدُ بْنُ مُقَاتِلٍ أَخْبَرَنَا عَبْدُ اللَّهِ أَخْبَرَنَا لَيْثُ بْنُ سَعْدٍ حَدَّثَنِي ابْنُ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُمَا : ... (الحديث)¹²

Maksudnya:

Muhammad Ibn Muqatil menceritakan kepada kami: Abd Allah Ibn Mubarak mengkhabarkan kepada kami: Al-Laith mengkhabarkan kepada kami, dia berkata: Ibn Syihab Menceritakan kepadaku: daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, daripada Jabir Ibn Abd Allah R.A ...

حَدَّثَنَا قُتَيْبَةُ بْنُ سَعِيدٍ حَدَّثَنَا اللَّيْثُ عَنْ ابْنِ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ أَنَّ جَابِرَ بْنَ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُمَا أَخْبَرَهُ : ... (الحديث)¹³

¹⁰Al-Bukhari, Sahih Al-Bukhari, Kitab Al-Janaiz, Bab Al-Solah 'Ala Al-Syahid. Hadith No. 1257

¹¹Al-Bukhari, Sahih Al-Bukhari, Kitab Al-Janaiz, Bab Al-Solah 'Ala Al-Syahid. Hadith No. 1259

¹²Al-Bukhari, Sahih Al-Bukhari, Kitab Al-Janaiz, Bab Al-Solah 'Ala Al-Syahid. Hadith No. 1261

¹³Al-Bukhari, Sahih Al-Bukhari, Kitab Al-Maghazi, Bab Man Qutila Min Al-Muslimin Yauma Uhud Minhum Hamzah Ibn Abd Al-Muttalib Wa Al-Yaman Wa Anas Ibn Nadr Wa Mus'ab Ibn 'Umair. Hadith No. 3771.

Maksudnya:

Qutaibah Ibn Sa'id menceritakan kepada kami: Al-Laith menceritakan kepada kami, dia berkata: daripada Ibn Syihab, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, bahawa Jabir Ibn Abd Allah R.A, berkata kepadanya ...

Kedua, Sanad Imam Abu Dawud di dalam Sunannya:-

حَدَّثَنَا قُتَيْبَةُ بْنُ سَعِيدٍ وَيَزِيدُ بْنُ خَالِدٍ بْنُ مَوْهَبٍ أَنَّ اللَّيْثَ حَدَّثَهُمْ عَنْ ابْنِ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ أَنَّ جَابِرَ بْنَ عَبْدِ اللَّهِ أَخْبَرَهُ : ... (الحديث) ¹⁴

Maksudnya:

Qutaibah Ibn Sa'id & Yazid Ibn Khalid Ibn Mawhab menceritakan kepada kami: bahawa Al-Laith menceritakan kepada mereka, dia berkata: daripada Ibn Syihab, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, bahawa Jabir Ibn Abd Allah R.A, berkata kepadanya ...

Ketiga, Sanad Imam Al-Tirmidhi di dalam Sunannya:-

حَدَّثَنَا قُتَيْبَةُ حَدَّثَنَا اللَّيْثُ عَنْ ابْنِ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ أَنَّ جَابِرَ بْنَ عَبْدِ اللَّهِ أَخْبَرَهُ : ... (الحديث) ¹⁵

Maksudnya:

Qutaibah Ibn Sa'id menceritakan kepada kami: Al-Laith menceritakan kepada kami, dia berkata: daripada Ibn Syihab, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, bahawa Jabir Ibn Abd Allah R.A, berkata kepadanya ...

Keempat, Sanad Imam Al-Nasa'ie di dalam Sunannya:-

أَخْبَرَنَا قُتَيْبَةُ قَالَ حَدَّثَنَا اللَّيْثُ عَنْ ابْنِ شِهَابٍ عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ أَنَّ جَابِرَ بْنَ عَبْدِ اللَّهِ أَخْبَرَهُ : ... (الحديث) ¹⁶

Maksudnya:

Qutaibah Ibn Sa'id mengkhabarkan kepada kami, dia berkata: Al-Laith menceritakan kepada kami, dia berkata: daripada Ibn Syihab, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, bahawa Jabir Ibn Abd Allah R.A, berkata kepadanya ...

Kelima, dengan penambahan sedikit pada lafaz matan hadith tersebut, Sanad Imam Ibn Majah di dalam Sunannya:-

¹⁴Sunan Abi Dawud, Kitab Al-Jana'iz, Bab Fi Al-Syahid Yughassal, Hadith No. 2731

¹⁵Sunan Al-Tirmidhi, Kitab Al-Jana'iz 'An Rasulillah ﷺ, Bab Ma Ja'a Fi Tarki Al-Solah 'Ala Al-Syahid. Hadith No. 957

¹⁶Sunan Al-Nasa'ie, Kitab Al-Jana'iz, Bab Tark Al-Solah 'Alaihim. Hadith No. 1929

حَدَّثَنَا مُحَمَّدُ بْنُ رُمْحٍ، أَخْبَرَنَا اللَّيْثُ بْنُ سَعْدٍ، عَنْ ابْنِ شِهَابٍ، عَنْ عَبْدِ الرَّحْمَنِ بْنِ كَعْبٍ بْنِ مَالِكٍ: عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ: أَنَّ رَسُولَ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - كَانَ يَجْمَعُ بَيْنَ الرَّجُلَيْنِ وَالثَّلَاثَةِ مِنْ قَتْلَى أُحُدٍ فِي ثَوْبٍ وَاحِدٍ، ثُمَّ يَقُولُ: "أَيُّهُمْ أَكْثَرُ أَخْذَاً لِلْقُرْآنِ؟ فَإِذَا أُشِيرَ لَهُ إِلَى أَحَدِهِمْ قَدَّمَهُ فِي اللَّحْدِ، وَقَالَ: "أَنَا شَهِيدٌ عَلَى هَؤُلَاءِ" وَأَمَرَ بِدَفْنِهِمْ فِي دِمَائِهِمْ، وَلَمْ يُصَلِّ عَلَيْهِمْ، وَلَمْ يُعَسَّلُوا¹⁷

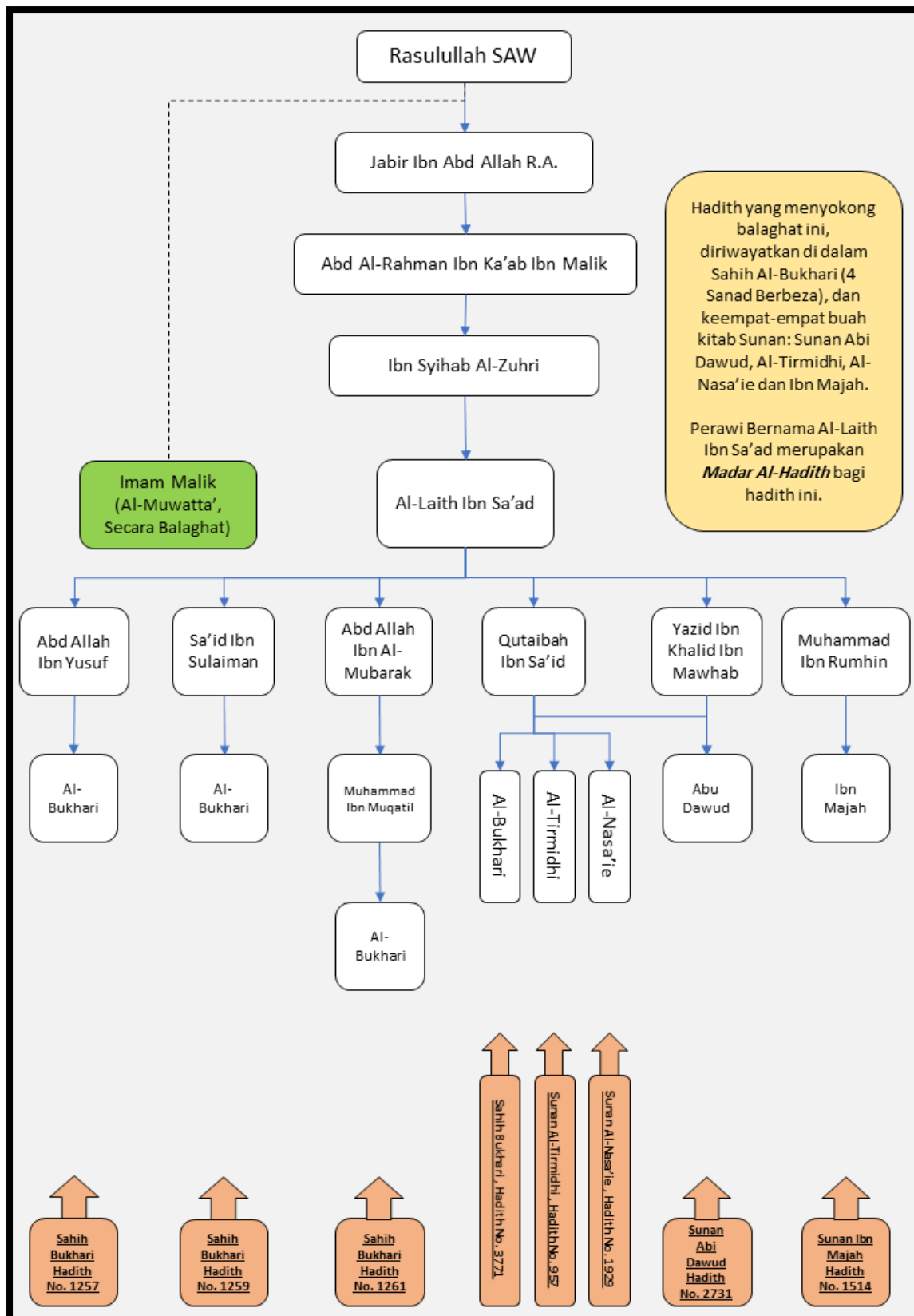
Maksudnya:

Muhammad Ibn Rumh menceritakan kepada kami, dia berkata: Al-Laith Ibn Sa'ad mengkhabarkan kepada kami, dia berkata: daripada Ibn Syihab, daripada Abd Al-Rahman Ibn Ka'ab Ibn Malik, daripada Jabir Ibn Abd Allah R.A, bahawa Baginda Nabi ﷺ pernah mengumpulkan di antara dua dan tiga lelaki dari para syuhada' Perang Uhud dalam satu pakaian yang sama. Kemudian bersabda: siapakah di antara dua orang ini yang lebih banyak mengambil (mengetahui tentang) Al-Quran? Maka, ditunjukkan jari kepada salah seorang dari keduanya itu, didahulukan jasadnya ke dalam liang lahad. Dan Baginda ﷺ bersabda: Aku adalah saksi ke atas mereka ini pada hari kiamat nanti. Dan Nabi ﷺ mengarahkan untuk dikebumikan bersama darah-darah mereka, dan mereka tidak disolatkan jenazah dan juga para syuhada' tidak dimandikan.

Kesimpulannya, riwayat balaghat di atas ialah hadith sahih melalui sokongan riwayat- riwayat lain, ianya ialah hadith Jabir Ibn Abd Allah R.A, yang terdapat di dalam Sahih Al-Bukhari dan empat Sunan Al-Arba'ah. Adapun jalur Imam Malik, hanya terdapat di dalam Al-Muwatta' sahaja. Tambahan pula, perawi atba' tabiin yakni Imam Al-Laith Ibn Sa'ad, yang sezaman dengan Imam Malik, meriwayatkan daripada Imam Ibn Syihab Al-Zuhri, yang juga merupakan guru kepada kedua-duanya, yakni Al-Laith & Imam Malik. Al-Laith adalah *Madar Al-Isnad* (pusat pertemuan) bagi hadith ini.

Berikut adalah rajah bagi kesemua jalur sanad, yang diambil daripada lima buah kitab hadith yang telah dinyatakan sebelum ini:-

¹⁷Sunan Ibn Majah, Kitab Ma Ja'a Fi Al-Jana'iz, Bab Ma Ja'a Fi Al-Solati 'Ala Al-Syuhada' Wa Dafnihim. Hadith No. 1514



Hadith Kedua

Matan Hadith Daripada Al-Muwatta'

حَدَّثَنِي عَنْ مَالِكٍ أَنَّهُ بَلَغَهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: «لَا تَحِلُّ الصَّدَقَةُ لِأَلِ مُحَمَّدٍ إِنَّمَا هِيَ أَوْسَاحُ النَّاسِ»¹⁸

Maksudnya:

Menyampaikan kepadaku (Yahya), daripada Imam Malik, sesungguhnya telah sampai kepada beliau, bahawa Rasulullah ﷺ bersabda: tidak halal, sedekah (zakat) untuk keluarga Muhammad ﷺ, kerana sesungguhnya ianya adalah kotoran manusia.

Penyandaran Balaghat Kepada Imam Malik

Imam Ibn Abd Al-Barr meletakkan di dalam *Al-Tamhid*, hadith ini di bawah bab *Balaghat Malik Wa Mursalatuhu*, hadith yang ke-39. Di dalam sanad di atas, jelas berlaku *balaghat* dengan adanya penggunaan lafaz *balaghahu* (بلغه), yang disandarkan kepada Imam Malik, dan meriwayatkan daripada Baginda Nabi ﷺ, sedangkan Imam Malik bukan di kalangan Para Sahabat R.A, tidak sempat untuk bertemu baginda ﷺ. Hal ini jelas menunjukkan berlaku sanad yang terputus.

Jalan Riwayat-Riwayat Lain Yang Menyambung Riwayat Balaghat

Terdapat riwayat yang mempunyai Imam Malik di dalam sanadnya, yang dirakamkan di dalam Sahih Muslim, hadith yang panjang dengan sanad yang penuh. Imam Muslim meriwayatkannya daripada jalur Juwairiyyah Ibn Asma', daripada Imam Malik, daripada Imam Ibn Syihab Al-Zuhri. Maka, riwayat balaghat di atas adalah thabit daripada Baginda Nabi Muhammad ﷺ, melalui hadith Abd Al-Muttalib Ibn Rabi'ah Ibn Al-Harith R.A. Sanad dan hadith tersebut akan disebutkan selepas ini.

Takhrij Al-Hadith & Kesimpulan Status Hadith Itu

Imam Muslim telah meriwayatkan di dalam Sahihnya, di dalam hadith yang panjang, seperti berikut:-

حَدَّثَنِي عَبْدُ اللَّهِ بْنُ مُحَمَّدٍ بْنُ أَسْمَاءَ الصُّبُعِيُّ حَدَّثَنَا جُوَيْرِيَةُ عَنْ مَالِكٍ عَنْ الزُّهْرِيِّ أَنَّ عَبْدَ اللَّهِ بْنَ عَبْدِ اللَّهِ بْنِ نَوْفَلٍ بْنِ الْحَارِثِ بْنِ عَبْدِ الْمُطَّلِبِ حَدَّثَهُ أَنَّ عَبْدَ الْمُطَّلِبِ بْنَ رَبِيعَةَ بْنَ الْحَارِثِ حَدَّثَهُ قَالَ اجْتَمَعَ رَبِيعَةُ بْنُ الْحَارِثِ وَالْعَبَّاسُ بْنُ عَبْدِ الْمُطَّلِبِ فَقَالَا:

وَاللَّهُ لَوْ بَعَثْنَا هَذَيْنِ الْعُلَامَيْنِ قَالَا لِي وَلِلْفَضْلِ بْنِ عَبَّاسٍ إِلَى رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَكَلَّمَاهُ فَأَمَرَهُمَا عَلَى هَذِهِ الصَّدَقَاتِ فَأَذَيَا مَا يُؤَدِّي النَّاسُ وَأَصَابَا مِمَّا يُصِيبُ النَّاسَ قَالَ فَبَيْنَمَا هُمَا فِي ذَلِكَ جَاءَ عَلِيُّ بْنُ أَبِي طَالِبٍ

¹⁸Malik Ibn Anas (1985) *Muwatta' Malik – Riwayat Yahya - Tahqiq Syeikh Abd Al-Baqi*, J.2. H. 1000. Kitab Al-Sadaqah, Bab Ma Yukrahu Min Al-Sadaqah. Lubnan: Dar Ihya' Al-Turath Al-'Arabi

فَوَقَفَ عَلَيْهِمَا فَذَكَرَا لَهُ ذَلِكَ فَقَالَ عَلِيُّ بْنُ أَبِي طَالِبٍ لَا تَفْعَلَا فَوَاللَّهِ مَا هُوَ بِفَاعِلٍ فَاذْنَبَاهُ رِبْعَةً بَنُ الْحَارِثِ فَقَالَ
وَاللَّهِ مَا تَصْنَعُ هَذَا إِلَّا نَفَاسَةً مِنْكَ عَلَيْنَا فَوَاللَّهِ لَقَدْ نِلْتُ صِهْرَ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَمَا نَفِسْنَاهُ عَلَيْكَ
قَالَ عَلِيُّ أَرْسَلُوهُمَا فَاذْنَبَاهُ وَأَضْطَجَعَ عَلِيُّ قَالَ فَلَمَّا صَلَّى رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ الظُّهْرَ سَبَقْنَاهُ إِلَى الْحُجْرَةِ
فَقُمْنَا عِنْدَهَا حَتَّى جَاءَ فَأَخَذَ بِأَذَانِنَا ثُمَّ قَالَ أَخْرِجَا مَا تُصَرِّرانِ ثُمَّ دَخَلَ وَدَخَلْنَا عَلَيْهِ وَهُوَ يُؤَمِّدُ عِنْدَ زَيْنَبَ بِنْتِ
جَحْشٍ قَالَ فَتَوَاكَلْنَا الْكَلَامَ ثُمَّ تَكَلَّمْ أَحَدُنَا فَقَالَ يَا رَسُولَ اللَّهِ أَنْتَ أَكْبَرُ النَّاسِ وَأَوْصَلُ النَّاسِ وَقَدْ بَلَّغْنَا النَّكَاحَ
فَجِئْنَا لِنُؤَمِّرَنَّ عَلَى بَعْضِ هَذِهِ الصَّدَقَاتِ فَنُؤَدِّيَ إِلَيْكَ كَمَا يُؤَدِّي النَّاسُ وَنُصِيبَ كَمَا يُصِيبُونَ قَالَ فَسَكَتَ طَوِيلًا
حَتَّى أَرَدْنَا أَنْ نُكَلِّمَهُ قَالَ وَجَعَلْتُ زَيْنَبَ تُلْمِعُ عَلَيْنَا مِنْ وَرَاءِ الْحِجَابِ أَنْ لَا تُكَلِّمَاهُ قَالَ ثُمَّ قَالَ إِنَّ الصَّدَقَةَ لَا
تَنْبَغِي لِأَلِ مُحَمَّدٍ إِنَّمَا هِيَ أَوْسَاخُ النَّاسِ اذْعُوا لِي مَحْمِيَةً وَكَانَ عَلَى الْخُمْسِ وَنُوفَلَ بْنِ الْحَارِثِ بْنِ عَبْدِ الْمُطَّلِبِ قَالَ
فَجَاءَاهُ فَقَالَ لِمَحْمِيَةٍ أَنْكَحْ هَذَا الْعُلَامَ ابْنَتَكَ لِلْفَضْلِ بْنِ عَبَّاسٍ فَأَنْكَحَهُ وَقَالَ لِنُوفَلَ بْنِ الْحَارِثِ أَنْكَحْ هَذَا الْعُلَامَ
ابْنَتَكَ لِي فَأَنْكَحَنِي وَقَالَ لِمَحْمِيَةٍ أَصْدَقَ عَنْهُمَا مِنَ الْخُمْسِ كَذَا وَكَذَا قَالَ الزُّهْرِيُّ وَلَمْ يُسَمِّهِ لِي¹⁹

Maksudnya:

Abd Allah Ibn Muhammad Ibn Asma' Al-Duba'ii menceritakan kepadaku, berkata: Juwairiyah menceritakan kepada kami, daripada Imam Malik, daripada Imam Al-Zuhri, bahawa Abd Allah Ibn Abd Allah Ibn Nawfal Ibn Al-Harith Ibn Abd Al-Muttalib menceritakan kepadanya: bahawa Abd Al-Muttalib Ibn Rabi'ah Ibn Al-Harith R.A. menceritakan kepadanya, dia berkata: Rabi'ah Ibn Al-Harith & Al-'Abbas Ibn Abd Al-Muttalib kedua-duanya berkumpul dan berkata kepadaku:

Demi Allah, jika kita mengutus dua orang budak lelaki ini (iaitu Abd Al-Muttalib Ibn Rabi'ah & Fadl Ibn 'Abbas) kepada Rasulullah ﷺ dan keduanya ini berbincang dengan Baginda Nabi ﷺ, tentu Baginda ﷺ akan melantik mereka sebagai pengumpul sedekah ini. Dan mereka akan mengumpulkannya dan menyerahkan atau membayar kepada Baginda ﷺ sebagaimana yang dilakukan oleh pengumpul sedekah & orang lain. Dan kedua-duanya ini akan mendapat komisen sebagaimana yang diterima orang lain.

Semasa mereka bercakap mengenai perkara ini, maka datang 'Ali Ibn Abu Talib, dan berdiri di hadapan mereka, dan mereka menyebutkan perihal ini kepadanya. 'Ali Ibn Abu Talib berkata: Jangan lakukannya, Demi Allah, Baginda (Nabi Muhammad ﷺ) tidak akan setuju, untuk berbuat sedemikian (tidak akan menerima permintaan anda). Rabi'ah Ibn Harith berpaling wajah kepada 'Ali, dan berkata: Demi Allah, kamu tidak setuju tentang hal ini, dek kerana cemburu terhadap kami, bukankah begitu? Demi Allah, kamu telah menjadi menantu Rasulullah ﷺ namun kami tidak merasa cemburu terhadap kamu (kerana keistimewaan dirimu yang besar ini).

Saidina Ali R.A. kemudian berkata: Hantarlah mereka berdua kepada Baginda ﷺ (jika itulah yang kamu mahu). Kedua-duanya keluar dan 'Ali berbaring di atas katil. Apabila Rasulullah ﷺ sedang mendirikan solat Zohor. Kami pergi ke biliknya (rumahnya) dan berdiri berdekatan

¹⁹Al-Naisaburi (W. 261h), Muslim Ibn Al-Hajjaj (2010) Sahih Muslim, Kitab Al-Zakat, Bab Tark Isti'mal Ali Al-Nabiy 'Ala Al-Sadaqah. Hadith No. 1072. H.324. Kaherah: Dar Al-Hadith

kawasan itu sehinggalah Baginda ﷺ keluar. Baginda ﷺ memegang telinga kami (kerana cinta dan kasih sayang) dan kemudian bertanya: Beritahu padaku apa persoalan yang telah kalian pendam di dalam hati kalian. Nabi ﷺ kemudian masuk ke rumahnya, dan kami juga masuk sekali, dan Baginda ﷺ pada hari itu, adalah pada giliran di rumah Zainab Binti Jahsh.

Kami menggesa salah seorang (daripada kami) untuk bercakap. Kemudian salah seorang daripada kami berkata: Wahai Rasulullah ﷺ, Engkau adalah yang terbaik dari sekalian manusia, dan yang terbaik dalam mengukuhkan hubungan kekeluargaan. Sesungguhnya, Kami telah mencapai umur untuk berkahwin. Kami telah datang (kepada Kamu wahai Nabi ﷺ) supaya Engkau boleh melantik kami untuk menjadi pengumpul sedekah ini. Dan kami akan membayar kepada Engkau ﷺ, sebagaimana orang dan pengumpul lain membayar kepada Engkau ﷺ, dan kami akan mendapat komisen kami sebagaimana orang lain mendapatkannya.

Baginda Nabi ﷺ berdiam diri, untuk ketika yang agak lama. Seheggakan kami menyangka bahawa kami perlu berbicara dengannya sekali lagi. Namun Zainab mengisyratkan kepada kami dari belakang tirai, untuk tidak bercakap lagi. Kemudian, setelah itu, Baginda Nabi ﷺ bersabda: Sesungguhnya tidak boleh bagi keluarga Muhammad ﷺ untuk menerima sedekah, kerana ianya adalah kotoran manusia. Panggilkan buat diriku, Mahmiyah, iaitu sahabat yang bertanggungjawab terhadap *Al-Khums* (iaitu satu perlima yang diserahkan kepada simpanan perbendaharaan, hasil dari harta rampasan perang), dan Naufal Ibn Harith Ibn 'Abd al-Muttalib. Mereka berdua datang kepada Baginda ﷺ. Maka, Nabi ﷺ bersabda kepada Mahmiyah: Kahwinkan anak perempuanmu dengan lelaki muda ini, iaitu Fadl Ibn 'Abbas, dan dia mengahwinkannya.

Kemudian, Baginda ﷺ bersabda kepada Naufal Ibn Harith: Kahwinkan anak perempuanmu dengan lelaki muda ini, iaitu 'Abd al-Muttalib Ibn Rabi'ah (perawi hadith ini). Dan Naufal mengahwinkannya dengan diriku. Kemudian, Baginda ﷺ bersabda kepada Mahmiyah: Bayarkanlah mahar bagi pihak mereka berdua daripada *Al-Khums* ini. Walau bagaimanapun, Imam Al-Zuhri berkata: Dia (Abd Allah) tidak menyatakan jumlah mahr itu kepadaku.

Selain daripada Sahih Muslim, hadith seperti dan semisal ini juga direkodkan di dalam Sunan Abi Dawud, Sunan Al-Nasa'ie dan Musnad Ahmad, namun kesemuanya hanya melalui jalur Imam Ibn Syihab Al-Zuhri, tanpa Imam Malik di dalam sanad-sanad tersebut. Berikut disenaraikan sanad daripada ketiga-tiga kitab hadith tersebut, tanpa dinyatakan matan, bagi tujuan meringkaskan.

Sanad di dalam Sunan Abi Dawud :-

حَدَّثَنَا أَحْمَدُ بْنُ صَالِحٍ حَدَّثَنَا عَنْبَسَةُ حَدَّثَنَا يُونُسُ عَنْ ابْنِ شَهَابٍ أَخْبَرَنِي عَبْدُ اللَّهِ بْنُ الْحَارِثِ ابْنِ نَوْفَلٍ الْهَاشِمِيُّ أَنَّ عَبْدَ الْمُطَّلِبِ بْنَ رَبِيعَةَ بْنَ الْحَارِثِ بْنَ عَبْدِ الْمُطَّلِبِ أَخْبَرَهُ أَنَّ أَبَاهُ رَبِيعَةَ بْنَ الْحَارِثِ وَعَبَّاسَ بْنَ عَبْدِ الْمُطَّلِبِ قَالَا لِعَبْدِ الْمُطَّلِبِ بْنِ رَبِيعَةَ وَلِلْمُضَلِّ بْنِ عَبَّاسٍ... الخ²⁰

Maksudnya:

²⁰Al-Sijistani Abu Dawud, Sulaiman Ibn Al-Asy'as Ibn Ishak (W. 275h) *Sunan Abi Dawud – Tahqiq Syeikh Al-Albani. Kitab Al-Kharaj Wa Al-Imarah Wa Al-Fai' . Bab Fi Bayan Mawadi' Qasm Al-Khumus Wa Sahm Dhi Al-Qurba*. Hadith No. 2985. H.533. Dinilai Sahih Di Sisi Al-Albani.

Ahmad Ibn Soleh menceritakan kepada kami: ‘Anbasah menceritakan kepada kami: Yunus menceritakan kepada kami: daripada Ibn Syihab: Abd Allah Ibn Al-Harith Ibn Nawfal Al-Hasyimi mengkhabarkan kepadaku, bahawa Abd Al-Muttalib Ibn Rabi’ah Ibn Al-Harith Ibn Abd Al-Muttalib mengkhabarkan kepadanya, bahawa ayahnya yakni Rabi’ah Ibn Al-Harith dan ‘Abbas Ibn Abd Al-Muttalib, keduanya berkata kepada Abd Al-Muttalib Ibn Rabi’ah dan Al-Fadl Ibn Abbas ...

Sanad di dalam Sunan Al-Nasa’ie :-

أَخْبَرَنَا عَمْرُو بْنُ سَوَادٍ بْنِ الْأَسْوَدِ بْنِ عَمْرِو عَنْ ابْنِ وَهْبٍ قَالَ حَدَّثَنَا يُوسُفُ عَنْ ابْنِ شِهَابٍ عَنْ عَبْدِ اللَّهِ بْنِ الْحَارِثِ بْنِ نَوْفَلٍ الْهَاشِمِيِّ أَنَّ عَبْدَ الْمُطَّلِبِ بْنِ رَبِيعَةَ بْنِ الْحَارِثِ بْنِ عَبْدِ الْمُطَّلِبِ أَخْبَرَهُ أَنَّ أَبَاهُ رَبِيعَةَ بْنَ الْحَارِثِ قَالَ لِعَبْدِ الْمُطَّلِبِ بْنِ رَبِيعَةَ بْنِ الْحَارِثِ وَالْفَضْلِ بْنِ الْعَبَّاسِ بْنِ عَبْدِ الْمُطَّلِبِ ... الخ²¹

Maksudnya:

‘Amru Ibn Sawwad Ibn Al-Aswad Ibn ‘Amr menceritakan kepada kami: daripada Ibn Wahab, dia berkata: Yunus menceritakan kepada kami: daripada Ibn Syihab: daripada Abd Allah Ibn Al-Harith Ibn Nawfal Al-Hasyimi, bahawa Abd Al-Muttalib Ibn Rabi’ah Ibn Al-Harith Ibn Abd Al-Muttalib mengkhabarkan kepadanya, bahawa ayahnya yakni Rabi’ah Ibn Al-Harith R.A. berkata kepada Abd Al-Muttalib Ibn Rabi’ah Ibn Al-Harith, dan Al-Fadl Ibn Abbas Ibn Abd Al-Muttalib ...

Sanad di dalam Musnad Ahmad :-

حَدَّثَنَا يَعْقُوبُ وَسَعْدُ قَالََا حَدَّثَنَا أَبِي عَنْ صَالِحٍ عَنْ الزُّهْرِيِّ عَنْ عَبْدِ اللَّهِ بْنِ عَبْدِ اللَّهِ بْنِ الْحَارِثِ بْنِ نَوْفَلٍ بْنِ الْحَارِثِ بْنِ عَبْدِ الْمُطَّلِبِ أَخْبَرَهُ أَنَّ عَبْدَ الْمُطَّلِبِ بْنِ رَبِيعَةَ بْنِ الْحَارِثِ بْنِ عَبْدِ الْمُطَّلِبِ أَخْبَرَهُ أَنَّهُ اجْتَمَعَ رَبِيعَةُ بْنُ الْحَارِثِ وَعَبَّاسُ بْنُ عَبْدِ الْمُطَّلِبِ فَقَالَا ... الخ²²

Maksudnya:

Ya’qub dan Sa’ad menceritakan kepada kami, keduanya berkata: Ayahku menceritakan kepada kami: daripada Soleh: daripada Ibn Syihab Al-Zuhri: daripada Abd Allah ibn Abd Allah Ibn Al-Harith Ibn Nawfal Ibn Al-Harith Ibn Abd Al-Muttalib mengkhabarkan kepadanya, bahawa Abd Al-Muttalib Ibn Rabi’ah Ibn Al-Harith Ibn Abd Al-Muttalib mengkhabarkan kepadanya, bahawa berkumpul Rabi’ah Ibn Al-Harith dan ‘Abbas Ibn Abd Al-Muttalib, keduanya berkata ...

Kesimpulannya, riwayat balaghat di atas ialah hadith sahih. Hal ini kerana riwayat yang mempunyai Imam Malik di dalam sanadnya, ada dirakamkan di dalam Sahih Muslim, hadith yang panjang dengan sanad yang penuh. Imam Muslim meriwayatkannya daripada jalur Juwairiyah Ibn Asma’, daripada Imam Malik, daripada Imam Ibn Syihab Al-Zuhri. Maka, riwayat balaghat di atas adalah thabit daripada Baginda Nabi Muhammad ﷺ, melalui hadith Abd Al-Muttalib Ibn Rabi’ah Ibn Al-Harith R.A. Walaupun balaghat yang direkodkan di dalam

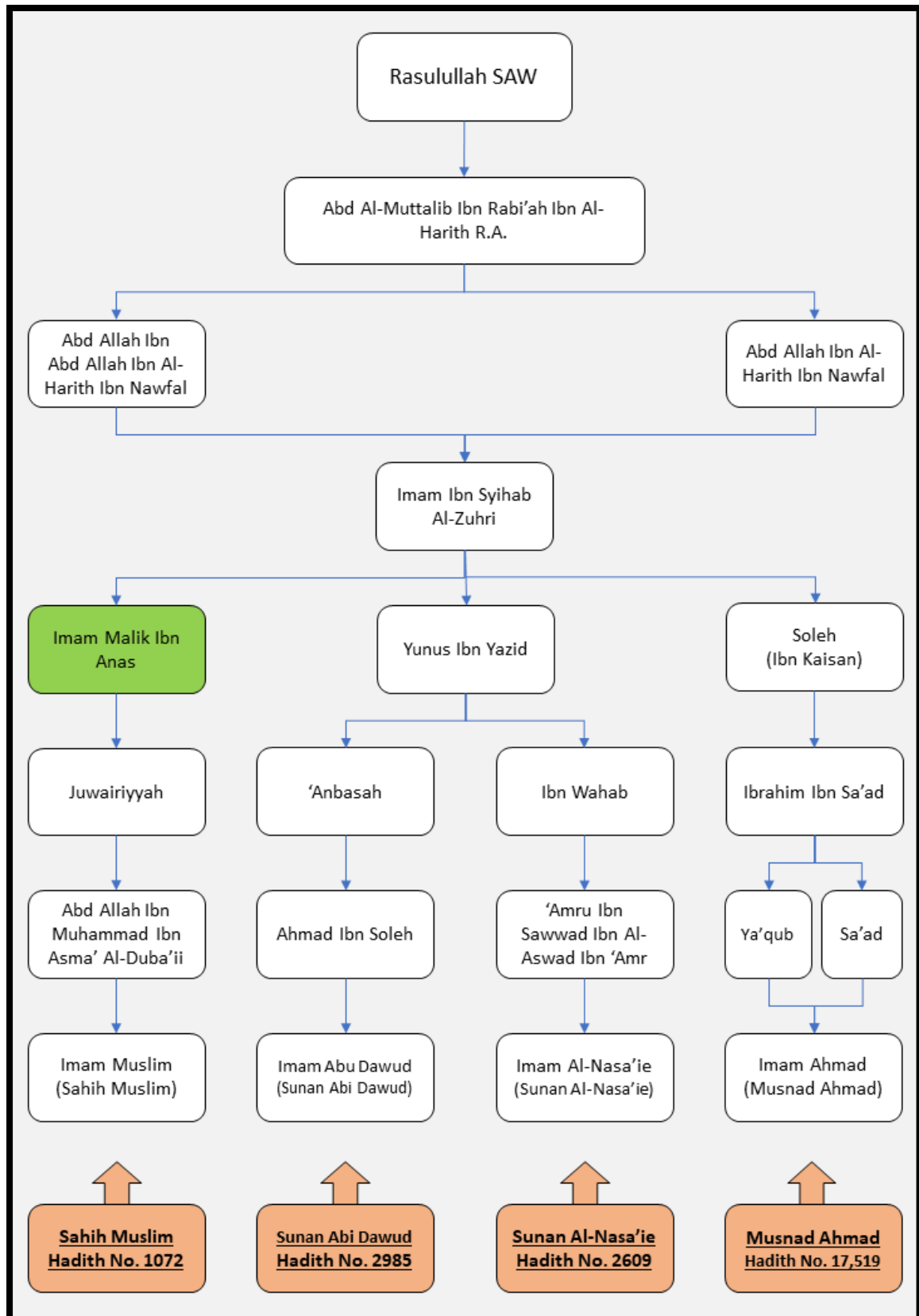
²¹ Al-Nasa’ie, Ahmad Ibn Syu’aib Ibn ‘Ali (W. 303h) *Sunan Al-Nasa’ie – Tahqiq Syeikh Al-Albani. Kitab Al-Zakat. Bab Isti’mali Ali Al-Nabi ﷺ Ala Al-Sadaqah*. Hadith No. 2609. H.408. Riyadh: Maktabah Al-Ma’arif Li Al-Nasyr Wa Al-Tawzi’. Dinilai Sahih Di Sisi Al-Albani.

²² Al-Syaibani, Ahmad Ibn Muhammad Ibn Hanbal (W. 241h) *Musnad Al-Imam Ahmad Ibn Hanbal – Tahqiq Syeikh Syu’aib Al-Arna’ut (1996) Kitab Musnad Al-Syamiyyin. Bab Hadith Abd Al-Muttalib Ibn Rabi’ah Ibn Al-Harith Ibn Abd Al-Muttalib*. Hadith No. 17,519. J.29. H.61. Beirut: Muassasah Al-Risalah

Muwatta' dianggap daif kerana sanad terputus, ianya dibuktikan sahih disebabkan kewujudan sanad penuh, yang ada di dalam Sahih Muslim sebagaimana telah disebutkan.

Tambahan pula, di dalam kitab-kitab hadith lain yakni Sunan Abi Dawud, Sunan Al-Nasa'ie dan Musnad Ahmad, diriwayatkan hadith yang sama atau semisal dengannya, walaupun bukan melalui jalur Imam Malik. Persamaan hanya berlaku pada perawi tabiin yakni Imam Ibn Syihab Al-Zuhri, beliau adalah *Madar Al-Isnad* (pusat pertemuan) bagi hadith ini.

Berikut adalah rajah bagi keempat-empat jalur sanad, yang diambil daripada empat buah kitab hadith yang telah dinyatakan sebelum ini:-



Kesimpulan

Kesimpulannya, kedua-dua riwayat balaghat di atas ialah hadith sahih melalui jalur riwayat sokongan lain. Walaupun kedua-duanya ialah *balaghat* Imam Malik yang terputus sanadnya, sekurang-kurangnya, gugur perawi pada dua peringkat, yakni Sahabat R.A. dan tabiin. Namun hasil kajian mendapati bahawa terdapat riwayat lain yang menyokong atau menggunakan jalur Imam Malik dalam keadaan sanad yang penuh, pada kitab-kitab hadith yang lain.

Bagi hadith pertama, riwayat balaghat tersebut ialah hadith sahih melalui sokongan riwayat-riwayat lain, hadith Jabir Ibn Abd Allah R.A, yang terdapat di dalam Sahih Al-Bukhari dan empat Sunan Al-Arba'ah. Adapun jalur Imam Malik, hanya terdapat di dalam Al-Muwatta' sahaja. Tambahan pula, perawi atba' tabiin yakni Imam Al-Laith Ibn Sa'ad, yang sezaman dengan Imam Malik, meriwayatkan daripada Imam Ibn Syihab Al-Zuhri, yang juga merupakan guru kepada kedua-duanya, yakni Al-Laith & Imam Malik. Al-Laith adalah *Madar Al-Isnad* (pusat pertemuan) bagi hadith ini.

Bagi hadith kedua, riwayat balaghat tersebut juga ialah hadith sahih. Hal ini kerana riwayat yang mempunyai Imam Malik di dalam sanadnya, ada dirakamkan di dalam Sahih Muslim, hadith yang panjang dengan sanad yang penuh. Imam Muslim meriwayatkannya daripada jalur Juwairiyyah Ibn Asma', daripada Imam Malik, daripada Imam Ibn Syihab Al-Zuhri. Maka, riwayat balaghat di atas adalah thabit daripada Baginda Nabi Muhammad ﷺ, melalui hadith Abd Al-Muttalib Ibn Rabi'ah Ibn Al-Harith R.A. Walaupun balaghat yang direkodkan di dalam Muwatta' dianggap daif kerana sanad terputus, ianya dibuktikan sahih disebabkan kewujudan sanad penuh, yang ada di dalam Sahih Muslim sebagaimana telah disebutkan.

Tambahan pula, di dalam kitab-kitab hadith lain yakni Sunan Abi Dawud, Sunan Al-Nasa'ie dan Musnad Ahmad, diriwayatkan hadith yang sama atau semisal dengannya, walaupun bukan melalui jalur Imam Malik. Persamaan hanya berlaku pada perawi tabiin yakni Imam Ibn Syihab Al-Zuhri, beliau adalah *Madar Al-Isnad* (pusat pertemuan) bagi hadith ini.

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KEBERKESANAN PENDEKATAN PEMBELAJARAN BERASASKAN PROJEK DIGITAL SEBAGAI PENGLIBATAN AKTIF MURID DALAM PEMBELAJARAN

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Abstrak: Pendekatan pembelajaran berasaskan projek yang berpusatkan murid menyokong guru menggunakannya dalam pengajaran dan pemudahcaraan bagi mempromosikan pengajaran yang memberi respon kepada idea murid. Oleh itu, kajian tinjauan ini bertujuan untuk menguji penggunaan pendekatan pembelajaran berasaskan projek digital secara berkesan, sebagai satu cara untuk menggalakkan penglibatan aktif murid dalam pembelajaran. Objektif kajian tinjauan ini dilaksanakan kepada 30 orang murid secara persampelan rawak. Data kuantitatif dianalisis secara statistik deskriptif dan statistik inferensi dengan penerimaan Model TAM berbantuan SPSS versi 27. Soal selidik lima likert dalam 10 pernyataan diedarkan kepada responden. Kajian menunjukkan pelaksanaan pendekatan berasaskan projek digital berpusatkan murid dapat meningkatkan pengetahuan dan memperkembangkan kemahiran digital murid dengan perbezaan yang signifikan <0.01 hasil dapatan menjelaskan terdapat perbezaan diantara ujian pra min=12.4, sd=1.82 dan ujian pasca min=13.3, sd=1.49. Hasil dapatan kajian juga memaparkan bahawa perbezaan yang signifikan antara kumpulan kawalan dan kumpulan eksperimen yang dijalankan dalam kajian berdasarkan pendekatan pembelajaran berasaskan projek digital dalam pengajaran dan pemudahcaraan sebagai penglibatan aktif murid. Keputusan menunjukkan bahawa pendekatan pembelajaran berasaskan projek digital menggalakkan penglibatann aktif murid dengan peningkatan pengetahuan kandungan pembelajaran dan kemahiran literasi digital. Justeru, pendekatan berasaskan projek secara digital amat disyorkan untuk digunakan dalam pengajaran dan pemudahcaraan oleh murid RBT dan harus digalakkan di semua peringkat pendidikan.

Kata kunci: Pembelajaran Berasaskan Projek, Digital, Penglibatan Murid, Reka Bentuk Dan Teknologi.

Pengenalan

Kajian literatur banyak membahaskan pembelajaran berasaskan projek yang tertumpu pada kurikulum peringkat menengah dan pengajian tinggi. Matlamat kajian ini adalah untuk menguji kesan pendekatan berasaskan projek digital terhadap pengetahuan dan kemahiran digital murid sekolah rendah dalam pengajaran dan pemudahcaraan bagi subjek Reka Bentuk dan Teknologi (RBT). Pendekatan berasaskan projek digital berpusatkan murid dalam persekitaran

penggunaan teknologi literasi digital memberi peluang kolaborasi maya dan pembelajaran yang kaya dengan sumber maklumat (Cantú-Ortiz et al. 2020; Arias 2021; Nordin, Alias, and Mahamod 2023). Oleh itu, tidak hairanlah semua murid boleh meningkatkan kefahaman dalam kandungan pelajaran dengan penglibatan aktif yang dapat mengintegrasikan ilmu, maka semua murid berpeluang mengembangkan pengetahuan dan keupayaan melakukan sesuatu selepas melalui proses pembelajaran. Pendekatan berasaskan projek digital boleh membantu merubah pengajaran secara teori di dalam kelas dengan kaedah projek yang hanya berpandukan modul lembaran kerja, kepada pembelajaran berasaskan projek digital yang dapat menonjolkan potensi diri dengan penglibatan aktif dalam pembelajaran secara atas talian.

Pendekatan pembelajaran berasaskan projek menggunakan aplikasi literasi digital pendidikan telah banyak dicadangkan oleh penyelidik untuk mencirikan kaedah pembelajaran dan pembelajaran aktif murid dalam menumpukan kepada kepekaan murid seperti pembelajaran kolaboratif, pembelajaran untuk kefahaman, peningkatan intelek dan pembelajaran pelbagai subjek disiplin (Sulong dan Sulong 2022; Imbaquingo dan Cárdenas 2023). Walaupun banyak kelebihan pendekatan pembelajaran berasaskan projek berbantuan teknologi digital yang membawa kepada penerokaan idea-idea murid yang sedang berkembang semasa penglibatan aktif, maka pendekatan ini dikaji untuk diterokai bagi melihat kesan pendekatan pembelajaran berasaskan projek digital boleh meningkatkan pengetahuan dan kemahiran digital murid RBT seterusnya menyelesaikan masalah pembelajaran (Ramadhani et al. 2019).

Pendekatan pembelajaran berasaskan projek amat penting dalam perspektif pembelajaran, di mana arahan sepenuhnya tidak disediakan oleh guru sahaja. Sebaliknya ia disepakati antara ahli kumpulan dalam pasukan secara kolaboratif yang mewujudkan idea murid berkembang dalam memberi kerjasama. Sehubungan itu, pendekatan pembelajaran berasaskan projek merujuk kepada sesetengah sarjana sebagai satu pengajaran guru yang memfokuskan kepada pengalaman pembelajaran murid dan persediaan guru dan murid untuk melihat pengaruh langsung dalam pembelajaran berasaskan projek (Rust, 2019). Menurut (Yulhendri et al. 2023) pendekatan pembelajaran digital dapat memendekkan kesukaran pelaksanaan PdPc kerana murid menerima dan bertanggungjawab di atas pembelajaran mereka sendiri untuk menyokong pendekatan pembelajaran berasaskan projek digital yang diarahkan oleh guru. Suasana positif ini menggalakkan penglibatan aktif murid dalam menghasilkan projek. Oleh itu, pelbagai teknik pembelajaran berasaskan projek telah dikemukakan oleh para sarjana, antaranya ciri-ciri aktiviti rutin dalam pembelajaran seperti pemudahcaraan dalam perbincangan projek (Sohmen, 2020), manakala reka bentuk pengalaman pembelajaran guru dan murid yang melibatkan kemajuan pengetahuan murid dan penglibatan proaktif (Kartiwa, 2018; Muhamad Saiful Anam, et al. 2023).

Walaubagaimana pun, pendekatan pembelajaran berasaskan projek digital adalah sesuai untuk semua mata pelajaran dan murid, ia adalah satu amalan pendidikan yang boleh disesuaikan dengan topik pelbagai disiplin ilmu sepanjang masa (Sukamti et al. 2019). Oleh itu, tinjauan ini tertumpu kepada matlamat penglibatan aktif murid dalam peningkatan pengetahuan dan kemahiran digital murid RBT. Matlamat dan tujuan reka bentuk projek bagi sesuatu pelajaran dan objektif mesti diambil kira dalam membuat keputusan pengajaran dengan pendekatan pembelajaran berasaskan projek digital yang sesuai dengan topik pembelajaran, agar apabila sesuatu amalan pengajaran digubal pada masa tertentu dan sesuai dengan pembelajaran kumpulan murid tertentu. Justeru, kajian eksprimen ini bertujuan untuk mengesan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran

bagi kumpulan kawalan dan kumpulan rawatan murid RBT topik Reka Bentuk dan Teknologi terhadap peningkatan pengetahuan dan kemahiran digital mereka.

Objektif Kajian

Kajian ini terdiri daripada dua objektif dan persoalan yang ingin diuji seperti berikut:

1. Menguji keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan pengetahuan digital murid RBT Topik Reka Bentuk dan Teknologi
2. Menguji keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan kemahiran digital murid RBT Topik Reka Bentuk dan Teknologi

Persoalan Kajian

1. Apakah kesan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan pengetahuan digital murid RBT Topik Reka Bentuk dan Teknologi?
2. Apakah kesan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan kemahiran digital murid RBT Topik Reka Bentuk dan Teknologi?

Kajian Literatur

Pengajaran dan pemudahcaraan dengan pendekatan pembelajaran berasaskan projek digital menjadikan murid lebih mahir dalam persekitaran aplikasi digital pendidikan. Kemahiran celik teknologi pada usia muda telah memberi kebiasaan kepada murid untuk meneroka alam digital dengan penglibatan aktif pencarian maklumat bagi tujuan projek. Menerusi (Abdullah et al. 2022) yang menyarankan elemen literasi digital yang sesuai diimplemenkan dan bergantung kepada konteks sesuatu pembelajaran iaitu positif, kesedaran, peribadi, komunikasi professional dan media sosial. Melalui kajian (Rusmanto and Rukun 2020; Wan Rashid, Che Kob, and Abdullah 2020; Lu 2023) tumpuan penulisan kajian mereka memberi gambaran pendekatan pembelajaran berasaskan projek digital dalam pelbagai pandangan adalah kemahiran teknikal literasi digital, pemikiran kognitif murid dalam meningkatkan kefahaman isi kandungan dan kompetensi pembelajaran digital berpusatkan murid.

Persekitaran pembelajaran secara dalam talian telah menggalakkan perluasan menggunakan kaedah pembelajaran berasaskan projek melalui literasi digital dalam pengajaran dan pemudahcaraan mengikut keperluan dan kecenderungan minat murid masa kini. Perkembangan teknologi digital dalam proses pengajaran dan pemudahcaraan menggunakan penerimaan Model TAM murid terlibat secara aktif dalam menyelesaikan masalah pembelajaran secara tidak langsung menyumbang kepada pencapaian dan perkembangan pemikiran kritikal murid. Pencarian maklumat bagi tujuan projek telah berjaya menggalakkan penglibatan aktif murid dalam pembelajaran untuk meneroka alam digital dalam mencabar diri untuk menghasilkan projek yang lebih baik dan inovatif (Galanti et al. 2021). Pengamatan minda dalam metafora bagi menghasilkan projek yang unik dari idea tontonan pelbagai video

kreatif dalam persekitaran digital telah memberi inspirasi kepada murid dalam penghasilan produk pembelajaran projek digital sebagai penglibatan aktif dalam pembelajaran.

Berdasarkan kepada literatur yang dibincangkan, pendekatan pembelajaran berasaskan projek adalah satu pendekatan kaedah pembelajaran berasaskan praktikal yang menggunakan aplikasi literasi digital untuk meningkatkan penglibatan aktif murid dalam pembelajaran. Pendekatan pembelajaran berasaskan projek digital adalah pelaksanaan pengajaran alternatif yang responsif. Ia juga dapat menarik minat dengan penglibatan aktif murid dalam pelbagai gaya pembelajaran bagi memperkembangkan kebolehan dan keupayaan pemikiran murid selepas melalui proses pembelajaran berasaskan projek digital (Fadzil et al. 2017). Dengan pendekatan pembelajaran berasaskan projek digital kepada murid, ia memberi motivasi intrinsik kepada murid untuk menghasilkan produk yang berdaya maju dan berkualiti.

Tujuan pendekatan pembelajaran berasaskan projek digital kepada murid RBT adalah untuk meningkatkan pencapaian akademik dan perkembangan kemahiran pemikiran kritikal murid dalam membudayakan amalan pembelajaran abad ke-21. Melalui pendekatan pembelajaran berasaskan projek digital dalam kalangan murid RBT sekolah rendah beberapa permasalahan seperti dalam persolan kajian dikaji. Dan ia boleh disimpulkan bahawa keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran bagi meningkatkan pencapaian, pengetahuan dan kemahiran dalam kalangan murid RBT sekolah rendah.

Metodologi Kajian

Kaedah kuantitatif yang digunakan dalam kajian tinjauan ini, menggunakan pendekatan pembelajaran berasaskan projek dengan bantuan tambahan aplikasi digital sebagai penglibatan aktif murid dalam pembelajaran bagi meningkatkan pengetahuan dan kemahiran digital dalam kalangan murid RBT bagi Topik Reka Bentuk dan Teknologi sekolah rendah. Pengukuran kumpulan eksperimen yang dijalankan telah melalui pengujian pra dan pasca. Soal selidik yang digunakan sebagai alat ukuran menghasilkan analisis deskriptif dan inferensi dengan pendekatan pembelajaran berasaskan projek digital berlandaskan teori konstruktivisme dengan penerimaan Model TAM berbantuan perisian SPSS versi 27. Kajian tinjauan yang dilaksanakan kepada 30 orang murid RBT dalam pendekatan pengajaran dan pembelajaran berasaskan projek digital, menggambarkan jelas bahawa ia boleh dilaksanakan di peringkat sekolah rendah walaupun lokasinya hanya terbatas di SRA Merlimau Pasir, daerah Jasin, Melaka. Justeru itu, kajian ini dipilih untuk menilai keberkesanan pendekatan berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan pengetahuan dan kemahiran digital murid RBT bagi Tajuk Reka Bentuk dan Teknologi dalam proses pengajaran dan pemudahcaraan.

Dapatan Kajian

Kajian yang dijalankan ini bertujuan menguji keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan pengetahuan dan kemahiran digital murid RBT bagi Tajuk Reka Bentuk dan Teknologi sekolah rendah. Untuk melihat keberkesanan pembelajaran dalam topik Reka Bentuk dan Teknologi pemboleh ubah bagi tujuan proses *validation* dan *reliability* boleh

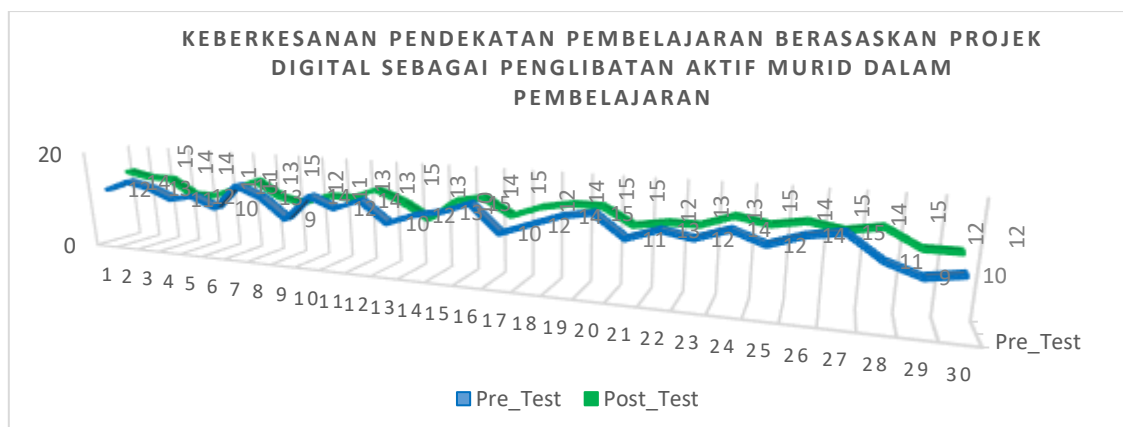
ditakrifkan dengan X_1 = pelaksanaan ujian pra, Y = kumpulan eksperimen dan X_2 = pelaksanaan ujian pasca.

Data yang diperoleh *reliability matrix* dilaksanakan adalah untuk melihat mengelaskan aktiviti pembelajaran berada pada tahap yang berbeza. Proses *reliability* dilakukan berdasarkan ujian pra dan ujian pasca yang dihasilkan. *Reliability matrix* yang telah dicapai adalah dengan menggantikan X_1 , Y dan X_2 berdasarkan objektif yang telah ditetapkan. Berdasarkan daripada hubungan dalam *reliability matrix* yang diberikan dapatan ini diklasifikasikan berdasarkan aktiviti objektif yang telah dinyatakan. Analisis yang dijalankan telah diterjemahkan melalui statistik deskriptif dan inferensi. Ujian pra sebelum dan pasca telah dikenakan pada sampel kajian. Tujuan ujian pasca dibuat untuk mendapatkan ketelusan data daripada ujian pra kumpulan eksperimen. Selain itu, ujian pasca diberi untuk tujuan menilai ketekalan item dari aspek aras item, objektif item, kefahaman item, kebolegunaan item dan arahan item yang dibina.

Penyelidik telah menggunakan 30 sampel seperti yang telah dicadangkan oleh Dermott dan Sarvela (1996) dengan menggunakan prosedur *Cronbach Alpha* bagi menilai ketekalan dalam instrument. Kajian dilaksanakan dengan proses *validation* dan *reliability* menggunakan rumus *Cronbach's Alpha* >0.7 bagi instrument *reliability* dengan statistik deskriptif dengan pelaksanaan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap pengetahuan dan kemahiran literasi digital murid RBT. Hasil keputusan dalam kajian ini menunjukkan indeks nilai kebolehpercayaan berada antara *Cronbach - α* >0.7 iaitu berada pada tahap positif bagi 2 item dengan nilai *Alpha Cronbach* -.645. yang diperolehi. Oleh itu, penyelidikan ini berpuas hati terhadap kebolehpercayaan instrument sebelum dan selepas ditadbirkan kepada sampel sebenar. Seterusnya, bagi kajian keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran, jumlah sampel yang terlibat seramai 30 orang. Kaedah analisis data yang digunakan adalah melalui statistik deskriptif iaitu min dan sisihan piawai dan statistik inferens iaitu ujian-t berpasangan.

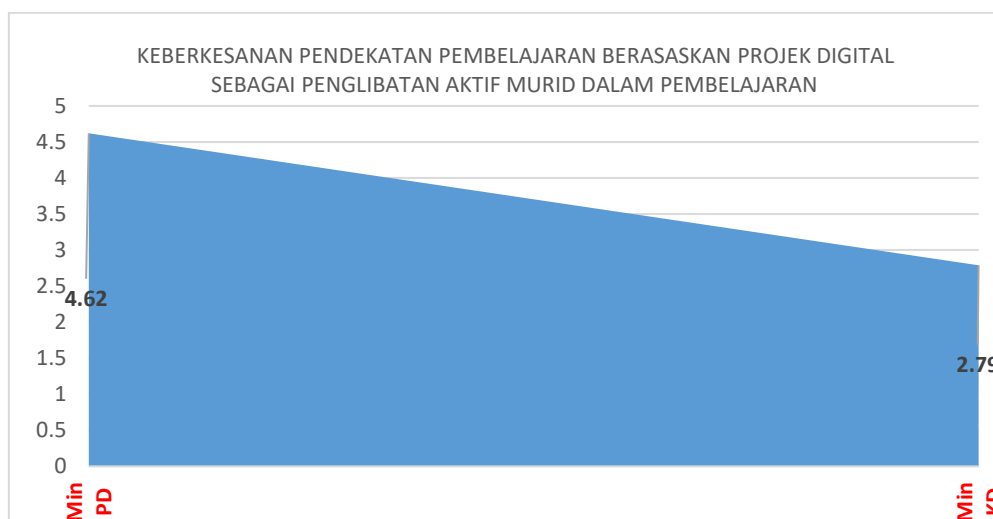
Analisis Deskriptif

Statistik deskriptif merangkumi taburan frekuensi, ukuran kecenderungan dan ukuran kebolehan. Berdasarkan kajian yang dijalankan ini, Statistik deskriptif yang digunakan ialah frekuensi, peratus, min dan sisihan piawai. Sebelum pendekatan pembelajaran berasaskan projek digital dilaksanakan dalam kumpulan rawatan terhadap tahap pengetahuan dan tahap kemahiran digital murid RBT bagi Tajuk Reka Bentuk dan Teknologi, murid diberikan satu set ujian pra untuk mengetahui tentang pengetahuan sedia ada murid dalam perkembangan literasi digital mereka. Rajah 1 menunjukkan sampel pada ujian pra dan ujian pasca kepada 30 murid RBT.



Rajah 1: Keputusan Ujian Pra dan Pasca

Berdasarkan Rajah 1 di atas menunjukkan bahawa keputusan skor ujian pasca dan ujian pra bagi keputusan keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran. Taburan data yang terkumpul dari sampel yang telah dipilih sebelum dan selepas eksperimen pembelajaran berasaskan projek digital. Rajah 1 juga boleh dirumuskan bahawa hasil data murid sebelum dan selepas rawatan setelah murid menjawab soalan soal selidik yang dijalankan seperti dalam Rajah 2. Paparan Rajah 2 menunjukkan bahawa, hasil analisis deskriptif min bagi ujian pra dan pasca boleh dirumuskan secara keseluruhan keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran yang dapat meningkatkan pengetahuan teknologi yang telah pun dipelajari oleh murid dalam penggunaan sebagai alat komunikasi seharian dalam kehidupan mereka. Tetapi dalam mencari maklumat melalui internet untuk membuat tugas projek murid perlu diberi bimbingan menggunakan aplikasi digital pendidikan untuk membuat projek, supaya murid lebih mahir dengan cara yang berkesan dan ia diajar semasa di dalam kelas rawatan. Hasil dapatan dijelaskan dalam Rajah 1.



Rajah 2: Keputusan Analisis Deskriptif (n=30)

Rajah 1 menterjemahkan kedudukan keseluruhan min (n=30) iaitu pengetahuan digital dengan min=4.62, dan kemahiran digital min=2.79. Ini juga membuktikan bahawa pelaksanaan pendekatan pembelajaran berasaskan projek digital boleh diterima secara baik oleh semua

responden dalam dapatan hasil dari semua 10 pernyataan yang telah diukur telah digambarkan dengan pengiraan julat skor seperti Jadual 1 di bawah:

Jadual 1: Julat Skor Min

Julat skor min	Interprestasi julat skor min
Minimum	1
Maksimum	5
Lebar skala	$5-1/5 = 0.8$

Untuk menguji hubungan perbezaan yang signifikan di antara skor markah ujian pra dan ujian pasca, perbezaan bagi kumpulan murid, ujian-t berpasangan telah digunakan. Data ini dianalisis dengan menggunakan perisian SPSS versi 27.

Analisis Ujian Hipotesis

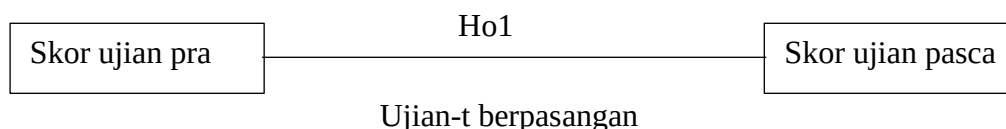
Kajian tinjauan ini telah melaksanakan pengujian ke atas hipotesis yang dilakukan melalui ujian-t. Teknik ini digunakan untuk menganalisis pelaksanaan keberkesanan pendekatan berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap peningkatan pengetahuan dan kemahiran literasi digital dalam kalangan murid RBT sekolah rendah bagi topik Reka Bentuk dan teknologi. Pengujian ke atas hipotesis yang telah dibuat terlebih dahulu berdasarkan ujian *normality* bagi min kedua-dua faktor kajian iaitu pengetahuan digital (PD) dan kemahiran digital (KD) murid dengan menggunakan bantuan SPSS versi 27.

Dan dapatan keputusan *Normality* dengan *Kolmogorov-Smirnor test* ($df=30$) berpanduan objektif bagi pengetahuan digital $min=0.37$ ($sig=0.000$) dan kemahiran digital $min=0.22$ ($sig=0.001$). Ujian *normality* menjelaskan hasil ujian menunjukkan bahawa data keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap pengetahuan dan kemahiran digital murid RBT bagi topik Reka Bentuk dan Teknologi berpusatkan adalah berkesan. Justeru itu, hasil dapatan kajian adalah normal, kerana perolehan dapatan menunjukkan nilai signifikan yang dipaparkan *variable* dengan signifikan .000, maka data ini telah memenuhi syarat untuk dianalisis.

Analisis Inferensi

Statistik inferensi adalah berkaitan dengan kajian berkenaan populasi atau kumpulan sasaran sesuatu penyelidikan juga berkaitan dengan membuat kesimpulan tentang populasi kajian berdasarkan data yang diperolehi dari sampel kajian. Statistik inferensi yang digunakan dalam kajian penyelidikan ini adalah ujian-t berpasangan. Ujian-t dilakukan kerana taburan data adalah normal.

Ujian statistik untuk analisis data dipilih berdasarkan taburan data yang diperolehi. Gambaran rangka untuk analisis data seperti yang ditunjukkan dalam Rajah 3.



Rajah 3: Analisis Data menguji Ho1

Jadual 2 menunjukkan analisis data bagi kajian yang dijalankan. Manakala Rajah 3 menunjukkan analisis data yang digunakan untuk menguji hipotesis kajian. Perbezaan ujian skor sebelum dan selepas telah menggunakan ujian-t berpasangan kerana taburan data adalah berada pada normal.

Jadual 2: Analisis Data

Kump	Data	Analisis	Statistik
Eksperimen	Ujian pra & pasca	Ujian pra & pasca	Ujian-t berpasangan

Kesahan dan kebolehpercayaan instrument

Kesahan dan kebolehpercayaan sesuatu *instrument* adalah penting bagi memastikan dapatan yang diperolehi boleh dipercayai dan tidak dipersoalakan (Kerlinger & Lee 2001). Dengan itu, untuk memastikan kesahan dan kebolehpercayaan *instrument* adalah penting untuk mengesahkan kebolehpercayaan dan kualiti *instrument* yang digunakan. Kesahan *instrument* bagi aspek kandungan adalah penting untuk memastikan item ujian yang digunakan adalah benar sah. Dalam konteks kajian ini, *instrument* yang digunakan ialah soal selidik ujian pra dan ujian pasca. Setelah semua prosedur kesahan *instrument* dilaksanakan, satu kajian eksperimen telah dijalankan bagi memastikan kesahan dan kebolehpercayaan *instrument* yang digunakan. Kebolehpercayaan *instrument* yang digunakan ialah ujian *Cronbach's Alpha* dijalankan bagi menentukan ketekalan dalaman. Kaedah ini mengandaikan bahawa setiap item dianggap sebagai satu ujian yang setara dan semua korelasi antara item yang diukur adalah sama. Hasil ujian ketekalan dalaman *Cronbach's Alpha* terhadap ujian pra dan ujian pasca dalam kajian ini dapat dilihat melalui kajian eksperimen yang dijalankan.

Kajian eksperimen dibuat untuk mendapatkan ketelusan data daripada ujian pra melalui kumpulan rawatan dan kawalan. Untuk menguji kebolehpercayaan *instrument*, kajian eksperimen dilakukan kepada 30 murid tahun 4 di SRA Merlimau Pasir. Tujuan eksperimen ini untuk menguji kebolehpercayaan alat kajian yang digunakan bagi objektif pembelajaran. Pengujian kebolehpercayaan item, pengkaji telah menggunakan perisian SPSS. Hasil kajian eksperimen dianalisis berdasarkan pekali kebolehpercayaan *Cronbach Alpha* bagi menentukan nilai kebolehpercayaan *instrument* tersebut dengan menggunakan rumus *Cronbach's Alpha* >0.7 bagi *instrument reliability* dengan statistik deskriptif dengan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran terhadap pengetahuan dan kemahiran digital murid RBT. Keputusan kebolehpercayaan yang mengukur ujian pra dan ujian pasca ditunjukkan dalam Jadual 3. Pekali kebolehpercayaan *instrument* soal selidik diperolehi, *Cronbach Alpha* ialah $\alpha = >0.7$. Keputusan menunjukkan setiap aspek diterima sebagai uji dalaman *instrument* yang digunakan.

Jadual 3: Hasil Ujian Kebolehpercayaan

Ujian	Nilai Cronbach Alpha
Pra & Pasca	0.722

Secara umumnya, *instrument* bagi objektif yang digunakan mempunyai nilai *Alpha* yang tinggi yang melebihi 0.70 adalah tekal bagi setiap ujian yang digunakan. Ini menunjukkan bahawa kebolehpercayaan item ini boleh diterima kerana melebihi 0.70. Markah ujian pra diperolehi sebelum eksperimen dan markah ujian pasca diperolehi selepas eksperimen. Oleh kerana kajian ini untuk menilai keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran, maka ujian pra perlu dilakukan sebelum rawatan diberikan. Dalam kajian ini, ujian pra dan ujian pasca adalah serupa dari aspek format dan aras kesukarannya. Item ujian dibina berpandukan kepada objektif pembelajaran. Taburan normal perbezaan markah dibuat untuk menentukan ujian statistik yang sesuai dan jika taburan adalah normal, maka ujian-t berpasangan digunakan.

Seterusnya, kajian telah melaksanakan proses pengujian ke atas hipotesis dengan melakukan ukuran melalui ujian-t. Berdasarkan ujian-t yang dirujuk, ujian bagi sampel ujian-t berpasangan skor ujian pra dan pasca dilaksanakan untuk mendapat perbandingan diantara pengetahuan digital dan kemahiran digital dengan keadaan skor ujian pra dan skor ujian pasca. Pengujian ujian-t ini terdapat perbezaan yang signifikan dalam skor untuk ujian pasca dengan min (min=13.3, sd=1.49) dan ujian pra dengan min (min=12.4, sd=1.82) iaitu dengan keadaan, nilai-t (29)=-3.65 sig.p=0.001<0.01. Maka, dapatan menjelaskan bahawa pelaksanaan pendekatan berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran adalah berkesan untuk meningkatkan pengetahuan dan kemahiran digital responden menggunakan literasi digital pada tahap signifikan .01.

Kesimpulan Kajian

Objektif dan matlamat kajian yang dijalankan adalah untuk melihat keberkesanan pendekatan pembelajaran berasaskan projek digital sebagai penglibatan aktif murid dalam pembelajaran murid RBT bagi topik Reka Bentuk dan Teknologi dengan penerimaan Model TAM dalam pembelajaran berpusatkan murid secara digital. Sehubungan itu, penilaian dapatan ke atas pengetahuan digital dan kemahiran digital dianalisis secara deskriptif dan secara analisis inferensi telah diukur berbantuan SPSS versi 27. Kesimpulannya kajian ini dapat dirumuskan bahawa objektif dan persoalan kajian ini telah diperjelaskan dapatannya dan telah diukur berdasarkan objektif yang dinyatakan sebelum ini. Kesemua persoalan kajian telah dapat dijawab melalui analisis deskriptif dan analisis inferensi ke atas responden kajian dalam persekitaran pembelajaran berpusatkan murid secara digital. Dapatan kajian yang terhasil adalah berfokus kepada objektif yang dinyatakan. Kajian ini diharapkan dapat memberi sumbangan kepada para pembaca dan penyelidik sebagai rujukan dengan terhasilnya penyelidikan kearah pembudayaan amalan pengajaran dan pemudahcaraan berpusatkan murid dengan pendekatan pembelajaran berasaskan projek digital dalam proses pengajaran dan pembelajaran. Justeru, kajian ini diharapkan dapat digunakan dalam kajian mata pelajaran lain bagi meningkatkan pencapaian akademik dan pengetahuan digital serta guru boleh mempelbagaikan kaedah penilaian murid dalam pentaksiran bilik darjah. Kajian ini amat signifikan sebagai panduan kepada guru yang ingin memulakan pendekatan pembelajaran berasaskan projek digital bagi melihat hasil pengetahuan dan kemahiran literasi digital murid.

Justeru, ia dapat memperbayakkan penyelidikan kajian pembelajaran secara digital dalam perspektif mengikut pengkhususan bidang guru.

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SUMBANGAN FILEM KOREA TERHADAP INDUSTRI PERFILEMAN DI MALAYSIA

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Abstrak: Kajian ini telah dijalankan untuk meneroka sumbangan filem Korea Selatan terhadap industri perfileman di Malaysia. Objektif kajian ini adalah untuk meneroka jika piawaian kecantikan, skrip, dan daya tarikan budaya merupakan sumbangan filem Korea Selatan terhadap industri perfileman di Malaysia. Kajian ini telah menggunakan kaedah kualitatif secara temu bual bersama 10 orang Informan, yang juga penonton filem dan drama Korea Selatan di Malaysia. Setiap hasil data yang diperolehi telah dianalisis untuk meneroka pelbagai perspektif sumbangan filem Korea Selatan terhadap industri perfileman di negara ini. Data telah dianalisis secara verbatim. Dapatan kajian mendapati bahawa piawaian kecantikan, skrip, dan daya tarikan budaya merupakan sumbangan filem Korea Selatan terhadap industri perfileman di Malaysia. Kajian yang dijalankan ini di harap akan dapat digunakan untuk kajian akan datang berkaitan sumbangan filem Korea Selatan terhadap industri perfileman di Malaysia.

Kata kunci: Piawaian Kecantikan, Skrip, Daya Tarikan Budaya, Filem, Malaysia.

Pengenalan dan Permasalahan Kajian

Penontonan drama di kalangan rakyat Malaysia adalah suatu perkara yang tidak asing lagi di dalam negara. Namun, kadar penontonan drama-drama Melayu yang dihasilkan kurang mendapat sambutan oleh golongan muda yang majoritinya telah memilih untuk menonton drama dan filem yang dihasilkan dari negara luar seperti drama dari negara pengeluaran drama terbaik iaitu Korea Selatan. Jumlah penonton yang menonton drama tempatan telah kurang dari tahun ke tahun berbanding dari tahun sebelumnya akibat kurangnya sambutan terhadap drama tempatan tersebut (Amree Ahmad, 2021).

Ditambah pula dengan kehadiran platform penstriman drama atas talian seperti *Netflix* dan *Viu* yang memudahkan drama-drama luar negara lebih mudah diakses. Pihak stesen televisyen tempatan seperti Astro dan Media Prima juga turut mempunyai slot yang menayangkan drama-drama dari negara Korea Selatan yang hampir separuh memonopoli slot penayangan di kaca televisyen di Malaysia (Siti Nurlisia Nadzri, 2021).

Budaya Korea Selatan juga adalah salah satu budaya yang banyak menjadi ikutan belia-belia muda di negara lain dan salah satunya adalah Malaysia. Disebabkan pembangunan industri digital yang lebih maju di negara Korea Selatan, pembangunan industri seni mereka juga jauh lebih maju dan sangat menarik perhatian dengan perbelanjaan dan juga para barisan pelakon yang juga sedia maklum mempunyai rupa paras yang jauh lebih kacak dan cantik. Hal- hal ini sedikit sebanyak telah banyak memberi impak terhadap drama dan filem yang dihasilkan yang

jauh lebih bagus kualitasnya dan jalan penceritaannya berbanding negara Malaysia. Teknologi seperti kereta, telefon pintar, budaya dan makanan juga adalah elemen penting penyebaran budaya Korea Selatan ke seluruh dunia menurut Nurasyikin Hamza (2017).

Kebanyakan masyarakat menonton drama Korea Selatan sebagai pilihan utama kerana tidak membosankan. Ini jelas memberi kesan negatif kepada penerbit dalam penghasilan drama tempatan. Selain itu, kurangnya sokongan daripada masyarakat tempatan terutamanya anak muda yang menentang drama tempatan. Contohnya, kekurangan sokongan terhadap drama tempatan nampaknya menjadi punca kepada banyak penerbit drama tempatan mula mengadaptasi drama Korea Selatan agar kelihatan seperti drama *Black* (2019), *My Coffee Prince* (2017), dan *She Was Pretty* (2022). Ianya mengakibatkan, industri kreatif tanah air berdepan masalah kehilangan keunikan drama tempatan.

Daya tarikan budaya boleh digunakan untuk menarik penonton tertentu, sama ada melalui penggunaan pelakon atau subjek yang bergema dengan mereka. Walau bagaimanapun, adalah penting untuk ambil perhatian bahawa produksi mesti didekati dengan sensitiviti dan keaslian, kerana kekurangan pemahaman dan perwakilan boleh mengakibatkan salah tafsir dan reaksi negatif. Budaya Korea Selatan mula mengembangkan peminatnya di luar Asia ke barat, termasuk bahagian Eropah, Timur Tengah, dan Amerika, sebahagian besarnya hasil daripada penambahbaikan dalam teknologi dalam talian (Brooks, 2011; Fujita, 2014; Hennessey, 2012).

Tinjauan Literatur

Sumbangan Filem Korea Dari Segi Piawaian kecantikan

Piawaian kecantikan dalam sumbangan filem Korea Selatan banyak dipengaruhi oleh kecantikan tradisional Korea Selatan yang mengutamakan kulit yang pucat, bentuk muka yang tirus, mata yang besar dan bulat. Selain itu, terdapat trend yang semakin meningkat dalam media Korea Selatan ke arah penampilan lebih "kosmetik" atau "plastik" yang selalunya melibatkan penggunaan pembedahan kosmetik atau solek untuk mendapatkan rupa yang lebih ideal. Ini telah membawa kepada fenomena yang dikenali sebagai budaya "K-beauty" atau "K-pop", yang telah mendapat populariti secara meluas bukan sahaja di Korea Selatan, tetapi juga di seluruh dunia. Secara keseluruhannya, piawaian kecantikan dalam filem dan media Korea Selatan adalah kompleks disebabkan mempunyai kepelbagaian rupa paras yang cantik dan jelita menegaskan tentang industri hiburan Korea yang sangat mementingkan kecantikan kerana visual merupakan salah satu tarikan untuk membuatkan seseorang menonton karya karya yang dihasilkan (Norafiqah Shahirah Ayob & Azlina Abdullah, 2021).

Sumbangan Filem Korea Dari Segi Skrip

Filem Korea Selatan selalunya mempunyai skrip yang sangat baik dan mempunyai aura yang berkuasa mampu meneroka hubungan sesama manusia dan isu-isu masyarakat. Banyak filem Korea Selatan juga menampilkan unsur melodrama dan suspen, serta penekanan yang kuat pada penceritaan visual. Satu tema berulang dalam skrip filem Korea Selatan ialah penerokaan dinamik keluarga dan perjuangan untuk menyelaraskan nilai tradisional dengan masyarakat moden. Filem seperti *Parasite* (2019) dan *Burning* (2018) meneroka ketidaksamaan kelas dan sosial, manakala *The Handmaiden* (2016) dan *Oldboy* (2003) menggunakan tema balas dendam, kuasa dan keinginan nafsu. Filem Korea Selatan terkenal lain dengan skrip yang

direka dengan baik termasuk *Memories of Murder* (2003) *Snowpiercer* (2013) dan *Mother* (2018).

Mohd Daly Daud et al. (2015), menegaskan bahawa punca drama tempatan kurang mendapat sambutan dalam kalangan masyarakat terutama golongan belia adalah disebabkan skrip drama tempatan yang tidak mempunyai kelainan atau gagal menonjolkan keunikan yang tersendiri. Hal ini menjelaskan mengapa drama tempatan tidak dapat bersaing dengan drama Korea Selatan. Perkara ini ditunjukkan oleh kejayaan drama Korea Selatan yang menekankan prinsip jati diri dan mengangkat budaya mereka. Oleh itu, tidak mengejutkan bahawa drama Korea Selatan mendapat tempat di hati remaja Malaysia. Hal ini ditegaskan oleh (Latiffah et al. (2009), yang mengatakan tema, plot, jalan cerita dan mutu lakonan menjadi tarikan utama para belia untuk menonton sesebuah cerita.

Sumbangan Filem Korea Dari Segi Daya Tarikan Budaya

Menurut pemerhatian penulis, daya tarikan budaya telah membawa kepada kebangkitan "Gelombang Korea Selatan" atau "*Hallyu*," yang telah membantu membentuk persepsi global terhadap budaya Korea Selatan dan telah menjadi manfaat ekonomi yang ketara untuk Korea Selatan. Secara keseluruhannya, industri filem di Korea Selatan telah memainkan peranan penting dalam mempromosikan budaya dan nilai Korea Selatan di samping menyumbang kepada landskap budaya global. Melalui gabungan unik tradisi dan kemodenan, pawagam Korea Selatan telah memikat penonton di seluruh dunia. Secara amnya, negara maju seperti Amerika Syarikat, Jepun atau Perancis melakukan perluasan budaya melangkaui sempadan negara. Ini kerana pengembangan budaya akan mampan sekiranya asas ekonomi sesebuah negara cukup kukuh.

Kaedah Kajian

Kaedah yang dijalankan untuk kajian ini adalah berbentuk kualitatif dan telah menggunakan kaedah temubual dalam proses pengumpulan data. Seramai 10 orang informan yang terdiri dari kalangan masyarakat yang menonton filem dan drama Korea Selatan telah ditemubual untuk meneroka jika piawai kecantikan, skrip, atau daya tarikan budaya menjadi faktor penonton drama dan filem Korea Selatan dalam kalangan masyarakat di Malaysia. Setiap data yang diperolehi hasil temubual telah dianalisa untuk mendapatkan jawapan yang mempunyai kepelbagaian perspektif. Kamarul Azmi Jasmi (2012), menyatakan bahawa salah satu cara dalam proses mendapatkan data adalah dengan menggunakan pendekatan kualitatif. Pendekatan tersebut memerlukan pengumpulan data menerusi kerja lapangan. Ujarnya lagi, data yang diperolehi secara langsung dari lapangan merupakan huraian terperinci.

Selain itu, menurut Azizah Hamzah (2004), kaedah kualitatif adalah sebuah kajian penyelidikan yang sangat mementingkan perolehan data yang tersendiri dan mempunyai keterangan tentang sifat atau pandangan tentang apa-apa sahaja topik atau isu yang berbeza dengan pendekatan kuantitatif. Creswell (1998) telah mengesyorkan seramai 10 informan sahaja yang diperlukan untuk sesuatu kajian yang berbentuk temubual dan akan dihentikan setelah data mencapai tahap ketepuan. Proses ketepuan berlaku apabila temubual bersama informan memberikan maklumat dan pandangan yang sama. Dalam erti kata lain, ketepuan data boleh dijelaskan sebagai informan terakhir telah mengulangi maklumat yang sama yang diberikan oleh informan yang sebelumnya.

Dapatan Kajian

Piawaian Kecantikan Sebagai Sumbangan Industri Filem Korea Terhadap Industri Perfileman di Malaysia

Rupa Paras Sebagai Teras Kejayaan Sebuah Penghasilan Filem Dan Juga Drama

Informan 1 sehingga informan 10 berpendapat bahawa rupa paras dalam filem Korea sangat memainkan peranan penting bagi menarik minat mereka yang menonton. Informan 2 mengatakan bahawa mahu tidak mahu rupa juga memainkan peranan penting dalam memilih para pelakon untuk menjadikan filem yang dicipta mendapat tempat di hati penonton.

Namun, kita perlu akui bahawa piawaian kecantikan di Malaysia dan juga Korea Selatan adalah sangat berbeza. Ini kerana setiap negara mempunyai identiti sendiri dari segi rupa paras yang cantik di negara tersebut seperti yang diperkatakan oleh Informan 3 iaitu setiap negara mempunyai piawaian kecantikan tersendiri walaupun bagi kita biasa -biasa sahaja namun cantik di mata orang luar.

Keunikan Piawaian Kecantikan Sebagai Identiti Malaysia

Malaysia juga tidak kurang hebat dengan adanya para pelakon yang cantik dan kacak untuk diambil sebagai pelakon. Perkara ini telah dipersetujui oleh informan 2 dan juga informan 5. Informan 5 berpendapat bahawa kalau mahu mencari para pelakon yang sama seperti negara Korea adalah mustahil kerana atmosfera dan geografi negara kita dan Korea adalah berbeza. Informan 2 pula mengatakan yang negara kita sebenarnya kaya dengan rupa yang cantik dan menawan walaupun bagi kita biasa sahaja namun tidak bagi negara luar.

Skrip Sebagai Sumbangan Filem Korea Terhadap Industri Perfileman di Malaysia Pembangunan Karakter Melalui Penulisan Skrip

Informan 1 dan juga Informan 2 bersetuju bahawa pembangunan karakter dalam filem Korea mampu menarik minat para penonton untuk menonton drama atau filem yang dihasilkan. Buktinya, Informan 2 berpendapat bahawa melalui skrip mampu membuatkan karakter atau watak dalam filem Korea yang dilakukan menjadi lebih menyerlah lakonannya kerana setiap dialog dalam skrip sangat baik untuk dilontarkan dan menjiwainya.

Dialog Yang Teliti Untuk Menerangkan Sesuatu Fakta

Dalam drama, penonton mengandalkan dialog antara watak untuk memahami plot, latar belakang, dan perincian penting daripada cerita. Informan 2 dan juga Informan 3 bersetuju bahawa dialog yang terperinci dalam filem Korea sangat penting untuk menerangkan fakta yang diucapkan di dalam drama atau filem. Buktinya, informan 2 mengatakan jika dilihat dalam filem dan drama Korea, mereka sangat menitikberatkan ketelitian dialog mereka contohnya ketika menerangkan tentang makanan tradisional daripada negara mereka.

Informan 5 juga mengatakan bahawa dialog skrip yang dihasilkan dalam filem Korea mudah difahami dan lebih tersusun, buktinya penonton perempuan mudah menangis dengan hanya dengar perbualan dalam babak filem Korea.

Skrip yang Cliché

Walaupun beberapa unsur *cliché* mungkin berkesan dalam beberapa konteks, namun terlalu banyak penggunaan *cliché* dapat membuat cerita terasa biasa dan kurang asli. Perkara ini telah diakui oleh Informan 1, Informan 3, Informan 4, Informan 6, dan juga Informan 7 bahawa kebanyakan drama atau filem di Malaysia banyak menggunakan jalan cerita yang sama dan *cliché*.

Informan 3 mengatakan bahawa drama atau filem di Malaysia perlu memperbanyakkan drama yang mengikuti trend terkini dan berkenaan kisah nyata yang berlaku pada masa kini dan tidak membuat drama yang *cliché* kerana penonton bakal bosan kerana cerita tersebut mudah dibaca. Informan 4 pula mengatakan bahawa slot drama pukul 7 yang popular di Malaysia pada masa sekarang banyak mengikuti potongan skrip yang diilhamkan daripada daripada drama Korea supaya tidak nampak *cliché*.

Penyampaian Budaya Melalui Sejarah Dalam Skrip

Informan 3 bersetuju dan mengatakan bahawa kebanyakan drama Korea yang berunsurkan sejarah menyampaikan sejarah negara mereka melalui skrip dengan menceritakan bagaimana situasi ketika itu berlaku.

Daya Tarikan Budaya Sebagai Sumbangan Filem Korea Terhadap Industri Perfileman di Malaysia

Memartabatkan Pakaian Tradisional Sebagai Asas Perkenalan Identiti Malaysia

Menurut Informan 9, beliau berpendapat bahawa kebanyakan drama Korea banyak mengetengahkan pakaian tradisional dalam babak – babak drama dengan tujuan untuk memperkenalkan budaya negara mereka kepada dunia luar.

Pesona Fesyen Korea Dalam Memperkasakan Gaya Moden Dalam Filem

Informan 1 dan juga Informan 2 bersetuju bahawa fesyen pemakaian daripada negara Korea sangat menjadi satu fenomena kepada industri filem di Malaysia. Informan 5 berkata kebanyakan drama Korea banyak memasarkan fesyen mereka melalui drama. Informan 8 pula berkata fesyen yang ditayangkan dalam drama Korea kebanyakannya akan menjadi viral dan menjadi ikutan sesetengah penonton. Korea memang terkenal dengan industri fesyen dan gaya moden yang unik dan berinovasi.

Dalam memperkasakan gaya moden dalam filem, fesyen Korea juga berusaha menghadirkan pakaian yang selesa digunakan dan sesuai dengan watak-watak dalam cerita. Hal ini membuat penampilan aktor dan pelakon dalam filem Korea memberikan kesan yang kuat dan menarik.

Makanan Sebagai Simbolik Penyebaran Budaya Dalam Filem Atau Drama

Informan 1, Informan 2, Informan 4, Informan 6 dan juga Informan 7 bersetuju bahawa makanan adalah salah satu simbol budaya yang sangat membantu untuk memperkenalkan kepada dunia luar. Makanan sering digunakan sebagai simbol penyebaran budaya dalam filem

atau drama. Ini kerana makanan mempunyai peranan penting dalam setiap budaya sebagai sebahagian daripada identiti, adat resam dan tradisi sesuatu bangsa.

Contohnya, watak yang menawarkan makanan kepada watak lain boleh menjadi simbol kasih sayang, layanan mesra atau permintaan maaf. Atau dalam beberapa kes, makanan juga boleh menjadi plot penting dalam cerita, seperti pertandingan memasak atau tugas watak utama dalam industri makanan. Buktinya, Informan 2 mengatakan bahawa setiap kali ada babak berkaitan masakan, mereka akan memberitahu resepi makanan dengan lebih terperinci seperti resepi.

Faktor-Faktor Lain Sumbangan Industri Perfileman Korea Terhadap Industri Perfileman di Malaysia

OST Sebagai Medium Tarikan Penonton

Informan 8 mengatakan OST dalam drama Korea membuatkan drama Korea sangat istimewa berbanding drama dari negara lain. Lagu – lagu tersebut juga seronok untuk didengar. OST drama Korea juga sering dinyanyikan oleh penyanyi terkenal dan berbakat, baik dari Korea mahupun antarabangsa. Ini menjadikan OST drama Korea mempunyai kualiti vokal yang tinggi dan lagu yang sedap didengari. Lagu-lagu ini juga selalunya mempunyai lirik yang beremosi dan boleh dikaitkan, yang boleh membuatkan penonton berhubung dengan jalan cerita drama dengan lebih mendalam. Selain itu, OST drama Korea selalunya merupakan cara yang berkesan untuk mempromosikan lagu dan artis baharu. Ramai penonton drama Korea menjadi peminat muzik dan penyanyi dalam OST, sekali gus membantu penyanyi terlibat secara meluas untuk peminat muzik.

K-Drama Effect Menjadi Simbol Fenomena Taksu Kepada Penontonan Drama Korea

Informan 6, Informan 7 dan juga Informan 9 berpendapat bahawa kegilaan orang ramai meminati drama Korea adalah disebabkan para pelakon mereka kebanyakan masih berstatus bujang dan belum berkahwin. Informan 9 berkata kebanyakan pelakon di Korea jarang yang sudah berkahwin. Jadi bagi beliau sebagai seorang yang masih keseorangan boleh berangan berada di samping pelakon sambil menonton drama mereka. Terdapat beberapa faktor yang boleh menjelaskan mengapa banyak pelakon di Korea tidak berkahwin pada usia yang lebih awal. Salah satunya ialah tekanan sosial dan budaya yang masih kuat di Korea berkaitan dengan penampilan dan karier. Banyak pelakon di Korea menghadapi tekanan untuk kekal muda dan menarik secara fizikal, serta fokus pada karier mereka.

Kesimpulan

Kajian dapat menyimpulkan bahawa piawaian kecantikan, skrip dan daya tarikan budaya memainkan peranan penting dalam industri filem Korea dan juga industri perfileman di Malaysia. Informan 1 hingga 10 setuju bahawa rupa paras mempengaruhi minat penonton dan pemilihan para pelakon dalam film dan drama. Namun, perlu diakui bahawa standard kecantikan di Malaysia dan Korea Selatan sangat berbeza. Setiap negara memiliki identiti sendiri dalam hal kecantikan. Selain itu, penulisan skrip juga menyumbang dalam keberhasilan industri perfileman. Pembangunan karakter melalui skrip membantu menciptakan karakter yang kuat dan menarik minat penonton. Dialog yang teliti juga penting dalam menyampaikan

fakta dalam skrip drama. Tidak dilupakan, daya tarikan budaya juga penting dalam menarik orang ramai untuk menonton filem dan drama tempatan.

Kesimpulannya, kajian ini merumuskan bahawa filem Korea memberi sumbangan yang mendalam kepada industri perfileman di Malaysia. Drama Korea dan filem Korea telah menjadi popular di kalangan rakyat Malaysia. Drama dan filem Korea mempunyai perbezaan yang ketara berbanding drama tempatan. Plot yang menarik, genre yang pelbagai, lakonan yang mantap, dan budaya yang unik berjaya menarik minat rakyat Malaysia untuk menonton dan memilih drama dan filem Korea sebagai hiburan utama, berbanding drama tempatan. Selain hiburan, drama dan filem Korea juga mengandungi banyak nilai moral, maklumat, dan pengajaran yang boleh diambil oleh penonton.

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THE EFFECT OF ONLINE PROJECT BASED LEARNING VIA GOOGLE CLASSROOM TOWARDS STUDENT'S SCIENCE PROCESS SKILL AND LEVEL OF CRITICAL THINKING IN SCIENCE SUBJECT FOR PRIMARY SCHOOL STUDENTS

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Abstract: *Project Based Learning (PBL) is an instructional strategy that aims to help students involved actively in teaching and learning process, develop an optimistic mindset, and strengthen their innovative thinking skills. This study aimed to design an online Project Based Learning (PBL) via Google Classroom to examine the effect on students' science process skills and critical thinking in learning science for primary school students. A total of 16 from Year 6 students were selected using purposive sampling from a school located at Southern Malaysia. The research instruments used were pre-test and post-test for science process skills and a rubric for critical thinking. Both descriptive analysis and inferential statistics were used for data analysis in this research. The results showed an increase in mean scores in students' science process skills, and a positive effect on students' level of critical thinking. Hence this study encouraging the results on online Project Based Learning (PBL) provides teachers with fresh insight into the efficacy of this strategy for teaching science to primary school students.*

Keywords: *Online Project Based Learning (PBL), Google Classroom, Science Process Skills, Critical Thinking, Science.*

Introduction

The Malaysian Ministry of Education introduced Project Based Learning (PBL) in 2006 to equip students with necessary skills for the rapidly evolving technological age and adapt to technological advancements. Most school systems worldwide have transitioned to online learning, enabling accessibility anytime, anywhere. Google Classroom (GC), a linear e-learning platform, helps teachers manage Project Based Learning (PBL) activities with students, allowing for continuous educational instruction even as traditional classroom learning resumes. The influence of TIMSS and PISA helped pave the way for a new course of action in science education in Malaysia (Neidorf et al, 2003). Critical thinking is the process of sorting, examining, and questioning information to put it all together in a way that makes sense to students according to Miller (2015) and Fullan (2015).

Thus, this study explores the impact of Project Based Learning (PBL) on students' science process and critical thinking skills, aiming to improve academic performance and maintain proficiency levels in science subjects, with a focus on its effectiveness in online classroom settings via Google Classroom (GC). This study aims to design the Project Based Learning

(PBL) by Gold Standard Project Based Learning Model (2019) where students need to develop a infographic poster for science topic.

Research Background

One of the most important goals of the Malaysian Education Plan is to accomplish a thorough transformation by developing an objective and a desire for a better educated country (Ministry of Education, 2013). According to Stanley (2018), the Project Based Learning (PBL) strategy emphasizes the development of current educational abilities (Tally, 2015) and student accomplishment through developing students' talents via various multidisciplinary tasks and projects. As a teaching strategy, student-centred Project Based Learning (PBL) (PBL) is an innovative classroom approach in which students actively interact with real-world difficulties and impediments to better understand the subject. Apart from that, the inadequate designed Project Based Learning (PBL) activities will not meet the students' educational requirements, and their discussions may become incomplete at the end of the task (Colliver and Markwell, (2007).

Moreover, school related issues, such as lack of technology, rigid timetables, and limited technology resources, as well as the range of students and curriculum guidelines are the main obstacles to PBL implementation, as numerous studies have been noted, including those by Blumenfeld et al (1994) and Pereira et al (2017). Somehow, students and teachers have to overcome such obstacles during online learning. Thus, the most famous online, user-friendly e-learning platform that can be used in Google Classroom (GC) for online teaching and learning medium (Apriyanti et al, 2019; Sudarsana, et al 2019). However, it was also discovered that not all students and teachers could determine the ease of utilizing Google Classroom (GC) under some constraints (Alimin & Saad, 2019). As a result, some lack of acceptable internet connection to access, class engagement, proper devices, and the delivery of materials was slowed down and conducted inefficiently (Haniff et al., 2021; Hussein et al., 2020).

Even though the PBL approach is able to be implemented for teaching and learning using online, but Zascerska et al. (2020) showed that the COVID-19 epidemic's effects on digital capabilities had an impact on teachers' ability to teach PBL. On the other hand, there are some challenges to learning through online Project Based Learning (PBL). Students studying specific scientific topics may experience substantial cognitive burdens due to the application-based nature of learning. In an online Project Based Learning (PBL) environment, it's critical to provide students with purposefully designed assignments and learning assistance (Koh et al., 2010).

Thus, the purpose of this study is to discover the result of the online Project Based Learning (PBL) approach via Google Classroom (GC) on students' critical thinking skills in science subjects for primary students. This is to find whether conducting an online Project Based Learning (PBL) activities for science subject using Google Classroom (GC) platform can enhance students critical thinking and science process skill when they tend to complete a science project or other way round.

The research objectives are: -

- i. To design an online Project Based Learning (PBL) approach via Google Classroom (GC) for science subject.
- ii. To investigate the effect of an online Project Based Learning (PBL) approach via google classroom towards students' science process skill in learning science for Year 6 students.
- iii. To investigate the effect of an online Project Based Learning (PBL) approach via Google Classroom (GC) on students' level of critical thinking in learning science for Year 6 students.

Methodology

Research design

Pre-experimental methods are the most straightforward method of doing this research study. According to Creswell (2012), the typical method for performing quantitative research is via an experimental design. In this study, the researchers used purposive sampling to choose 16 respondents from a school located at southern Malaysia. The selected respondents are from the same class with reliable Internet access and familiar with online learning tools like Google Classroom (GC). In order to carry out this research project, a pre-experimental, one-group pre-test and post-test design has been chosen. The online Project Based Learning (PBL) approach via Google Classroom (GC), was focused on Waste Material topic in Science Subject. Table 1 below depicts a summary of the research procedure.

Table 1: Research Procedure

Phases	Activity
Phase 1	Design an online Project Based Learning (PBL) lesson approach via Google Classroom (GC)
Phase 2	Pre and Post Science Process Skills Test Science Infographic Poster Project Critical Thinking Rubric
Phase 3	Pilot test: Testing instruments validity and reliability
Phase 4	Pre-Science Process Skills Test
Phase 5	Online Project Based Learning (PBL) lesson via Google Classroom (GC) for Waste Material topic implemented to develop Infographic Poster Project
Phase 6	Pre and Post Science Process Skills Test
Phase 7	Analyse Students' Science Process Skills and level of Critical Thinking Skills

Science Process Skills Test

The measurement format for Science Process Skill Test is based on an objective and structured questions from the science Year 6 Waste Material topic of the primary school Assessment Test (UPSR). The descriptions of the question and marks allocation for each question according to the 6 different elements of science. The science process skills that had been tested in this research were derived from (NARST,1990) and the content was followed Ministry of

Education Syllabus (DSKP KSSR, 2017). The science process skills pre-test and post-test to assess students' mastery of Science Process Skills, is calculated by using the SPSS system. The initial stage of any research procedure is the pilot study, which is often a smaller-scale study used to assist in the design and modification of the major study (Thabane et al., 2010). The reliability of this instruments was tested with 10 different respondents and its Cronbach Alpha value obtained was 0.890, which is above the threshold of 0.8. This indicates that the instrument is reliable for further implementation.

Critical Thinking Skill Rubric

The Infographic Poster requirement will be based on Gold Standard Project Based Learning (PBL) elements. When developing an Infographic Poster, the critical thinking-based rubric that is being utilized for this study focuses its attention on the components of the Bloom Taxonomy. This score was built using the Revised Bloom Taxonomy (2001) as resources to guide the process of marking. A scoring system has been devised to assess the degree to which the respondents have included critical thinking criteria in their Infographic Poster presentations. In the context of this study, the rating scale uses a scoring system in which a score of 1 represents the lowest possible score and a score of 3 represents the highest possible score: (1) Emerging, (2) Developing, (3) Proficient.

Online Project Based Learning (PBL) Environment

The study of the topic Waste Materials, which is based on a science topic for Year 6, will incorporate all seven of the Gold Standard Project Based Learning (PBL) elements that are utilized in the Online Project Based Learning (PBL) lesson environment. The Gold Standard Project Based Learning (PBL) 7 elements were implemented every week during the lesson that was delivered via Google Classroom (GC). By the end of week 4, students will have completed all 7 elements of the Gold Standard Project Based Learning (PBL). Table 2 shows the Online Project Based Learning (PBL) activities in Google Classroom (GC).

Table 2: Online Project Based Learning (PBL) environment activities

Gold Standard Project Based Learning Model (2019)	Example of Activity in Google Classroom (GC)
Challenging questions or problems	1. Approach students with a challenging question on what waste materials is. 2. Students were asked to: - a) Observe their surroundings and share the examples of waste material that is visible to them in google Docs via link.
Authenticity	1. Provide video on how to identify type of waste materials. 2. Student able to categories type of waste materials by watching video provided in Google Classroom (GC) platform.
Sustained inquiry	1. Allow students to explore aspects of waste materials, such as use of recycle bins.

	2. Students able to classify types of waste material into the correct colour of recycled bin by watching the short slides presentation via link provided in Google Classroom (GC).
Reflection	1. Students explored more on 3R principles. 2. Based on the content of 3R principles from a video in Google Classroom (GC), students will be able to share: a) the meaning of 3R b) examples of 3R in Google Classroom (GC) forum as a reflection on what student gain from the video.
Student choice and voice	1. Students were given time to complete a quiz based on the subtopic they had learned from notes and videos provided in Google Classroom (GC). 2. Student will be able to answer the quiz provided in Google Classroom (GC) via link.
Public product	1. Students able to share their concept related to the 3R waste management activity with their other friends via Padlet provided in the Google Classroom (GC). 2. This will enable other students to read and likes to other students sharing as well.
Revision and critique	1. Students need to share their opinion, feedback from the lesson or even can ask questions through a shared Google Form link in Google Classroom (GC) to refresh their knowledge

Data Analysis

Effect towards Science Process Skills

Descriptive Analysis of the Science Process Skills Test

The Statistical Package for the Social Sciences (SPSS) was used to tabulate the data that was obtained to answer the research questions. The mean scores of the Science Process Skill test for the pre-test and post-test were compared before and after the treatment was carried out. The results of the Science Process Skills Test, both before and after the intervention, are shown in Table 3 below.

Table 3: Statistical Analysis of Science Process Skills Test Scores among respondents

Respondent	Science Process Skills Test Scores		Difference Value
	Pre-Test (%)	Post-Test (%)	
R1	29	53	+24
R2	31	52	+21
R3	39	55	+16
R4	27	40	+13
R5	24	53	+33
R6	35	51	+16
R7	30	62	+32

R8	26	57	+31
R9	36	50	+14
R10	47	49	+2
R11	34	55	+21
R12	39	45	+6
R13	20	47	+27
R14	43	47	+4
R15	40	51	+11
R16	31	45	+14
Mean	33.19	50.75	-
Std. Deviation	7.296	5.335	-

R= Respondent

Table 3 shows the pre-test and post-test scores for different respondents. R5 had the lowest pre-test score of 24%, while R10 had the highest score of 47%. In the post-test, R4 had the lowest score of 40% and R7 had the highest score of 62%. Therefore, the range of scores for the Science Process Skill pre-test is between 24% and 47%, while the range for the Science Process Skill post-test is between 40% and 62%. Based on the data, all respondents improved their scores. R5 had the highest increase in scores, with a 33% increase. On the other hand, R10 had the lowest increase in scores, with only a 2% increase.

Next, the following Table 4 below depicts a summary of the mean for each of Science Process Skills elements in the pre-test and post-test.

Table 4: The differences of mean score of all respondents in accordance with Science Process Skill

Science Process Skills Element	Maximum Score (%)	Pre-Test Mean Score	Post-Test Mean Score	Post-Pre Test Mean Difference
Inference	20	8.25	8.25	0
Observing	13	5.5	9.06	+3.56
Communication	30	9.06	12.0	+2.94
Classify	20	5.56	8.19	+2.63
Predict	7	2.75	3.44	+0.69
Measurement	10	6.06	7.75	+1.69
Total Mean Overall Score	100	37.18	48.69	+11.51

The mean score for 16 respondents for the pre-test was 37.18, and the mean score for the post-test was 48.69. As a consequence of this, the average score goes up by 11.51 after the intervention that makes use of the Project Based Learning (PBL) method via online has been administered. When compared to other elements, the skills of observing show a growth in the mean of the greatest score, which is 3.56. On the other hand, the element of inference did not experience any change after the intervention where the mean difference is 0.00, while the element of measurement shows up the least mean score which is 1.69. Thus, the majority of the science process skills showed an improvement in mean score during the post test.

Inferential Statistics for Science Process Skills Test

Wilcoxon Signed Rank tests were utilized to determine whether or not there was a significant difference in the mean score before and after the students participated in online learning using the project-based learning approach for the science lesson. These are the hypotheses that will be tested in this analysis:

Ho: There is no significant difference to the mean score between the pre-test and post- test for Science Process Skills after participate in online Project Based Learning (PBL) approach using Google Classroom (GC) in learning science.

H1: There is a significant difference to the mean score between the pre-test and post- test for Science Process Skills after participate in online Project Based Learning (PBL) approach using Google Classroom (GC) in learning science.

The findings that were obtained using the Wilcoxon Signed Ranked Test for both the pre-test and the post-test are shown in Table 5 provided below.

Table 5: Wilcoxon Signed Ranked Test for Pre and Post test

Test Statistics^a	
	Pre-Test - Post-Test
Z	-2.731 ^b
Asymp. Sig. (2-tailed)	.006

The Asymp. Sig. (2-tailed) score that was derived from the Wilcoxon Signed Rank test for Science Process Skills Test is 0.006. The score must be less than the alpha value ($\alpha = 0.05$) for the null hypothesis to be rejected. Hence, the null hypothesis is rejected, as shown by the Z-score value of -2.731 and the Asymp sig value of p (0.006) < 0.05 . As a conclusion, there is a significant difference to the mean score between the pre-test and post-test for Science Process Skills after participated using the online Project Based Learning (PBL) approach on science's lesson via Google Classroom (GC). That was conclude that the students' science process skills had positive improvement after the intervention

Effect towards Critical Thinking Skills

Statistical Analysis of Critical Thinking Skills rubric construct

Next, to answer the third objective where to investigate the effect of the online Project Based Learning (PBL) towards critical thinking, the statistical analysis was conducted to calculate the score of the infographic poster for each 16 respondents. The scores were given based on the rubric that had 6 critical thinking level. Table 6 illustrated the frequency and percentage of students categorized in scale emerging (0-1.00), developing (1.00-2.00), and proficient (2.00-3.00) for each Critical Thinking level.

Table 6: Statistical Analysis of Critical Thinking Skills rubric construct

No .	Critical Thinking Level	Frequency			Mea n Scor e	Interpretatio n
		Percentages(%)				
		Emerging(1)	Developing(2)	Proficient(3)		
1.	Rememberin g	3 18.75%	6 37.5%	7 43.75%	2.25	Proficient
2.	Understandin g	5 31.25%	5 31.25%	6 37.5%	2.06	Proficient
3.	Applying	5 31.25%	7 43.75%	4 25.00%	1.94	Developing
4.	Analyse	4 25.00%	3 18.75%	9 56.25%	2.31	Proficient
5.	Evaluating	1 6.25%	6 37.5%	9 56.25%	2.50	Proficient
6.	Creating	1 6.25%	7 43.75%	8 50.00%	2.44	Proficient
Total Mean					2.25	Proficient

n = 16 respondents

The findings of this study had a positive effect of students' level of critical thinking are at a proficient level with an overall mean value of 2.25 As a consequence, the level of critical thinking of the students had a positive effect after the lesson via online Project Based Learning (PBL)

Discussion

Effects of Online Project Based Learning (PBL) via Google Classroom (GC) towards Students' Science Process Skills in learning Science

The activities provided in Google Classroom (GC) through online Project Based Learning (PBL) implemented with several technological tools, such as Jamboard, Padlet, WordPress, and many more, which can attract students to explore more by observing the tasks mechanism. Upon completion of the online learning process utilizing this Project Based Learning (PBL) approach, students' Science Process Skills improved. This was proved from the descriptive and inferential analysis conducted where the finding showed there was a significant difference in mean before and after the intervention.

Besides, the details score for each scientific process skills includes observing, classifying, measuring, making, inferences, predicting, and communicating showed positive improvement. According to Mary (2002), science process skills are fundamental and important components of the process of doing scientific study under the guidance of an instructor. Furthermore, science process skills are scientific information that is utilized to increase students' abilities in addressing learning difficulties, finding knowledge, understanding the environment with the ideas they have, and developing their personalities.

In addition, according to Opulencia (2011), the purpose of science education is to implant in students the scientific process as well as the abilities and qualities that are indicative of successful researchers. Through the development of their skills in the scientific method,

students are able to acquire a comprehension of phenomena as well as the capacity to construct ideas, answer questions, and reveal information (Martin, 2009). Upon completion of the online Project Based Learning (PBL), it can be concluded that the students' science process skills improved and the objective of this study was achieved.

Effect of An Online Project Based Learning (PBL) Via Google Classroom (GC) On Students' Level of Critical Thinking in Learning Science

According to Phillips et al. (1999), "it educates the whole child rather than focusing on one aspect of learning." In other words, it educates the child completely. By incorporating the elements of the Revised Bloom Taxonomy into the process of studying science, students were able to improve their level of critical thinking skills while participating in online project-based learning using Google Classroom (GC).

Thus, based on table all the respondents achieved higher level scores for the Infographic Poster criteria after the intervention phase, where 5 from 6 elements showed the students were in proficient level. Via the project implementation, where the students had the opportunity to design an infographic poster with respected to the guideline given by the teacher which focus more on critical thinking elements, the students were able to produce a comprehensive poster contains all the important points for the Waste topic.

Conclusion

As a conclusion, this research has effectively shown that the use of Project- Based Learning (PBL) using Google Classroom (GC) to learn science has a beneficial effect on the level of science process skills and also critical thinking skill. Through the comprehensive phase proposed in PBL, the students were actively participating and creatively in the project given as the final task to be completed. The implementation of this instructional strategy, is intended to it would result in the production of students who are more creative and competitive, so enabling them to fulfil the goals set out by the Ministry of Education in Malaysia, which are to create students who possess 21st Century Skills, which emphasis thinking skills- in addition to life and job skills.

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**KEPIMPINAN TRANSFORMASI PENGETUA, PENGURUSAN
REFORMASI DAN MOTIVASI KERJA TERHADAP PRESTASI KERJA
GURU SEKOLAH MENENGAH DI NEGERI SABAH
THE TRANSFORMATIONAL LEADERSHIP OF PRINCIPALS, REFORM
MANAGEMENT, AND WORK MOTIVATION ON THE JOB
PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN SABAH**

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Abstrak: Kertas Konsep ini membincangkan kepimpinan transformasi pengetua, pengurusan reformasi dan motivasi kerja terhadap prestasi kerja guru sekolah menengah di negeri Sabah. Kajian ini adalah berbentuk kajian kauntitatif bukan eksperimen iaitu reka bentuk tinjauan yang dijalankan dengan menggunakan kaedah deskriptif. Fokus kajian ini adalah sekolah-sekolah menengah di negeri Sabah sahaja. Populasi dalam kajian ini melibatkan semua guru sekolah menengah yang mengajar di sekola negeri Sabah dengan 377 orang responden. Teknik pensampelan menggunakan pensampelan rawak mudah. Selain itu soal selidik digunakan untuk mendapatkan data mentah. Data mentah akan dianalisis menggunakan Statistical Package for the Social Sciences (SPSS) untuk mendapatkan Kolerasi Pearson dan Regresi Berganda. Kajian ini dijangka akan memberi sumbangan penting kepada prestasi kerja guru di sekolah. Dengan itu, faktor-faktor dalaman sekolah, isu kualiti kehidupan kerja guru, dan motivasi guru harus diberikan perhatian dalam kegiatan penyelidikan dan pelaksanaan polisi bagi meningkatkan prestasi kerja guru di sekolah.

Kata Kunci: Kepimpinan Transformasi, Pengurusan Refomasi, Motivasi Kerja, Prestasi Kerja Guru, Sekolah Menengah

Abstract: This paper discusses the transformational leadership of principals, reform management, and work motivation on the job performance of secondary school teachers in the state of Sabah. The study takes a quantitative approach, specifically employing a descriptive survey design. The focus of the study is solely on secondary schools in Sabah. The population involved in this study includes all secondary school teachers teaching in Sabah with 377 respondents. Simple random sampling technique is used for sampling. Additionally, a questionnaire is utilized to collect raw data. The raw data will be analyzed using the Statistical Package for the Social Sciences (SPSS) to obtain Pearson correlations and Multiple Regression analysis. This study is expected to contributes significantly to the performance of teachers in schools. Therefore, internal school factors, issues related to the quality of teachers' work life, and teacher motivation should be given attention in research activities and policy implementation to enhance teachers' performance in schools.

Keywords: Transformational Leadership, Reform Management, Work Motivation, Teacher Job Performance, Secondary School

Pengenalan

Berdasarkan Falsafah Pendidikan Kebangsaan dan Rancangan Malaysia Ke Sembilan, misi nasionalnya adalah bekerjasama untuk mencapai kecemerlangan, kegemilangan dan kecemerlangan. Negara berharap dapat menjadikan negara ini sebagai negara yang maju melalui sistem pendidikan, jadi tanggungjawab ini harus dipikul oleh seorang guru. Di samping itu, sokongan kuat dari sekolah dan komuniti adalah penting untuk merealisasikan penyataan ini. Dalam melaksanakan tugas ini, motivasi dan dorongan adalah penting untuk meningkatkan kualiti kerja guru dari semasa ke semasa.

Pemimpin perlu memberikan motivasi untuk meningkatkan prestasi agar pekerja bersemangat melaksanakan tugas serta menghargai pekerjaan (Mihat et al., 2020). Motivasi merupakan faktor utama yang memberi kejayaan kepada sesebuah organisasi untuk mengekalkan pekerja bekerja dengan cara yang terbaik dan membantu organisasi untuk kekal berada di dalam industri (Banker et al., 2020). Motivasi boleh terjadi di dalam bentuk intrinsik dan ekstrinsik. Intrinsik merupakan sifat pekerjaan itu sendiri yang mendorong seseorang pekerja itu mendapat kepuasan semasa melaksanakan tugas (Zulkafli & Mahbob, 2020).

Motivasi perlu dipertingkatkan untuk membuat pekerja lebih percaya diri dengan kemampuan yang ada sehingga mereka dapat melaksanakan pekerjaan dengan baik dan akan menghasilkan kesan yang positif terhadap prestasi pekerja (Alkadash & Alamarin, 2021).

Ini turut disokong oleh Azman dan Sieng (2021), yang menyatakan bahawa pekerja yang mempunyai motivasi intrinsik akan sentiasa memiliki keinginan untuk mempelajari perkara baharu, meminati cabaran, mencari pengalaman dan ilmu pengetahuan untuk membina prestasi yang baik.

Prestasi boleh dilihat sebagai suatu kebolehan individu untuk mencapai matlamat yang telah digariskan oleh organisasi (Abdol Raop et al., 2021). Untuk menghasilkan dan mengeluarkan sesebuah produk yang berkualiti, ianya sangat memerlukan pekerja yang berprestasi tinggi dimana sekiranya pekerja gagal memberikan prestasi kerja yang tinggi, maka ia akan memberi kerugian kepada sesebuah syarikat (Banker et al., 2020). Secara tidak langsung, prestasi pekerja turut mempunyai hubungan yang signifikan dengan persekitaran kerja. Pekerja akan lebih berprestasi dan produktif sekiranya pekerja berpuas hati dan gembira dengan persekitaran mereka (Amin et al., 2019).

Pernyataan Masalah / Literatur

Prestasi kerja guru yang tinggi merupakan antara petunjuk prestasi keseluruhan sistem pendidikan negara. Namun pengurusan prestasi kerja guru adalah rumit kerana pengukuran prestasi kerja guru dipengaruhi oleh pelbagai faktor seperti gaya kepimpinan pengetua, pengurusan reformasi yang berlaku di sekolah dan motivasi kerja dalam kalangan guru. Sejak akhir-akhir ini isu prestasi kerja guru antara menjadi topik penting yang hangat diperkatakan. Terdapat kajian yang mengkaitkan prestasi kerja guru dengan kelunturan semangat bekerja seperti gaji, pengaruh persekitaran, kepimpinan di sesebuah organisasi dan sebagainya. Hasil daripada kajian ini menunjukkan prestasi kerja guru adalah dipengaruhi oleh pelbagai faktor.

Kejayaan sistem pendidikan di negara ini amat berkait rapat dengan kualiti guru-guru di sekolah. Malah, kegagalan atau kejayaan dasar Kementerian Pendidikan Malaysia secara umumnya berada dalam tangan guru (Lokey, A., & Dali, M.H., 2017; Teng 2006). Justeru itu, guru perlu memiliki prestasi kerja yang tinggi ketika menjalankan amanah yang dipertanggungjawabkan. Guru yang mempunyai prestasi kerja yang baik dan professional, ialah guru yang tahu cara menghasilkan kerja yang bermutu tinggi dalam bidangnya dan sentiasa terbuka untuk meningkatkan mutu amalannya serta berusaha memperbaiki dirinya. Namun hakikatnya terdapat banyak sungutan dan ketidakpuasan hati dalam kalangan masyarakat terhadap prestasi kerja guru.

Dapatan kajian yang dilakukan oleh Tambe dan Krishnan (2000) mendapati kepimpinan transformasi membawa kesan yang positif dalam proses membuat keputusan. Dapatan kajian ini adalah selari dengan Pinondang Simanjuntak dan rakannya (2019), tambahan pula pengkaji ini turut menyatakan apabila organisasi menghadapi masalah, individu yang berpengaruh dalam organisasi tersebut berupaya menyelesaikan masalah. Kepimpinan transformasi mampu menilai dan memberi jalan penyelesaian dengan meletakkan ilmu dan nilai sebagai keutamaan. Kesannya, tindakan ini akan menjadi panduan serta budaya dalam kalangan subordinat dalam organisasi. Pengikut akan menyelesaikan suatu masalah secara professional dengan mengambil kira pengetahuan serta nilai.

Mengikut dapatan dalam hasil kajian yang dijalankan oleh Md Adam Bin Rohani di Universiti Teknologi Malaysia mengenalpasti tahap amalan pengurusan guru besar yang paling dominan dan tahap motivasi kerja guru-guru sekolah rendah. Kajian ini juga bertujuan melihat perbezaan motivasi kerja berdasarkan jantina guru, pengalaman mengajar dan umur guru-guru di sekolah rendah. Responden kajian terdiri daripada 123 orang guru daripada tujuh buah sekolah rendah Zon Jementah di Daerah Segamat, Johor. Borang soal selidik yang diedarkan mengandungi tiga bahagian yang bertujuan untuk mendapatkan maklumat latar belakang responden, tahap amalan pengurusan guru besar dan motivasi kerja guru. Instrumen kajian telah diuji untuk menentukan kebolehpercayaan berdasarkan skala Alpha Cronbach kepada 20 orang guru di salah sebuah sekolah rendah dalam Zon Jementah di daerah Segamat. Dapatan kajian menunjukkan bahawa tahap amalan pengurusan guru besar dan motivasi kerja guru adalah tinggi. Hasil hipotesis kajian mendapati tidak terdapat perbezaan yang signifikan antara motivasi berdasarkan jantina guru, pengalaman mengajar guru dan umur guru. Melalui analisis hubungan pula mendapati terdapat hubungan yang signifikan di antara tahap amalan pengurusan guru besar dengan motivasi kerja guru. Akhir sekali beberapa cadangan kajian lanjutan telah dikemukakan untuk penyelidikan pada masa hadapan.

Kajian yang dilakukan oleh Mohd Azizuan Abdullah (2023) iaitu hubungan antara pemboleh ubah menunjukkan terdapat hubungan yang sederhana antara gaya kepimpinan guru besar dengan prestasi kerja guru sekolah rendah luar bandar di negeri Sabah. Manakala, hubungan motivasi kerja guru besar dengan prestasi Jurnal Pengurusan dan Kepimpinan kerja guru juga menunjukkan terdapatnya hubungan. Namun, hubungan antara kedua-duanya juga adalah sederhana. Sementara itu, komitmen kerja guru besar dengan prestasi kerja guru pula menunjukkan terdapatnya hubungan. Namun, hubungan antara kedua-duanya juga adalah sederhana. Oleh itu, dapat dinyatakan bahawa kesemua pemboleh ubah bebas mempunyai hubungan dengan prestasi kerja guru sekolah rendah luar bandar walaupun pada tahap sederhana namun perlu diberi penuh perhatian atau dititikberatkan supaya prestasi kerja guru dapat ditingkatkan dari semasa ke semasa. Ini juga menunjukkan bahawa semakin meningkat

gaya kepimpinan, motivasi kerja dan komitmen kerja guru besar maka semakin terdapat peningkatan prestasi kerja guru di sekolah rendah luar bandar di Sabah.

Oleh itu, satu kajian yang lebih menyeluruh dan spesifik perlu dilaksanakan untuk mengkaji kepimpinan transformasi, pengurusan reformasi, motivasi kerja terhadap prestasi kerja guru di sekolah menengah di negeri Sabah dalam memastikan prestasi kerja guru itu dilihat dan diukur sesuai dengan kemenjadian para pelajar pencapaian pelajar-pelajar dalam akademik.

Kepimpinan Transformasi

Bass dan Avolio (2004), memberikan maksud kepimpinan transformasi sebagai proses mempengaruhi yang dilakukan oleh pemimpin yang dapat mengubah kesedaran pengikutnya tentang sesuatu yang penting, dan mengerakkan pengikut untuk melihat sendiri cabaran dan peluang di dalam persekitaran mereka dengan cara yang baharu. Kepimpinan transformasi adalah bersifat proaktif dan menggalakkan pengikutnya untuk berusaha demi potensi dan pencapaian yang lebih baik. Dimensi dalam kepimpinan transformasi ialah :-

Sikap Yang Menunjukkan Pertimbangan Berasaskan Individu

Satu prinsip kepimpinan transformasi yang menuntut kepekaan pemimpin terhadap ahli organisasi sebagai seorang individu serta menghormati perbezaan sesama individu dan tidak menjadikannya sebagai suatu halangan dalam membentuk kesepakatan mencapai matlamat organisasi.

Membina Ransangan Intelektual

Pemimpin yang mengamalkan kepimpinan transformasi menggalakkan subordinat berfikir di luar kotak atau di luar. Dengan ini, pemimpin transformasi adalah seorang yang berani mempersoalkan sebarang andaian dengan meneroka idea-idea dan kaedah-kaedah baru serta menghadapi sebarang situasi dengan cara baru.

Merangsang Motivasi

Pemimpin transformasi mencetus inspirasi dalam kalangan pengikutnya melalui perbuatan mahu pun kata-katanya. Pemimpin transformasi membimbing pengikutnya dengan menyediakan mereka tentang kesedaran terhadap cabaran dan pengertian terhadap apa sahaja yang dilakukan.

Memupuk Pengaruh Yang Ideal Di Kalangan Pengikutnya

Pemimpin transformasi memperlihatkan tingkah laku yang menjadi inspirasi dan ikutan subordinat. Mereka menggunakan semua sumber kuasa bagi menggerakkan kemajuan individu.

Pengurusan Reformasi

Pengurusan reformasi ialah pendekatan berkaedah untuk menangani reformasi kepada matlamat, proses atau teknologi dalam organisasi. Objektif pengurusan reformasi adalah untuk

merangka strategi untuk melaksanakan reformasi, mengurus reformasi, dan membantu orang ramai menyesuaikan diri dengan reformasi. Ini kerana, dunia semakin mencabar serta kompleks. Sebarang reformasi dan perancangan perlu bersifat mudah ubah (Ahamad Bahtiar et al., 2020).

Dimensi Keprihatinan Kepada Orang Lain

Setiap pekerja mempunyai sikap dan perasaan masing-masing tentang reformasi dan tugas yang mereka laksanakan. Para pekerja juga mempunyai keperluan peribadi yang perlu dipenuhi. Pengetua perlu memantau, menunjukkan keprihatinan dan cuba memenuhi keperluan para pekerja dengan cara dan pendekatan yang berbeza.

Dimensi Kecekapan Organisasi

Kejayaan melaksanakan sesuatu perubahan dalam organisasi dapat dicapai dengan pengurusan sumber yang cekap, meningkatkan kecekapan dan berkongsi tanggungjawab dan kuasa dengan pekerja. Untuk meningkatkan kecekapan organisasi, pemimpin perlu menurunkan kuasa kepada staf untuk menguruskan sesuatu tugas yang sesuai mengikut kemampuan mereka. Sistem organisasi, huraian tugas yang jelas, keutamaan kepada tugas dapat dilaksanakan dengan lebih baik dan sumber-sumber yang ada dapat diuruskan dengan lebih berkesan.

Dimensi Strategi Reformasi

Strategi reformasi bertujuan untuk mengenal pasti pelbagai tahap kemahiran pemimpin dalam perancangan jangka panjang yang mempunyai perkaitan dengan aktiviti bulanan, mingguan dan harian mereka di sekolah.

Motivasi Kerja

Motivasi kerja merupakan faktor utama yang memberi kejayaan kepada sesebuah organisasi untuk mengekalkan pekerja bekerja dengan cara yang terbaik dan membantu organisasi untuk kekal berada di dalam industri (Banker et al., 2020). Motivasi kerja boleh terjadi di dalam bentuk intrinsik dan ekstrinsik.

Faktor Intrinsik

Motivasi intrinsik merupakan sejenis motivasi yang didorong oleh kepentingan atau keseronokan dalam tugas sendiri, dan wujud dalam individu dan bukannya bergantung kepada sebarang tekanan luar. Secara ringkasnya, motivasi intrinsik ini hadir berdasarkan kepada kepuasan diri sendiri serta keseronokan dalam melaksanakan sesuatu aktiviti dan bukannya berusaha ke arah ganjaran luaran.

Faktor Ekstrinsik

Herzberg berpendapat bahawa faktor yang menyebabkan kepuasan pekerjaan pada dasarnya adalah faktor intrinsik, sedangkan faktor yang menyebabkan ketidakpuasan pekerjaan adalah faktor ekstrinsik. Motivasi ekstrinsik ditakrifkan sebagai kecenderungan untuk melakukan

aktiviti atau tugas untuk mendapatkan ganjaran sama ada dalam bentuk fizikal atau psikologi dalam persekitaran semula jadi (Brown, 2007). Motivasi ekstrinsik adalah pendorong kerja yang berasal dari faktor luar seperti ganjaran-ganjaran sebagai contoh berbentuk wang ringgit, kemasyuran, gred yang baik dan pujian. Faktor-faktor pendorong kepada motivasi ini ialah daripada luar dan bukannya wujud dari dalam diri seseorang individu. Konsep motivasi ekstrinsik bertentangan dengan motivasi intrinsik.

Prestasi Kerja

Prestasi membawa maksud kepada pencapaian matlamat yang telah ditetapkan oleh individu atau organisasi dalam melaksanakan tugas yang telah diberikan. Prestasi kerja di dalam kajian ini didefinisikan sebagai keupayaan seseorang mencapai tahap produktiviti kerja sama ada dari aspek kuantiti atau kualiti (Vroom, 1964). Terdapat tujuh dimensi prestasi kerja tetapi dalam penyelidikan ini, penyelidik mengambil kira tiga dimensi sahaja. Mengikut Cascio, W. F. (1998), prestasi kerja adalah merujuk kepada keupayaan seseorang untuk menyempurnakan tugas yang dipertanggungjawabkan kepadanya.

Prestasi Tugas

Prestasi tugas merupakan suatu aspek penting di dalam pengurusan prestasi sumber manusia untuk meningkatkan kualiti dan pencapaian organisasi ke suatu tahap yang lebih baik kerana ia sangat menitik beratkan pencapaian objektif organisasi. Untuk mencapai objektifnya ia sangat bergantung kepada keberkesanan sumber tenaga manusia yang digunakan semaksimum mungkin termasuklah dalam proses perancangan, komunikasi pelbagai hala yang berkesan serta penilaian prestasi individu yang adil.

Prestasi Konteks

Prestasi konteks merupakan isu utama yang menjadi tumpuan dalam psikologi organisasi misalnya dalam pemilihan bakal pekerja dalam sesuatu sesi temu duga sering dipersoalkan sama ada ada calon tersebut boleh mencapai tahap prestasi kerja yang diharapkan sekiranya di ambil bekerja kelak. Selain itu pihak organisasi merangka sesuatu latihan dengan tujuan untuk meningkatkan prestasi kerja kakitangan masing-masing.

Prestasi Kerja Yang Tidak Produktif

Prestasi kerja yang tidak produktif melibatkan satu faktor bukan kuantitatif, tetapi itulah yang membangkitkan kurang semangat dan kemahuan untuk bekerja bersungguh-sungguh. Pekerja yang tidak mempunyai semangat ini tidak akan merasa sayang atau komited terhadap pekerjaan dan organisasi. Jika organisasi tidak berusaha membangunkan semangat ketekunan dan komitmen ini, tahap produktiviti dan seterusnya prestasi firma akan terjejas.

Perbincangan

Kementerian Pendidikan Malaysia (KPM) merupakan antara kementerian yang mempunyai bilangan penjawat awam yang terbesar di Malaysia iaitu seramai 416,743 orang (KPM, 2020). Daripada jumlah tersebut, seramai 236,993 pegawai perkhidmatan pendidikan (PPP) berkhidmat di sekolah rendah manakala 179,750 lagi di sekolah menengah. Oleh yang

demikian, setiap pengurus organisasi di sekolah perlulah sentiasa kompeten dan profesional semasa menguruskan sistem penilaian prestasi secara berkesan supaya kualiti penilaian prestasi yang dilaksanakan memberikan manfaat yang semaksimum mungkin untuk dikecapi hasilnya oleh 208,131 orang murid prasekolah, 2,741,837 orang murid sekolah rendah dan 2,037,433 orang murid sekolah menengah di seluruh Malaysia (KPM, 2020).

Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 menerusi Anjakan Lima iaitu memastikan kepimpinan berprestasi tinggi ditempatkan di setiap sekolah. Perkara ini perlu dilakukan kerana kualiti kepimpinan sekolah merupakan faktor berasaskan sekolah yang kedua terpenting, selepas kualiti guru, dalam menentukan keberhasilan murid. Justeru, kejayaan sesebuah sekolah sebagai intitusi sosial haruslah ditunjangi oleh pemimpin iaitu pengetua di sekolah menengah dengan mengamalkan atau mengaplikasikan kepimpinan, pengurusan yang baik untuk reformasi, motivasi kerja supaya berupaya memacu prestasi kerja guru dan pembangunan sesebuah sekolah ke arah mendidik anak bangsa yang berkaliber. Oleh itu, guru yang dipertanggungjawabkan untuk mendidik dan membentuk identiti murid ini mestilah mempunyai prestasi kerja yang cemerlang. Tuntutan kerja dengan prestasi yang cemerlang pula adalah selaras dengan ajaran setiap agama (Rusli Ahmad & Shamsiyati Shamsudin, 2019). Justeru itu di sinilah titik tolak peranan seseorang pemimpin atau pengetua dalam institusi pendidikan dalam membimbing dan mempengaruhi guru-guru supaya berprestasi cemerlang.

Kepimpinan merupakan perkara yang sangat penting dalam membentuk sesebuah organisasi atau sekolah yang cemerlang dan mencapai matlamat yang diharapkan. Aminuddin (2019), mengatakan kepimpinan perlu dibataskan kepada tingkah laku pemimpin dalam mempengaruhi tingkah laku pengikut. Beliau menyatakan pemimpin seharusnya memberi kesan kepada pengurusan refromasi, motivasi kerja dan prestasi kerja pengikut terhadap kerjanya dan apakah situasi-situasi yang menentukan sesuatu gaya kepimpinan yang berkesan. Kepimpinan akan menentukan keberkesanan sesebuah organisasi tanpa mengira organisasi formal atau tidak formal atau mengikut saiznya. Kemajuan atau kemunduran sesebuah negara juga ditentukan oleh seseorang pemimpin.

Dalam arena pendidikan, kepimpinan pengetua di sekolah tidak dikecualikan, sebagai penentu paling utama kecemerlangan sekolah yang dipimpinnya. Keberkesanan sekolah lazimnya diukur dan dinilai dari segi kejayaannya atau pencapaian sekolah dalam peperiksaan di samping mewujudkan sebuah organisasi pembelajaran di sesebuah sekolah itu.

Motivasi guru merupakan satu lagi faktor penting yang meningkatkan prestasi kerja guru (Bogler & Berkovich, 2020; Özgenel & Koç, 2020). Hal ini menunjukkan bahawa banyak faktor-faktor yang menyumbang kepada prestasi kerja guru (Selamat et al., 2023). Dalam kajian yang lepas, dinyatakan bahawa pemerksaan guru adalah salah satu cara yang paling berkesan untuk meningkatkan prestasi guru (Muhammad & Hussain Ch., 2020). Selain itu, sebagai hasil daripada memperkasakan corak kepimpinan, komitmen organisasi dalam menguruskan refromasi adalah faktor yang dilihat boleh mempengaruhi prestasi guru (Boz et al., 2021; Mailool et al., 2020). Ini adalah perkara dalam kajian yang akan diberikan fokus utama memandangkan kajian mengenai faktor luaran yang mempengaruhi prestasi kerja guru ini tidak banyak dibincangkan. Hal ini demikian kerana, dalam sesebuah organisasi, prestasi kerja individu itu akan dinilai menerusi aspek kehadiran, penglibatan, kecekapan, kepimpinan, tanggungjawab dan sebagainya (Sharifah, Joki dan Rathakrishnan, 2019).

Isunya adalah adakah kajian mengenai prestasi kerja guru hanya memadai dengan melihat kepada faktor dalaman sahaja. Maka timbul perbincangan dengan lebih meluas dengan memberi fokus kepada faktor luaran yang mempengaruhi prestasi kerja guru. Justeru itu, gaya kepimpinan dan peranan pengurusan dalam memotivasikan guru haruslah lebih ditekankan di sekolah dengan menyediakan pendekatan yang positif, bagi membantu guru untuk melaksanakan tugas dalam keadaan yang baik (Sinkowski, 2021).

Pemimpin sekolah perlu memberikan motivasi untuk meningkatkan prestasi agar guru bersemangat melaksanakan tugas serta menghargai pekerjaan (Mihat et al., 2020). Motivasi merupakan faktor utama yang memberi kejayaan kepada sesebuah sekolah untuk mengekalkan guru bekerja dengan cara yang terbaik dan membantu sekolah untuk kekal berada dalam prestasi yang baik untuk bersaing dengan sekolah yang lain (Banker et al., 2020). Motivasi boleh terjadi di dalam bentuk intrinsik dan ekstrinsik. Intrinsik merupakan sifat pekerjaan itu sendiri yang mendorong seseorang pekerja itu mendapat kepuasan semasa melaksanakan tugas (Zulkafli & Mahbob, 2020). Manakala, motivasi ekstrinsik ialah suatu perkara yang dilakukan untuk memastikan matlamat luaran dapat dicapai. Untuk mengekalkan motivasi pekerja, pihak organisasi perlu memahami perilaku pekerja dan peka terhadap keadaan sekeliling tempat kerja. Ia bertujuan untuk mengawal motivasi pekerja agar sentiasa berada di tahap yang memuaskan. Motivasi perlu dipertingkatkan untuk membuat pekerja lebih percaya diri dengan kemampuan yang ada sehingga mereka dapat melaksanakan pekerjaan dengan baik dan akan menghasilkan kesan yang positif terhadap prestasi pekerja (Alkadash & Alamarin, 2021).

Dalam bidang pendidikan, prestasi boleh dilihat sebagai suatu kebolehan guru untuk mencapai matlamat yang telah digariskan oleh organisasi (Abdol Raop et al., 2021). Untuk menghasilkan dan mengeluarkan sesebuah produk yang berkualiti, ianya sangat memerlukan guru yang berprestasi tinggi dimana sekiranya guru gagal memberikan prestasi kerja yang tinggi, maka ia akan memberi kerugian kepada sesebuah sekolah (Banker et al., 2020).

Guru yang berprestasi cemerlang mampu menyesuaikan diri dan memenuhi tuntutan kerja menurut skop kerja guru yang sentiasa berubah dan meningkat. Menyedari akan kepentingan prestasi kerja guru dalam meningkatkan kecemerlangan sesebuah sekolah, maka kajian ini ingin melihat apakah faktor-faktor yang mempengaruhi prestasi kerja dikalangan guru di sekolah menengah. Oleh itu, kajian ini dilakukan bagi mengenalpasti pengaruh kepimpinan transformasi pengetua, pengurusan reformasi dan motivasi kerja terhadap prestasi guru sekolah menengah di negeri Sabah.

Masalah yang timbul dalam kepimpinan pengetua hari ini ialah pencapaian matlamat organisasi sebagai kayu ukur penilaian prestasi sehingga mereka terlupa soal kebajikan dan keperluan kakitangan bawahan untuk dihargai, dibangun, dan dipimpin. Selain itu, pengetua juga dianggap gagal dalam menerapkan amalan kepimpinan terbaik kerana terlalu berorientasikan tugas dan pencapaian matlamat.

Selain daripada itu, sebarang perubahan baharu yang dilaksanakan di peringkat sekolah akan membawa kesan positif dan kesan negatif kepada prestasi kerja guru. Dengan itu, faktor-faktor dalaman sekolah, isu kualiti kehidupan kerja guru, dan motivasi guru harus diberikan perhatian dalam kegiatan penyelidikan dan pelaksanaan polisi bagi meningkatkan prestasi kerja guru di

sekolah. Kajian harus dijalankan untuk meninjau faktor-faktor luaran iaitu kepimpinan transformasi pengetua, pengurusan reformasi dan motivasi kerja terhadap prestasi kerja guru.

Kesimpulan

Dari sudut berkaitan dengan ilmu secara amnya, kajian yang dijalankan dapat memperjelaskan senario terkini mengenai kepimpinan transformasi pengetua ke arah mewujudkan kecekapan pengurusan refromasi di sekolah yang lebih baik bagi tujuan meningkatkan lagi prestasi kerja guru di seluruh Malaysia. Kajian yang dijalankan ini dapat memperjelaskan senario terkini mengenai pengaruh kepimpinan transformasi pengetua dan pengurusan reformasi yang baik dalam mempertingkatkan aspek prestasi kerja guru ke arah mewujudkan tahap pendidikan yang lebih cemerlang.

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Selain daripada itu, dari sudut peningkatan profesionalisme pemimpin dan guru-guru di sekolah lain, penyelidikan ini diharap dapat menambah pengetahuan pemimpin-pemimpin sekolah berhubung dengan kepimpinan yang terbaik dan menguruskan refromasi yang berkaitan dengan prestasi kerja guru yang akan menyumbang kepada kejayaan sesebuah sekolah. Pemahaman ini penting untuk memberi maklumat kepada pemimpin-pemimpin sekolah dan institusi pendidikan umumnya dalam usaha meningkatkan mewujudkan sekolah yang baik dan keberkesanan sesebuah sekolah pada masa depan di Malaysia.

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KEBERKESANAN PENGGUNAAN INTERAKTIF E-LEARNING BERASASKAN APLIKASI QUIZIZZ BAGI TOPIK NORMA MASYARAKAT GLOBAL DALAM PENDIDIKAN MORAL TINGKATAN LIMA

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Abstrak: Kaedah pembelajaran interaktif e-learning merupakan pendekatan pembelajaran yang dapat membantu proses pembelajaran dan pemudahcaraan (PdPc) yang berkesan di kelas. Quizizz adalah salah satu platform pembelajaran yang menawarkan pelbagai cara untuk menjadikan PdPc yang lebih menarik, menyeronokkan dan berinteraktif di antara guru dan murid. Kajian ini dijalankan untuk melihat keberkesanan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz yang memberikan tahap kefahaman kepada murid dalam proses pengajaran dan pembelajaran mereka. Kajian menggunakan reka bentuk kajian tindakan melibatkan murid tingkatan lima di sebuah sekolah menengah di Daerah Batang Padang telah dipilih sebagai responden kajian. Pengumpulan data telah dilakukan melalui tinjauan soal selidik, pemerhatian, dan ujian. Setiap data dianalisis mengikut topik Norma masyarakat Global. Dapatan kajian mendapati aplikasi Quizizz yang digunakan dalam pembelajaran interaktif e-learning dapat menarik minat murid serta membantu mencapai objektif pembelajaran yang telah ditetapkan oleh guru. Akhir sekali, kajian ini membuktikan bahawa pembelajaran interaktif e-learning berasaskan penggunaan aplikasi Quizizz ini dapat membantu guru dalam proses pengajaran dan pembelajaran yang berkesan selaras dengan pembelajaran abad ke -21.

Keywords: Pembelajaran Interaktif, E-Learning, Pengajaran, Pembelajaran, Quizizz

Pengenalan

Teknologi dalam pendidikan merupakan adunan teknologi dalam PdPc yang mampu memberikan kesan positif terhadap minat dan pencapaian murid (Muhammad Mazni et al. 2018) abad ke-21. Pembelajaran abad ke-21 dan kaedah pengajaran guru adalah saling bergantung antara satu sama lain. Pandemik Covid-19 membawa norma baharu dimana sistem pendidikan negara perlu dirombak dalam aspek mengajar dan cara belajar. Perubahan di dalam dunia pendidikan menuntut para guru untuk menguasai teknologi bagi menjalani pembelajaran interaktif e-learning dan menyemai elemen kreativiti dalam pengajaran. Selain itu, perkembangan teknologi yang pesat dalam pendidikan telah membolehkan impak kepada dunia pendidikan yang telah memberikan perubahan dalam pembelajaran konvensional iaitu Chalk Talk kepada pembelajaran interaktif elearning. Para pendidik telah mengembangkan kemahiran abad ke-21 dalam pembelajaran interaktif e-learning sebagai satu jalan penyelesaian untuk memastikan sesi pembelajaran tidak terhenti pada musim pandemik Covid-19. Teknik pengajaran yang kurang sesuai mengikut tahap kemahiran murid dapat juga menghalang keseluruhan penguasaan dan pencapaian murid dalam sesuatu topik atau bidang. Kajian juga menyatakan bahawa jika guru tidak memilih teknik pengajaran dengan gaya

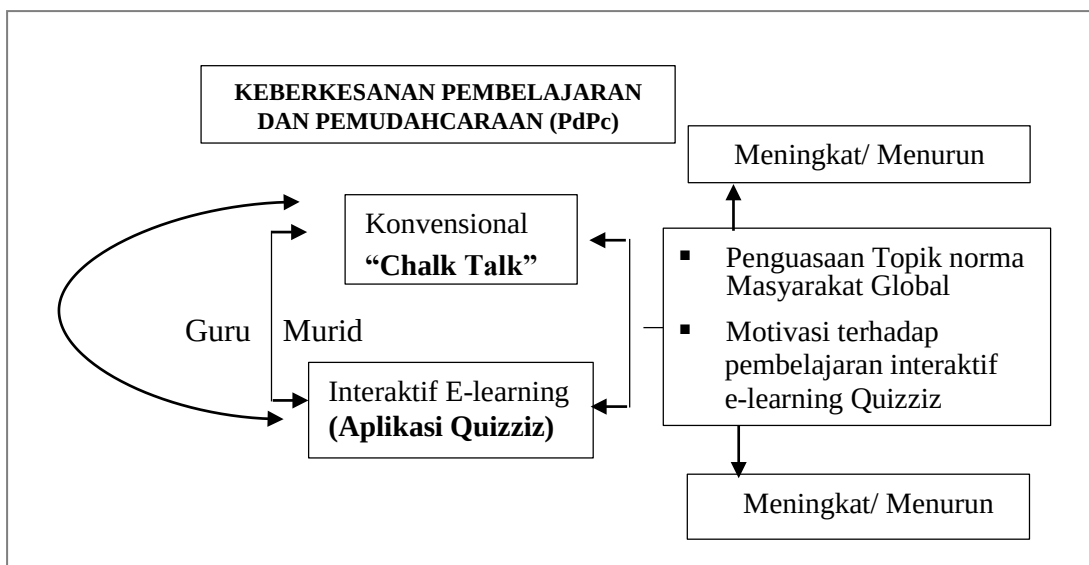
pembelajaran murid, maka ia akan mewujudkan suasana yang kurangnya perhatian dan minat oleh murid apabila mengikuti proses pengajaran dan pembelajaran dan boleh menyebabkan penurunan pencapaian murid. (Che Ghani et al. 2016). Justeru itu, minat atau motivasi adalah suatu perasaan dan semangat yang wujud dalam diri seseorang terhadap sesuatu perkara yang disukainya. Minat wujud apabila seseorang itu melakukan aktiviti dengan selesa dan menyeronokkan dan dapat meningkatkan perhatiannya (Witherington, 1986).

Kajian ini melihat keberkesanan interaktif e-learning berasaskan apliaksi Quizizz dalam (PdPc) bagi mata pelajaran Pendidikan Moral dalam topik Norma Masyarakat Global dalam kalangan murid Tingkatan Lima. Selain itu, kajian ini turut mengenal pasti minat dan penguasaan murid dalam topik Norma Masyarakat Global serta justifikasi kepentingan pelaksanaannya kajian ini terhadap murid di sekolah menengah bagi matapelajaran Pendidikan Moral. Kajian ini akan membincangkan tentang kaedah PdPc yang boleh memberi kesan positif kepada murid terhadap mata pelajaran pendidikan Moral dengan menggunakan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz. Kajian ini turut membantu mengesahkan bahawa pembelajaran interaktif elearning mampu memberi tahap pemahaman yang jelas kepada murid. Kajian ini mengharapkan agar platform e-learning berasaskan aplikasi Quizizz dalam proses (PdPc) khususnya dalam mata pelajaran Pendidikan Moral. Berasaskan fokus kajian ini, pengajaran dan pembelajaran menggunakan interaktif elearning berasaskan aplikasi Quizizz dapat memanfaatkan fungsi yang terdapat di komputer, seperti banyak pengajaran interaktif di Internet seperti Kahoot, Quizizz, Padlet, dan lain-lain melalui interaktif e-learning ini yang akhirnya akan mengubah pengajaran dan pembelajaran yang menarik dan mempertingkatkan prestasi keseluruhan dan tahap penguasaan murid dalam setiap topik yang dipelajari.

Objektif utama kajian ini di lakukan adalah untuk mengkaji keberkesanan penggunaan interaktif e-learning berasaskan aplikasi Quizizz dalam PdPc Pendidikan Moral:

1. *Menganalisis tahap penerimaan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz bagi topik Norma Masyarakat Global dalam mata pelajaran Pendidikan Moral Tingkatan Lima.*
2. *Membincangkan tahap minat dan motivasi murid terhadap pembelajaran interaktif elearning berasaskan aplikasi Quizizz dalam topik Norma Masyarakat Global bagi mata pelajaran Pendidikan Moral Tingkatan Lima.*
3. *Mengkaji keberkesanan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz terhadap tahap penguasaan dalam topik Norma Masyarakat Global bagi mata pelajaran Pendidikan Moral Tingkatan Lima.*

Kajian ini berfokus kepada sesi pengajaran dan pembelajaran interaktif yang menjurus kepada keberkesanan penggunaan aplikasi Quizizz dalam kelas. Sesi pembelajaran yang diharapkan dapat meningkatkan kefahaman murid khususnya dalam penguasaan dalam topik Norma Masyarakat Global. Berikut adalah Model kerangka kajian.



Rajah 1.1 Model Kerangka Kajian

Diadaptasi dari Information Processing Characteristics oleh Daniel (1996)

Model kerangka kajian ini menerangkan perkaitan di antara guru, murid dan kaedah dengan penggunaan dua kaedah berbeza iaitu Chalk Talk dan Interaktif E-learning berasaskan aplikasi Quizziz yang digunakan untuk pembelajaran di dalam kelas. Dua kaedah berbeza digunakan untuk melihat penguasaan pembelajaran topik Norma Masyarakat Global Pendidikan Moral tingkatan lima.

Tinjauan Literatur

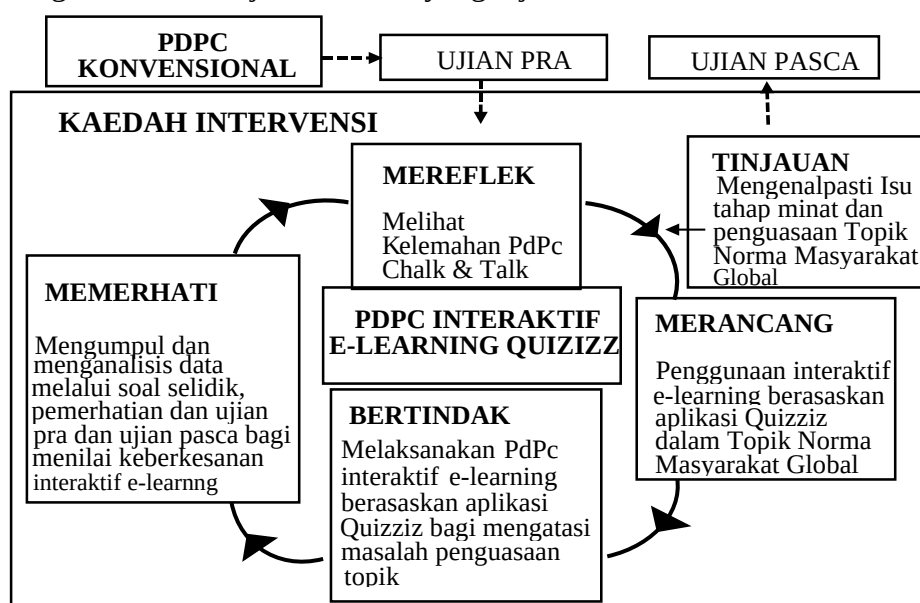
Model Pembelajaran Interaktif mempunyai aspek kognisi, sendiri dan afektif (Mayer, 1999). Kognisi merupakan komponen pemikiran murid terhadap kandungan pelajaran yang memberi impak kepada pemikiran dalam menjana maklumat. Kemampuan sendiri murid penting dalam mendorong murid ke arah pencapaian optimum. Murid mempunyai keupayaan sendiri dalam pembelajaran yang meliputi kecekapan menggunakan alat pembelajaran sendiri seperti strategi penyelesaian masalah dan menjelaskan maklumat. Sehubungan dengan itu, afektif merujuk kepada aspek dalaman diri murid dan yang dikaitkan dengan perasaan dan nilai murni. Elemen ini berupaya membantu pemupukan dari segi perasaan dalam proses pembelajaran topik. Afektif berkaitan dengan ukuran keyakinan murid dalam pembelajaran, khususnya dalam penyelesaian sesuatu tugas yang diberikan oleh guru. Pembelajaran interaktif dapat diperoleh berdasarkan bahan rangsangan sama ada dalam bentuk gambar mahupun dialog dan tutorial serta maklum balas. Pembelajaran interaktif e-learning, guru akan memilih perisian pembelajaran berdasarkan kesesuaian murid. Sebaiknya, rangsangan yang digunakan dapat menarik dan mengekalkan minat murid menggunakan perisian tersebut. Justeru penerapan aplikasi web Quizziz ini diharap dapat merangsang minat murid terhadap gaya pengajaran dan mengarah kepada penguasaan topik Norma Masyarakat Global.

Kebanyakan kajian-kajian lalu yang melibatkan keberkesanan pembelajaran dalam talian kerap dilaksanakan dengan menggunakan kaedah penyelidikan, pemboleh ubah dan responden yang berbeza untuk mencari jalan penyelesaian dan mencapai kesimpulan yang lebih berkesan. Beberapa kajian yang menyentuh tentang pembelajaran dalam talian yang

dijalankan semasa pandemik Covid-19 mendapati bahawa berkemungkinan murid turut sama menghadapi kekangan dan cabaran semasa menjalani pembelajaran dalam talian (Yahaya et al. 2020). Pembelajaran dalam talian yang berinteraktif haruslah menjana motivasi murid dalam usaha menggalakkan pemikiran kreatif, meningkatkan pengetahuan dan interaktiviti dalam kalangan murid semasa PdPc dilaksanakan (Shafinah Mamat, 2020). Pembelajaran sendiri adalah penting semasa pandemik berlaku memandangkan murid akan bersendirian menjalani pembelajaran tanpa kehadiran guru dan rakan-rakan secara fizikal (Shafinah Mamat, 2020). Sehubungan dengan itu, terdapat beberapa kajian luar negara berkaitan impak pembelajaran dalam talian terhadap interaksi sosial dan minat murid sekolah. Pembelajaran dalam talian boleh menyebabkan persepsi murid terhadap pembelajaran dan kepuasan yang lebih tinggi. penglibatan murid secara universal dianggap sebagai komponen utama kejayaan pelajar dengan penggunaan platform yang sesuai dan efisien bagi pembelajaran dalam talian (Britt, 2015). Guru mesti menggunakan amalan terbaik dan memilih alat yang sesuai bagi menggalakkan murid melibatkan diri dan berinteraksi dalam pembelajaran dalam talian (Buzzetto-More, 2015). Begitu juga di dalam kajian (Richardson dan Swan, 2003) membuat kesimpulan bahawa murid dengan keseluruhan tinggi persepsi penglibatan sosial mendapat markah yang tinggi dari segi pembelajaran yang dirasakan dan dirasakan kepuasan terhadap penyampaian guru. Oleh itu, pembelajaran aktif dan penglibatan murid sangat penting untuk peningkatan pembelajaran murid. Interaksi dengan guru dan perbincangan aktif dalam kalangan guru mempengaruhi kepuasan murid dan pembelajaran dalam talian yang berkesan (Swan, 2001).

Metodologi Kajian

Kajian tindakan adalah satu kajian yang berbentuk inkuiri refleksi sendiri yang dilakukan oleh guru dalam situasi pengajaran dan pemudahcaraan (PdPc) dalam kelas. Kajian ini menggunakan reka bentuk kajian tindakan bagi melihat perubahan pencapaian murid dalam topik Norma Masyarakat Global bagi Pendidikan Moral melalui aplikasi Quizizz. Data yang diperoleh akan dipaparkan dalam bentuk grafik dan jadual. Rajah 3.1 di bawah menunjukkan gambarajah mengenai Model kajian tindakan yang dijalankan:-



Rajah 3.1 Model Kajian Tindakan. Diadaptasi dari Kemmis & McTaggart (1981)

Perserta Kajian

Peserta kajian ini terdiri daripada murid-murid tingkatan lima. Kajian ini melibatkan murid yang memperoleh pencapaian dalam Ujian Pertama Bulanan yang tidak memberangsangkan. Secara keseluruhannya, dari 25 orang murid yang menjadi responden dalam kajian ini seramai 18 orang adalah murid perempuan dan seramai tujuh orang murid adalah lelaki.

Tinjauan Masalah Kajian

Dalam pelaksanaan kajian ini, tinjauan masalah dibuat berdasarkan soal selidik, pemerhatian, dan ujian pra dan ujian pos. penyelidik mengumpul data dengan menggunakan beberapa instrumen kajian tersebut. Ia bertujuan untuk mendapatkan gambaran awal tentang sesuatu masalah yang telah dikenal pasti dengan lebih mendalam dalam penguasaan topik Norma Masyarakat Global.

Analisis Soal Selidik

Borang soal selidik disediakan dan diedarkan kepada murid untuk mengenalpasti minat murid terhadap pembelajaran interaktif e-learning berasaskan aplikasi Quizizz dalam topik Norma Masyarakat Global. Borang soal selidik ini mengandungi dua bahagian yang terdiri daripada Bahagian A bagi mendapatkan maklumat demografi responden. Bahagian B mengandungi soalan yang digunakan untuk mengkaji keberkesanan interaktif e-learning berasaskan aplikasi Quizizz terhadap minat dan pencapaian murid melalui penguasaan topik yang diajar serta mengkaji tahap penerimaan murid terhadap pembelajaran interaktif elearning. Di dalam soal selidik ini, pengkaji telah menggunakan bentuk skala likert bagi Bahagian B. Setiap soalan disediakan pilihan jawapan dalam bentuk ordinal yang terdiri daripada skala tiga mata yang mengandungi pemangkatan masing-masing iaitu “Sangat Setuju” (3), “Kurang Setuju” dan “Sangat Tidak Setuju” (1) untuk membuat pilihan berdasarkan kepada skala Likert mengikut analisis deskriptif peratusan dan kekerapan.

Analisis Pemerhatian

Pengkaji telah membuat pemerhatian ke atas tingkah laku murid semasa proses pengajaran dan pembelajaran Chalk Talk berlangsung dan pembelajaran intraktif elearning berasaskan aplikasi Quizizz. Sebelum kajian dijalankan, terdapat murid tidak memberi respons kepada soalan yang diajukan secara lisan dan murid kurang bersedia dan menunjukkan kesungguhan serta kurang mengambil bahagian di dalam aktiviti. PdPc yang dijalankan secara Chalk Talk. Pemerhatian dilihat melalui kriteria yang terdapat dalam borang senarai semak yang telah disediakan. Perkara yang diambil kira untuk diperhatikan adalah tingkah laku sampel, fokus dan perhatian serta aktiviti interaksi yang dilakukan oleh murid. Setiap pemerhatian dilakukan lima minit yang pertama dan seterusnya setiap 10 minit yang mengambil jumlah masa selama 40 minit. Jadual Pemerhatian di bawah digunakan untuk mencatatkan kodkod aktiviti yang dilakukan oleh murid semasa proses pengajaran dan pembelajaran di dalam kelas. Kod nombor satu hingga sembilan berikut menunjukkan tingkah laku murid semasa PdPc dalam

kelas dijalankan. 1) *Bercakap yang tiada kaitan dengan tugas yang diberi.* 2) *Pemikiran di tempat lain.* 3) *Berangan-angan.* 4) *Berjalan* 5) *Membuat kerja lain* 6) *Mengganggu murid lain* 7) *Mencuba untuk menarik perhatian* 8) *Mengasah pensel* 9) *Kerap keluar dari bilik darjah (Tandas).*

Analisis Ujian Pra dan Pos

Ujian Pra diberikan kepada murid yang sama untuk mengesan sejauh mana kefahaman murid mengenai topik Norma Masyarakat Global Tingkatan Lima. Item Ujian Pra merupakan soalan kuiz yang diutarakan dalam kelas selepas topik pembelajaran iaitu Norma Masyarakat Global secara konvensional iaitu Chalk andTalk. Selepas sesi ujian, Pengkaji tidak membincangkan jawapan murid sebaliknya telah memberikan ujian pos menggunakan set soalan yang sama dengan ujian pra. Ujian pra dan ujian pos yang dilaksanakan berasaskan aplikasi Quizziz bagi melihat pencapaian murid. Ujian ini dibina untuk melihat sama ada terdapat impak pembelajaran interaktif e-learning berasaskan aplikasi Quizziz terhadap minat murid yang menyumbang kepada pencapaian murid. Markah ujian pra dan ujian pos akan diambil sebagai data untuk menilai pencapaian murid.

Pelaksanaan Kajian

Ujian Sebelum Tindakan (Ujian Pra)

Ujian Pra merangkumi dua puluh soalan dalam melihat pengetahuan dan kefahaman murid berkenaan topik yang dipelajari. Objektif ia dijalankan adalah untuk memperolehi dapatan dan pemerhatian awal penguasaan topik dalam kalangan murid. Murid melalui ujian pra selepas pembelajaran secara konvensional (Chalk Talk) secara lisan bagi melihat pengetahuan dan kefahaman mereka bagi topik Norma Masyarakat global.

Refleksi Sebelum Kajian

Pada 14 Oktober 2022 (Jumaat) pengkaji menggunakan kaedah Chalk Talk dalam PdPc bagi mengajar topik Norma masyarakat Global tingkatan lima. Pengkaji mendapati kaedah ini tidak begitu menarik minat murid belajar. Selain itu, murid akan dapat menyalin nota dengan menggunakan ruang papan putih/hitam. Sekali sekala pengkaji juga meminta murid menunjukkan kebolehan mereka dalam menggunakan papan putih/hitam pada waktu sesi sumbangsan. Di samping itu, buku teks yang digunakan tidak mempunyai ilustrasi menarik mudah membuatkan murid bosan. Kaedah ini tidak efektif dan berkesan pada era moden ini jika tidak pandai mempelbagaikan kaedah pengajaran agar tidak bosan. Teknik ini akan menghasilkan murid yang kuat menghafal dan membantutkan semangat inkuiri mereka serta aspek lain seperti pemahaman dan penghayatan kurang diberi perhatian sewajarnya.

Ujian Selepas Tindakan (Ujian Pos)

Ujian Pos diberikan kepada murid bagi melihat pencapaian murid selepas pengajaran di dalam kelas. Murid melalui ujian Pos bagi menguji kefahaman dan pengetahuan mereka bagi topik Norma Masyarakat Global selepas pembelajaran interaktif e-learning berasaskan aplikasi Quizziz.

Refleksi Selepas Kajian

Pada 21 Oktober 2022 (Jumaat), pengkaji menggunakan kaedah interaktif e-learning berasaskan Quizizz dalam PdPc bagi mengajar topik Norma masyarakat Global tingkatan lima pengkaji mendapati bahawa penggunaan interaktif e-learning berasaskan Quizizz dalam Pengajaran dan Pembelajaran memberi kesan positif terhadap penguasaan murid dari aspek kognitif, afektif dan psikomotor. PdPc interaktif elearning juga dapat meningkatkan keyakinan diri, daya kefahaman terhadap topik Norma Masyarakat global disamping menjadikan PdPc lebih ceria dan menyeronokkan. Hal ini dikatakan demikian kerana Pengkaji dapat membuat persiapan dan bersedia dengan lebih awal dalam menjalankan proses pengajaran dan pemudahcaraan (PdPc). Melalui cara ini pengkaji dapat mencari info berkenaan dengan topik pembelajaran dengan lebih baik supaya dapat menyampaikan kepada murid dengan lebih efektif. Selain itu, aplikasi Quizizz ini menjadikan pengajaran lebih berfokus dan tidak membosankan murid berbanding kaedah lama Chalk Talk yang hanya menggunakan kertas, pen dan papan putih. Penggunaan aplikasi Quizizz yang berbeza ini memerlukan murid berdikari menggunakan Internet. Justeru itu, murid perlu menjawab soalan kuiz yang dipaparkan di skrin mereka. Quizizz ini juga menjadi pilihan terbaik untuk penilaian semasa kuiz atau ujian dilaksanakan. Terdapat banyak kajian yang menunjukkan bahawa kaedah interaktif e-learning mempengaruhi pemahaman konsep dan keseronokan untuk belajar. Jadi, untuk mencapai matlamat era globalisasi, mestilah mempelbagaikan kaedah pengajaran dan pembelajaran. Guru perlu meningkatkan ilmu pengetahuan seiring dengan perkembangan semasa untuk mengelakkan murid berasa bosan di dalam kelas dan dapat menggalakkan murid berfikir dan dapat meningkatkan semangat inkuiri mereka terhadap Topik Norma masyarakat Global.

Analisis dan Dapatan Kajian

Maklumat Demografi

Seramai 25 orang sampel yang terdiri murid Tingkatan Lima di sebuah sekolah menengah di negeri Perak yang dipilih berdasarkan kaedah persampelan rawak yang dikumpul melalui instrumen soal selidik. Responden kajian ini sebanyak 72.0% iaitu seramai 18 responden merupakan murid perempuan. Manakala 28.0% iaitu seramai tujuh orang daripada keseluruhan sampel merupakan responden murid lelaki. Kesemua responden berasal dari Bidor.

Tahap Penguasaan Teknologi

Melihat kepada taburan data sampel mengikut tahap penguasaan kemahiran teknologi sebanyak 8% daripada keseluruhan terdiri daripada dua orang murid yang mempunyai penguasaan teknologi pada tahap sederhana dan 92% daripada keseluruhan yang terdiri daripada 23 orang murid mempunyai penguasaan teknologi pada tahap tinggi.

Pengalaman Belajar Atas talian

Dapatan yang dikumpul menunjukkan sebanyak 80.00% mewakili 20 orang sampel merupakan sampel yang mempunyai pengalaman belajar dalam talian manakala sebanyak 20.00% mewakili lima orang sampel merupakan sampel yang tidak mempunyai pengalaman belajar dalam talian.

Analisis Data Soal Selidik

Murid telah memberikan respons positif. Didapati seramai 25 murid menunjukkan kekerapan yang tertinggi menjurus kepada item kelima dan item ketujuh dimana murid sangat setuju bahawa pembelajaran interaktif e-learning mewujudkan suasana yang menyenangkan dan teruja dan membantu pembelajaran dengan lebih mendalam dan berminat untuk mencuba (Quizizz) dalam pengajaran interaktif e-learning sebelum dan selepas menghadiri kelas dengan nilai ($M=3.00$, $K=25$). Selain itu, seramai 24 murid didapati sangat setuju kepada item ketiga dan item kesembilan bahawa murid dapat meneroka sesuatu topik pembelajaran dengan lebih mendalam dalam penggunaan kaedah baru (Quizizz) dan berminat untuk mencuba sesuatu yang terkini terutama dalam pengajaran interaktif dengan nilai ($M=2.96$, $K=24$). Bagi item pertama, keenam dan kelapan menunjukkan seramai 23 murid sangat setuju dengan nilai ($M=2.92$, $K=23$) bahawa murid berkeinginan dan bersemangat mempelajari pembelajaran interaktif (Quizizz) dimana dapat meningkatkan pengetahuan terhadap pelajaran setelah menghadiri kelas dan bahan-bahan pembelajaran secara elektronik berupaya menarik minat murid untuk belajar berbanding dengan bahan-bahan bercetak. Sehubungan dengan itu, Item kedua dan keempat menunjukkan seramai 22 murid sangat setuju dengan nilai ($M=2.84$, $K=22$) manakala item kesepuluh seramai 22 murid sangat setuju dengan nilai ($M=2.64$, $K=22$) dan bagi item kedua dan keempat terdapat dua orang murid yang menyatakan tidak setuju dengan pernyataan bahawa saya dapat belajar secara fleksibel dalam talian dengan berdiskari dan saya dapat belajar secara konsisten dalam penggunaan ICT apabila berlaku masalah talian internet sewaktu PdPC interaktif e-learning dilaksanakan. Secara keseluruhannya, murid lebih meminati pembelajaran interaktif e-learning berasaskan aplikasi Quizizz yang membuatkan murid lebih memberi perhatian sewaktu guru mengajar, dan terus aktif dalam proses pembelajaran dalam kelas. Penerapan pengajaran interaktif e-learning dengan mengurangkan secara konvensional (Chalk and Talk) dapat membantu meningkatkan penguasaan murid dalam topik Norma Masyarakat Global secara konsisten.

Soalan Kajian 1

Sejauh manakah tahap penerimaan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz bagi topik Norma Masyarakat Global dalam mata pelajaran Pendidikan Moral Tingkatan Lima.

Analisis Data Soal Selidik

Murid telah memberikan respons positif. Didapati seramai 25 murid menunjukkan kekerapan yang tertinggi menjurus kepada item kelima dan item ketujuh dimana murid sangat setuju bahawa pembelajaran interaktif e-learning mewujudkan suasana yang menyenangkan dan teruja dan membantu pembelajaran dengan lebih mendalam dan berminat untuk mencuba Quizizz yang terkini terutama dalam pengajaran interaktif e-learning sebelum dan selepas menghadiri kelas dengan nilai ($M=3.00$, $K=25$). Selain itu, seramai 24 murid didapati sangat setuju kepada item ketiga dan item kesembilan bahawa murid dapat meneroka sesuatu topik pembelajaran dengan lebih mendalam dalam penggunaan kaedah baru (Quizizz) dan berminat untuk mencuba sesuatu yang terkini terutama dalam pengajaran interaktif dengan nilai ($M=2.96$, $K=24$). Bagi item pertama, keenam dan kelapan menunjukkan seramai 23 murid sangat setuju dengan nilai ($M=2.92$, $K=23$) bahawa murid berkeinginan dan bersemangat

mempelajari pembelajaran interaktif (Quizziz) dimana dapat meningkatkan pengetahuan terhadap pelajaran setelah menghadiri kelas dan bahan-bahan pembelajaran secara elektronik dalam e-pembelajaran berupaya menarik minat murid untuk belajar berbanding dengan bahan-bahan bercetak. Sehubungan dengan itu, item kedua dan keempat menunjukkan seramai 22 murid sangat setuju dengan nilai ($M=2.84$, $K=22$) manakala item kesepuluh seramai 22 murid sangat setuju dengan nilai ($M=2.64$, $K=22$) dan bagi item kedua dan keempat terdapat dua orang murid yang menyatakan tidak setuju dengan pernyataan bahawa saya dapat belajar secara fleksibel dalam talian dengan berdikari dan saya dapat belajar secara konsisten dalam penggunaan ICT apabila berlaku masalah talian internet sewaktu PdPC interaktif e-learning dilaksanakan. Secara keseluruhannya, murid menunjukkan penerima terhadap pembelajaran interatif e-learning berasaskan aplikasi Quizizz membuatkan murid lebih memberi fokus sewaktu PdPc dilaksanakan di dalam kelas. Proses pengajaran dan pembelajaran yang berkesan dapat diwujudkan berlandaskan kemahiran abad ke-21.

Analisis Data Pemerhatian

Seramai 25 murid didapati tidak memberikan fokus sepenuhnya apabila PdPc dilaksanakan iaitu pembelajaran secara konvensional iaitu Chalk and Talk. Seramai 3 orang murid telah menjalankan paling banyak aktiviti (100%) dan aktiviti-aktiviti itu merangkumi i. Bercakap yang tiada kaitan dengan tugas yang diberi ii. memikirkan di tempat lain iii. Berangan-angan (day-dreaming) iv. Membuat kerja lain v. Mengganggu murid lain secara fizikal dan vi. Mengasah pensel. Sebanyak lima skan telah dilakukan di mana seseorang murid itu diperhatikan telah menunjukkan tingkah laku yang dimaksudkan. Seramai lapan murid didapati tidak memberikan fokus apabila pembelajaran interaktif learning berasaskan aplikasi Quizziz dilaksanakan iaitu. seramai dua orang murid sahaja telah melakukan dua aktiviti (20%) sahaja yang merangkumi i. mencuba untuk menarik perhatian dan ii melakukan lain-lain aktiviti (seperti keluar bilik darjah). Manakala, 17 orang murid memberikan perhatian yang sepenuhnya dan menunjukkan minat untuk terus belajar dalam kelas selama 40 minit apabila pembelajaran interaktif e-learning berasaskan aplikasi Quizziz dilaksanakan.

Soalan Kajian 2

Apakah tahap minat dan motivasi murid terhadap pembelajaran interaktif e-learning berasaskan aplikasi Quizizz dalam topik Norma Masyarakat Global bagi mata pelajaran Pendidikan Moral Tingkatan 5.

Analisis Data Pemerhatian

Pembelajaran secara konvensional iaitu Chalk Talk menyebabkan kurangnya komunikasi dua hala. Hal ini kerana aktiviti ini memfokuskan pembelajaran berpusatkan guru sahaja. Sepanjang sesi pengajaran yang dijalankan, bahan bantu mengajar hanya papan putih dan kapur ini mewujudkan jurang interaksi antara murid dan guru, maka sebarang pertanyaan daripada murid juga terhad. Pembelajaran Chalk Talk menyebabkan kurangnya keterlibatan murid dalam sesi pembelajaran dan murid tidak berfokus dan mempunyai tingkah laku yang menunjukkan kurang minat untuk belajar. Sebanyak lima skan telah dilakukan dan nombor dicatatkan pada jadual di mana seseorang murid itu diperhatikan telah menunjukkan tingkah laku yang dimaksudkan. Seramai 25 murid didapati tidak memberikan fokus sepenuhnya apabila PdPc dilaksanakan iaitu pembelajaran secara Konvensional (Chalk Talk). Seramai tiga orang murid telah menjalankan paling banyak aktiviti (100%) dan aktiviti-

aktiviti itu merangkumi i. Bercakap yang tiada kaitan dengan tugas yang diberi ii. Memikiran di tempat lain iii. Berangan-angan (day-dreaming) iv. Membuat kerja lain v. Mengganggu murid lain secara fizikal dan vi. Mengasah pensel. Pembelajaran secara 'Chalk Talk' merupakan pengajaran satu hala dimana guru menjadi sumber rujukan utama dalam penyampaian di kelas di mana interaksi dengan murid menjadi kurang. Keadaan ini menjadikan murid lebih menghafal daripada pembelajaran sendiri. Interaktif e-learning berasaskan aplikasi Quizizz dapat mewujudkan pembelajaran dua hala antara murid dan guru. Murid lebih berdikari dengan mencari rujukan bagi topik tertentu. Seterusnya, teknik pembelajaran ini merupakan punca murid kurang minat untuk belajar dan akhirnya menimbulkan masalah tingkah laku. Pengajaran guru lebih kepada kaedah konvensional iaitu cakap dan tulis (chalk and talk). Tidak ada kepelbagaian dalam penyampaian pengajaran. Keadaan ini mendorong murid berasa bosan dan tidak bermotivasi untuk belajar (Suppiah, Barathy, Sandta 2017; Sohaina, Maimun, Aisyah 2017). Bahan dan kaedah pengajaran yang kurang menarik serta tidak sesuai disediakan tanpa mengubah suai bahan tersebut menyebabkan pengajaran tidak berkesan. Oleh itu, gaya belajar seseorang harus ditekankan untuk memudahkan proses pengajaran dan pembelajaran serta memberi kesan yang positif terhadap hasil pembelajaran. Kesimpulannya, tingkah laku ini jelas menunjukkan gangguan terhadap kelancaran proses pengajaran dan pembelajaran terjejas sehingga menyebabkan objektif pada hari berkenaan tidak berjaya dicapai (Abdullah et.al 2016). Kegagalan membendung masalah ini akan mengakibatkan murid sukar untuk menguasai topik-topik pembelajaran dalam mata pelajaran pendidikan Moral yang sejurus menyumbang kepada penurunan pencapaian atau prestasi murid. (Mardiah Mahmor, Kamariah Abu Bakar, 2021; Nadzirah, Ku Suhaila, Zuria, Nor Hamizah & Sabihah, 2018).

Seramai tujuh murid didapati tidak memberikan fokus sepenuhnya apabila pembelajaran interaktif learning berasaskan aplikasi Quizizz dilaksanakan iaitu. Seramai tujuh orang murid sahaja telah melakukan hanya dua aktiviti (20%) yang merangkumi i. mencuba untuk menarik perhatian dan ii melakukan lain-lain tingkah laku seperti keluar bilik darjah secara kerap. Interaktif e-learning berasaskan aplikasi Quizizz ini adalah salah satu penyelesaian dalam pengajaran dan pemudahcaraan (PdPc). Kaedah interaktif ini dapat menjana pemikiran yang kreatif melalui latihan atau tugas yang menarik. Ini membuatkan murid lebih bermotivasi untuk melibatkan diri dengan aktif dalam kelas. Bagi menjawab soalan kuiz, murid dapat membuat penerokaan yang lebih mendalam tentang topik Norma masyarakat Global. Setiap murid juga lebih memahami sesuatu konsep atau gambaran dengan lebih berkesan daripada simbol mahupun teks dengan menggunakan ingatan kronik. Pembelajaran murid melalui proses visualisasi imej seperti melihat satu video yang kreatif. Ingatan yang disimpan dalam tempoh masa yang lama ini membantu murid menjawab setiap soalan dengan baik serta mampu mengamalkannya dalam kehidupan seharian. Berdasarkan graf di atas, kaedah intervensi ini yang dilaksanakan dapat mengubah tingkah laku disruptif kepada tingkah laku positif dalam diri murid-murid. Dapatan kajian menjelaskan bahawa intervensi interaktif e-learning berasaskan aplikasi Quizizz merupakan rangsangan dalam proses membentuk perilaku yang baik semasa PdPc dilaksanakan oleh guru. Pada masa yang sama, kaedah intervensi ini dapat menarik dan mengekalkan minat murid untuk terus melibatkan diri dalam aktiviti pembelajaran dalam kelas (Nadzirah, Ku Suhaila, Zuria, Nor Hazimah & Sabihah, 2018; Maharam, Maznah & Zulkifli, 2017). Setiap pelajar lebih mengingati sesuatu idea atau gambaran dengan lebih berkesan daripada simbol mahupun teks dengan menggunakan ingatan kronik. Menurut Yu, Chong Ho & Behrens, 1995 menyatakan bahawa ketika pembelajaran kanak-kanak membuat pemerhatian melalui proses

visualisasi imej. Misalnya, kanak-kanak yang melihat satu video yang kreatif, mereka dapat menyimpan data melalui ingatan kronik. Ingatan kronik ini berfungsi memperlihatkan ingatan kepada diri manusia itu sendiri dengan lebih pantas. Visual yang menggunakan objek sebenar dapat membantu pelajar membuat perkaitan dengan kehidupan sebenar di sekitar mereka. Ingatan yang disimpan dalam tempoh masa yang lama ini membantu pelajar menjawab persoalan dengan baik serta mampu mengamalkannya dalam kehidupan seharian.

Analisis Data Ujian

Hasil dapatan ujian pra dan ujian pos menunjukkan terdapatnya peningkatan dari segi pencapaian murid. Data di analisis berdasarkan statistik deskriptif iaitu kekerapan bagi melihat skor pencapaian murid terhadap pembelajaran interaktif berasaskan aplikasi Quizziz. Berdasarkan data yang telah dianalisis daripada peratus keseluruhan soalan bagi ujian pra, didapati seramai 13 orang murid iaitu (52%) manakala tujuh orang murid (28%) tidak menjawab soalan langsung. Manakala bagi ujian pos yang ditadbir selepas pembelajaran kaedah interaktif e-learning berasaskan aplikasi Quizziz menunjukkan bahawa tahap pengetahuan pelajar berada di tahap sangat baik. Analisis peratusan dapat dilihat di mana seramai 24 orang murid (96 %) telah menjawab setiap soalan dengan skor yang baik dimana seorang murid (4%) tidak menjawab soalan langsung tetapi murid tersebut menjawab pada sesi pembelajaran secara Chalk Talk. Data keputusan skor menunjukkan bahawa seorang murid telah mendapat skor tertinggi 4% iaitu 20/20, dua orang murid (8%) mendapat skor kedua tertinggi iaitu 19/20 manakala dua orang murid (8%) telah mendapat skor ketiga tertinggi iaitu 17/20. Seterusnya seramai enam orang murid (64%) mendapat skor sebanyak 16/20 dan seramai enam orang murid (64%) juga mendapat skor sebanyak 15/20. Manakala empat orang murid (16%) mendapat skor 14/20 dan dua orang murid (8%) telah mendapat skor 13/20, manakala seorang murid (4%) mendapat skor terendah iaitu 11/20 tetapi masih dapat menjawab kebanyakan soalan yang dikemukakan dalam aplikasi Quizziz. Didapati bahawa terdapat seorang murid (4%) yang tidak mendapat skor bagi ujian pos ini berasaskan aplikasi Quizziz. Sila rujuk gambarajah di bawah. Data dianalisis berdasarkan peratus keseluruhan soalan yang dapat dijawab. Selain itu, aplikasi Quizizz ini memang sangat sesuai digunakan oleh guru dalam pengajaran dan pembelajaran di dalam kelas bagi topik Norma Masyarakat Global dalam Pendidikan Moral. Secara keseluruhannya, kaedah ini dapat menarik minat murid untuk belajar dan mengubah sikap kurang berminat dalam subjek Pendidikan Moral Malaysia. Oleh itu, pihak sekolah perlu berusaha untuk menambah bilangan bilik komputer untuk menjalankan aktiviti kelas seperti ini. Jelaslah, penggunaan aplikasi Quizizz dapat mendedahkan kepada murid tentang penggunaan teknologi semasa PdPc di dalam kelas.

Soalan Kajian 3

Apakah keberkesanan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz terhadap tahap penguasaan dalam topik Norma Masyarakat Global bagi mata pelajaran Pendidikan Moral Tingkatan Lima.

Analisis Data Ujian

Berdasarkan kepada data yang telah dianalisis bagi ujian pra didapati murid seramai tujuh orang yang langsung tidak menjawab sebarang soalan. Pada keseluruhannya, dirumuskan bahawa kebanyakan murid di kelas tidak cuba menjawab semua soalan yang diutarakan oleh guru secara lisan dan tidak memberi perhatian semasa guru mengajar dengan menggunakan cara “Chalk Talk” dan tidak berminat untuk menjawab soalan yang dikemukakan oleh guru untuk sesi uji minda. Guru memantau murid-murid ini secara berterusan. Berdasarkan kepada data yang telah dianalisis daripada peratus keseluruhan soalan yang yang dapat dijawab bagi ujian pra, didapati seramai 13 orang murid iaitu (52%) manakala tujuh orang murid (28%) tidak menjawab soalan langsung. Manakala bagi Ujian Pos terdapat semua murid seramai 24 orang telah menjawab kesemua soalan dan mendapat skor yang agak baik dan tinggi walaupun duduk di mana-mana dalam kelas apabila menggunakan cara pembelajaran interaktif e-learning berasaskan aplikasi Quizziz berbanding dengan cara pembelajaran secara lisan iaitu Chalk Talk. Kajian menunjukkan terdapat seorang murid dapat menjawab 20 soalan manakala terdapat juga seorang murid yang duduk dalam kelas juga tidak menjawab sebarang soalan. Berdasarkan ujian Pos dijalankan terhadap kumpulan sasaran didapati murid lebih berkeyakinan untuk menjawab soalan yang diajukan oleh guru secara pembelajaran interaktif e-learning berasaskan aplikasi Quizziz. Mereka menjawab dengan penglibatan yang aktif dan optimis semasa pembelajaran interaktif e-learning berasaskan aplikasi Quizziz. Sehubungan dengan itu, ujian pos yang dilaksanakan selepas sesi pengajaran menggunakan kaedah interaktif e-learning berasaskan aplikasi Quizziz menunjukkan bahawa tahap pengetahuan murid berada di tahap sangat baik. Analisis peratusan dapat dilihat di mana seramai 24 orang murid (96 %) telah menjawab setiap soalan dengan skor yang baik dimana seorang murid (4%) tidak menjawab soalan langsung akibat masalah internet. Data keputusan skor menunjukkan bahawa seorang murid telah mendapat skor tertinggi 4% iaitu 20/20, dua orang murid (8%) mendapat skor kedua tertinggi iaitu 19/20 manakala dua orang murid (8%) telah mendapat skor ketiga tertinggi iaitu 17/20. Seterusnya seramai enam orang murid (64%) mendapat skor sebanyak 16/20 dan seramai enam orang murid (64%) juga mendapat skor sebanyak 15/20. Manakala empat orang murid (16%) mendapat skor 14/20 dan dua orang murid (8%) telah mendapat skor 13/20, manakala seorang murid (4%) mendapat skor terendah iaitu 11/20 tetapi masih dapat menjawab kebanyakan soalan yang dikemukakan dalam aplikasi Quizziz. Didapati bahawa terdapat seorang murid (4%) yang tidak mendapat skor bagi ujian pos ini berasaskan aplikasi Quizziz. Sila rujuk gambarajah di bawah. Data dianalisis berdasarkan peratus keseluruhan soalan yang dapat dijawab. Pada keseluruhannya, bolehlah dirumuskan bahawa kebanyakan murid di kelas memberi perhatian semasa guru mengajar dengan menggunakan pembelajaran interaktif e-learning berasaskan aplikasi Quizziz. Murid juga sangat berminat dan seronok untuk menjawab soalan yang dikemukakan oleh guru untuk sesi uji minda melalui aplikasi Quizziz. Hasil dapatan ujian pra dan ujian pos menunjukkan terdapatnya peningkatan dari segi pencapaian murid. Jurang di antara garis ujian pra dan garis ujian pos mewakili perbezaan di antara ujian pos dan ujian pra. Jurang ini juga digelar sebagai skor keuntungan (gain score). Ini menunjukkan pembelajaran interaktif berasaskan aplikasi Quizziz amat memberangsangkan bagi penguasaan murid terhadap topik Norma Masyarakat Global.

Rumusan

Secara kesimpulannya, pengaplikasian platform Quizizz ini menunjukkan bahawa pembelajaran interaktif e-learning mampu meningkatkan prestasi dan minat murid dalam proses pengajaran dan pembelajaran. Penggunaan aplikasi interaktif e-learning seperti Quizizz dapat meningkatkan kemahiran teknologi dalam kalangan guru dan murid. Ia juga membantu guru mempelbagaikan kaedah pengajaran agar kualiti pengajaran dan pembelajaran dapat dipertingkatkan selari dengan arus perkembangan pendidikan abad ke-21. Pembelajaran interaktif e-learning dapat melahirkan murid yang celik teknologi sejajar dengan kemahiran abad ke-21 kerana penggunaan medium tersebut dalam proses pengajaran dan pembelajaran ternyata memberi kesan positif terhadap hasil pencapaian murid. Malah juga menggalakkan pembelajaran sendiri, meningkatkan pengetahuan dan motivasi intrinsik murid (Fazillah Mohamed Ismail dan Tengku Nurhudah T. M. Khalib, 2020).

Ringkasan Kajian

Pembelajaran interaktif e-learning memberikan pendedahan baru terhadap pengajaran dan pembelajaran norma baharu kepada murid-murid di sekolah. Pembelajaran interaktif e-learning berasaskan aplikasi Quizizz membantu murid dapat menjawab soalan ujian dengan baik dan melibatkan murid secara proaktif dalam proses pengajaran dan pembelajaran dalam kelas. Setelah pembacaan dilakukan, sebagai pengkaji bagi mencari teknik pengajaran dan pembelajaran yang menjurus kearah itu, pengkaji mendapati bahawa pembelajaran interaktif berasaskan aplikasi Quizizz yang menjadi norma baharu sepanjang selepas tempoh pandemik, prestasi murid agak merosot dan hilang minat untuk meneruskan pembelajaran Chalk Talk seperti biasa. Maka, kajian ini boleh dijadikan dapat diadaptasikan dalam proses pembelajaran interaktif e-learning yang diperkenalkan oleh sektor pendidikan dalam membantu perancangan strategi pengajaran dan pembelajaran yang menarik walaupun terdapat beberapa halangan seperti masalah data dan perisian internet di sekolah.

Perbincangan

Dalam melaksanakan sesuatu proses pembelajaran interaktif e-learning, guru ternyata perlu berkemahiran dalam pelaksanaan pembelajarannya mengikut kaedah teknik dan aktiviti yang bersesuaian dengan murid supaya sesebuah pembelajaran berjalan dengan lancar dan menarik serta menimbulkan keseronokan (Owing et. al, 2018; Zambri Mahamod, 2011). Dapatan kajian menunjukkan bahawa penggunaan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz dengan minat dan penguasaan murid terhadap topik Norma Masyarakat Global pendidikan Moral Tingkatan 5 membawa penglibatan murid yang aktif dan konsisten semasa pdpc dilaksanakan. Penggunaan aplikasi Quizizz sebagai pendorong utama untuk dalam penglibatan murid sehingga membantu menguasai topik pembelajaran dan pencapaian cemerlang (Ong, Chan dan Koh 2013). Kajian ini juga mendapati bahawa menyamai dengan kajian sikap dan motivasi murid terhadap penggunaan interaktif e-learning dalam PdPc telah banyak dijalankan sejak 2002 yang lalu. Kajian lepas mendefinisikan motivasi sebagai proses permulaan, membimbing dan mengekalkan tingkah laku untuk mendapatkan hasil yang diinginkan (Cherry, 2014) yang menunjukkan penerimaan pembelajaran e-learning berasaskan aplikasi Quizizz bagi topik Norma Masyarakat Global dalam mata pelajaran Pendidikan Moral Tingkatan 5 mempunyai impak terhadap minat murid dari pelbagai konteks (Ong, Chan, Koh dan Erenli 2013; Hong & Masood, 2014). Sehubungan dengan itu, dapatan kajian menunjukkan bahawa kepentingan untuk para guru bersikap

selektif terhadap jenis, bahan, platform dan kaedah pembelajaran interaktif yang digunakan untuk sesi pembelajaran murid kerana pendekatan ini berpotensi besar untuk menentukan kejayaan murid selaras dengan Falsafah Pendidikan Negara bermatlamat untuk melahirkan modal insan yang seimbang dari segi akademik dan kokurikulum.

Melihat kepada tahap minat dan motivasi terhadap pembelajaran interaktif e-learning yang berasaskan aplikasi Quizizz diberi penekanan dalam kajian ini. Dapatan kajian menunjukkan bahawa terdapat peningkatan minat murid yang mendorong pencapaian dalam ujian terhadap topik Norma masyarakat Global. Terdapat beberapa kajian luar negara berkaitan impak pembelajaran interaktif e-learning terhadap interaksi sosial dan minat murid sekolah. Pendekatan ini sangat penting bagi guru untuk merancang pengajaran yang menarik dan berkesan bagi mewujudkan komunikasi dan menggalakkan penglibatan murid dalam kelas. Hasil kajian mendapati bahawa, murid yang menggunakan pembelajaran interaktif mempunyai pencapaian akademik dan tahap penguasaan yang lebih tinggi berbanding dengan murid yang menggunakan kaedah Chalk Talk. Hasil kajian juga menunjukkan bahawa setelah pembelajaran interaktif, minat terus belajar murid semakin hari semakin tinggi membawa kepada pembelajaran yang berkesan (Idris, 2010). Oleh itu, pembelajaran interaktif seperti ini sangat penting untuk meningkatkan motivasi murid terus fokus belajar dalam mempelajari topik Norma masyarakat global dan topik-topik yang lain dalam matapelajaran pendidikan Moral. Dalam penyelidikan ini, minat murid untuk belajar, sikap, dan kemahiran mengajar guru dikenal pasti sebagai pendorong penguasaan murid dalam mempelajari setiap topik dalam mata pelajaran pendidikan Moral. Di samping itu, guru yang merupakan ibu bapa kedua murid yang perlu bekerjasama dalam pengurusan, terutamanya dengan meningkatkan kemahiran mengajar yang sesuai mengikut tahap kecerdasan murid secara konsisten. Pembelajaran interaktif e-learning berasaskan aplikasi Quizizz menunjukkan keberkesanan dengan tahap interaksi murid, kehadiran murid, penglibatan murid dan kepuasan murid dalam mempelajari topik-topik baru dalam matapelajaran Pendidikan Moral (Eom et al., 2006). Justeru, secara rumusannya hasil dapatan kajian menunjukkan motivasi atau minat murid dan penguasaan topik-topik pembelajaran melalui aplikasi Quizizz adalah sangat tinggi dan memberangsangkan. meningkatkan minat dan motivasi murid menggalakkan pemikiran kreatif, ilmu pengetahuan dalam kalangan murid (Shafinah Mamat, 2020)

Melalui analisis penguasaan murid sebelum ujian Pra dan selepas ujian Pos, didapati bahawa terdapat perbezaan antara gaya pembelajaran dan pencapaian murid. Guru yang menggunakan gaya pembelajaran interaktif berasaskan aplikasi Quizizz dalam aktiviti pembelajaran mendapat skor lebih banyak daripada penggunaan kaedah konvensional Chalk Talk untuk belajar topik Norma Masyarakat Global. Data keputusan skor ditunjukkan oleh rata-rata pencapaian murid sebelum dan selepas ujian bahawa seorang murid telah mendapat skor tertinggi 4% iaitu 20/20, 2 orang murid (8%) mendapat skor kedua tertinggi iaitu 19/20 manakala 2 orang murid (8%) telah mendapat skor ketiga tertinggi iaitu 17/20. Seterusnya seramai 6 orang murid (64%) mendapat skor sebanyak 16/20 dan seramai 6 orang murid (64%) juga mendapat skor sebanyak 15/20. Perbandingan markah antara ujian Pra dan ujian Pos memberi gambaran bahawa apabila guru menggunakan pembelajaran interaktif, murid mempunyai tahap kefahaman yang lebih baik berbanding murid yang menjalani pembelajaran Chalk Talk. Dapatan ini selari dengan dapatan kajian Faridah & Afham (2017) di mana aplikasi pembelajaran interaktif dilihat dapat meningkatkan penguasaan dan kefahaman murid terhadap hasil pembelajaran yang dilalui. Kesimpulannya, Quizizz memberi pengalaman pembelajaran aktif yang mengujakan kepada murid. Tidak seperti amalan

penilaian konvensional, Quizizz mengaplikasi kaedah penilaian atas talian yang mudah, menarik dan mempunyai ciri kolaborasi dan persaingan sihat dalam kalangan murid di dalam kelas. Secara tidak langsung, ia menjadikan suasana kelas secara maya lebih dinamik (Jamian, 2020) dan interaktif menggantikan kaedah konvensional yang menggunakan kertas dan pen (Wibawa, 2019) membawa kepada skor pencapaian dan penguasaan yang berkesan.

Implikasi Kajian

Secara ringkasnya, dapatan kajian ini menunjukkan tahap penerimaan dan minat murid serta penguasaan murid dalam topik Norma Masyarakat Global di sebuah sekolah menengah di Batang Padang, Perak terhadap pembelajaran interaktif e-learning berasaskan aplikasi Quizizz adalah di tahap ‘Sangat Setuju’. Memandangkan pembelajaran interaktif e-learning adalah pilihan utama yang disarankan oleh pihak KPM semasa pandemik dan usaha untuk mengadakan sebuah pembelajaran interaktif yang berkesan harus diberi perhatian. Penggunaan interaktif e-Learning berasaskan aplikasi Quizizz memberi kemahiran berfikir secara kritis dan boleh konsep baharu. Kemahiran berfikir diterapkan oleh murid melalui setiap bahan pelajaran yang mengandungi soalan-soalan aras tinggi, aktiviti-aktiviti dalam interaktif e-learning yang menggalakkan pemikiran dan penyelesaian masalah (Chew Fong Peng dan Shashipriya Nadaraja, 2014). Selain itu, Quizizz memberi pengalaman pembelajaran aktif yang mengujakan kepada murid. Tidak seperti amalan penilaian konvensional Chalk Talk, Quizizz mengaplikasi kaedah penilaian atas talian yang mudah, menarik dan mempunyai ciri kolaborasi. Ia mewujudkan persaingan sihat dalam kalangan pelajar dengan adanya fungsi papan skor (scoreboard), ganjaran dan nilai, yang mendorong pemain untuk menang dan mengalahkan pemain lain (Ismail et al., 2018). Secara tidak langsung, ia menjadikan suasana kelas secara maya lebih dinamik (Jamian, 2020) dan interaktif menggantikan kaedah Chalk Talk yang menggunakan kertas dan pen (Wibawa, 2019). Di samping maklum balas positif, dapatan menunjukkan seorang responden menghadapi kesukaran mengakses aplikasi Quizizz. Ini mungkin disebabkan oleh kekangan dari aspek capaian internet yang lemah atau tidak stabil dan berkemungkinan murid turut sama menghadapi kekangan dan cabaran semasa menjalani pembelajaran atas talian (Yahaya et al. 2020). Tuntasnya, hal ini memerlukan tindakan segera pihak sekolah dalam penyediaan teknologi di seluruh kawasan termasuk institusi pendidikan. Ini bagi mengoptimumkan pelaksanaan aktiviti pembelajaran interaktif e-learning berasaskan aplikasi Quizizz selaras keperluan cabaran PAK-21 dan revolusi industri 4.0.

Kesimpulan

Seiring dengan perkembangan pesat teknologi kini, adalah diharapkan pendekatan interaktif e-learning ini dapat dijadikan pemangkin penggunaan aplikasi permainan digital dalam pembelajaran interaktif e-learning. Pendekatan aplikasi Quizizz sememangnya memberikan kesan positif dalam pendidikan dan boleh diadaptasi dalam pelbagai bidang pembelajaran. Justeru itu, keberkesanan pembelajaran interaktif e-Learning berasaskan aplikasi Quizizz melahirkan generasi muda yang berdaya intelektual tinggi dapat membina individu kearah pembangunan kognitif yang berkeyakinan diri dan cemerlang dalam akademik. Gabungan pelbagai media yang memanfaatkan sepenuhnya deria penglihatan dan pendengaran mampu menarik minat belajar. Walau bagaimana canggihnya sesuatu teknologi bahan pengajaran pembelajaran yang dihasilkan, jika bahan tersebut tidak berasaskan prinsip pedagogi dan prinsip reka bentuk pengajaran, maka bahan tersebut tidak mempunyai nilai yang tinggi (Baharuddin et.al,2002). Keberkesanan pembaharuan dalam pendidikan bergantung

sepenuhnya kepada peranan yang dimainkan oleh guru. Informasi dan praktis yang penting didapati daripada kajian ini haruslah didaptasi dan diberi perhatian apabila guru-guru mahu melaksanakan pembelajaran interaktif e-learning. Guru-guru perlulah membuat perubahan dalam aspek pelaksanaan dan pendekatan PdPc agar keberhasilan dan kemenjadian murid dalam pelaksanaan Pendidikan Abad ke-21 dapat mencapai hasrat PPPM 2013-2025.

Cadangan Kajian Lanjutan

Pengkaji berpendapat bahawa kajian selanjutnya perlu dijalankan bagi memastikan hasil kajian yang lebih teliti dalam usaha mewujudkan keberkesanan pembelajaran interaktif e-learning berasaskan aplikasi Quizizz bagi setiap topik-topik Pendidikan Moral Tingkatan Lima. Kajian akan datang boleh mengukur impak terhadap guru selepas pengaplikasian platform Quizizz di dalam kelas. Oleh itu, penyelidikan pada masa hadapan dapat memberi tumpuan mengenai pandangan guru mengenai Quizizz dan halangan yang dihadapi setelah mereka menggunakannya dalam pembelajaran proses penilaian prestasi di dalam kelas. Sehubungan itu, kajian berkaitan cabaran pembelajaran interaktif abad ke-21 dalam usaha penambahbaikan terhadap infrastruktur, prasarana dan sumber sokongan adalah perkara penting yang perlu dikaji. Namun, kajian yang lebih mendalam dan kohot tertentu perlu dibuat untuk mendapat rumusan kajian yang lebih signifikan.

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KORELASI ANTARA KECERDASAN SPASIAL DAN PENCAPAIAN MATEMATIK DALAM KALANGAN PELAJAR PINTAR DAN BERBAKAT

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Abstrak: Kecerdasan spasial merupakan keupayaan untuk berfikir dan mentafsir secara visual dan ia membantu pelajar dalam menyelesaikan masalah matematik serta memahami konsep matematik dengan baik. Tujuan kajian ini adalah untuk mengukur korelasi di antara kecerdasan spasial dengan pencapaian Matematik dalam kalangan pelajar pintar dan berbakat di Malaysia. Kajian ini melibatkan seramai 126 pelajar pintar dan berbakat yang berumur 12 dan 13 tahun dengan menggunakan teknik persampelan kebarangkalian secara rawak. Kajian ini menggunakan instrumen Spatial Reasoning Instrument (SRI) yang digunakan untuk mengukur tiga konstruk utama kecerdasan spasial iaitu kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang. Instrumen ini mempunyai 30 soalan objektif yang merangkumi 10 soalan bagi setiap konstruk. Pencapaian Matematik pelajar pula diukur dengan menggunakan markah ujian Matematik yang diambil secara purata bagi dua peperiksaan utama sepanjang tahun. Kajian ini menggunakan statistik deskriptif dan korelasi dalam menganalisis dan mentafsir data yang dikumpulkan menggunakan perisian SPSS. Hasil kajian menunjukkan terdapat hubungan korelasi yang positif di antara kecerdasan spasial dengan pencapaian Matematik ($r = 0.496$). Ini bermaksud semakin tinggi kecerdasan spasial semakin tinggi pencapaian Matematik yang akan diperolehi oleh pelajar. Ujian ANOVA menunjukkan tiada perbezaan yang signifikan di antara pelajar perempuan dan pelajar lelaki bagi konstruk kemampuan rotasi tetapi terdapat perbezaan yang signifikan bagi konstruk kemampuan orientasi spasial dan konstruk kemampuan visual ruang. Ini bermaksud kemampuan rotasi bagi pelajar perempuan dan lelaki adalah sama tetapi kemampuan orientasi spasial ($M = 7.8$) dan kemampuan visual ruang ($M = 5.7$) pelajar lelaki lebih baik daripada pelajar perempuan. Dapatan kajian juga mendapati pelajar lelaki menunjukkan tahap kecerdasan spasial yang lebih tinggi ($M = 22.1$) berbanding pelajar perempuan ($M = 19.8$). Pengetahuan yang bermakna melalui dapatan kajian ini, iaitu mengenai korelasi yang positif dalam kecerdasan spasial, akan membantu warga pendidik untuk merangka intervensi yang boleh dilakukan bagi meningkatkan tahap kecerdasan spasial pelajar sekaligus membantu meningkatkan pencapaian Matematik di kalangan pelajar pintar dan berbakat.

Kata Kunci: Kecerdasan Spasial, Pencapaian Matematik, Pelajar Pintar Dan Berbakat

Pengenalan

Kecerdasan spasial merupakan salah satu daripada kecerdasan pelbagai yang diilhamkan oleh Howard Gardner. Gardner (1983) mendefinisikan kecerdasan spasial sebagai keupayaan untuk berfikir dan mentafsir secara visual, keupayaan berfikir secara tiga dimensi dan keupayaan mengubah persepsi dalam menghasilkan dan mentafsirkan sesuatu melalui imaginasi. Battista (2007) menyatakan kecerdasan spasial sebagai *“kemampuan untuk melihat, memeriksa, dan merenungkan objek, gambar, memahami dan mengingat hubungan spasial antara objek. Ia juga melibatkan elemen seperti mengingat bentuk dan gambar dalam ingatan, membandingkan corak visual, atau melakukan transformasi mental”*.

Kecerdasan spasial penting kerana membantu pelajar dalam proses menyelesaikan permasalahan matematik serta menolong pelajar mempelajari dan memahami konsep matematik dengan lebih baik. Kecerdasan spasial didapati mempunyai hubungan dengan pencapaian Matematik pelajar. Potensi ini terserlah melalui kajian lepas oleh Humphreys, Lubinski & Yao (1993); Lubinski & Benbow (2006); Wai, Lubinski & Benbow (2009); Webb, Lubinski & Benbow (2007) dan Wheatley (1983) yang menyatakan bahawa kecerdasan spasial yang tinggi dilihat mempunyai kaitan dengan pencapaian yang baik dalam subjek Matematik. Rasmussen dan Bisanz (2005) menyatakan bahawa pelajar yang dapat menyelesaikan tugas spasial dengan baik lebih cenderung untuk berjaya dalam ujian Matematik.

Namun begitu, kebanyakan kajian lepas hanya melihat kepada hubungan di antara kecerdasan spasial dengan pencapaian Matematik secara umum dan hanya dijalankan ke atas kumpulan pelajar tertentu. Keadaan ini mewujudkan keperluan untuk mendapatkan maklumat mengenai hubungan dan korelasi yang wujud di antara kecerdasan spasial dengan pencapaian Matematik khususnya dalam kalangan pelajar pintar dan berbakat (PPB) di Malaysia. Selain itu, terdapat juga keperluan untuk mengenal pasti konstruk-konstruk kecerdasan spasial yang mempunyai hubungan dan korelasi dengan pencapaian Matematik PPB. Seterusnya, wujud keperluan untuk melihat hubungan dan korelasi yang wujud di antara tahap kecerdasan spasial dengan pencapaian Matematik PPB mengikut jantina dan umur.

Pengetahuan lanjut mengenai tahap kecerdasan spasial pelajar dan pencapaian akademik pelajar akan membantu para pendidik untuk merangka intervensi awal yang bersesuaian untuk pelajar mempelajari dan menguasai subjek Matematik dengan lebih baik.

Penyataan Masalah

Pelajar pintar dan berbakat merupakan kumpulan pelajar yang mempunyai tahap *Intelligence Quotient* (IQ) yang tinggi jika dibandingkan dengan pelajar yang sama umur dengan mereka. Seiring dengan tahap kepintaran yang tinggi, PPB sering dikaitkan dengan mempunyai tahap kecerdasan spasial yang tinggi. Dapatan kajian oleh Ahmet Kurnaz (2018) menunjukkan kecerdasan spasial pelajar pintar dan berbakat berada pada tahap yang melebihi purata. Ahmet Kurnaz (2018) turut mendapati tahap kecerdasan spasial boleh dijadikan kayu ukur untuk menentukan pencapaian Matematik seseorang pelajar.

Walaupun begitu, terdapat banyak kajian-kajian lepas yang menunjukkan dapatan yang tidak konsisten mengenai hubungan kecerdasan spasial dengan pencapaian Matematik dalam konteks PPB. Selain itu, kajian lepas hanya memberi fokus ke atas kumpulan tertentu seperti kumpulan pelajar sekolah harian biasa. Oleh itu, wujud jurang kajian bagi membekalkan

maklumat empirikal mengenai hubungan kecerdasan spasial terhadap pencapaian Matematik dalam konteks pelajar pintar dan berbakat di Malaysia.

Justeru, kajian ini dijalankan ke atas PPB berumur 12 dan 13 tahun di Kolej PERMATA@Pintar Negara, UKM. Kajian ini menggunakan instrumen *Spatial Reasoning Instrument* (SRI) untuk mengukur tiga konstruk utama kecerdasan spasial iaitu kemampuan orientasi spasial, kemampuan visual ruang dan kemampuan rotasi. Instrumen kajian ini mempunyai 30 soalan objektif yang merangkumi 10 soalan bagi setiap konstruk kemampuan spasial. Pencapaian Matematik PPB pula diukur dengan menggunakan markah ujian Matematik.

Objektif Kajian

Objektif kajian ini ialah untuk:

1. Mengenal pasti tahap kecerdasan spasial mengikut konstruk kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang dalam kalangan PPB mengikut jantina dan umur.
2. Mengukur hubungan di antara kecerdasan spasial dengan pencapaian Matematik dalam kalangan PPB.
3. Mengukur perbezaan signifikan di antara kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang mengikut jantina dalam kalangan PPB.

Persoalan Kajian

Sebagai landasan kajian ini akan melihat beberapa persoalan seperti berikut:

1. Apakah tahap kecerdasan spasial mengikut konstruk kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang dalam kalangan PPB mengikut jantina dan umur?
2. Adakah wujud hubungan yang signifikan di antara kecerdasan spasial dengan pencapaian Matematik dalam kalangan PPB?
3. Adakah terdapat perbezaan yang signifikan di antara kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang mengikut jantina dalam kalangan PPB?

Tinjauan Literatur

Kepintaran menurut Gardner (1999) merujuk kepada kebolehan semula jadi pelajar yang luar biasa, yang terletak di satu atau lebih domain: intelektual, kreatif, sosial, persepsi atau fizikal dan menempatkan pelajar itu di agak berbeza dengan rakan sebaya mereka. Kepintaran dibahagikan kepada mental (intelektual, kreatif, sosial dan persepsi) dan fizikal (kawalan otot dan motor). Melalui proses yang sesuai, kepintaran pelajar boleh berubah menjadi bakat.

Teori Kecerdasan Pelbagai diperkenalkan dalam kajian yang dipelopori oleh Howard Gardner. Gardner (1983) dalam bukunya *Frames of Mind: The Theory of Multiple Intelligences* mendefinisikan kecerdasan pelbagai sebagai satu kepakaran kecerdasan manusia yang seharusnya mempunyai kemahiran untuk menyelesaikan masalah, dan menangani masalah sesuai dengan masa dan tempat, dan menghasilkan dapatan yang efektif. Menurut Gardner terdapat 8 jenis Teori Kecerdasan Pelbagai dan salah satu daripadanya adalah kecerdasan

spasial. Kecerdasan spasial adalah kemampuan untuk memahami dan mengingat hubungan spasial antara objek. Kecerdasan spasial bukanlah sifat monolitik dan statik, tetapi terdiri dari banyak sub kemahiran, yang saling berkaitan antara satu sama lain dan berkembang sepanjang hayat (Majlis Penyelidikan Nasional, 2015). Kemahiran ini dapat dilihat sebagai jenis kecerdasan yang unik yang dapat dibezakan dari bentuk lain, seperti kemampuan verbal, kemampuan berfikir dan kemahiran ingatan. Kita menggunakan kemampuan spasial dalam kehidupan seharian untuk proses navigasi, memahami atau memperbaiki peralatan serta mengira jarak dan pengukuran. Kita menggunakan pemikiran spasial ketika melakukan teka-teki. Arkitek berfikir secara spasial ketika merancang rumah baru. Berdasarkan kajian sebelumnya, kemampuan spasial adalah salah satu daripada tiga konstruk kognitif yang diakui dalam literatur sebagai komponen penting dari kemampuan kognitif umum. Sementara dua yang lain adalah memori dan kelajuan pemprosesan yang berfungsi (Rohde & Thompson, 2007). Kecerdasan yang tidak dicungkil dan tidak dijaga akan hilang mengikut masa (Gardner, 1983). Instrumen *Spatial Reasoning Instrument* (SRI) merupakan instrumen yang boleh mengukur kecerdasan spasial dalam tiga konstruk utama iaitu kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang. Setiap kebolehan mempunyai kelebihan untuk beberapa tugas tertentu dalam kehidupan seharian.

Kemampuan rotasi adalah kemampuan orang yang dapat memutar bentuk 2D dan 3D dalam fikiran mereka dengan tepat. Kemampuan rotasi boleh didefinisikan sebagai "*kemampuan untuk membayangkan bagaimana objek akan kelihatan jika berputar jauh daripada dataran atau kedalaman di mana ia sebenarnya disajikan*" (Shepard & Metzler, 1971). Sebagai contoh, jika diberi foto atau maklumat yang dicetak dalam mod landskap. Kita tidak perlu memutar kertas untuk melihat atau membacanya jika kita mempunyai kemampuan spasial. Maksudnya, mereka dapat memutarnya dalam fikiran ketika mereka melihat gambar itu. Orang yang mempunyai kemampuan seperti ini cenderung lebih memahami sistem yang bergerak dan berputar seperti bagaimana sistem takal berfungsi, putaran gear dalam sistem mekanikal dan banyak lagi sementara orang yang tidak mempunyai kemampuan seperti ini tidak dapat melihat atau membaca maklumat. Beberapa kajian telah mengkaji kemampuan rotasi dan kepentingannya dalam matematik, terutamanya geometri 2D dan 3D (Olkun, 2003). Contohnya melalui kemampuan rotasi pelajar-pelajar untuk meneroka geometri dengan cara-cara baru yang meningkatkan pemahaman mereka tentang "apa yang mungkin", "bagaimana untuk membuat sesuatu yang berbeza dengan idea mereka sendiri" (Feny, 2021).

Kemampuan orientasi spasial adalah kemampuan untuk memahami hubungan spasial antara objek berkenaan dengan ciri, sifat, pengukuran, bentuk, kedudukan dan pergerakannya. Ini bermaksud mengenai apa persepsi kita terhadap kedua-dua objek atau pemikiran kita ketika kita melihat dua objek tersebut. Contohnya dalam sukan kriket, pemukul yang lebih baik adalah pemain yang lebih cepat mengambil maklumat mengenai visual yang ditunjukkan dalam permainan. Mereka menggunakan imaginasi untuk menghasilkan, mengambil dan mengubah imej visual struktur yang baik hanya dalam fikiran mereka. Orientasi spasial juga merupakan kemahiran pembelajaran awal yang penting kerana ia membantu pelajar belajar bagaimana untuk menavigasi dalam persekitaran mereka dan mewakili persekitarannya dengan peta. Ini juga meletakkan asas untuk pengetahuan dan kemahiran yang digunakan dalam kerjaya contohnya dalam bidang seperti seni bina dan penerbangan (Perry, L., 2022).

Kemampuan visual ruang merangkumi kemampuan untuk membentuk dan membayangkan gambar 2D dan 3D (Armstrong, 2000a) serta kemampuan untuk memahami, memanipulasi,

dan mengubah susun atur kedua-dua visual besar dan kecil (Gardner, 1999). Orang yang mempunyai kepintaran tertinggi adalah orang yang mempunyai spasial visual yang tinggi. Mereka mudah untuk mengingat foto dan objek dan bukannya perkataan. Mereka memperhatikan model kereta, basikal, pakaian, dan rambut (Armstrong, 2003). Para penyelidik percaya bahawa untuk mencapai visualisasi spasial, bukan hanya satu kemahiran, tetapi akan memerlukan semua kemahiran penting. Kemampuan visual ruang juga menunjukkan keupayaan untuk membandingkan bentuk-bentuk yang telah berubah dalam kedudukan. Ini berbeza daripada kemampuan orientasi spasial yang merupakan keupayaan untuk melihat gambar tetap dari beberapa sudut pandang yang berbeza (Makamure, C., & Jojo, Z. M., 2021).

Menurut National Majlis Guru Matematik (NCTM) (2000), “*spatial sense*” dalam matematik melibatkan penggunaan visualisasi dan penaakulan visual untuk menyelesaikan masalah matematik. NCTM (2000) juga menekankan pentingnya memahami sifat spasial dalam pendidikan matematik. Menurut penyelidik, kecerdasan spasial visual dapat menjadi peramal prestasi STEM (Humphreys, Lubinski & Yao, 1993; Lubinski & Benbow, 2006; Wai, Lubinski & Benbow, 2009; Webb, Lubinski & Benbow, 2007; Wheatley, 1983).

Kaedah Kajian

Sampel Kajian

Kajian ini melibatkan seramai 126 pelajar tingkatan 1 (berumur 12 dan 13 tahun) yang mempunyai tahap kecerdasan kognitif yang tinggi dan telah diklasifikasikan sebagai pelajar pintar dan berbakat yang mempunyai latar belakang yang berbeza dari segi umur, jantina, bangsa, status tempat tinggal (bandar atau luar bandar) dan status pendapatan keluarga.

Instrumen Kajian

Kajian ini menggunakan instrumen *Spatial Reasoning Instrument (SRI)* yang digunakan untuk mengukur tiga konstruk utama kecerdasan spasial iaitu kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang. Instrumen ini mempunyai 30 soalan objektif yang merangkumi 10 soalan bagi setiap konstruk.

Pencapaian Matematik

Pencapaian Matematik diukur menggunakan markah ujian Matematik yang diambil secara purata bagi dua peperiksaan utama sepanjang satu tahun akademik. Antara topik-topik yang dipelajari dan diuji adalah nombor rasional, faktor dan gandaan, kuasa dan punca kuasa, kadar, nisbah dan perkadaran, algebra, persamaan linear, ketaksamaan linear, indeks, bentuk piawai, garis dan sudut, poligon, perimeter dan luas, teorem Pythagoras, nisbah trigonometri, bulatan serta sudut dan tangen bulatan.

Prosedur Kajian

Kajian ini dimulakan dengan soalan *Spatial Reasoning Instrument (SRI)* diberikan kepada 126 orang pelajar Asas 1 Kolej PERMATA@Pintar Negara, UKM. Pelajar ini berumur dalam lingkungan umur 12 dan 13 tahun. Masa menjawab bagi instrumen SRI ini adalah selama 45 minit. Markah pelajar direkodkan untuk tujuan analisis. Seterusnya, pelajar menjalani proses

pengajaran dan pembelajaran subjek Matematik oleh pensyarah selama setahun. Sepanjang tempoh ini, pelajar menduduki dua peperiksaan utama dan pencapaian Matematik pelajar direkodkan untuk tujuan analisis.

Data yang diperoleh dianalisis berdasarkan analisis deskriptif menggunakan perisian SPSS Versi 22 bagi mendapatkan skor min, sisihan piawai dan juga kekerapan bagi taburan responden. Data juga dianalisis bagi mengukur tahap kecerdasan spasial pelajar dan untuk melihat hubungan kecerdasan spasial mengikut jantina dan umur.

Kesahan dan Kebolehpercayaan Instrumen

Berdasarkan Nilai Cronbach's Alpha bagi instrumen *Spatial Reasoning Instrument* (SRI) yang digunakan adalah 0.791. Oleh yang demikian, instrumen SRI yang digunakan bagi mengukur kecerdasan spasial ke atas pelajar ini boleh dipercayai.

Jadual 1: Nilai Cronbach's Alpha bagi Kebolehpercayaan Item Instrumen

Cronbach's Alpha	N
0.791	30

Dapatan Kajian

Soalan Kajian 1: Apakah tahap kecerdasan spasial mengikut konstruk kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang dalam kalangan PPB mengikut jantina dan umur?

Tahap kecerdasan spasial yang ditunjukkan oleh pelajar lelaki ($M = 22.1$) adalah lebih tinggi berbanding pelajar perempuan ($M = 19.8$). Selain itu, kajian ini turut mendapati bahawa tiada perbezaan yang dapat dilihat dari aspek umur bagi tahap kecerdasan spasial walaubagaimanapun pelajar yang berumur 13 tahun menunjukkan pencapaian Matematik yang lebih baik berbanding pelajar yang berumur 12 tahun. Berdasarkan Jadual 2, PPB menunjukkan kemampuan rotasi yang lebih tinggi ($M = 8.35$) diikuti dengan kemampuan orientasi spasial ($M = 7.55$) serta kemampuan visual ruang ($M = 5.1$). Ini menunjukkan PPB mempunyai kemampuan rotasi untuk memutar bentuk 2D dan 3D dalam fikiran mereka dengan tepat.

Jadual 2: Tahap Kecerdasan Spasial Mengikut Konstruk

Tabel 2. Hasil Riset Kecerdasan Spasial Mengikut Konstruk							
Demografi	N	Pencapaian Matematik	Kecerdasan Spasial	Kemampuan Rotasi	Skor Markah (Maksimum = 10)		
					Kemampuan Orientasi Spasial	Kemampuan Visual Ruang	
Jantina	L	63	75.9	22.1	8.6	7.8	5.7
	P	63	72.9	19.8	8.1	7.3	4.5
Umur	12	47	71.7	20.9	8.4	7.7	4.9
	13	79	76.0	21.0	8.3	7.5	5.2

Soalan Kajian 2: Adakah wujud hubungan yang signifikan di antara kecerdasan spasial dengan pencapaian Matematik dalam kalangan PPB?

Berdasarkan Jadual 3, terdapat hubungan korelasi yang positif dan signifikan antara konstruk kecerdasan spasial dengan pencapaian Matematik. Bagi sampel kajian ini ($n = 126$), korelasi antara kecerdasan spasial dan pencapaian Matematik adalah sederhana kuat ($r = 0.496$, $p < 0.000$). Dapatan ini menunjukkan semakin tinggi kecerdasan spasial semakin tinggi pencapaian Matematik pelajar pintar berbakat.

Jadual 3: Korelasi Kecerdasan Spasial dengan Pencapaian Matematik

		Kecerdasan Spasial	Pencapaian Matematik
Kecerdasan Spasial	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.000
	N	126	126
Pencapaian Matematik	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.000	
	N	126	127

Soalan Kajian 3: Adakah terdapat perbezaan yang signifikan di antara kemampuan rotasi, kemampuan orientasi spasial dan kemampuan visual ruang mengikut jantina dalam kalangan PPB?

Berdasarkan Jadual 4, data yang diperoleh melalui ujian ANOVA menunjukkan terdapat perbezaan yang signifikan di antara pelajar perempuan dan pelajar lelaki bagi konstruk kemampuan orientasi spasial dan konstruk kemampuan visual ruang. Manakala, tiada perbezaan yang signifikan di antara pelajar perempuan dan pelajar lelaki bagi konstruk kemampuan rotasi. Ini menunjukkan kemampuan rotasi bagi pelajar perempuan dan lelaki adalah sama. Walaubagaimanapun, kemampuan orientasi spasial ($M = 7.8$) dan kemampuan visual ruang ($M = 5.7$) bagi pelajar lelaki adalah lebih baik berbanding pelajar perempuan.

Jadual 4: Konstruk Kecerdasan Spasial mengikut Jantina

		ANOVA TEST			
	Jantina	N	Nilai SRI	Ujian F	Sig.
Kemampuan Rotasi	Lelaki	63	8.6	0.701	.404
	Perempuan	63	8.1		
Kemampuan Orientasi Spasial	Lelaki	63	7.8	5.192	.024
	Perempuan	63	7.3		
Kemampuan Visual Ruang	Lelaki	63	5.7	8.005	.005
	Perempuan	63	4.5		

Perbincangan dan Kesimpulan

Hasil kajian ini telah membuktikan bahawa terdapat hubungan korelasi yang positif dan signifikan di antara konstruk kecerdasan spasial dengan pencapaian Matematik. Kajian ini mendapati korelasi antara kecerdasan spasial dan pencapaian Matematik adalah sederhana kuat ($r = 0.496$, $p < 0.000$). Dapatan kajian ini selari dengan kajian oleh Ahmet Kurnaz (2018) yang mendapati bahawa pencapaian Matematik mempunyai hubungan yang kuat dengan tahap kecerdasan spasial. Dalam konteks PPB, dapatan kajian tersebut menunjukkan pencapaian

Matematik pelajar adalah amat berkait rapat dengan tahap kecerdasan spasial. Kajian tersebut turut mendapati variabel utama dalam menentukan pencapaian Matematik pelajar adalah kecerdasan spasial. Ini bermakna semakin tinggi tahap kecerdasan spasial pelajar, semakin tinggi pencapaian Matematik yang akan diperolehi. Hasil kajian ini turut mendapati pelajar lelaki ($M = 22.1$) mempunyai tahap kecerdasan spasial yang lebih tinggi berbanding pelajar perempuan ($M = 19.8$) dan ini selari dengan pencapaian Matematik yang ditunjukkan oleh pelajar lelaki yang lebih baik berbanding pelajar perempuan. Ini menunjukkan pelajar lelaki lebih banyak menggunakan kecerdasan spasial dalam mempelajari dan memahami konsep Matematik. Namun, kajian ini turut mendapati tiada perbezaan ketara bagi tahap kecerdasan spasial dari segi umur. Dapatan ini selari dengan hasil kajian lepas di mana tiada korelasi yang signifikan di antara umur dengan tahap kecerdasan spasial (Yoon dan Mann, 2017 & Atit, K., Power, J.R., Veurink, N. et al., 2020).

Walau bagaimanapun kecerdasan spasial yang diukur menerusi kajian oleh Ahmet Kurnaz (2018) adalah dilihat secara umum dan tidak terperinci mengikut konstruk-konstruk yang terkandung dalam kecerdasan spasial. Oleh itu, kajian ini turut bertujuan untuk melihat dengan lebih mendalam hubungan serta korelasi yang wujud di antara pencapaian Matematik PPB dengan tiga konstruk yang terkandung dalam kecerdasan spasial, iaitu kemampuan rotasi, kemampuan orientasi visual, dan kemampuan visual ruang. Hasil kajian ini menunjukkan PPB mempunyai kemampuan rotasi yang lebih tinggi ($M = 8.35$) diikuti dengan kemampuan orientasi spasial ($M = 7.55$) dan kemampuan visual ruang ($M = 5.1$). Data ini menunjukkan PPB mempunyai keupayaan kognitif untuk memutar objek atau model 2D dan 3D dengan baik. Dalam erti kata yang lain, PPB berupaya untuk membuat gambaran pergerakan dalam fikiran untuk membantu mereka memahami setiap pandangan atau perspektif bagi setiap sudut putaran.

Selain itu, hasil kajian ini turut mendapati bahawa terdapat perbezaan yang signifikan di antara pelajar perempuan dan pelajar lelaki bagi konstruk kemampuan orientasi spasial dan konstruk kemampuan visual ruang. Pelajar lelaki menunjukkan kemampuan orientasi spasial ($M = 7.8$) dan kemampuan visual ruang ($M = 5.7$) yang lebih baik berbanding pelajar perempuan. Namun begitu, tiada perbezaan yang signifikan dari segi kemampuan rotasi di antara pelajar lelaki dengan pelajar perempuan dan ini menunjukkan bahawa pelajar lelaki dan pelajar perempuan mempunyai tahap kemampuan rotasi yang sama. Hasil kajian ini tidak konsisten dengan dapatan kajian oleh Linn dan Petersen (1985) di mana lelaki menunjukkan prestasi yang lebih baik berbanding perempuan dalam ujian bermasa melibatkan tugas yang mengukur kemampuan rotasi. Ini kerana lelaki lebih cenderung menggunakan pendekatan secara menyeluruh berbanding perempuan yang lebih gemar akan strategi bersifat analitik yang mengikut langkah (Lin dan Petersen, 1985).

Secara umumnya, kecerdasan spasial merupakan kemahiran dinamik yang boleh diasuh dan dipertingkatkan melalui pelbagai pendekatan yang bersesuaian dengan pelajar. Pendidik perlu mengambil peluang ini kerana hasil kajian ini membuktikan terdapat hubungan langsung di antara kecerdasan spasial dengan pencapaian Matematik pelajar. Intervensi awal yang memfokuskan latihan ataupun aktiviti untuk meningkatkan kecerdasan spasial akan membantu meningkatkan pencapaian Matematik terutamanya bagi pelajar yang berprestasi rendah sekaligus berpotensi untuk mengubah trajektori pendidikan mereka.

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MENGURUSKAN KETIDAKTENTUAN EKONOMI MENGGUNAKAN KOMUNIKASI PEMASARAN BERSEPADU

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Abstrak: *Pandemik COVID-19 yang melanda dunia pada 2019 telah menjejaskan ekonomi global dengan teruk sehingga mengakibatkan banyak perniagaan menggulung tikar dan ramai kehilangan pekerjaan. Ini telah mewujudkan ketidaktentuan ekonomi. Oleh itu, tujuan makalah ini adalah untuk meneroka peranan komunikasi pemasaran bersepadu semasa ketidaktentuan ekonomi. Tinjauan literatur menunjukkan bahawa komunikasi pemasaran bersepadu boleh digunakan sebagai instrumen strategik untuk pengurusan krisis. Kajian ini mendapati pengurusan krisis dan komunikasi pemasaran bersepadu berkongsi matlamat yang sama, termasuk mengurangkan risiko, mengurangkan ketidaktentuan dan mencapai objektif organisasi. Selain itu, komunikasi pemasaran bersepadu terbukti sebagai alat komunikasi yang berkesan dalam mengawal ketidaktentuan ekonomi, menekankan kepentingan mengekalkan usaha komunikasi pemasaran, seperti penjenamaan dan pengiklanan. Selain itu, pemasaran digital muncul sebagai saluran penting dalam komunikasi pemasaran bersepadu, membolehkan organisasi berkembang maju di tengah-tengah ketidaktentuan ekonomi.*

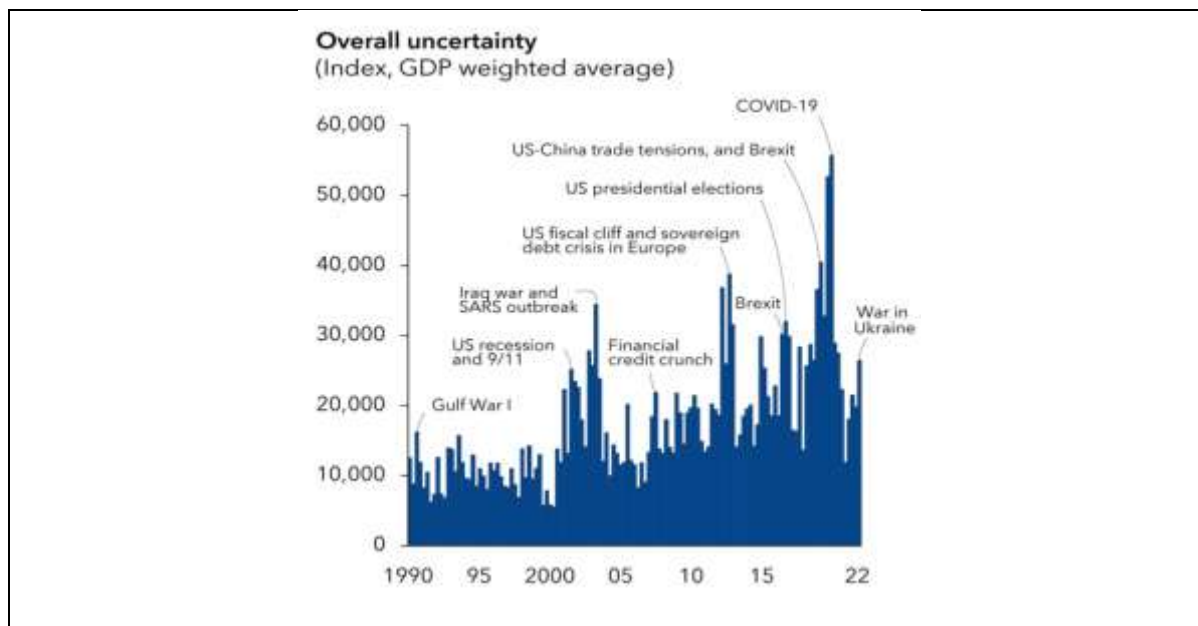
Kata Kunci: *Pengurusan Krisis, Komunikasi Pemasaran Bersepadu, Ketidaktentuan Ekonomi, COVID-19, Kajian Literatur*

Pendahuluan

Krisis adalah masa kesukaran, bahaya atau ketidakpastian yang memerlukan tindakan segera untuk mengurangkan kesannya (Hornby, 2020). Krisis terdiri daripada pelbagai bentuk dan boleh memberi kesan kepada individu, komuniti, organisasi dan seluruh masyarakat (Al-Dahash et al., 2016).

Krisis boleh disebabkan oleh pelbagai faktor, termasuk bencana alam, pandemik, kemelesetan ekonomi, pergolakan politik, peperangan, serangan siber dan serangan pengganas. Krisis boleh membawa kesan yang meluas, termasuk kehilangan nyawa, kecederaan fizikal dan emosi, kerosakan ekonomi dan gangguan sosial (Al-Dahash et al., 2016).

Salah satu krisis terkini dan ketara ialah pandemik COVID-19 yang bermula pada tahun 2019. Ia telah memberi kesan yang besar kepada manusia, masyarakat dan ekonomi di seluruh dunia. Kesan utama COVID-19 merangkumi aspek kesihatan, ekonomi, pendidikan, sosial dan politik. Malah, kemungkinan kesannya akan terus dirasai pada tahun-tahun akan datang (Ali & Malaco, 2022; Yu & Mustafa, 2022; Bonotti & Zech, 2021).



Rajah 1: Indeks Ketidaktentuan Dunia

Sumber: Ahir et al., 2022

Rajah 1 menunjukkan ketidaktentuan di seluruh dunia dari 1990 hingga 2022, di mana jumlah yang lebih tinggi bermakna ketidaktentuan yang lebih tinggi dan sebaliknya. Dalam rajah tersebut, COVID-19 menunjukkan jumlah ketidaktentuan tertinggi, dengan lebih daripada 50,000 Keluaran Dalam Negara Kasar. Wabak tersebut melanda bersama-sama krisis lain yang sudah wujud. Oleh itu, adalah penting untuk mempunyai sistem dan proses yang boleh membantu dalam memberi tindak balas dengan cepat dan berkesan kepada krisis.

Walau bagaimanapun, pembolehubah krisis hampir mustahil untuk diramalkan terlebih dahulu dan sumber yang ada untuk menanganinya terus berubah dari semasa ke semasa. Selain itu, pengurus perniagaan seluruh dunia menghadapi kesukaran untuk memahami pelbagai jenis ketidaktentuan dalam perniagaan mereka dan mewujudkan strategi mengatasi yang berkesan kerana ketiadaan rangka kerja komprehensif yang merangkumi pelbagai jenis ketidaktentuan, pencetus dan akibatnya, serta strategi yang pelbagai yang digunakan oleh pengurus dan akibatnya. Keadaan ini berterusan walaupun terdapat keperluan untuk memahami dan menangani ketidaktentuan dalam persekitaran perniagaan global. Pandemik COVID-19 telah menekankan keperluan bagi pengurus untuk mengenal pasti dan bertindak balas terhadap ketidaktentuan dengan secukupnya (Sharma et al., 2020). Oleh itu, kebanyakan organisasi memilih untuk melaksanakan langkah-langkah pemotongan kos, seperti mengurangkan belanjawan pemasaran mereka untuk mengekalkan keuntungan atau mengelakkan kerugian kewangan semasa ketidaktentuan ekonomi (Hofmann, 2022; Akeem, 2017).

Namun demikian, mengurangkan belanjawan semasa ketidaktentuan ekonomi tidak selalu merupakan strategi terbaik. Organisasi harus menilai dengan teliti pilihan mereka dan mempertimbangkan potensi kesan pemotongan belanjawan ke atas operasi mereka dan prospek pertumbuhan jangka panjang. Dalam sesetengah kes, melabur dalam inisiatif strategik semasa kemerosotan ekonomi boleh membantu organisasi untuk berjaya apabila ekonomi pulih. Sebagai contoh, syarikat seperti *Zoom* dan *Shopify* mengalami pertumbuhan yang ketara semasa pandemik COVID-19 ketika mereka melabur dalam transformasi digital semasa wabak

(Aaker & Shattuck, 2020; Lindberg, n.d.). *Walmart* dan *Target* juga menyaksikan pertumbuhan jualan yang ketara apabila mereka melabur dalam e-dagang semasa pandemik (Back, 2020; Research and Markets, 2020). Sementara itu, *Teladoc* dan *Amwell* mengalami pertumbuhan yang ketara semasa pandemic tersebut melanda kerana keupayaan mereka untuk menyediakan perkhidmatan penjagaan kesihatan jarak jauh (Amwell, 2020; Esteban, 2020).

Komunikasi pemasaran bersepadu, khususnya, adalah proses perniagaan yang memberi penekanan kepada pembentukan struktur organisasi yang sejajar dan mendatar, berorientasikan ke arah komunikasi 'satu suara', di mana semua jabatan dan pihak berkepentingan dalaman membawa mesej jenama yang sama di seluruh organisasi. Selaras dengan penekanan tersebut, semua jabatan dan pihak berkepentingan dalaman berkongsi pendapat dan pengalaman, serta bekerjasama dalam mencapai tujuan bersama untuk menyampaikan nilai yang disesuaikan kepada pelanggan (pendekatan luar).

Tindakan menjana nilai untuk pelanggan menghasilkan tahap kepuasan pelanggan yang lebih tinggi dan pengalaman pelanggan yang lebih baik. Begitu juga, pengalaman pelanggan yang positif juga menyumbang kepada penciptaan nilai pelanggan. Apabila sesebuah organisasi memberikan faedah yang tinggi atas harga yang dibayar oleh pelanggan, ia meningkatkan nilai pelanggan, yang membawa kepada kesetiaan pelanggan yang lebih tinggi, potensi pasaran yang lebih tinggi, kenaikan harga, pengurangan kesilapan dan kecekapan yang lebih tinggi (Mahajan, 2020). Oleh itu, komunikasi pemasaran bersepadu perlu dilaksanakan pada setiap masa, sambil mempertimbangkan pengubahsuaian tertentu agar sesuai dengan keadaan semasa.

Masalah yang dikenal pasti dalam kajian ini adalah keperluan untuk membangunkan pelan strategik dan ukuran yang boleh digunakan oleh organisasi semasa krisis. Pendekatan gabungan dari dua disiplin (iaitu pengurusan krisis dan komunikasi pemasaran bersepadu) dicadangkan untuk mewujudkan impak yang lebih besar kepada masyarakat. Komunikasi pemasaran bersepadu telah digunakan sebagai inisiatif strategik untuk menguruskan ketidakpastian ekonomi, di mana kepentingan dan fungsinya telah dikenal pasti.

Kajian Literatur

Konsep, Rangka Kerja dan Prinsip Pengurusan Krisis

Pengurusan krisis adalah bertujuan mengurangkan risiko dan ketidakpastian untuk membantu organisasi mencapai objektif. Ia melibatkan proses membuat keputusan, menyelesaikan masalah dan membangunkan strategi, protokol dan mekanisme untuk mengesan, mencegah, membendung, memulihkan dan belajar dari krisis (Hazaa et al., 2021).

Nathaniel dan Heyden (2020) telah menganalisis pengajaran daripada krisis lalu dan menerapkannya kepada krisis COVID-19 dengan menggambarkan perkaitan antara kedua-duanya. Mereka telah menyusunnya ke dalam rangka kerja pengurusan krisis komprehensif yang terdiri daripada lima fasa: keterlibatan, meneroka, menjelaskan, melaksanakan dan menilai.

Fasa awal rangka kerja pengurusan krisis melibatkan merangka krisis dengan tepat dengan melibatkan pihak berkepentingan. Rangka kerja yang jelas dan komunikasi telus adalah penting untuk pengurusan krisis yang berkesan. Perangkaan yang baik dapat membimbing individu,

mengurangkan tingkah laku yang tidak amanah dan menggalakkan individu untuk memberikan pandangan (Steffen & Cheng, 2023). Dengan menjelaskan proses pengurusan krisis, seperti melalui penggunaan rangka kerja seperti lima rangka kerja pengurusan krisis dapat membantu meyakinkan orang ramai dan menyediakan mereka untuk memberi tindak balas yang berkesan.

Fasa kedua proses pengurusan krisis melibatkan meneroka krisis dan membangunkan strategi. Ini termasuk membahagikan dan mengutamakan populasi berisiko, membahagikan pasukan kepada kumpulan pembendungan dan perancangan krisis, merancang tindakan masa depan, meneroka alternatif, membangunkan strategi keluar dan memberi tumpuan kepada petunjuk kemajuan yang penting (Haugevik & Neumann, 2021; Kuran et al., 2020; Nathaniel & Heyden, 2020). Dengan melaksanakan langkah-langkah ini, organisasi dapat menangani krisis dengan berkesan dan berusaha untuk menyelesaikannya sambil mempertimbangkan keperluan populasi yang berbeza dan menyesuaikan diri dengan keadaan yang berubah-ubah.

Fasa ketiga proses pengurusan krisis melibatkan menjelaskan keputusan, rasionalisasi dan rancangan pelaksanaannya. Komunikasi yang berkesan, tindakan segera dan strategi tindak balas krisis yang jelas adalah elemen penting dalam fasa ini (Reddy & Gupta, 2020). Meminimumkan ketidakpastian melalui pengurusan risiko atau strategi pengurusan strategik membantu organisasi mengawal krisis, sambil membentangkan dan menjelaskan alat pengurusan krisis yang tersedia dan memastikan kesediaan untuk kegunaannya pada masa depan adalah komponen penting dalam pengurusan krisis yang berkesan (Sniazhko, 2019).

Fasa keempat proses pengurusan krisis melibatkan pelaksanaan pelan dengan fokus dan pemantauan yang berterusan. Fasa ini memberi tumpuan kepada pelaksanaan strategi pengurusan krisis, mengesan kemajuan secara objektif, membina kepercayaan dan kredibiliti dengan pihak berkepentingan, mengenal pasti sumber kritikal dan menguruskan dana dengan berkesan. Organisasi dapat memastikan usaha pengurusan krisis mereka berada di landasan yang betul dan melakukan penyesuaian yang diperlukan untuk menguruskan krisis dengan berkesan apabila fokus rancangan dilaksanakan dan pemantauan kemajuan dilakukan secara berterusan (Nathaniel & Heyden, 2020).

Fasa kelima dan terakhir dalam proses pengurusan krisis memberi tumpuan kepada penilaian, pembelajaran dan penyesuaian usaha dan kepimpinan berdasarkan maklumat dan maklum balas baru. Ia melibatkan penilaian keberkesanan pengurusan krisis, pembelajaran dari pengalaman krisis, membuat pelarasan yang diperlukan dan keupayaan menguruskan krisis secara berterusan. Kepimpinan krisis yang berkesan yang dicirikan oleh keaslian, keyakinan, kredibiliti dan kecekapan adalah penting. Perancangan strategik yang sering dicapai melalui usaha kolaboratif adalah penting untuk pengurusan krisis yang berkesan dan meningkatkan kesiapsiagaan untuk krisis masa depan (John-Eke & Eke, 2020; Nathaniel & Heyden, 2020).

Konsep, Proses dan Prinsip dan Rangka Kerja Komunikasi Pemasaran Bersepadu

Komunikasi pemasaran bersepadu boleh ditakrifkan sebagai proses perniagaan taktikal dan strategik yang digunakan untuk merancang dan melaksanakan pelan komunikasi penjenamaan yang diselaraskan dan konsisten dengan kedua-dua pihak berkepentingan dalaman dan luaran dengan tujuan untuk mencapai hubungan yang menguntungkan dalam jangka panjang (Mustafa et al., 2022, hlm. 5).

Dalam dunia yang serba pantas hari ini, di mana perkembangan teknologi maklumat dan internet membawa kepada peningkatan eksponen dalam bilangan pilihan yang tersedia untuk pelanggan, pendekatan rantai bekalan yang mengutamakan pengoptimuman kemudahan dan sumber, namun mengabaikan keperluan pelanggan tidak lagi relevan (Schultz et al., 2009).

Sifat berorientasikan perkhidmatan pasaran kontemporari telah memberikan perspektif baru kepada kepentingan hubungan dengan menonjolkan peranan penting kedua-dua nilai instrumental (produk) dan nilai peribadi (penggunaan) dalam mewujudkan kebersamaan pengalaman untuk pelanggan. Pendekatan ini melibatkan pertukaran komunikatif antara pemasaran dan pasaran yang dikenali sebagai perspektif hubungan (Shah et al., 2019).

Oleh itu, dalam komunikasi pemasaran bersepadu, hubungan pelanggan diberi penekanan yang penting. Komunikasi pemasaran bersepadu mengiktiraf kepentingan membina dan mengekalkan hubungan yang kukuh dengan pelanggan untuk mencapai matlamat pemasaran. Dengan mengintegrasikan pelbagai alat dan saluran komunikasi, komunikasi pemasaran bersepadu bertujuan untuk mewujudkan mesej yang konsisten dan bersatu yang seiring dengan pelanggan dan memupuk hubungan jangka panjang (Keikha et al., 2020).

Dalam komunikasi pemasaran bersepadu, komunikasi yang berkesan melangkaui mesej promosi dan kempen pengiklanan. Ia melibatkan memahami pelanggan, keutamaan dan tingkah laku serta menggunakan pengetahuan tersebut untuk membangunkan strategi komunikasi yang disasarkan. Komunikasi pemasaran bersepadu memberi penekanan kepada mewujudkan komunikasi dua hala dengan pelanggan yang membolehkan maklum balas, penglibatan interaksi secara individu (Pluta-Olearnik, 2018).

Oleh itu, Schultz dan Schultz (2003) telah mencadangkan rangka kerja yang terdiri daripada empat peringkat yang boleh digunakan sebagai pelan hala tuju untuk melaksanakan komunikasi pemasaran bersepadu dalam organisasi. Peringkat awal rangka kerja komunikasi pemasaran bersepadu seperti yang digariskan oleh Schultz dan Schultz (2003) memberi tumpuan kepada penyelarasan taktikal komunikasi pemasaran. Objektifnya adalah untuk mencapai tahap penyelarasan dan komunikasi interpersonal dan silang fungsi yang tinggi antara jabatan dalaman dan perunding luaran (Kitchen et al., 2004). Cabaran dalam mencapai penyelarasan, seperti saiz dan bilangan jabatan yang terlibat dalam aktiviti perniagaan tertentu serta ketersediaan sumber adalah faktor yang boleh diambil kira oleh jabatan-jabatan ini untuk memastikan kebersamaan mesej yang konsisten (Berntzen et al., 2021).

Komitmen untuk menjalankan penyelidikan pasaran bagi menyokong komunikasi pemasaran bersepadu mewakili peringkat kedua dalam rangka kerja komunikasi pemasaran bersepadu. Pada peringkat ini, organisasi mengumpulkan dan menilai maklumat mengenai pengguna berdasarkan maklum balas mereka. Menurut Schultz (2009), adalah penting bagi organisasi untuk menganggap pengguna sebagai individu yang mempunyai keinginan dan tuntutan mereka sendiri supaya dapat memahami pengguna dengan berkesan. Apabila menyedari hakikat ini, pengurus komunikasi pemasaran boleh meletakkan pengguna mengikut segmen dan membangunkan mesej dan insentif komunikasi pemasaran yang memberi nilai tambah kepada pengguna. Pangkalan data organisasi biasanya merupakan cara utama untuk mengenal pasti pelanggan kerana ia menyimpan maklumat tentang pelanggan (Schultz, 2009). Lazimnya, perunding penyelidikan luaran ditugaskan mengendalikan pengumpulan data pasaran kerana ianya melibatkan kecekapan kos untuk organisasi. Walau bagaimanapun, adalah penting bagi

organisasi untuk menyelia projek penyelidikan bagi mengekalkan konsistensi dalam pengumpulan data dari masa ke masa (Davison, 2009).

Pada peringkat ketiga rangka kerja komunikasi pemasaran bersepadu, teknologi maklumat digunakan untuk menyokong usaha komunikasi pemasaran bersepadu, terutamanya melalui pembangunan pangkalan data untuk mengubah data pelanggan menjadi pengetahuan pelanggan yang berharga. Kejayaan dalam memanfaatkan teknologi memerlukan kepakaran dan kreativiti individu berkebolehan yang dapat mengenal pasti strategi yang sesuai untuk memupuk hubungan dengan segmen pasaran yang berbeza dalam sesebuah organisasi (Komm et al., 2021).

Dalam pada itu, seperti yang dinyatakan oleh Schultz dan Schultz (1998), peringkat ketiga integrasi merangkumi empat aspek penting, iaitu data empirikal pelanggan, tingkah laku berbanding sikap, alat penilaian dan teknik serta pembezaan pelanggan berdasarkan kriteria ekonomi. Melihat sejarah transaksi dan menjawab pertanyaan dan aduan adalah elemen penting dalam merekodkan data pelanggan. Pemeriksaan tingkah laku pembelian pelanggan secara empirikal membolehkan organisasi memahami dan memenuhi pilihan, keperluan dan harapan pelanggan dengan lebih baik. Untuk menilai pelanggan, pengguna dan prospek, organisasi boleh menggunakan pelbagai kaedah statistik dan alat untuk mengenal pasti ciri-ciri pelanggan yang paling responsif atau menguntungkan (biasanya 20% atau 30% teratas yang menyumbang kepada majoriti pendapatan atau keuntungan, menyumbang kepada 70-90%). Dengan mengkaji kedinamikan corak pembelian dan pengekalan pelanggan, organisasi boleh menanda aras kos yang berkaitan dengan pemerolehan, pengekalan atau pengurangan pelanggan (Schultz & Schultz, 1998).

Peringkat keempat dan terakhir dalam rangka kerja komunikasi pemasaran bersepadu adalah integrasi strategik komunikasi pemasaran bersepadu yang merujuk kepada keupayaan organisasi untuk menilai prestasi secara konsisten berdasarkan metrik pulangan pelaburan bagi setiap segmen pasaran. Menurut Schultz (2009), langkah utama dalam proses komunikasi pemasaran bersepadu adalah memperuntukkan sumber organisasi kepada program komunikasi pemasaran yang menyasarkan pelanggan tertentu, mengukur hasil dan menggunakannya sebagai asas untuk pelaburan masa depan.

Metodologi

Kajian ini mengaitkan dua disiplin pengajian yang saling bersesuaian untuk memperkenalkan satu set strategi sebagai langkah proaktif dalam menangani ketidaktentuan ekonomi. Konsep, rangka kerja dan prinsip pengurusan krisis telah dibentangkan bersama rangka kerja dan prinsip komunikasi pemasaran bersepadu untuk memastikan kesalinghubungan mereka. Sementara itu, bagi perbincangan mengenai peranan komunikasi pemasaran bersepadu semasa ketidaktentuan ekonomi, pencarian literatur telah dijalankan oleh para penyelidik berdasarkan kata kunci komunikasi pemasaran bersepadu, komunikasi pemasaran, strategi pemasaran, ketidaktentuan ekonomi, kemelesetan ekonomi, kemerosotan ekonomi dan krisis ekonomi. Para penyelidik memberi tumpuan kepada jangka masa 2019 hingga 2023 untuk literatur, iaitu dalam tempoh kes COVID-19 menjulang. Jadual 1 menunjukkan gambaran keseluruhan konsep, prinsip dan rangka kerja pengurusan krisis dan komunikasi pemasaran bersepadu.

Jadual 1: Konsep, Prinsip dan Rangka Kerja Pengurusan Krisis dan Komunikasi Pemasaran Bersepadu

Aspek	Pengurusan Krisis	Komunikasi Pemasaran Bersepadu
Konsep	Bertujuan mengurangkan risiko dan meminimumkan ketidakpastian untuk mencapai objektif organisasi.	Proses perniagaan taktikal dan strategik digunakan untuk merancang dan melaksanakan komunikasi penjenamaan yang selaras dan konsisten untuk mencapai hubungan jangka panjang yang menguntungkan.
Prinsip	Melibatkan proses membuat keputusan, mencari penyelesaian dan membangunkan strategi, protokol dan mekanisme untuk mengesan, mencegah, menahan, memulihkan dan mempelajari dari krisis.	Memahami keperluan pelanggan, keutamaan dan tingkah laku serta membangunkan strategi komunikasi yang disasarkan menggunakan pelbagai alat dan saluran.
Kerangka Kerja	Terdiri daripada 5 fasa: Keterlibatan, meneroka, menjelaskan, melaksanakan dan menilai. Fasa-fasa ini beroperasi dalam kitaran berterusan dan lelaran. Fasa 1: Keterlibatan Memberi tumpuan kepada merangka krisis dengan tepat dan melibatkan semua pihak berkepentingan. Penglibatan awal dan komunikasi yang jelas adalah penting untuk pengurusan krisis yang berkesan Fasa 2: Meneroka Meletakkan krisis mengikut segmen dan membuat penilaian awal tentang krisis serta merangka strategi untuk menanganinya. Ia menekankan pemahaman tentang motivasi orang ramai dan memanfaatkan sumber yang ada. Fasa 3: Menjelaskan	Terdiri daripada 4 peringkat: Penyelarasan taktikal, penyelidikan pasaran, penggunaan teknologi maklumat dan integrasi strategik. Tahap-tahap ini berfungsi sebagai pelan hala tuju untuk melaksanakan komunikasi pemasaran bersepadu dalam organisasi. Peringkat 1: Penyelarasan taktikal Mengiktiraf kepentingan membina dan mengekalkan hubungan yang kukuh dengan pelanggan. Dengan mengintegrasikan alat dan saluran komunikasi, komunikasi pemasaran bersepadu bertujuan untuk mencipta kebersamaan mesej yang konsisten dan seiring dengan pelanggan. Peringkat 2: Penyelidikan pasaran - Memahami pilihan dan tingkah laku pelanggan. Ia melibatkan pengumpulan dan penilaian

Menyampaikan keputusan, rasionalisasi dan rancangan pelaksanaan dengan segera. Ia memberi tumpuan kepada membentangkan kit alat yang tersedia untuk menangani krisis dan menyakinkan pihak berkepentingan dengan alat tambahan untuk kegunaan masa depan.

Fasa 4: Melaksanakan

Melaksanakan rancangan, membina kepercayaan dan kredibiliti berdasarkan pengukuran objektif dan mengikuti aliran sumber. Pemantauan berterusan adalah penting untuk memastikan mendapat manfaat yang dijangkakan.

Fasa 5: Menilai

Mempelajari, menyesuaikan usaha dan kepimpinan berdasarkan maklumat dan maklum balas baru. Ia menekankan kepimpinan dan pemahaman yang sahih dan kompeten tentang cara dan waktu yang sesuai untuk keluar daripada krisis ini.

maklumat pelanggan, meletakkan pelanggan mengikut segmen dan membangunkan mesej dan insentif yang disasarkan.

- Menekankan komunikasi yang berkesan dengan menyampaikan tujuan organisasi, menggunakan komunikasi dua hala dan menggalakkan maklum balas dan penglibatan.

Peringkat 3: Penggunaan teknologi maklumat

Memantau dan menilai usaha komunikasi menggunakan metrik objektif dan mengukur hasil untuk pelaburan masa depan.

Peringkat 4: Integrasi strategik

Menekankan penambahbaikan berterusan dan integrasi strategik. Ia melibatkan memanfaatkan data pelanggan, menggunakan teknologi maklumat dan menilai prestasi berdasarkan metrik pulangan pelaburan.

Dalam rangka kerja pengurusan krisis, fasa awal menekankan kepentingan melibatkan pihak berkepentingan untuk merangka krisis dengan tepat (Nathaniel & Heyden, 2020). Begitu juga dalam rangka kerja komunikasi pemasaran bersepadu, membina dan mengekalkan hubungan yang kukuh dengan pelanggan adalah aspek utama (Shah et al., 2019). Dengan melibatkan pihak berkepentingan dan memahami keperluan pelanggan, organisasi dapat mengembangkan kebersamaan mesej yang seiring dengan kedua-dua pihak berkepentingan dalaman dan luaran.

Fasa kedua rangka kerja pengurusan krisis melibatkan penerokaan krisis dan merangka strategi untuk menanganinya (Nathaniel & Heyden, 2020). Ini sejajar dengan penekanan rangka kerja komunikasi pemasaran bersepadu terhadap pemahaman pilihan dan tingkah laku pelanggan (Pluta-Olearnik, 2018). Dengan meletakkan audiens mengikut segmen dan membuat penilaian awal tentang audiens, organisasi dapat membangunkan strategi komunikasi bersasar untuk menangani krisis dan memenuhi keperluan pelanggan dengan berkesan.

Fasa ketiga rangka kerja pengurusan krisis memberi tumpuan kepada menjelaskan keputusan dan melaksanakannya (Nathaniel & Heyden, 2020). Ini berkaitan dengan prinsip komunikasi pemasaran bersepadu tentang komunikasi yang berkesan, di mana organisasi harus menyampaikan tujuan, rasionalisasi dan tindakan mereka dengan jelas kepada pihak

berkepentingan (Berntzen et al., 2021; Kitchen et al., 2004; Schultz & Schultz, 2003). Dengan menggunakan kit alat komunikasi pemasaran bersepadu dan membentangkannya kepada pihak berkepentingan, organisasi dapat menunjukkan kesediaan dan komitmen mereka untuk menguruskan krisis.

Fasa keempat rangka kerja pengurusan krisis melibatkan pelaksanaan rancangan dengan fokus dan pemantauan yang berterusan sambil membina kepercayaan dan kredibiliti melalui pengukuran objektif (Nathaniel & Heyden, 2020). Begitu juga rangka kerja komunikasi pemasaran bersepadu menekankan kepentingan memantau dan menilai usaha komunikasi menggunakan maklum balas dan metrik objektif untuk mengukur prestasi dan membina kredibiliti (Schultz & Schultz, 1998). Dengan menyelaraskan pelaksanaan pengurusan krisis melalui cara pemantauan dan pengukuran komunikasi pemasaran bersepadu, organisasi dapat mengawal krisis dengan berkesan sambil mengekalkan hubungan yang baik dengan pihak berkepentingan.

Fasa kelima rangka kerja pengurusan krisis menekankan penilaian, pembelajaran dan penyesuaian usaha dan kepimpinan berdasarkan maklumat dan maklum balas baru (Nathaniel & Heyden, 2020). Ini sejajar dengan prinsip komunikasi pemasaran bersepadu yang menekankan penambahbaikan berterusan dan integrasi strategik (Schultz, 2009). Organisasi dapat menyesuaikan strategi komunikasi mereka dan mencegah krisis yang sama daripada berulang pada masa akan datang apabila mereka mempelajari daripada krisis yang telah berlaku. Proses penilaian dan penyesuaian lelaran ini penting untuk kedua-dua pengurusan krisis dan komunikasi pemasaran bersepadu.

Secara ringkas, mengintegrasikan rangka kerja dan prinsip pengurusan krisis dengan rangka kerja dan prinsip komunikasi pemasaran bersepadu membolehkan organisasi menangani krisis dengan berkesan sambil mengekalkan hubungan yang kukuh dengan pihak berkepentingan dan mencapai kejayaan pemasaran dalam jangka panjang. Dengan memanfaatkan alat dan strategi dari kedua-dua disiplin, organisasi dapat mengawal krisis, berkomunikasi dengan berkesan dan membina kredibiliti dan kepercayaan di kalangan pihak berkepentingan.

Dapatan Kajian

Peranan Komunikasi Pemasaran Bersepadu Semasa Ketidaktentuan Ekonomi

Jadual 2 menunjukkan ringkasan kajian terpilih yang mengkaji hubungan antara ketidaktentuan pemasaran dan ekonomi. Integrasi antara pengurusan krisis dan komunikasi pemasaran bersepadu berfungsi sebagai asas untuk membincangkan penemuan dan cadangan yang diperoleh daripada enam kajian terpilih.

Jadual 2: Ringkasan Literatur Tentang Peranan Komunikasi Pemasaran Bersepadu Semasa Ketidaktentuan Ekonomi

Konteks	Perspektif	Rekabentuk Kajian	Sumber Rujukan
Krisis pemasaran	Dalam (kesediaan organisasi)	Konsep	Lies, J. (2021)
Krisis komunikasi	Dalam (kesediaan organisasi)	Empirikal	Sharples, L., Fletcher-Brown, J., Sit, K. J., &

			Nieto-Garcia, M. (2022)
Pemasaran	Dalam (kesediaan organisasi)	Konsep	Hoekstra, J.C. & Leeftang, P.S.H. (2020)
Tingkah laku pengguna	Luaran (hubungan pihak berkepentingan)	Empirikal	Verma, M. & Naveen, B.R. (2021)
Periklanan	Dalam (pembelajaran organisasi)	Konsep	Jenyns, C. (2021)
Strategi komunikasi pemasaran	Dalam (kesediaan dan pembelajaran organisasi)	Empirikal	Susilo, M.E. & Prayudi, A. (2020)

Pertama, mewujudkan hubungan yang kukuh dengan pelanggan adalah penting dalam mengintegrasikan pengurusan krisis dan komunikasi pemasaran bersepadu. Sharples et al. (2022) menjalankan kajian tentang industri pelayaran semasa pandemik COVID-19 dengan memberi tumpuan kepada perspektif pengurus pemasaran tentang komunikasi krisis. Kajian tersebut mengenal pasti tema utama, termasuk mengesahkan keputusan pembelian, menjana keseronokan, menggunakan teknologi untuk kebiasaan dan mengekalkan impian percutian pelayaran. Penggunaan pemesejan tahap tafsiran yang tinggi bertujuan untuk memupuk hubungan masyarakat dan keluarga. Kajian ini menekankan penjagaan dan komitmen organisasi untuk melakukan perkara yang sepatutnya pada waktu yang mencabar, menyampaikan mesej yang konsisten dan selaras yang mengutamakan perkhidmatan pelanggan. Selain itu, Susilo dan Prayudi (2020) meneliti komunikasi kumpulan dalam *Dewi Kunthi*, pengeluar batik di Jakarta semasa pandemik COVID-19. Kajian tersebut mendapati komunikasi dalam kumpulan semakin meningkat dengan pemimpin kumpulan memberikan motivasi melalui mesej lisan dan aktiviti berkaitan pandemik yang akhirnya meningkatkan semangat dan produktiviti pekerja. Dengan melibatkan pihak berkepentingan dan memahami keperluan pelanggan, organisasi dapat mengembangkan kebersamaan mesej yang seiring dengan kedua-dua pihak berkepentingan dalam dan luaran.

Kedua, memahami keutamaan dan tingkah laku pelanggan adalah penting dalam konteks integrasi pengurusan krisis dan komunikasi pemasaran bersepadu semasa tempoh krisis. Corak pengguna menawarkan panduan kepada syarikat untuk menyediakan aktiviti pemasaran mereka yang seterusnya membawa kepada krisis pemasaran bersegi. Salah satu pendekatannya melibatkan mengenal pasti empat segmen pelanggan dalam pasaran yang merosot. Segmen-segmen ini termasuk “*Slam-on-the-brakes*” yang terdiri daripada pengguna yang sangat terjejas yang segera mengurangkan perbelanjaan mereka, “*Pained-but-patient*” yang melibatkan pengguna berdaya tahan yang mungkin beralih kepada tingkah laku berhati-hati, pelanggan “*Comfortably-well-off*” dengan pendapatan lebih tinggi yang mengekalkan tingkah laku pra-krisis dan “*Live-for-today*” yang melibatkan pengguna bandar muda yang meneruskan corak penggunaan biasa mereka. Jenis pelanggan ini menunjukkan bahawa krisis ekonomi memerlukan langkah pemasaran produk khusus dan peluang semasa untuk pemasaran krisis (Lies, 2021). Di samping itu, langkah-langkah penjarakan sosial telah mengubah tabiat membeli-belah dengan ketara ke arah membeli-belah dalam talian, di mana kesan ini dijangka akan berpanjangan. Keutamaan terhadap makanan keluaran tempatan dan sokongan terhadap

jenama India juga muncul semasa krisis COVID-19 (Hoekstra & Leefting, 2020; Verma & Naveen, 2021). Apabila menyelaraskan usaha pemasaran dengan permintaan pelanggan yang semakin meningkat, perniagaan dapat mengawal krisis dan mencari peluang pertumbuhan.

Ketiga, prinsip komunikasi yang berkesan dalam komunikasi pemasaran bersepadu adalah penting dalam konteks integrasi pengurusan krisis dan komunikasi pemasaran bersepadu. Tujuan, rasionalisasi dan tindakan organisasi harus disampaikan dengan jelas kepada pihak berkepentingan. Semasa pandemik, organisasi menunjukkan perkara ini dengan menggunakan teknologi digital baharu untuk mengekalkan komunikasi yang konsisten dengan penumpang dan pelancong yang berpotensi. Mesej melalui video digunakan untuk mempamerkan langkah-langkah keselamatan dan menyampaikan kesungguhan krew untuk pelayaran masa depan. Pendekatan ini sejajar dengan penyelarasan taktikal komunikasi pemasaran yang dipertingkatkan dan menekankan identiti jenama organisasi yang berpusat di sekitar penjagaan pelanggan semasa pandemik COVID-19 (Sharples et al., 2022). Dengan menggunakan kit alat komunikasi pemasaran bersepadu dan menyampaikannya dengan berkesan kepada pihak berkepentingan, organisasi dapat menunjukkan kesediaan dan komitmen mereka untuk menguruskan krisis.

Keempat, pemantauan dan penilaian usaha komunikasi memainkan peranan penting dalam konteks integrasi pengurusan krisis dan komunikasi pemasaran bersepadu. Maklum balas dan metrik objektif digunakan untuk mengukur prestasi dan mewujudkan kredibiliti. Krisis COVID-19 telah mewujudkan peluang untuk pemerolehan pelanggan, terutamanya melalui saluran dalam talian. Syarikat boleh memanfaatkan situasi ini untuk mengumpul data mengenai pelanggan baharu, membuat profil dan mengenal pasti kumpulan sasaran baharu yang berpotensi. Strategi komunikasi yang didasarkan kemudiannya boleh dibangunkan untuk menangani krisis dan memenuhi keperluan pelanggan (Hoekstra & Leefting, 2020). Dengan terus memantau dan menilai usaha komunikasi, organisasi dapat menyesuaikan pendekatan mereka dan mengoptimumkan pemerolehan pelanggan dalam landskap krisis yang berkembang.

Akhir sekali, dalam konteks integrasi pengurusan krisis dan komunikasi pemasaran bersepadu, terdapat penekanan terhadap peningkatan berterusan dan integrasi strategik. Pengiklanan memainkan peranan penting semasa krisis, terutamanya sewaktu kemerosotan. Walau bagaimanapun, kandungan dan pemesejan iklan adalah sama penting. Semasa krisis, iklan perlu memberikan maklumat penting. Contoh yang perlu diberi perhatian ialah pemesejan berfungsi dan rasional yang dilihat dalam pengumuman perkhidmatan awam di Australia, seperti *'Stay COVID free and do the 3'*, *'Physical distancing is working,'* dan *'Staying apart keeps us together.'* Iklan ini menawarkan arahan dan panduan yang jelas tentang cara individu boleh bertindak balas terhadap kesan dan ancaman COVID-19 melalui pendekatan maklumat. Adalah penting untuk mempunyai keberanian untuk melabur dalam pengiklanan pada masa-masa seperti ini sambil memastikan mesej tetap sahih. Jenama yang menggunakan pendekatan sedemikian lebih cenderung untuk berjaya dan mendapat kelebihan daya saing apabila keadaan ekonomi bertambah baik (Jenyns, 2021).

Tambahan pula, krisis yang berkaitan dengan pasaran berpotensi untuk berubah menjadi krisis jenama dan berfungsi sebagai ujian tekanan untuk jenama. Semasa krisis jenama, terdapat kehilangan nilai jenama yang berlaku secara tiba-tiba sehingga mengakibatkan jenama tertekan kehilangan perhatian, kepercayaan dan kesetiaan pelanggan. Dari masa ke masa, jenama yang

tertekan boleh menggantikan pelanggan setia dengan pelanggan kasual yang tidak setia. Walau bagaimanapun, jenama berdaya tahan cemerlang dalam pengurusan krisis dengan mengukuhkan hubungan pelanggan dan kepercayaan. Penyelidikan menunjukkan bahawa jenama ekuiti tinggi yang bercirikan kesetiaan jenama, kesedaran nama dan kesedaran kualiti mendapat persepsi negatif yang lebih sedikit daripada pengguna berbanding dengan jenama ekuiti yang rendah. Untuk mengawal krisis dengan berkesan, organisasi mesti menguruskannya secara proaktif menggunakan pemikiran luar yang tangkas di samping perancangan dalaman yang mencerminkan konsep pemasaran krisis 3.0 (Lies, 2021). Melalui pembelajaran daripada krisis, organisasi dapat menyesuaikan strategi komunikasi mereka dan mencegah krisis serupa daripada berlaku pada masa akan datang.

Kesimpulan

Mengurangkan belanjawan komunikasi semasa ketidaktentuan ekonomi harus dilihat sebagai satu pilihan yang kurang rasional oleh organisasi. Dalam kajian ini, para penyelidik menjalankan tinjauan literatur untuk meningkatkan pemahaman tentang pengurusan krisis dan ketidaktentuan ekonomi. Penemuan kajian mendedahkan bahawa pengurusan krisis dan ketidaktentuan ekonomi mempunyai ciri-ciri yang sama seperti yang dibincangkan dalam tinjauan literatur. Satu aspek penting pengurusan krisis ialah sistem komunikasi. Para penyelidik menggunakan konsep ini untuk prestasi perniagaan dan mencadangkan bahawa komunikasi pemasaran bersepadu adalah penting semasa ketidaktentuan ekonomi. Komunikasi pemasaran bersepadu adalah pendekatan sistematik komunikasi yang melibatkan semua bahagian organisasi yang menjangkau pihak berkepentingan. Ia membolehkan organisasi memaksimumkan peluang pemasaran dan meningkatkan jualan. Namun demikian, semasa ketidaktentuan ekonomi, organisasi sering mempersoalkan keberkesanan komunikasi pemasaran bersepadu dan cenderung untuk mengurangkan belanjawan mereka. Walau bagaimanapun, para penyelidik mendapati bahawa penggunaan komunikasi pemasaran bersepadu adalah penting semasa waktu yang mencabar. Pandemik COVID-19 telah memberikan cabaran dan peluang kepada organisasi dalam krisis komunikasi dan pemasaran bersepadu. Kajian ini menekankan kepentingan menunjukkan penjagaan yang wajar, mengekalkan pemesejan yang konsisten dan memahami pilihan pelanggan. Peningkatan trend membeli-belah dalam talian dan sokongan terhadap jenama tempatan juga telah dikenal pasti. Komunikasi yang berkesan, usaha pemantauan dan daya tahan dalam pengurusan krisis turut memainkan peranan yang penting. Organisasi dapat mengawal krisis dan membuka peluang untuk pertumbuhan apabila menekankan aspek-aspek ini. Di samping itu, para penyelidik mencadangkan agar komunikasi pemasaran bersepadu dimanfaatkan, seperti pengiklanan yang berfokuskan penjenamaan dan pemasaran digital untuk meningkatkan prestasi organisasi.

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CABARAN DALAM PEMBENTUKAN KOMUNITI EPISTEMIK GOVERNANS ANGKASA LEPAS DI MALAYSIA SERTA SOLUSINYA CHALLENGES IN THE FORMATION OF EPISTEMIC COMMUNITIES OF SPACE GOVERNANCE IN MALAYSIA AND THEIR SOLUTIONS

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Abstract: *Pembangunan komuniti epistemik tadbir urus atau governans angkasa lepas yang teguh di Malaysia adalah penting untuk mengemudi kerumitan sektor angkasa yang sedang berkembang. Hal ini kerana, kemajuan pesat teknologi angkasa dan pengkomersilan aktiviti angkasa yang semakin meningkat menekankan kepentingan mewujudkan mekanisme tadbir urus yang berkesan. Malaysia yang bercita-cita untuk menjadi pemain penting dalam sektor angkasa global, perlu menghadapi cabaran unik dalam membentuk komuniti epistemik yang berdedikasi untuk tadbir urus ruang angkasa. Penyelidikan ini menggunakan pendekatan kaedah kualitatif untuk menganalisis secara komprehensif cabaran dan penyelesaian yang berkaitan dengan pembentukan komuniti epistemik tadbir urus angkasa di Malaysia. Kaedah kualitatif yang dijalankan seperti ulasan literatur, temu bual pakar dan kajian kes, akan memberikan pandangan tentang keadaan semasa tadbir urus angkasa lepas di Malaysia dan mengenal pasti halangan utama. Objektif utama penyelidikan ini adalah untuk mengenal pasti dan menganalisis cabaran yang menghalang pembentukan komuniti epistemik tadbir urus angkasa di Malaysia. Penelitian terhadap aktor-aktor yang terlibat dalam membangunkan sektor angkasa negara seperti agensi kerajaan, sektor awam dan juga sektor pendidikan tertuari dilakukan bagi menilai ketersediaan kepakaran dan sumber dalam tadbir urus angkasa lepas Malaysia. Selain itu, penyelidikan ini bertujuan untuk menggariskan beberapa cadangan penyelesaian dan strategi untuk mengatasi cabaran ini dan memupuk pembentukan komuniti epistemik tadbir urus angkasa Malaysia yang lebih berdaya maju. Dengan memenuhi objektif ini, penyelidikan ini diharap boleh diambil tindakan kepada penggubal dasar, pihak berkepentingan, dan ahli akademik untuk memudahkan penubuhan komuniti epistemik tadbir urus angkasa yang berkesan di Malaysia, dengan itu memastikan penggunaan sumber angkasa yang mampan dan bertanggungjawab untuk pembangunan negara dan global.*

Keywords: *Tadbir Urus Angkasa Lepas, Komuniti Epistemik, Malaysia, Teknologi Angkasa, Governans Angkasa*

Abstract: *The development of a robust space governance epistemic community in Malaysia is essential to navigating the complexities of the growing space sector. This is because, the rapid progress of space technology and the increasing commercialization of space activities emphasize the importance of creating an effective governance mechanism. Malaysia, which aspires to be an important player in the global space sector, has to face unique challenges in forming an epistemic community dedicated to space governance. This research uses a qualitative method approach to comprehensively analyze the challenges and solutions related to the formation of an epistemic community of space governance in Malaysia. Qualitative*

methods conducted such as literature review, expert interviews and case studies, will provide insight into the current state of space governance in Malaysia and identify key obstacles. The main objective of this research is to identify and analyze the challenges that hinder the formation of an epistemic community of space governance in Malaysia. Research on the actors involved in developing the country's space sector such as government agencies, the public sector and the tertiary education sector was carried out to assess the availability of expertise and resources in Malaysia's space governance. In addition, this research aims to outline some proposed solutions and strategies to overcome these challenges and foster the formation of a more viable Malaysian space governance epistemic community. By meeting these objectives, it is hoped that this research can be acted upon by policy makers, stakeholders, and academics to facilitate the establishment of an effective space governance epistemic community in Malaysia, thereby ensuring the sustainable and responsible use of space resources for national and global development.

Keywords: *Space Governance, Epistemic Community, Malaysia, Space Technology, Space Governance*

Pengenalan

Malaysia dalam menuju impiannya untuk menjadi negara maju telah menceburi pelbagai jenis bidang yang mampu membawa kepada pembangunan sosial dan ekonomi yang lebih baik. Antara bidang tersebut adalah sektor angkasa yang dijangka boleh menyumbang kepada 0.3% Keluaran Dalam Negara Kasar (KDNK) dan penambahan 500 pekerja berpendidikan ke dalam sektor ini menjelang tahun 2030 (Syed Aidid, 2020). Tidak dinafikan hanya sebilangan kecil negara yang benar-benar dapat mendapat manfaat daripada penggunaan teknologi angkasa lepas kerana ia melibatkan pelaburan modal yang besar dan berisiko tinggi. Namun, dengan mempunyai perancangan bagi menguasai bidang angkasa yang strategik dan bersesuaian seperti teknologi satelit kecil, negara yang mempunyai kemampuan ekonomi yang terhad juga mampu meneruskan aktiviti angkasa dan memperoleh keuntungan.

Pencapaian angkasa lepas Malaysia mungkin tidak setanding dengan kuasa *spacefaring* lain seperti Amerika Syarikat, Russia, China. Namun, Malaysia juga mempunyai perkembangan sains angkasa dan kejuruteraan aeroangkasa yang sangat pesat (Jawatankuasa Hala Tuju Program Aeroangkasa, 2010). Satelit pertama Malaysia berjaya dilancarkan ke orbit pada tahun 1997, dan sepuluh tahun kemudian Malaysia telah berjaya menghantar anak Malaysia pertama ke angkasa iaitu Sheikh Muszaphar Shukor yang secara tidak langsung menunjukkan perkembangan sektor angkasa yang sihat (Mainura, 2018). Menurut Allaudin (2005), Malaysia terus mengembangkan kemahiran dan kemampuan angkasa melalui pelancaran satelit TiungSAT-1 (2002), MEASAT 3 (2006), MEASAT-3a (2009), MEASAT-3b (2014), MEASAT-3d (2022). RazakSat-1 (2009), UiTMSAT-1 (2018).

Pelancaran satelit-satelit ini melibatkan pelbagai agensi kerajaan dan pemain industri dari proses awal mereka bentuk sehingga pelancaran satelit dijalankan. Melalui penelitian komprehensif terhadap pencapaian Malaysia di angkasa lepas ini, menunjukkan bahawa terdapat keterlibatan beberapa aktor di dalam Malaysia yang mempunyai sejarah penglibatan signifikan dalam bidang angkasa di Malaysia. Menurut Faizal Allaudin (2005), aktor yang terlibat dalam sektor angkasa Malaysia boleh dibahagikan kepada dua iaitu aktor institusi dan aktor bukan institusi. Justeru, penulisan ini dibuat secara umumnya adalah untuk menelusuri perkembangan

kepelbagaian aktor yang terlibat dalam aktiviti angkasa di Malaysia. Objektif utama kajian ini ingin mengenal pasti faktor-faktor yang mengekang Malaysia daripada membentuk suatu komuniti epistemik yang menyeluruh merentasi disiplin sains dan teknologi bersama sains sosial atau lebih tepat tadbir urus angkasa lepas, diwakili oleh agensi kerajaan dan swasta agar mampu memandu hala tuju Malaysia dalam meneroka angkasa lepas.

Komuniti epistemik merupakan sebuah kerangka kajian yang mengkaji peranan kumpulan berpengaruh di dalam masyarakat pluralistik khusus terhadap kumpulan atau sebuah rangkaian pakar berasaskan pengetahuan yang dikenali sebagai komuniti epistemik menurut Peter Haas dan Ernst Haas (1992). Kumpulan pakar atau komuniti epistemik ini merupakan satu rangkaian profesional yang mempunyai kepakaran dalam sesuatu bidang dan kewibawaan terhadap sesuatu isu (Haas, 1992). Kumpulan ini bertindak dengan mengurangkan ketidakpastian dengan mentakrifkan dan mengklasifikasi hubungan sebab-akibat akan masalah yang kompleks, membantu negara mengenal pasti kepentingan mereka, mencadangkan dasar khusus dan mengenal pasti perkara penting untuk rundingan mengikut lunas akademik. Menurut Haas (1992), komuniti epistemik ini bukan hanya bertindak menyampaikan nasihat ilmiah tetapi juga fokus dalam pengaruh politik yang boleh dicapai hasil daripada proses pembentukan *consensual knowledge* sehingga terbentuk pembentukan polisi secara kolektif yang terpandu.

Keperluan terhadap komuniti epistemik yang pakar dalam bidang tadbir urus angkasa lepas ini menjadi satu hal yang sangat mustahak dalam pembangunan sektor angkasa Malaysia. Tadbir urus angkasa dibahagikan kepada dua komponen utama iaitu bidang undang-undang angkasa (*space law*) dan politik angkasa (*astropolitics*). Selari dengan perkembangan penglibatan dalam sektor angkasa, Malaysia sangat memerlukan mereka yang memahami segala instrumen, institusi, dan geopolitik yang berkaitan angkasa lepas. Negara *spacefaring* dan negara jiran seperti Filipina sudah memasukkan ruang angkasa lepas sebagai ruang yang berpotensi memberi ancaman kepada negara (Angkatan Tentera Filipina, 2023), manakala ruang angkasa belum dianggap sebagai ancaman oleh kerajaan Malaysia. Tanpa kewujudan golongan ini, kita mungkin tidak mampu mentadbir dan mengawal selia keperluan negara di angkasa lepas, dimana ia memerlukan kepakaran dalam tadbir urus yang khusus. Selain itu, ketiadaan komuniti epistemik tadbir urus angkasa lepas ini membawa pakar dan pengubal dasar untuk terus bergantung kepada sumber akademik barat tanpa membuat penilaian yang kritis agar disesuaikan dengan konteks tempatan. Fenomena ini sering kali dinasihatkan oleh sarjana terdahulu agar kita lebih kritis dan tidak terperangkap di dalam minda tertawan atau captive mind yang pernah diulas oleh sarjana seperti Syed Hussein Alatas (2001).

Sorotan Karya

Di Malaysia, sektor angkasa lepas melalui perkembangan yang pesat sejak 1996 apabila rancangan nasional seperti RM7 (Rancangan Malaysia ke-7) menyuntik perkembangan sektor ini dengan keutamaan yang tinggi adalah diberikan oleh Kerajaan Malaysia untuk promosi sains dan teknologi, penyelidikan dan pembangunan (R&D) sebagai salah satu strategi pertumbuhan ekonomi yang mampan menjelang tahun 2020 (Allaudin et al., 2005). Terdapat kemahuan yang kuat oleh kerajaan Malaysia untuk meletakkan pencapaian dalam sains dan teknologi untuk mendorong pembangunan negara (Hassan & Subari, 2015b). Pada tahun 2006, Malaysia mencatat hasil jualan melalui industri angkasa lepas sebanyak RM21.61 billion (Hassan & Subari, 2015b). Kejayaan sektor angkasa Malaysia ini juga menunjukkan kesinambungan dengan perkembangan program pendidikan angkasa lepas Malaysia yang

menghasilkan profesional sebagai tenaga pakar yang berkhidmat dalam bidang aeroangkasa (Jawatankuasa Hala Tuju Program Aeroangkasa, 2010).

Tidak dinafikan sektor pendidikan tertiar Malaysia sudah menyediakan program aeroangkasa(kejuruteraan) dan sains angkasa yang sangat komprehensif sejak 1980-an sehingga mampu mendorong Malaysia untuk menjadi negara yang mempunyai teknologi pembuatan dan reka bentuk satelit yang maju (Allaudin et al., 2005; Jawatankuasa Hala Tuju Program Aeroangkasa, 2010). Menurut laporan hala tuju program angkasa IPTA 2010, menunjukkan bahawa Malaysia hanya menumpukan bidang aeroangkasa dan sains angkasa dalam memacu sektor angkasa lepas nasional (Jawatankuasa Hala Tuju Program Aeroangkasa, 2010). Perkara ini juga disokong oleh dasar angkasa negara yang beri penekanan untuk membina kepakaran dalam sains dan teknologi angkasa lepas melalui teras ketiga dasar ini (Kementerian Tenaga, 2017).

Umumnya ruang angkasa lepas kini telah dianggap sebagai ruang yang berpotensi untuk berlakunya konflik semenjak 1940-an (Betty Wehtje, 2023; Bleddyn E. Bowen, 2022; General Lance W. Lord, 2005; Namrata Goswami, 2022). Perkara ini berlaku apabila ruang angkasa dijadikan ruang untuk manusia menggunakan senjata termaju mereka untuk mendapatkan kelebihan strategik peperangan. Sebagai contoh, Amerika Syarikat menggunakan doktrin *ultimate high ground* dalam strategik pertahanan mereka yang memasukkan ruang angkasa lepas sebagai keutamaan untuk menjalankan aktiviti persenjataan angkasa lepas (Secure World Foundation, 2024). Jeneral Amerika Syarikat John Raymond (2021) berkata bahawa angkasa lepas menyokong segala alat kuasa nasional, diplomasi, termasuk ekonomi, ia juga merupakan tempat paling tinggi untuk menentukan keselamatan negara. Menurut pakar bidang strategik pula, evolusi strategi dan operasi ketenteraan di abad ini semakin kompleks dan ruang angkasa adalah salah satu daripada elemen yang perlu dikuasai sebagai pelengkap kuasa ketenteraan (Gray, 2015). Hal ini menimbulkan suasana anarki dimana negara bertindak sebagai aktor yang rasional demi kelangsungan hidup (Dimitrios Stroikos, 2022).

Angkasa lepas ialah persekitaran yang kompleks di mana langkah yang diambil oleh seorang aktor boleh memberi kesan kepada orang lain, dan tidak terhad kepada kesan ketenteraan sahaja (James Myers & Mariana Meneses, 2024). Dalam erti kata itu, aplikasi operasi angkasa lepas yang lebih luas dan peningkatan nilai strategik angkasa lepas telah mengakibatkan keperluan yang semakin meningkat untuk meningkatkan keselamatan operasi angkasa lepas, keselamatan persekitaran angkasa dan aset angkasa lepas, dan kemampunan aktiviti angkasa lepas. Pendekatan terbaik dalam mengurus keadaan anarki di ruang angkasa adalah dengan mewujudkan struktur yang mentadbir (Aliberti & Krasner, 2016; Gallagher, 2010). Menurut Aliberti (2016), struktur governans atau sistem tadbir urus adalah perlu dalam situasi di mana tingkah laku aktor yang tidak terikat boleh menghasilkan keadaan kucar kacir. Tadbir urus di angkasa lepas juga membawa logik kebergantungan sesama negara dengan membentuk kerjasama dan keperluan mencipta keamanan (Gallagher, 2010). Bidang tadbir urus atau governans angkasa bagi sesetengah pakar adalah sistem yang melibatkan undang-undang antarabangsa, institusi, proses dan praktis politik antarabangsa (Pekkanen, 2019). Dalam membangunkan kerjasama angkasa antarabangsa dan serantau, negara harus memastikan bahawa semua aktor yang menjalankan aktiviti angkasa lepas mematuhi keperluan undang-undang angkasa antarabangsa.

Dasar dan tadbir urus di peringkat kebangsaan, serantau dan antarabangsa adalah amat penting untuk menyediakan asas yang diperlukan khususnya negara membangun, untuk memenuhi matlamat pembangunan dan menangani cabaran terhadap kemanusiaan dan pembangunan mampan (United Nations Office for Outer Space Affairs, 2016). Dalam proses ini, adalah perlu untuk aktor negara terus mengukuhkan hubungan antara undang-undang angkasa antarabangsa dan pengendalian aktiviti angkasa lepas dengan aktor yang terlibat. Walaubagaimanapun, perkembangan angkasa lepas negara-negara asia tenggara seperti Malaysia menonjolkan perkembangan dalam skop yang sangat terhad (Verspieren et al., 2022). Bidang angkasa lepas di Malaysia didominasi oleh bidang aeroangkasa dan sains angkasa yang membolehkan Malaysia maju disudut pencapaian teknologi namun sebaliknya bagi sudut penguasaan governans angkasa (Kementerian Sains, 2023). Hal ini kerana, program pendidikan tertiar yang tidak seimbang dan pembentukan dasar angkasa negara yang tidak komprehensif untuk meletakkan governans angkasa sebagai sebuah bidang keutamaan bagi memacu sektor angkasa negara selari dengan sains dan teknologi.

Pendidikan Berkenaan Angkasa Lepas di Peringkat Tertiar

Pendidikan peringkat tertiar berkenaan bidang angkasa lepas banyak tertumpu kepada bidang sains angkasa dan teknologi angkasa lepas. Sains angkasa merupakan bidang penyelidikan yang merangkumi bidang seperti astronomi, astrofizik, astrobiologi, kimia angkasa, geologi planet dan kaji cuaca. Manakala, teknologi angkasa pula sebuah bidang penyelidikan yang merangkumi rekabentuk dan pemasangan sistem bagi komunikasi, kawalan dan pemanduan roket dan kapal angkasa, teknologi kaji cuaca, pengurusan alam sekitar, pengurusan bencana alam (Pusat Sains Angkasa, UKM).

Bidang ini mula diperkenalkan sejak tahun 1983 lagi di Universiti Teknologi Malaysia (UTM) melalui sebuah program untuk mewujudkan kemahiran jurutera di dalam pasukan Tentera Udara Diraja Malaysia (TUDM) yang kemudian mengalakkan program Aeroangkasa di Universiti Putra Malaysia (UPM) dan Universiti Sains Malaysia (USM) (Jawatankuasa Kajian Hala Tuju, 2010). School of Aerospace Engineering, USM juga telah ditubuhkan pada 1999 yang bercita-cita untuk melahirkan profesional dan graduan dalam bidang kejuruteraan Aeroangkasa (Allaudin et al., 2005). Penubuhan seperti ini dan banyak lagi institut kajian sains dan teknologi angkasa di Universiti tempatan seperti Universiti Islam Antarabangsa Malaysia (UIAM), Universiti Kebangsaan Malaysia, (UKM), Universiti Pertahanan Nasional Malaysia (UPNM), Universiti Tun Hussein Onn Malaysia (UTHM), dan sebagainya yang telah menjadi pemangkin kepada perkembangan sektor angkasa negara.

Dalam pada itu, terdapat bidang berkaitan angkasa lepas yang masih dilihat tidak mempunyai asas yang baik seperti sains dan teknologi angkasa di Malaysia iaitu bidang governans angkasa. Istilah "space governance" atau governans angkasa merujuk kepada koleksi undang-undang antarabangsa, serantau atau negara serta institusi yang mengawal selia proses mentadbir atau aktiviti berkaitan angkasa. Ia juga termasuk instrumen, institusi, dan mekanisme undang-undang negara, peraturan, standard teknikal, prosedur dan langkah membina keyakinan antara aktor yang mementingkan angkasa lepas, di mana kesemuanya bakal dibincangkan, digubal dan dilaksanakan di pelbagai peringkat di dalam sektor angkasa (Goguichvili, Linenberger, & Gillette, 2021). Justeru, governans angkasa boleh disimpulkan dibahagikan kepada dua komponen bidang utama iaitu undang-undang angkasa (*Space Law*) dan politik angkasa (*Astropolitics*).

Pendidikan adalah perkara yang utama dalam dasar negara dan ia juga merupakan pendekatan paling ampuh untuk Malaysia membina asas yang menggalakkan masyarakatnya untuk terlibat dalam kajian angkasa lepas. Universiti di Malaysia memainkan peranan untuk membangunkan teknologi dalam bidang angkasa. Daripada tujuh belas universiti awam, kebanyakannya mempunyai fakulti kejuruteraan yang merupakan pusat kemajuan teknologi dan ini penting untuk mereka bentuk dan membangunkan satelit, kerana ia memerlukan input daripada pelbagai disiplin dan bidang ilmu (Allaudin et al., 2005). Berikut merupakan rajah yang mengumpulkan senarai bidang sains angkasa dan undang-undang angkasa di beberapa universiti tempatan di Malaysia seperti yang tertera di Jadual 1:

Jadual 1: Senarai 10 IPTA di Malaysia yang menawarkan kursus atau pusat kajian dalam bidang angkasa

Universiti	Undang-Undang Angkasa	Politik Angkasa	Sains Angkasa
Universiti Malaya	x	x	✓
Universiti Sains Malaysia	x	x	✓
Universiti Kebangsaan Malaysia	✓	x	✓
	(UUUK4523)		
Universiti Teknologi Malaysia	x	x	✓
Universiti Teknologi MARA	✓	x	x
	(LAW693)		
Universiti Islam Antarabangsa Malaysia	x	x	✓
Universiti Putra Malaysia	x	x	✓
Universiti Sultan Zainal Abidin	✓	x	x
	LLB01403		
Universiti Sains Islam Malaysia	✓	x	x
	LAC5493		

Sumber: Buku Maklumat Program Sarjana Muda Dan Sarjana Universiti (Universiti Malaya, Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Universiti Teknologi Malaysia, Universiti Teknologi MARA, Universiti Islam Antarabangsa Malaysia, Universiti Putra Malaysia, Universiti Sultan Zainal Abidin, Universiti Sains Islam Malaysia)

Melalui jadual ini, dapat dilihat universiti yang tidak memberi tumpuan kepada sains dan teknologi angkasa akan menawarkan subjek yang berkaitan dengan Undang-Undang Angkasa (*Space Law*) seperti Universiti Sultan Zainal Abidin (UniSZA), Universiti Sains Islam Malaysia (USIM), Universiti Teknologi Mara (UiTM) dan Universiti Kebangsaan Malaysia (UKM). Perkembangan ini menunjukkan bahawa universiti awam di Malaysia sudah mempunyai silibus mengikut keperluan semasa negara dalam bidang sains angkasa dan teknologi angkasa sahaja. Namun, pendidikan dalam bidang governans angkasa adalah sangat terhad kepada undang-undang angkasa lepas dan tiada pendidikan tentang politik angkasa lepas secara formal setakat ini. Walau bagaimanapun, tidak dinafikan ia mungkin didedahkan secara tidak langsung dalam subjek yang berkaitan seperti subjek strategi dan keselamatan.

Masih belum ada universiti di Malaysia yang meletakkan governans angkasa sebagai sasaran dan tumpuan dalam penyelidikan mereka, komponen governans angkasa yang berlangsung diperingkat tertiar juga berlaku secara dikotomi diantara undang-undang dan politik angkasa. Dalam pada itu, terdapat sebuah institut kajian yang dilihat menghampiri kepada pengajian dan penyelidikan yang komprehensif terhadap governans angkasa iaitu Pusat Sains Angkasa, UKM. Menerusi laman sesawang pusat kajian ini, mereka telah meletakkan empat bidang penyelidikan utama iaitu: 1) Sains Angkasa, 2) Teknologi Angkasa, 3) Aplikasi Teknologi Angkasa dan 4) Governans Angkasa. Namun, melalui penelitian khusus menerusi penerbitan yang telah diterbitkan oleh sarjana dan penyelidik di Pusat kajian ini, penyelidikan dalam topik governans angkasa masih tiada dan hanya penerbitan tiga bidang penyelidikan yang lain mendominasi penerbitan makalah ilmiah Pusat Sains Angkasa ini.

Fenomena ini menunjukkan bahawa Malaysia masih kurang menggembleng tenaga terhadap usaha perbanyakkan sumber ilmiah dan wacana perihal governans angkasa. Justeru, ianya dianggap sebagai satu ralat atau sesuatu yang menyimpang daripada visi dan misi yang Malaysia rangka di dalam Dasar Angkasa Negara 2030 yang mempromosikan penerokaan angkasa lepas dan menekankan kerjasama antarabangsa didalam penggunaan angkasa lepas secara aman melalui pematuhan instrument antarabangsa. Berbeza dengan kuasa *spacefaring* yang lain seperti *United Kingdom* misalnya, subjek ini bukan sahaja boleh dipelajari di kebanyakan universiti tetapi Persatuan Politik Sains mereka juga mempunyai kumpulan penyelidik khas dalam bidang governans angkasa seperti persatuan *Political Studies Association* (PSA). Kekurangan kepakaran dari sudut Governans Angkasa akan menyukarkan Malaysia menguasai politik angkasa, dan interaksi antarabangsa di angkasa lepas. Governans angkasa sebuah bidang yang penting membantu kita memahami proses dan bagaimana governans angkasa boleh diubah. Dalam erti kata lain, bidang ini akan membantu Malaysia memahami apakah itu politik angkasa, dan bagaimana angkasa membantu kita menjana pemahaman yang lebih baik tentang hasil politik.

Kepentingan dan Kekurangan Dasar Angkasa Negara 2030

Dasar ini telah diluluskan pada Februari 2017 oleh Perdana Menteri ke-6 Malaysia, dan bertujuan memastikan sektor angkasa dapat dimanfaatkan dan menyumbang kepada bidang pertumbuhan ekonomi baharu yang strategik (MOSTI, 2017). Menurut Datuk Seri Panglima Wilfred Madius Tangau (2017), penggubalan dasar ini boleh memastikan sektor angkasa negara untuk berkembang dengan lebih sistematik dan diuruskan secara efisien. Selain itu, bagi pengkaji terdapat beberapa kepentingan dasar angkasa negara seperti:

1. Menjadi asas untuk Malaysia menggubal instrumen undang-undang domestik dan meratifikasi komitmen undang-undang antarabangsa berkenaan.
2. Memberi gambaran yang jelas terhadap objektif, definisi dan aplikasi ruang angkasa lepas bagi pihak kerajaan Malaysia secara terbuka.
3. Mendorong sinergi badan kerajaan dan bukan kerajaan untuk menggembleng usaha untuk mencapai kepentingan nasional.

Dasar ini juga menjadi batu asas kepada penggubalan Akta Angkasa Lepas seperti Akta 834 atau Akta Lembaga Angkasa Malaysia 2022 yang berperanan untuk mengukuhkan lagi undang-undang dan badan penguasaan dalam hal ehwal angkasa lepas di Malaysia. Di samping itu, menurut dasar ini juga Malaysia secara jelas menganggap teknologi dan aplikasi angkasa

“Encourage and uphold the rights of nations to use space responsibly and peacefully by developing and implementing diplomatic, economic, and security capabilities and strategies to identify and respond to behaviours that threaten those rights” (National Space Policy, 2020)

[illegible]

Sumber: Dasar Angkasa Negara 2030

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lepas nasional. Hal ini mengakibatkan pembangunan yang tidak seimbang di dalam sektor angkasa Malaysia apabila hanya meletakkan bidang sains dan teknologi sebagai keutamaan (Allaudin et al., 2005; Hassan & Subari, 2015; Jawatankuasa Hala Tuju Program Aeroangkasa, 2010). Sebagai contoh, bidang pendidikan governans angkasa yang melibatkan program undang-undang angkasa dan politik angkasa kurang menjadi perhatian institut pengajian tinggi seperti yang digambarkan menerusi jadual 1. Tambahan pula, dasar angkasa negara juga masih tidak meletakkan keutamaan untuk memasukkan bidang governans angkasa sebagai satu bidang yang perlu diberi perhatian dan diterokai di pelbagai peringkat. Menerusi teras ketiga di dalam dasar ini, Malaysia secara jelas hanya meletakkan bidang sains angkasa dan aeroangkasa sebagai sebuah bidang yang mampu membantu hasrat negara untuk meningkatkan sosioekonomi dan aktiviti penyelidikan, pembangunan, pengkomersialan dan inovasi (R,D,C dan I) (Kementerian Tenaga, 2017).

Kepentingan Governans Angkasa dalam Mencorak Undang-undang dan Politik Angkasa Lepas

Istilah "*space governance*" atau governans angkasa merujuk kepada koleksi undang-undang antarabangsa, serantau atau negara serta institusi yang mengawal selia proses mentadbir atau aktiviti berkaitan angkasa. Ia juga termasuk instrumen, institusi, dan mekanisme undang-undang negara, peraturan, standard teknikal, prosedur dan langkah membina keyakinan antara aktor yang mementingkan angkasa lepas, di mana kesemuanya bakal dibincangkan, digubal dan dilaksanakan di pelbagai peringkat di dalam sektor angkasa (Goguichvili, Linenberger, & Gillette, 2021). Sejarah perkembangan undang-undang angkasa memperlihatkan bagaimana instrumen pertama governans angkasa diwujudkan iaitu *Outer Space Treaty 1967* (OST) dan triti-triti yang lain, yang telah dipengaruhi oleh dua buah kuasa besar ketika itu iaitu Amerika Syarikat dan Kesatuan Soviet bagi mencorakkan sebuah rangka undang-undang yang sesuai dengan keperluan politik masa tersebut (Steer, 2020).

Mengikut Cassandra Steer (2020), kajiannya yang tertumpu kepada penentuan undang-undang angkasa melalui persektif metodologi feminisme dan *Third World Approaches to International Law* (TWAIL), undang-undang adalah suatu produk mengikut garis masa dan aktor-aktor yang berpengaruh untuk menentukan undang-undang. Steer (2020) juga merakamkan bahawa aktor utama yang menentukan undang-undang angkasa dan politik angkasa adalah aktor yang sama menentukan geopolitik di darat seperti Amerika Syarikat, Kesatuan Eropah (EU), China dan Russia. Perkara ini digambarkan melalui petikan di bawah ini:-

"Space politics are the same as terrestrial politics, in the sense that the biggest players are determining space governance: the U.S. first, the EU second, with a counterweight from China and Russia. But this status quo is starting to be an albatross around the neck of the very nations wishing to remain ahead in the commercial and political space race, and there are more opportunities for positive disruption as the number"(Steer, 2020)

Perkara yang membimbangkan ialah kekurangan kemahiran individu atau kumpulan pakar Malaysia dalam bidang governans angkasa akan menyebabkan negara ini bergantung dengan undang-undang dan politik angkasa yang hanya menguntungkan kuasa besar. Pembangunan mana-mana rejim undang-undang atau tadbir urus antarabangsa yang baharu, memperlihatkan negara kecil ditinggalkan di pinggir untuk menerima bentuk tatanan yang dibentuk oleh kuasa yang lebih besar(Steer, 2020). Maka, peserta baru angkasa seperti negara Malaysia akan

mengalami kesukaran dalam mempengaruhi pembentukan norma angkasa antarabangsa yang lebih mampan untuk sejagat. Perihal ini dapat digambarkan melalui petikan di bawah:-

“When we ask the question who is excluded by these power structures in international space law, it is clear that in general, it is the new entrants as well as developing nations who may stand to benefit from the space economy and from long term sustainability of the space environment, even if they are not active participants. Even those new entrants which are tethered allies to the U.S., and which therefore benefit from U.S. protection, are not able to exercise any power over the international law-making and governance processes, due to their dependence on the U.S.” (Steer, 2020).

Tidak dapat dinafikan bahawa Malaysia juga sudah mempunyai pakar di dalam bidang undang-undang antarabangsa angkasa lepas, perkara ini boleh disahihkan menerusi nama-nama pakar yang menjadi tenaga pengajar kos undang-undang antarabangsa dalam angkasa lepas di IPTA seluruh negara seperti Prof. Dr. Salawati Binti Mat Basir daripada Universiti Kebangsaan Malaysia (UKM), Dr. Che Zuhaida Saari daripada Univesiti Sains Islam Malaysia (USIM) dan sebagainya. Namun peranan pakar dan ahli akademik dalam penglibatan secara terus dalam proses pembentukan dasar dan polisi angkasa lepas negara masih di tahap yang minima. Hatta, usaha pertama untuk mengembleng tenaga dan kepakaran untuk membangunkan kepakaran dalam bidang undang-undang dan polisi angkasa tempatan dan serantau baru mula digerakkan pada Oktober 2023 yang lepas (Kementerian Sains, 2023).

Komuniti Epistemik Dalam Mempengaruhi Governans Angkasa

Kajian terhadap governans angkasa telah banyak muncul sepanjang dua dekad yang lalu untuk menerangkan aktor-aktor yang terlibat, apa yang di lakukan oleh mereka dan bagaimana mereka membentuk politik dunia. Namun, satu persoalan yang penting untuk dikaji ialah kaitan kumpulan pakar seperti sarjana dalam mempengaruhi pembentukan polisi, undang-undang antarabangsa atau instrumen yang membentuk governans angkasa tempatan dan global. Kumpulan pakar dianggap sebagai ramuan utama kepada pembentukan polisi negara dan dikenali sebagai komuniti epistemik (Haas, 1992). Komuniti epistemik bagi Haas (1992), ianya merupakan sebuah kumpulan pakar atau satu rangkaian professional yang mempunyai kepakaran dalam sesuatu bidang dan kewibawaan terhadap sesuatu isu. Dalam bahasa yang lebih ringkas, komuniti epistemik ini mengumpulkan pakar atau sarjana yang sangat tinggi keilmuannya dalam bidang teknikal dan sains khusus berusaha untuk menasihati kerajaan dan pemegang taruh yang terlibat dalam sesuatu bidang. Hal ini kerana, persekitaran hubungan antarabangsa, tidak terhad kepada kuasa besar atau aktor negara sahaja. Menurut Nye dan Keohane (1971), banyak hubungan antara masyarakat, dengan kepentingan politik yang ketara, berlaku tanpa kawalan kerajaan. Oleh itu, adalah wajar untuk kita meneliti kumpulan berpengaruh seperti komuniti epistemik dalam membentuk kefahaman dan polisi negara. Kenyataan ini juga turut disokong oleh Cross (Cross, 2013) yang menyatakan bahawa komuniti epistemik adalah aktor penting dalam persekitaran dan proses hubungan antarabangsa yang terus berkembang dan berevolusi.

Sebagai contoh, Jawatankuasa Pertubuhan Bangsa-Bangsa Bersatu Mengenai Penggunaan Angkasa Lepas Secara Aman (UNCOPUOS) dan Pejabat Hal Ehwal Angkasa Lepas Pertubuhan Bangsa-Bangsa Bersatu (UNOOSA) memainkan peranan penting terutamanya untuk kerjasama angkasa lepas di peringkat global. UNCOPUOS ialah platform politik Perhimpunan Agung Bangsa-bangsa Bersatu untuk kerjasama aman antara negara dalam

penggunaan luar angkasa, dimana UNCOPUOS mempunyai bahagian penyelidikan dan perkhidmatan yang mengumpulkan kumpulan pakar yang terlibat dalam penyediaan kajian penyelidikan dalaman, yang kemudiannya diserahkan kepada mesyuarat UNCOPUOS. Di samping itu, bahagian ini juga bertanggungjawab untuk penyediaan bahan rundingan dan pelaksanaan keputusan UNCOPUOS (ASEAN Science & Technology Network, 2016; United Nations Office for Outer Space Affairs, 2024). Bukti inilah yang menjadi manifestasi makna sebenar peranan komuniti epistemik angkasa lepas yang digagaskan oleh Haas, apabila komuniti ini bukan sahaja sebuah kumpulan pakar yang memberi nasihat tetapi mampu membentuk sebuah kefahaman kolektif sehingga membentuk sebuah keputusan bersama (Haas, 1992).

Seterusnya, penubuhan badan bukan kerajaan seperti *International Astronautical Congress* (IAC) pada 1950 dan *International Astronautical Federation* (IAF) pada 1951 menawarkan contoh awal dalam penyelarasan dasar dan langkah kemajuan tadbir urus antarabangsa dalam isu keselamatan negara yang dijalankan dengan pengaruh komuniti epistemik (Trur, 2021). Pengaruh komuniti epistemik telah dicatatkan telah memainkan peranan penting dalam rundingan untuk pembentukan kerjasama mewujudkan beberapa instrumen penting angkasa lepas seperti *The Treaty on Banning Nuclear Weapons Tests in the Atmosphere, in Outer Space and Under Water or Partial Test Ban Treaty (PTBT/LTBT)* 1963 dan *The Outer Space Treaty (OST)* 1967 (Trur, 2021). Selain itu, pengaruh komuniti epistemik dapat ditemui dalam kemunculan kerjasama di sekitar perjanjian *The Treaty on Banning Nuclear Weapons Tests in the Atmosphere, in Outer Space and Under Water or Partial Test Ban Treaty (PTBT/LTBT)* 1963. Komuniti epistemik kawalan senjata (*arms control*) menyatakan idea untuk mengehadkan ujian nuklear dan memperlahankan perlumbaan senjata nuklear dan peluru berpandu Amerika Syarikat-Soviet didapati membolehkan dasar ini dimeterai (Trur, 2021). Manakala, komuniti epistemik ini juga turut diwakili kumpulan ekologi, yang mempunyai gabungan idea alam sekitar yang lebih luas, berkongsi nilai untuk melindungi alam sekitar yang digunakan untuk pengurusan sistem ekologi, dan bertindak bersama-sama dengan usaha kawalan senjata ke arah pembentukan perjanjian dan instrumen undang-undang antarabangsa angkasa (Trur, 2021). Penyelidikan kes tadbir urus angkasa lepas ini menonjolkan peranan penting kumpulan pakar dalam mencapai kemajuan ke arah memastikan persekitaran yang selamat, terjamin dan mampan untuk aktiviti angkasa melalui tadbir urus global yang lebih komprehensif dan inklusif.

Solusi Kepada Pembentukan Komuniti Epistemik Governans Angkasa Lepas Malaysia

Selain daripada usaha mengadakan seminar untuk mengumpulkan kumpulan pakar bagi melahirkan lebih ramai lagi pakar yang menyumbang secara terus dalam perkembangan sektor angkasa lepas negara. Terdapat beberapa cadangan solusi untuk Malaysia mampu membentuk komuniti epistemik governans angkasa lepas yang lebih proaktif seperti:-

Pertama, kerajaan Malaysia perlu menilai semula pendidikan berkenaan angkasa lepas di peringkat tertiar negara dengan merangka struktur pendidikan yang boleh melahirkan kepakaran dalam bidang governans angkasa seperti mana mereka berjaya mewujudkan sebuah ekosistem yang cemerlang didalam bidang sains angkasa melalui perkongsian awam dan swasta (PPP) semenjak awal perkembangan sektor angkasa di Malaysia (Jawatankuasa Hala Tuju Program Aeroangkasa, 2010). Ekosistem yang dimaksudkan ialah apabila bidang governans angkasa juga menjadi bidang utama untuk memacu industri angkasa lepas negara

dan pendanaan penyelidikan yang strategik. Bidang ini wajib dimasukkan didalam fokus kajian dan program pendidikan yang dilakukan di peringkat tertiar Malaysia agar dapat melahirkan lebih ramai pakar governans angkasa tempatan. Selain daripada hanya menawarkan pendedahan secara tidak formal, pihak universiti sepatutnya menawarkan kelas secara formal menerusi pengajian strategi dan keselamatan yang memberi fokus kepada sub topik politik angkasa lepas. Pendanaan melalui geran penyelidikan yang berfokus governans angkasa juga perlu diwujudkan agar menarik lebih ramai minat bakat tempatan untuk mendalami bidang governans angkasa.

Kedua, Malaysia berada dalam masa yang sangat kritikal untuk mempunyai kepakaran tempatan yang mempunyai peranan membantu negara dalam membentuk, menilai, menjalankan polisi mahupun instrumen undang-undang antarabangsa selepas nahas serpihan roket China di sarawak pada 30 Julai 2022 (Renuganth Varatharajoo, 2022). Jesteru, penilaian semula perlu dijalankan terhadap Dasar Angkasa Negara 2030 yang tidak menyentuh peranan bidang governans angkasa bagi mencapai objektif Malaysia untuk meningkatkan dan mengukuhkan kerjasama antarabangsa. Kefahaman dan keutamaan perlu diwujudkan dari peringkat tertinggi sehingga ke akar umbi terhadap kepentingan bidang governans angkasa yang berkesan demi mencapai kepentingan negara dalam sektor angkasa lepas.

Seterusnya, selain daripada usaha pembentukan komuniti pakar oleh kerajaan, usaha untuk membina model komuniti epistemik yang berkesan seperti yang diamalkan oleh sebuah komuniti akademik ternama *United Kingdom* iaitu *Political Studies Association* (PSA) mesti digerakkan oleh ahli akademik tempatan bagi membentuk sebuah kumpulan pakar governans angkasa diwujudkan khas bagi mengkaji bidang ini. Kumpulan atau komuniti ini diwujudkan bagi mengumpulkan pakar dan individu yang berminat dalam bidang governans angkasa melalui pelbagai program dan usaha penyelidikan (Political Studies Association, 2017).

Kesimpulan

Ringkasnya, penubuhan komuniti epistemik yang proaktif untuk tadbir urus angkasa lepas merupakan langkah penting bagi Malaysia untuk memastikan objektif penggunaan angkasa lepas yang aman dan berkesan mampu dicapai. Rangkaian pakar ini, terdiri daripada pakar dari ahli akademik, kerajaan, industri dan undang-undang, akan memupuk penggubalan dasar berasaskan bukti dan visi jangka panjang untuk program angkasa lepas Malaysia. Kertas kajian ini telah menerangkan pelbagai cabaran yang dihadapi Malaysia dalam usaha ini, daripada batasan pendidikan tertiar kepada kelemahan dasar angkasa sedia ada. Ia juga telah mencadangkan pelbagai penyelesaian yang bertujuan untuk menangani cabaran ini seperti penilaian semula yang wajar dilakukan ke atas pendidikan tertiar berkenaan angkasa lepas mahupun dasar angkasa negara.

Dengan penilaian semula yang dilakukan, diharapkan agar usaha ini mampu meletakkan bidang governans angkasa yang terdiri daripada dua komponen utama seperti undang-undang antarabangsa angkasa lepas dan politik angkasa diangkat sebagai sebuah bidang yang “*duduk sama rendah, berdiri sama tinggi*” dengan bidang sains angkasa dan teknologi. Pengiktirafan ini bukan sahaja akan memudahkan pembangunan dasar, peraturan dan garis panduan yang jitu tetapi juga memupuk inovasi dan pandangan strategik yang penting untuk memandu negara menerusi kerumitan tadbir urus angkasa lepas. Tambahan pula, inisiatif yang bertujuan untuk menilai semula kedudukan bidang ilmu governans angkasa dalam dasar angkasa negara adalah

penting untuk melahirkan tenaga kerja mahir dan komuniti epistemik yang dilengkapi dengan pengetahuan dan kecekapan yang diperlukan untuk sektor angkasa lepas negara. Melabur dalam program pendidikan, latihan dan penyelidikan bukan sahaja akan mengukuhkan modal insan Malaysia tetapi juga meletakkan negara sebagai hab kepakaran dan inovasi berkaitan angkasa lepas di rantau ini.

Selain itu, dengan mewujudkan komuniti epistemik melalui langkah proaktif, Malaysia boleh memanfaatkan kepakaran kolektif dan sumber insan untuk manfaat bersama dalam penerokaan angkasa lepas. Komuniti epistemik yang ampuh memungkinkan Malaysia untuk merangka dan melaksana tindakan yang tepat semasa berhadapan kerjasama mahupun konflik angkasa yang berlaku diantara aktor serantau dan global. Langkah ini juga bagi mengelakkan sebarang tindakan yang diambil Malaysia tidak hanya datang daripada kumpulan *small group* atau birokrasi yang bersifat sebuah keputusan yang diambil dalam jangka masa pendek. Kontradiksinya, komuniti epistemik governans angkasa ini akan sentiasa memandu kerajaan Malaysia untuk membuat sebarang tindakan berdasarkan sokongan empirikal. Pada dasarnya, kejayaan pembentukan komuniti epistemik yang komprehensif untuk tadbir urus angkasa berpotensi untuk membuka sempadan baru pengetahuan, inovasi dan kerjasama antarabangsa. Ia akan membolehkan Malaysia mentadbir aktiviti angkasa lepas dengan lebih berkesan, lantas menyumbang secara bermakna kepada komuniti angkasa global, dan melindungi kepentingan nasionalnya dalam ruang angkasa lepas yang berkembang pesat.

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ANALISIS KESAHAN DAN KEBOLEHPERCAYAAN INSTRUMEN NORMA BEKERJA DARI RUMAH

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Abstract: Artikel ini membincangkan analisis kesahan dan kebolehppercayaan instrumen soal selidik yang menilai persepsi penjawat awam berkaitan norma bekerja dari rumah. Instrumen kajian ini dinamakan Instrumen Norma Bekerja dari Rumah yang telah diadaptasi daripada Instrumen Bekerja Dari Rumah Cabaran COVID-19 (WFHI-CvdC; Siti Sarawati Johar, 2021). Pengubahsuaian dilakukan daripada penilaian persepsi bekerja dari rumah semasa era pandemik COVID-19 kepada era pasca pandemik COVID-19. Kesahan dan kebolehppercayaan telah dilakukan ke atas instrumen yang dibina bagi memastikan konstruktif dan indikator setiap item dalam instrumen ini bersesuaian dengan situasi responden. Instrumen ini telah dinilai oleh tiga orang pakar dalam penyelidikan sebelum diedarkan kepada responden kajian semasa kajian rintis. Kajian rintis melibatkan 30 orang penjawat awam di sebuah badan berkanun yang terdiri daripada staf akademik dan staf bukan akademik dari beberapa kategori gred gaji. Instrumen kajian kemudiannya diuji dengan menggunakan Program Statistical Package for Social Science (SPSS) versi 26.0. Analisis ujian kebolehppercayaan yang dilakukan menunjukkan nilai Pekali Kebolehppercayaan Alpha Cronbach bagi keseluruhan item dalam instrumen ini adalah .743, manakala jumlah KMO pula adalah .819. Ini menunjukkan bahawa instrumen yang digunakan dalam kajian ini mempunyai nilai kebolehppercayaan yang tinggi dan kesemua item dalam soal selidik kajian ini sesuai digunakan untuk menilai persepsi bekerja dari rumah dalam kalangan penjawat awam di sebuah badan berkanun di Malaysia.

Keywords: Kesahan, Kebolehppercayaan, Instrumen, Bekerja, Rumah

Pengenalan

Penjawat awam merupakan sumber manusia yang sangat penting dan berfungsi sebagai modal insan sesebuah negara. Mereka selaku pekerja juga merupakan salah satu entiti pengurusan dan pentadbiran yang membentuk dan menentukan hala tuju kemajuan masyarakat dan negara, termasuk pelbagai aspek untuk mencapai keupayaan meningkatkan kualiti hidup (Johar, 2019). Keadaan itu sejajar dengan pandangan pragmatik sumber manusia bahawa penjawat awam merupakan modal insan dalam usaha negara untuk mencapai transformasi yang mampan, wujud interaksi bersama antara visi dan misi operasi dalam organisasi yang diuruskan mengikut garis panduan yang dibangunkan dan disediakan. Jelas bahawa ia merupakan suatu inisiatif berfokus yang perlu dicapai oleh Unit Pemodenan Tadbiran dan Perancangan Pengurusan Malaysia (MAMPU, 2009). Walau bagaimanapun, penularan jangkitan Coronavirus (COVID-19) pada tahun 2020 sehingga menyebabkan fenomena pandemik global telah memberi kesan yang besar dan serius kepada semua anggota masyarakat, termasuk pelbagai aspek kehidupan, dan dunia secara keseluruhan serta mengubah sepenuhnya senario negara dari segi sosial, ekonomi, fizikal, emosi, dan mental. 18 Mac 2020 adalah detik bermulanya Perintah Kawalan Pergerakan (PKP), yang menutup aktiviti berkaitan pejabat, pusat membeli-belah, universiti dan sekolah sebagai langkah proaktif untuk membendung penularan jangkitan COVID-19 di Malaysia (Syah Rul, 2020). PKP terpakai kepada semua

penjawat awam yang dikehendaki bekerja dari rumah (BDR), tetapi terdapat kelonggaran untuk pekerja barisan hadapan (Rusli, 2020). Ini adalah permulaan normalisasi bekerja dari rumah, bersama seiring dengan sejarah pandemik yang tidak akan dilupakan dalam kamus dunia. Walaupun piawaian ini tidak lagi digunakan selepas tiga tahun kerana negara kini berada dalam tempoh peralihan endemik, namun piawaian norma baharu bekerja dari rumah telah menandakan perubahan dalam budaya kerja yang tidak semestinya berada di tempat kerja. Secara realistiknya, adalah perlu untuk menyesuaikan diri sebaik mungkin dengan norma bekerja dari rumah walaupun di luar pandemik jika ia menjadi suatu keperluan yang praktikal untuk organisasi (Siti et al., 2021).

Selaras itu, penyelidik menjalankan kajian bagi mengenal pasti sejauh manakah domain-domain kecerdasan emosi boleh mempengaruhi norma bekerja dari rumah dalam kalangan pekerja. Untuk itu, artikel ini ditulis khas untuk perkongsian analisis kesahan dan kebolehpercayaan instrumen norma bekerja dari rumah yang digunakan dalam kajian ini. Kesahan dan kebolehpercayaan adalah sangat penting dalam penentu kesesuaian dan ketepatan item dalam kajian. Untuk kajian ini, analisis kesahan dan kebolehpercayaan item dalam instrumen adalah untuk menilai persepsi responden selaku penjawat awam dalam norma bekerja dari rumah pasca pandemik COVID-19. Ujian kesahan adalah melalui analisis Kaiser-Meyer-Olkin (KMO) & Bartlett's Test, manakala ujian kebolehpercayaan adalah melalui analisis Cronbach's Alpha. Kedua-dua pengujian ini menggunakan perisian analisis statistik SPSS versi 26.

Tinjauan Literatur

Selain daripada fokus kepada kepakaran, pekerja juga haruslah lebih holistik dari segi etika, nilai, emosi dan perwatakan bagi mencapai hasrat sebagai modal insan yang berkualiti (Awada et al., 2020). Keseimbangan modal insan melalui tiga kategori iaitu keseimbangan emosi, mental dan fizikal perlu difokuskan secara optimum (Johar, 2019). Walau bagaimanapun dalam organisasi, masih terdapat pelbagai fenomena dan masalah serius yang menjejaskan persekitaran interaksi psikologi antara pekerja, yang memberi kesan negatif pada sisi emosi dan boleh menjejaskan komitmen kerja (Johar et al., 2020). Tidak dinafikan ia boleh memberikan kesan yang berpanjangan terhadap tingkah laku dan komitmen pekerja dalam organisasi (Johar, 2019; Sarawati, 2018).

Dalam situasi praktikal secara amnya terdapat banyak fleksibiliti antara majikan dan pekerja, termasuklah bilamana adanya elemen suka rela (Rusli, 2020). Konsep ini boleh digunakan untuk pelbagai jenis pekerjaan. Mod pelaksanaan dan mekanisme akan menjadi lebih variasi, dan semua pihak perlu mencapai persetujuan bersama dalam pelaksanaan bekerja dari rumah berdasarkan ketetapan dan alasan yang dibenarkan. Bagi sektor awam, pekeling perkhidmatan yang dikeluarkan oleh Ketua Pengarah Perkhidmatan Awam adalah dikeluarkan dari masa ke semasa berdasarkan keputusan Majlis Keselamatan Negara (MKN) semasa PKP di musim pandemik COVID-19.

Tinjauan kajian Randstad Workmonitor telah mendapati sehingga 48% responden selaku pekerja menyatakan keinginan untuk terus bekerja dari rumah dan dalam masa yang sama turut bekerja di pejabat secara berselang seli dan berkala, walaupun selepas pandemik COVID-19 berakhir (Hazwan, 2021). 14% responden pula mahu standard bekerja di rumah dikekalkan semasa pasca pandemik. Ternyata polisi kerja yang lebih fleksibel dipercayai boleh membantu

meningkatkan semangat pekerja dan mengurangkan tahap tekanan. Sesetengah penyelidik dan ahli akademik berpendapat medium bekerja dari rumah perlu diteruskan kerana ia memberi kesan positif kepada beberapa keadaan seperti keperluan untuk menjaga ahli keluarga yang sakit dan berpenyakit kronik (Harris Shah, 2021). Ia dilihat sebagai suatu kaedah yang praktikal bagi membantu mengurangkan tahap tekanan yang disebabkan oleh konflik ketidakseimbangan dalam tuntutan kerja dan keluarga. Pekerja wanita pula didapati memerlukan stamina mental dan fizikal yang lebih tinggi untuk bekerja dari rumah kerana tanggungjawab lebih besar yang perlu mereka pikul sebagai ibu dan isteri (Tuty Haryanti, 2021). Sama ada suka atau tidak, pandemik COVID-19 telah banyak mengubah landskap pelaksanaan dan pengurusan cara dan ruang bekerja. Transformasi ini boleh mempengaruhi suasana tempat kerja sama ada kepada pekerja mahupun majikan. Oleh itu, tidak dapat dinafikan masa bekerja yang panjang dari rumah boleh menimbulkan cabaran dalam keseimbangan emosi, mental dan fizikal dalam kalangan pekerja (Nor Asyikin, 2021).

Tidak dinafikan dalam implementasi norma bekerja dari rumah, terdapat beberapa cabaran seperti akses data internet yang tidak stabil, konflik pengurusan antara kerja dan keluarga dan pengurusan masa. Dalam tinjauan Vase.ai terhadap 1,100 pengguna dalam talian, 35% responden memberikan maklum balas tentang masalah akses data dan internet adalah salah satu cabaran utama semasa bekerja dari rumah (Rusli Ahmad, 2020). 77% responden pula mengakui menghadapi cabaran apabila bekerja dari rumah. Tinjauan itu juga mendedahkan bahawa hanya 9% responden yang suka bekerja dari rumah (Rusli Ahmad, 2020). Fenomena itu turut merangkumi realiti persekitaran yang semakin mendesak, pembangunan pesat, persaingan global, perubahan teknologi, ancaman pandemik serta endemik, dan tuntutan bentuk kerja kontemporari menjadikan dunia pekerjaan semakin mencabar, termasuklah dengan perubahan yang membawa kepada senario bekerja dari rumah. Ia turut berkait rapat dengan elemen emosi, yang tidak hanya tertumpu kepada soal fizikal dan mental semata-mata.

Walau apapun tugas seseorang pekerja sama ada bekerja di pejabat mahupun bekerja di rumah, mereka akan membawa emosi bersama-sama dan pastinya cabaran tetap ada. Adalah penting untuk memastikan emosi tetap terkawal dalam semua situasi. Ekspresi muka, reaksi emosi dan tingkah laku mesti dapat dikawal serta pekerja mesti lebih sensitif supaya tidak memberikan kesan buruk kepada orang lain. Pekerja berstatus tinggi lebih cenderung untuk meluahkan emosi kemarahan, manakala mereka yang berstatus lebih rendah akan cenderung untuk meluahkan emosi mereka dalam bentuk kesedihan (Tiedens, 2001). Pekerja yang gembira akan menunjukkan tingkah laku dan prestasi yang baik serta mencapai hasil kerja yang lebih produktif (Wright dan Cropanzano, 2004). Emosi negatif yang menyebabkan tekanan bukan suatu petanda yang baik dalam organisasi. Kajian lepas telah banyak membuktikan kepentingan emosi dalam pekerjaan. Emosi semasa kerja dan di tempat kerja adalah berkaitan dengan kualiti interaksi antara pekerja dengan pelanggan. Dalam konteks ini, pelanggan ditafsirkan sebagai sesiapa sahaja yang berinteraksi dengan pekerja (Zapf, 2002).

Dalam senario bekerja dari rumah, berlakunya interaksi secara maya yang turut memerlukan etika dan peradaban apabila keupayaan menangani emosi sebagai sebahagian daripada pekerjaan. Pengurusan dan pengawalseliaan emosi adalah aspek yang penting dalam bidang tingkah laku organisasi, pengurusan sumber manusia, dan psikologi organisasi, terutamanya dalam kepimpinan, pengurusan konflik, proses membuat keputusan, serta usaha untuk bertindak balas terhadap perubahan organisasi (Fineman, 2003). Kecekapan emosi pula adalah kemahiran yang boleh dipelajari agar dapat meningkatkan prestasi dan komitmen bekerja.

Tambahan pula, kepentingan adanya kecerdasan emosi di tempat kerja adalah berdasarkan kawalan sendiri, kesedaran sendiri, empati, motivasi, dan perhubungan sosial (Goleman, 1999). Terdapat beberapa punca lain yang boleh menyebabkan emosi negatif, khususnya tekanan dalam kalangan penjawat awam (Zafir dan Sheikh, 2014). Keseimbangan kehidupan-pekerjaan, masalah kesihatan mental, tekanan peribadi, beban kerja berlebihan, sumber dan komunikasi, pampasan dan faedah, kawalan kerja, serta aspek keselamatan kerja, turut boleh menjadi punca tekanan di tempat kerja. Perkara ini seterusnya, akan menjejaskan produktiviti organisasi secara keseluruhan. Sejajar itu, adalah perlu emosi pekerja diuruskan dengan baik dan stabil bagi mencapai kesejahteraan emosi yang boleh mempengaruhi hasil kerja lebih positif dan proaktif, sama ada bekerja di rumah mahupun di pejabat.

Bekerja dari rumah secara konseptual adalah satu bentuk pengaturan kerja di mana individu bekerja dari lokasi rumah mereka atau tempat lain di luar pejabat fizikal syarikat (Rusli, 2020). Lazimnya, bekerja dari rumah melibatkan penggunaan teknologi maklumat dan komunikasi, seperti komputer, telefon, dan akses internet, untuk menjalankan tugas kerja. Bekerja dari rumah telah menjadi lebih norma biasa sejak beberapa tahun kebelakangan ini, terutamanya dengan kemajuan dalam teknologi yang membolehkan komunikasi jauh yang lebih cekap. Seseengah syarikat mungkin menerima pakai dasar kerja dari rumah sebagai sebahagian daripada inisiatif keseimbangan kerja dan kehidupan, fleksibiliti kerja atau sebagai tindak balas kepada situasi kecemasan atau bencana seperti sewaktu pandemik COVID-19.

Bekerja dari rumah boleh memberikan beberapa manfaat dan faedah iaitu seperti:

- i. **Fleksibiliti masa:** bekerja dari rumah boleh memberikan fleksibiliti dalam menguruskan jadual kerja, membolehkan individu menyesuaikan masa kerja untuk memenuhi keperluan peribadi dan keluarga.
- ii. **Menjimatkan masa dan kos perjalanan:** tidak perlu berulang-alik ke pejabat membolehkan berlakunya penjimatan masa perjalanan, dan kos yang biasanya ditanggung dalam rutin harian.
- iii. **Mengelakkan tekanan:** pekerja dapat mengelakkan atau meminimumkan faktor tekanan apabila tidak perlu berhadapan dengan senario kesesakan jalan raya, kerisauan pergi dan balik bekerja yang lambat, dan kepenatan berulang-alik bekerja setiap hari.
- iv. **Keseimbangan kerja dan kehidupan peribadi:** bekerja dari rumah boleh membantu mencapai keseimbangan lebih stabil antara tuntutan kerja dengan kehidupan peribadi, kerana individu boleh menjadi lebih fleksibel dalam menguruskan masa dan masa kerja untuk aktiviti peribadi.

Ringkasnya, norma bekerja dari rumah boleh memberikan cabaran tersendiri terhadap tahap psikologi merangkumi faktor emosi, minda, dan tingkah laku (Siti et al., 2021). Pekerja mungkin menghadapi situasi pengasingan sosial, kesukaran memisahkan masa kerja dan masa persendirian, dan peningkatan permintaan kerja tanpa mengira masa melalui interaksi maya yang boleh menjejaskan kestabilan emosi mereka.

Oleh itu, adalah penting bagi individu yang bekerja dari rumah untuk mengekalkan kesejahteraan emosi mereka dengan mempunyai daya tahan yang jitu, mengamalkan strategi daya tindak yang sihat, mengekalkan keseimbangan antara kerja dan kehidupan peribadi, serta berinteraksi secara nyata bagi mendapatkan sokongan daripada keluarga, rakan sekerja dan organisasi (Siti et al., 2021). Walaupun bekerja dari rumah menampilkan kekerapan tinggi

dalam interaksi maya, akan tetapi pekerja boleh meningkatkan keberkesanan komunikasi secara fizikal dengan ahli keluarga. Dengan memahami dan mengurus kesejahteraan emosi dengan baik, individu yang bekerja dari rumah boleh meningkatkan kualiti hidup serta prestasi kerja mereka secara lebih dinamik dan konsisten.

Metodologi Kajian

Reka Bentuk Kajian

Kajian ini adalah berbentuk non-eksprimental, dan merupakan kajian lapangan, serta dihuraikan menggunakan statistik korelasi dan regresi. Kajian lapangan sangat relevan untuk kajian ini kerana ia diyakini dengan kebolehpercayaan yang tinggi serta agak rendah dalam kos pelaksanaan (Maimunah, 1992). Kajian ini adalah berbentuk deskriptif dan juga adanya pengujian hipotesis yang boleh menerangkan pembolehubah bebas dua atau lebih faktor dalam situasi tertentu (McIntyre, 2005). Analisis regresi digunakan bagi menguji pengaruh atau impak dalam hubungan kesemua pembolehubah.

Lokasi Kajian dan Persampelan Kajian

Salah sebuah universiti awam di zon tengah semenanjung Malaysia, yang juga merupakan entiti badan berkanun agensi kerajaan, telah dipilih untuk lokasi kajian ini. Dalam proses pemilihan sampel, kaedah persampelan rawak sistematik telah digunakan, dan jadual Krejcie & Morgan dalam memilih jumlah responden. Namun untuk perbincangan analisis kesahan dan kebolehpercayaan dalam artikel ini, dapatan analisis adalah berdasarkan kajian rintis yang dilakukan terlebih dahulu dengan mengambil seramai 26 orang responden yang terdiri daripada lokasi kajian, yang terdiri daripada staf akademik dan staf bukan akademik dari beberapa kategori gred gaji.

Instrumen Norma Bekerja dari Rumah

Instrumen kajian ini dinamakan Instrumen Norma Bekerja dari Rumah yang telah diadaptasi daripada Instrumen Bekerja Dari Rumah Cabaran COVID-19 (WFHI-CvdC; Siti Sarawati Johar, 2021). Pengubahsuaian dilakukan daripada penilaian persepsi bekerja dari rumah semasa era pandemik COVID-19 kepada era pasca pandemik COVID-19. Instrumen mempunyai sebanyak 15 item pada awalnya. 4 item telah digugurkan bagi mencapai tahap kesahan dan kebolehpercayaan yang baik.

Kaedah skala empat (4) likert telah digunakan sebagai pilihan jawapan daripada responden kajian bagi mengenal pasti persepsi responden berkaitan norma bekerja dari rumah. Ia lebih memudahkan pengkaji untuk mengenal pasti penilaian responden terhadap item yang dirasakan sesuai. Setiap item diukur menggunakan Skala likert 4 mata. Untuk artikel ini, difokuskan perbincangan dapatan analisa kajian rintis yang dianalisis dengan menggunakan *Statistical Package for the Social Sciences* (SPSS) versi 26. Jadual 1 di bawah menunjukkan skor penilaian skala 4 likert yang digunakan dalam instrumen ini, dan Jadual 2 pula menunjukkan 11 item yang mengukur tiga domain dalam instrumen.

Jadual 1: Skor Skala 4 Likert

Pernyataan	Skor
Tidak Pernah	1

Kadang-kadang	2
Kerap	3
Sangat Kerap	4

Jadual 2: Perincian Item Mengikut Domain

Item (Domain)	Bilangan Item
Afektif (emosi)	4
Kognitif (minda)	2
Psikomotor (tingkah laku)	5

Kepentingan Instrumen Norma Bekerja dari Rumah

Kepentingan instrumen ini adalah boleh berfungsi sebagai alat ukur yang dapat diaplikasikan untuk menguji persepsi dan tahap daya tahan responden jika diperlukan untuk bekerja dari rumah. Ironinya, zaman kini adalah semakin praktikal jika keperluan untuk bekerja dari rumah perlu dilaksanakan, atas beberapa faktor yang telah dibincangkan sebelum ini.

Dapatan Analisa

Analisis Kesahan Item

Laporan keputusan analisis kesahan item dalam instrumen yang digunakan dalam kajian ini adalah berpandukan beberapa kriteria iaitu: (1) ujian *Bartlett's Test of Sphericity* perlu signifikan ($p < 0.05$) dengan korelasi antara item atau pemboleh ubah (Yong & Pearce, 2013), dan (2) ujian kecukupan sampel *Kaiser-Meyer-Olkin* (KMO) iaitu ≥ 0.50 digunakan bagi menentukan sama ada saiz sampel cukup untuk meneruskan analisis faktor (Tabachnick & Fidell, 2014). Ujian *Kaiser-Meyer-Olkin* (KMO) dan ujian *Bartlett Sphericity* perlu dilakukan dalam menentukan kesesuaian data (Wan Muhammad, 2018), sekaligus dapat menentukan sama ada dapatan analisis itu bersesuaian untuk diteruskan dengan analisis faktor (EFA) ataupun tidak.

Ujian KMO dan *Bartlett's Test of Sphericity* turut dijalankan bagi mengenal pasti kewujudan hubungan antara item bagi meneruskan analisis faktor. Analisis faktor adalah praktikal untuk dijalankan sekiranya nilai KMO lebih besar daripada 0.50, kerana itu membuktikan bahawa data tidak mempunyai masalah *multicollinearity* yang serius (Chua, 2014). Garis panduan nilai KMO ditunjukkan seperti di Jadual 3.

Jadual 3: Garis Panduan Tahap Nilai KMO

Nilai KMO	Tahap
< 0.50	Tidak dapat diterima
0.50	Teruk
0.60	Rendah
0.70	Sederhana
0.80	Baik
0.90 ke atas	Cemerlang

Pengukuran kecukupan pensampelan *Kaiser-Meyer-Olkin (KMO)* dan *Bartlett's Test of Sphericity* menunjukkan nilai *KMO* ialah 0.762, manakala ujian *Bartlett's Test Sphericity* adalah signifikan dengan nilai *Chi-Square* 297.750, dengan darjah kebebasan 55 (Jadual 4).

Jadual 4: Kesahan KMO & Bartlett's Test Instrumen Norma Bekerja dari Rumah

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.762
Bartlett's Test of Sphericity	Approx. Chi-Square 292.750
	df 55
	Sig. .000

Jadual 5: Nilai Communalities Item Instrumen

Communalities		
	Initial	Extraction
Saya merasa lebih selesa bekerja dari rumah	1.000	.839
Prestasi kerja saya lebih produktif jika bekerja dari rumah	1.000	.803
Bekerja dari rumah menjadikan waktu saya lebih fleksibel	1.000	.858
Saya lebih santai dan gembira jika bekerja dari rumah	1.000	.829
Saya lebih berinspirasi dalam melaksanakan tugas saya apabila bekerja dari rumah	1.000	.815
Saya lebih bersemangat dalam melaksanakan tugas saya apabila bekerja dari rumah	1.000	.841
Saya tertib dari segi masa dalam melaksanakan tugas saya ketika bekerja dari rumah	1.000	.735
Hasil kerja saya menjadi lebih berkualiti jika bekerja dari rumah	1.000	.652
Bekerja dari rumah dapat mengurangkan interaksi yang tidak bermanfaat dengan rakan sekerja	1.000	.759
Bekerja dari rumah dapat menjimatkan banyak masa dalam menguruskan hal kerja dan hal peribadi	1.000	.774
Saya bersetuju konsep dan norma bekerja dari rumah perlu diperluaskan walaupun setelah pandemik berakhir	1.000	.660

Nilai kesahan item instrumen didapati mencapai tahap yang baik kerana hasil analisis *KMO* menunjukkan nilai kesahan adalah melebihi 0.70. Dengan itu, analisis selanjutnya untuk analisis faktor boleh dilakukan. Pekali atau faktor pembebanan lebih daripada 0.50, dan nilai *communalities* item adalah lebih daripada 0.30 (Jadual 5), maka ini memberikan gambaran bahawa analisis faktor boleh diteruskan untuk instrumen kajian ini.

Analisis Kebolehpercayaan Instrumen

Analisis kebolehpercayaan instrumen boleh dilakukan setelah selesai analisis kesahan item. Berdasarkan panduan nilai pekali kebolehpercayaan instrumen mahupun item dalam instrumen

(Jadual 6), agak jelas instrumen kajian ini dikategorikan sebagai instrumen yang mempunyai nilai kebolehpercayaan yang amat baik.

Jadual 6: Jadual Nilai Kebolehpercayaan

Pekali kebolehpercayaan	Tahap kebolehpercayaan
.90 dan keatas	Amat baik
.80-.89	Baik
.60-.79	Sederhana
.40-.59	Diragui
.00-.39	Ditolak

Melalui analisis kesahan item sebelumnya, terdapat perubahan jumlah item dalam instrumen kajian bilamana sebanyak 4 item telah digugurkan daripada 15 item menjadi 11 item. Akan tetapi nilai Cronbach's Alpha tetap dalam nilai yang lebih daripada 0.60 (Jadual 7 dan Jadual 8). Nilai kebolehpercayaan keseluruhan item dalam instrumen ini didapati mencapai tahap ketekalan dalaman yang sangat baik, di samping mempunyai nilai korelasi antara item yang baik ($>0.40-0.90$) seperti yang ditunjukkan dalam Jadual 9. Hasil analisis Cronbach's Alpha setelah berlaku perubahan jumlah item, didapati nilai kebolehpercayaan adalah sebanyak 0.947 (Jadual 8), berbanding dengan sebelum perubahan item dengan nilai 0.941 (Jadual 7). Perubahan jumlah item berlaku semasa analisis kesahan KMO, sebelum dilakukan analisis kebolehpercayaan Cronbach's Alpha.

Jadual 7: Nilai Kebolehpercayaan Cronbach's Alpha sebelum analisis Kesahan

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.942	15

Jadual 8: Nilai Kebolehpercayaan Cronbach's Alpha selepas Analisis Kesahan

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.948	11

Nilai pekali korelasi antara item secara keseluruhannya adalah dalam julat 0.497 sehingga 0.895. Nilai pekali korelasi antara item juga merupakan petunjuk darjah korelasi setiap skala kepada jumlah skor. Hasil analisis didapati setiap item yang diukur mempunyai korelasi yang baik dengan jumlah skor dan korelasi antara item adalah positif dengan jumlah nilai melebihi 0.3. Secara ringkasnya, nilai korelasi antara item dapat memberikan gambaran jelas bahawa terdapat korelasi yang kuat antara item dalam instrumen kajian ini.

Jadual 9: Nilai Korelasi antara Item Instrumen

Item-Total Statistics		
	Corrected Item- Total Correlation	Squared Multiple Correlation
Saya merasa lebih selesa bekerja dari rumah	.745	.896

Prestasi kerja saya lebih produktif jika bekerja dari rumah	.812	.910
Bekerja dari rumah menjadikan waktu saya lebih fleksibel	.895	.953
Saya lebih santai dan gembira jika bekerja dari rumah	.852	.856
Saya lebih berinspirasi dalam melaksanakan tugas saya apabila bekerja dari rumah	.852	.883
Saya lebih bersemangat dalam melaksanakan tugas saya apabila bekerja dari rumah	.865	.912
Saya tertib dari segi masa dalam melaksanakan tugas saya ketika bekerja dari rumah	.762	.919
Hasil kerja saya menjadi lebih berkualiti jika bekerja dari rumah	.753	.930
Bekerja dari rumah dapat mengurangkan interaksi yang tidak bermanfaat dengan rakan sekerja	.497	.779
Bekerja dari rumah dapat menjimatkan banyak masa dalam menguruskan hal kerja dan hal peribadi	.689	.757
Saya bersetuju konsep dan norma bekerja dari rumah perlu diperluaskan walaupun setelah pandemik berakhir	.731	.780

Nilai pekali kebolehpercayaan yang boleh diterima adalah ≥ 0.60 , termasuk untuk kajian tinjauan (Hair et.al, 2010). Nilai korelasi antara item yang lebih besar daripada 0.30 pula dianggap berjaya memenuhi kriteria kesahan (Hair et.al, 2014). Selaras itu, kajian rintis dengan aplikasi instrumen Norma Bekerja dari Rumah yang dijalankan dalam kajian ini didapati sekaligus dapat menguji kebolehpercayaan instrumen kajian ini.

Rumusan

Kesimpulannya, hasil kajian ini menunjukkan fenomena pandemik COVID-19 telah merintis senario dan norma bekerja dari rumah dan ia mempunyai kesannya yang tersendiri kepada golongan pekerja, termasuklah penjawat awam. Namun begitu, kesan itu boleh distabilkan dengan adanya kesedaran dan kepekaan untuk menguruskan dan mengendalikan tahap emosi dengan lebih terkawal agar berupaya menyumbangkan kesejahteraan emosi yang konsisten, ataupun menyumbangkan tahap yang lebih rendah untuk ketidakstabilan emosi dalam kalangan pekerja. Keupayaan menjaga kesejahteraan emosi, minda dan fizikal bagi mencapai kesejahteraan secara holistik didapati boleh membantu pekerja berada dalam keadaan yang lebih tenang dan terkawal dengan memiliki daya tahan diri berhadapan dengan cabaran.

Perbincangan dalam artikel ini adalah tentang pengujian instrumen melalui proses dan analisis kesahan serta kebolehpercayaan iaitu analisis menggunakan *Kaiser-Meyer-Olkin* (KMO) dan *Cronbach's Alpha* melalui perisian SPSS versi 26. Hasil kajian ini, jelas menunjukkan instrumen ini mempunyai tahap kebolehpercayaan >0.90 dengan nilai yang tinggi dan sangat baik (Hair et.al, 2006). Instrumen ini juga didapati telah memenuhi nilai yang disyaratkan dan ditentukan dalam kesahan kandungan dan kebolehpercayaan item. Instrumen turut dijangka boleh mengisi penggunaan pengujian yang berkaitan dengan norma bekerja dari rumah kepada

para penyelidik seterusnya. Instrumen bukan sahaja boleh digunakan semasa pandemik, malahan juga boleh digunakan semasa bukan pandemik.

Adalah dicadangkan agar penyelidik lain yang berminat boleh menguji pakai dan menggunakan instrumen yang digunakan dalam kajian ini kerana ia telah dibina dengan berkesan, telah mendapat kesahan yang baik dan kebolehpercayaan yang tinggi. Adalah juga dicadangkan agar mana-mana agensi kerajaan akan datang menggunakan rumusan kajian ini sebagai panduan. Dalam usaha semua untuk menyesuaikan diri dengan perubahan evolusi situasi, masa, budaya, teknologi dan beban kerja organisasi, adalah dicadangkan agar penyelidikan seterusnya juga dapat mengadaptasikan pengukuran persepsi bekerja dari rumah yang lebih mudah ditadbir, tidak rumit difahami, lebih terbuka dan bersifat kontemporari yang dinamik.

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MULTILINGUALISM AND ENGLISH ORAL PERFORMANCE: THE CASE OF COLLEGE BOUND PROGRAM STUDENTS OF MSU MARAWI

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Abstract: *This study investigates the manifestations of multilingualism among students the majority of them are 19 years old, of Meranaw ethnicity, and from the different municipalities of Lanao del Sur. This study uses a quantitative-qualitative method. It involves 70 College Bound Program students who participate in an English-speaking activity to elicit from it their English oral performance. Using an adapted rubric by Tismo, their English oral performance is rated and from there the manifestations of their multilingualism are identified and interpreted. Results show that majority of the participants speak and understand 4-6 languages. Their languages include: Filipino, Meranaw, Maguindanao, Cebuano, Iranon, Ilonggo, Surigaonon, Agusanon, Tausug, Waray, and Arabic. Findings reveal that, in Grammar and Fluency, their multilingual nature is manifested in their repetition of words and phrases, unnecessary pauses, use of lexical and non-lexical fillers, lapses in the basic subject-verb agreement rules and verb tenses, incorrect usage of prepositions, and fondness in the use of 'in.' In Pronunciation, their multilingual nature is manifested in their awareness of the English speech sounds and the ability to produce them with some consistency. In Vocabulary, their multilingualism is manifested in their use of incorrect words, inappropriateness of word choice, substitution of Filipino and other local terms for English words, code-switching, and the language they resort to when they code-switch. In Intonation, their multilingualism is manifested in their irregular intonation, lack of intonation pattern, and the ability to control and vary their intonation. In Content, their multilingualism is manifested in their ability to perform the speaking tasks of description and direction-giving, and to organize ideas. The multilingual nature of the participants is manifested in an obvious, strong, and specific manner. Language teachers must expand their orientation to communication and teaching to accommodate multilingual communication.*

Keywords: *Multilingualism, Manifestations, English Oral Performance, Grammar And Fluency, Pronunciation, Vocabulary, Intonation.*

Introduction

Multilingualism is the ability of an individual to speak in several languages (Okal, 2014). Sun and bin Sallahuddin (2016) described it as a unique human possession and ability. Since a considerable number of people speak more than two languages in their day to day lives for several reasons, multilingualism has become a widespread phenomenon. This continuing growth of individual and societal multilingualism led many researchers to investigate multilingualism and multilingual acquisition (Kang, n.d.).

Going beyond second language acquisition to the acquisition of additional languages is very common for many people all over the world (Cenoz, 2008). This is particularly true in multilingual settings where several languages are used in the everyday life of multilingual

individuals (Cenoz, 2013b). Most studies on second language acquisition just focus on one target language and do not pay attention to the other languages already acquired or are being acquired by the learners (Cenoz, 2008). This is not the case though in the acquisition of additional languages. Learners who have gone through the process of learning a second language are more experienced language learners and it is likely that they have developed certain skills and strategies for achieving the language-learning task. When faced with the task of learning another language in addition to what was previously acquired, the language learner reactivates and adapts these skills and strategies to face the new challenge. When multilingual speakers, who have gone through the process of acquiring a third, fourth, or fifth language, reflect on how they acquire these languages, they do explain that their other languages are useful and that they are used as a basis (2009:68 as cited in Cenoz, 2013b).

The conduct of a study on multilingualism and multilingual learners is ideal in a multilingual university like the Mindanao State University in Marawi City. Mindanao State University-Marawi Campus is an institution where the students have different ethnic backgrounds, speak different local languages and dialects, and practice different religions. Bilingualism and multilingualism are a common phenomenon here. An average student speaks at least two languages: the native language or mother tongue and the national language of the country. Depending on where the student was raised, he or she may have also acquired the native language of the place. If some of these students pursue Arabic studies outside their curriculum then they also have a grip of the language. As early as Kindergarten or Grade 1 to some, the English language is taught to every Mindanao State University (MSU) student as a regular school subject. Their quest for English language learning has been one of the biggest challenges of their student-life. This is the reason the issue on multilingualism and the acquisition of additional languages, the English language for this matter, is more salient in multilingual society like Marawi City and in multilingual speakers like the MSU students. This study aimed to find out the manifestations of multilingualism in the English oral performance of the College Bound Program students of MSU Marawi. Specifically, it sought to answer the following questions: (1)What is the socio-demographic profile of the participants? (2)How many languages are spoken and understood by the participants? (3)What are the manifestations of multilingualism in the English oral performance of the participants?

Multilingualism is a phenomenon that started as early as the Middle Ages when multilingual scholars from parts of Europe translated Arabic and Greek texts into Latin and when the transmission of learning was made in different languages (Cenoz, 2013). At present, multilingualism has become a common phenomenon all over the world. This is expected as there are more languages, 7,000, in the world than the number of independent countries which is only 200 (Lewis, 2009 as cited in Cenoz, 2013). Several factors have contributed to the current visibility of multilingualism. Among them are globalization, transnational mobility of the population, and the spread of new technologies which are highly influential in different political, social, and educational contexts (Cenoz, 2013).

Indian linguist Khubchandani (1997, cited in Canagarah&Wurr, 2011) explained the way communication works in non-western multilingual communities where language diversity is the norm. In such communities, people are used to negotiating diverse languages in their daily lives. They do not assume that the people they meet speak their own language. This mind-set prepares them for negotiating different languages as a fact of life. It is not a shared grammar that enables them to communicate but the communicative practices and strategies that they use

to negotiate their language differences. These strategies are not a form of knowledge or cognitive competence but a form of resourcefulness that the speakers use in the unpredictable communicative situation they encounter. To achieve intelligibility and communication in this context of diversity, people aim to find a common ground between codes and resources to achieve their interests.

To achieve communication out of such diversity, multilinguals also bring certain helpful attitudes. They are always consensus-updated and mutually supportive to achieve their shared goals. They do not let language differences hinder their objectives. They also bring a different orientation to communication from monolinguals. They do not just depend on the verbal medium to accomplish intelligibility. They are aware that communication involves using ecology as a resource: the objects in the setting, the communicative context, the body, and paralinguistic cues. They all help in communication (Canagarajah & Wurr, 2011).

In multilingual communities, language acquisition also works differently. Since the individuals could not predict the languages they would confront in a given situation, they could not be readily armed with the codes they need for an interaction. Thus, in communities like these, language learning and language use work together. People learn the language as they use them. They decode the grammar of other languages as they interact; they make inferences about others' language system and take them into account as they formulate their own utterances (Canagarajah & Wurr, 2011).

This modern view is much like the holistic approach to multilingualism as theorized by Cenoz and Gorter (2011). Cenoz and Gorter (2011) used the elements of the focus on multilingualism to discuss the main contributions of holistic view of multilingualism. This approach for teaching and research in multilingual education relates the way multilingual students and speakers use their communicative resources in spontaneous conversation to the way languages are learned and taught at school. It analyzes the gap between the traditional focus on one language and multilingualism in real life communication involving all the languages. It explores the possibility of building bridges that can link these two realities so that multilingual students can use their own resources to a larger extent in formal education. Focus on multilingualism has the following dimensions: the multilingual speaker, the whole linguistic repertoire, and the social context.

The Multilingual Speaker. The holistic view of multilingualism highlights the characteristics of multilingual speakers as different from those of monolingual speakers. Multilingual speakers use their different languages at their disposal and because their repertoire is wider they have more resources available than the monolingual speakers. Multilingual speakers use different languages either in isolation or mixed, depending on their communicative needs and who they are talking to. Monolingual speakers use one same language in all situations, while multilingual speakers do not use each of their languages for the same purposes in all situations, in the same domains, or with the same people (Cenoz, 2013).

The Whole Linguistic Repertoire. Cenoz posited that another dimension of focus on multilingualism is the need to adopt a holistic view of all the languages spoken by multilinguals instead of focusing on one language at a time. The atomistic views of multilingualism focused on the specific elements of a language and considered any type of mixing between languages as an indicator of low proficiency. Languages were analysed separately and completely

independent of each other. The holistic views of multilingualism paid attention to the way multilingual speakers use their languages in ways different from how the monolingual speakers use their single language. The multilingual speech is creative and it includes instances of language interaction in different directions (2013). The holistic view of the linguistic repertoire can also be adopted in multilingual education where several languages will be studied as school subjects or will be used as languages of instruction. This approach aims at integrating the curricula of the different languages to activate the resources of multilingual speakers. In this way multilingual students can use their resources cross-linguistically and they become more efficient language learners as opposed to when languages are taught separately (Cenoz&Gorter, 2011; Soltero-Gonzalez, Escamilla, & Hopewell, 2012; cited in Cenoz, 2013).

The Social Context. In the study of multilingualism, the sociological, sociolinguistic, and anthropological approaches are widely used. This goes to show that the holistic view of multilingualism focuses on the use of language in social contexts and takes into account the interaction between the speakers and the communicative context. To be a competent multilingual, it implies that the speaker needs to acquire skills to be accepted as a member of the community (Kramsch& Whiteside, 2007 as cited in Cenoz, 2013). A holistic view of multilingualism sees multilingual competence as linked to the social context in which language practice takes place. Cenoz (2013) had observed that for the past few years there has been a shift from the strong atomistic perspective that focused on the multilingual, one language at a time, to the holistic perspectives based on the multilingual speaker, the whole linguistic repertoire, and the social context.

Research Methods

This study employed the quantitative and qualitative research methods. The data collection method included the administration of a survey questionnaire and a speaking activity through an interview. The survey questionnaire provided the information on the demographic profile of the participants and the number of languages spoken and understood by them. The statistical tools Frequency and Percentage were used to calculate and analyse the data that were gathered from the survey and from the oral performance of the participants. It also employed a rubric containing the criteria that determined the English oral performance rating of the participants. The same rubric aided the researcher to elicit explicit and implicit information about the manifestations of multilingualism in the oral performance of the participants.

The participants of this study were the College Bound Program students of MSU-Marawi. The College Bound Program (CBP) is for high school graduates who get conditional ratings in the MSU-System Admission and Scholarship Examination (SASE). This summer-class intervention program is designed to upgrade the academic preparation of incoming freshmen students especially those from the underachieving and low performing indigenous people. The study applied purposive sampling method in choosing participants for the speaking activity. One male student and one female student who have the greatest number of languages spoken and understood were selected from every section. There were thirty-five sections so there was a total of seventy participants in the speaking activity. In a case where there were more than one male student and one female student who could speak and understand the same number of languages, the oldest by age among them was chosen.

Further, this study was conducted with high regards to ethical consideration by explaining thoroughly the contents of the Informed Consent before it was signed by the participants. In the explanation, emphasis was made on the confidentiality of their identity and their answers, on voluntary participation, and on the nature and process of the speaking activity.

Results and Discussions

The Demographic Profile of the Participants

The presentation of the demographic profile of the participants is for background information only. This includes their System Admission and Scholarship Examination (SASE) score, hometown, age, sex, and ethnicity. In the 2018 Mindanao State University (MSU)- SASE, the cut-off score was 75. The SASE takers who garnered a score of 75 and above were admitted in the university. Those who got 74 to 60 were given another chance through the College Bound Program (CBP) where the participants need to pass the three subjects offered: English, Math, Physics, in order to be admitted in the university. Results reveal that an equal majority (10% each) of the participants got 61, 65, and 70 in the SASE. This shows how varied and well-distributed the SASE scores of the participants were in the score range for the program. As to the hometown, 35.7% of the participants are from Lanao del Sur province but there is also a big number which is from other parts of Mindanao and a few are even from outside of the Mindanao island. It is expected to have numerous CBP participants from the province of Lanao del Sur and Marawi City because MSU is the nearest opportunity they have for a higher and quality education. 58.6% of the participants were 19 years of age which suggests that 19 is the usual age of incoming college students. This also indicates that majority of them are young adults. There was an equal number of male and female participants as this was made on purpose. In terms of ethnicity, 58.6% are from the ethnic group Meranaw and 17.1% have mixed ethnicity backgrounds. The word Meranaw translates to mean “people of the lake,” after their traditional territory in the areas surrounding Lake Lanao. This implies that the Meranaws outnumbered other tribes in the CBP.

The Languages Spoken and Understood by the Participants

Multilingualism is an essential factor that determines the outcome of the study. This study reveals that 90% of the participants speak and understand 4 to 6 languages, 7.1% speak and understand 1 to 3 languages, and 2.8% 7 to 9 languages. The multilingual nature of the participants is supported by several factors. The participants have different ethnic backgrounds that speak different languages. Many of the Meranaw participants hailed from Lanao del Sur province and Marawi City but they had lived for years in towns outside the province that use different local languages; thus they had to learn the local language for communication purposes. With the influence of mass media, the participants were also exposed to foreign languages which they learned later on. Religion is another contributing factor. Since Arabic is the language of the Qur'an, the holy book of the Muslims, some of the Muslim participants are familiar with the foreign language. Results reveal that all participants speak and understand Filipino, the national language of the Philippines. Every Filipino living in the Philippines naturally learns the Filipino language because it is one of the medium of instructions used in the classroom; it is one of the basic subject courses offered in every level of education in the country; it is the language used in Philippine television channels; and because Filipinos know that the Filipino language is the only language they can use when communicating with their fellow Filipino wherever they are in the country and regardless of their ethnic backgrounds.

The other languages spoken and understood and by the participants are Meranaw, Maguindanao, Cebuano, Iranon, ilonggo, Surigaonon, Agusanon, Tausug, Waray, kalagan, Subanen, Ilocano, Kamayo, Cantilangnon, Chavakano, Sama, Masbateño, Zambali, tala-andig, and Arabic. Among these languages the most commonly spoken and understood are Filipino, Meranaw, Maguindanao, and Cebuano. Filipino is classified as an Austronesian, Malayo-Polynesian language that is first used in the central part of the Philippine archipelago. It was derived from the Tagalog language of Luzon but some terminologies were imported from other regional languages (Dimsangka, 2014). Meranaw is a Malayo-Polynesian language spoken in Lanao del Norte and Lanao del Sur provinces in the island of Mindanao, Philippines. Since Meranaw belongs to the Southern Philippine branch of Malayo-Polynesian languages, it is closely related to Iranon and Maguindanao (www.omniglot.com, 2019). Cebuano or Bisaya is also classified as an Astronesian, Malayo-Polynesian language which is commonly spoken in Cebu, Bohol, Leyte, Biliran, as well as in most parts of Mindanao (Dimasangka, 2014). In the early education of every Filipino under the Mother-Tongue Based Instruction policy, the Philippine education setting requires the use of these languages.

The English Oral Performance of the Participants and the Manifestations of their Multilingualism

A speaking activity was conducted to elicit from it the English oral performance of the participants. An adapted rubric was used to rate their speaking performance according to the following speaking skills: fluency and grammar, pronunciation, vocabulary, intonation, and content. The results of the rating of their oral performance were analysed and interpreted to identify the manifestations of multilingualism in their speech utterances. Table1 presents the English oral performance of the participants.

Table 1: Frequency Distribution of the English Oral Performance of the Participants

Speaking Skills		1 Poor	2 Good	3 Very Good	4 Excellent	Frequency N=70	Sum	Mean
Fluency	and	1	31	34	4	70	181	2.58
Grammar								Good
Pronunciation		8	35	26	1	70	160	2.28
								Good
Vocabulary		6	36	26	2	70	164	2.34
								Good
Intonation		13	41	16	0	70	143	2.04
								Good
Content		0	8	44	18	70	220	3.14
								Very Good
								Good

For **Fluency and Grammar**, the participants got a rating of 2.58 or Good. A Good rating means “Speech is relatively smooth with some hesitations and unevenness caused by rephrasing and groping for words. Speaks with grammatical errors that do not obscure meaning.”

The participants' speech is moderately smooth. There are few participants whose speech are fluid and smooth with few to almost no hesitations; however, a majority of them spoke with some hesitations and unevenness caused by rephrasing and groping for words. The following are transcribed samples of the participants' speech utterances:

"My hometown is a beautiful town. There is a peaceful living in there and a good people and they also help each other when it comes when it is there a problem and they can solve easier because they are united as one or as a family."

The first example is a sample of a relatively smooth speech from one of the participants.

"...in my observation...ah...ah..Mumungan...ah..in our uh..in our place is peaceful..ah instead of...ah...you...ah the...the people there is ah...they communicating through what is ah updated in the...what is the updated in the...in their environment."

"...you can...you can ride in....in...in Mulondo...but first you need to...you need to..."

"...there is a multicab...there is a multicab...who...there is a multicab in the town that...that..."

These three sample utterances show the hesitations and unevenness in the speech of the participants caused by repetitions of words and phrases, unnecessary long pauses, and use of fillers while they grope for words and phrase ideas. One significant factor that affects the smoothness of speech of the participants is their use of fillers. Almost all of the participants, even those whose speech can be considered as moderately smooth have fillers in their spoken discourse. The fillers that were commonly used by them are: *ah*, *ahm*, *uh*, *so*, *nah*, *ku-an*, *anu*, *and*, *kuwan*, *kanang*, and *uhm*. The following are examples of how these fillers were used by the participants:

"Uhm...before when the Marawi siege is not yet happened..."

"The population of our place is ku-an many people but their ku-an occupation is ..."

"...few houses in our barrio so when uh Marawi happened na..."

"...the people living there is kuwan mga Christians most of them are Christians. Mmm...there...uh...Muslims are not...uhm...there are not more Muslims living there."

As can be seen from the sample utterances, some participants chose to use fillers instead of pausing while they grope for words; while others used both fillers and pauses while they phrase their thoughts and think of the words to use. One important note to see is the kind of fillers the participants used. *So*, *and* are English words; *anu* is a Filipino word; *nah*, *kuwan*, *ku-an*, *kanang* are from their respective local languages; *ah*, *ahm*, *uh*, *uhm* are non-lexical fillers which were produced by the participants in different manners; usually, according to how these non-lexical fillers were produced in their respective mother tongues.

In a study by Oskar Jonsson (2016), it was found out that in a stressful situation, the student-participants used linguistic fillers not only in the target language but also in their native language. In fact they were far more likely to use their native language fillers in a stressful situation than in the conversational situation. Citing Canale and Swain (1980), Jonsson further explained that using linguistic fillers is one way of overcoming communication breakdowns and it is therefore a part of strategic competence (2016). In a reverse situation, the participants very rarely used fillers and when they do, the fillers were used in short stretches. In a non-stressful situation, the participants were given more time to plan their utterance and there was no expectation from the participants, so there was no need for them to use linguistic fillers (Jonsson, 2016).

According to Kormos and Denes, there is no single definition for oral fluency; what one would find instead is a plethora of definitions which includes different factors that affect oral fluency of language learners. Some of these variables are phonological memory, formulaic language, and using communication strategies (2004 cited in Heidari & Alavi, 2015). In the same manner as defining oral fluency, measuring it is also a subject of debate. Heidari and Alavi (2015) did not find a significant relationship between their EFL learner-participants' oral communication strategies and their oral fluency. The findings of their study contradicted previous related studies which claimed that there is a probable relationship between the use of communication strategies and the oral fluency of English learner-participants. Oral fluency seems to be a relative matter.

As to the grammar of the participants' utterances, there are frequent errors however they do not obscure the meaning of their spoken discourse. The identified grammatical errors on their utterances are on subject-verb agreement, prepositions, tenses, articles, linking verbs, modals, sentence construction, and nouns. Among these, the most frequent errors committed are on subject-verb agreement, prepositions, and tenses.

The following are sample utterances which contain errors on subject-verb agreement:

"Marantao is one of the beautiful place here in lanao del Sur..."

"Most of the people there is all Meranao..."

"There are jeep in Comcent..."

"The people there is very nice and helpful..."

"There is so many places to see..."

"The people in there is..."

"Some of the soldiers here is so scary..."

"There are many island..."

"The people lives there is Muslims, Christians..."

"There is only eight barangays who have a people."

As seen from the sample utterances, the verbs used by the participants in their sentences do not agree with their corresponding subjects. The participants used singular verb for the plural noun 'people' and they could not make their linking verb and subject agree when their statements start with the demonstrative pronoun 'there.'

The following sample utterances show errors on prepositions:

"My hometown is part in Zamboanga del Norte."

"You can go in KMIA..."

"...our home is in the back of..."

"...if they want to go in Piagapo or not..."

"You can take a picture on it."

"...they need to go in the Mulondo first..."

"...just tell to the driver that..."

"My hometown is from Carmen, Surigao del Sur."

"It is in the outside of the country."

"Any country which is near from Jeddah..."

"You go through in it."

"The people in there..."

In the first six sample utterances, the prepositions used by the participants are incorrect; while in the last six samples, the participants used unnecessary prepositions in their statements. The participants are fond of using the preposition 'in' as seen from some of these samples and as observed by the researcher.

The following examples show the incorrect tense form of the verbs in the participants' utterances:

"It was clean...It was a good hometown..."

"...it was populated..."

"It was very abundant in water..."

"The people living there was very quite good..."

These examples are descriptions of the hometowns of the participants; they said something about the present conditions of their hometowns so the tense form of the verbs should have been in the present tense. However, they used the past tense form of the verbs making it appear that these descriptions are no longer true.

"The tricycle will be stopped at Kilala..."

"Take a taxi and you just said that..."

"I actually grow in Cotabato City."

"You can found Lake Baya..."

"...you can found it on..."

"...you will enjoying the ride when you..."

"...but I've been born in Gensan..."

The preceding sample utterances show the weakness of the participants in the correct usage of verb tenses. The incorrect forms of the action verbs and the verb phrases in the utterances of the participants show their lack of consciousness and lack of knowledge in the correct tense form of verbs. They did not realize that the tense form of verbs is significant in understanding the meaning of ideas, especially the time within which the action takes place.

In the same study cited in the previous discussion by Heidari and Alavi (2015), they concluded that there is a significant difference between self-reported oral communication strategies employed by their EFL learner-participants with high explicit knowledge of grammar and those with low explicit knowledge of grammar. The EFL learners with low explicit knowledge of grammar employed five oral communication strategies more than the learners with high explicit knowledge of grammar. The oral communication strategies used include: message abandonment while speaking, negotiation for meaning while listening, nonverbal strategies while listening, and less active listener strategies. Heidari and Alavi (2015) further revealed that the implicit and explicit knowledge of grammar of EFL learners have an impact on their overall use of oral communication strategies. The EFL learners who have better command of grammar are less reliant on using oral communication strategies. These findings imply that the participants of this present study have low explicit knowledge of grammar as manifested in their speech utterances and in their use of communication strategies in their spoken discourse.

In another study, Dimasangka (2014) found out that among the commonly identified and observed communicative anxiety indicators of her MSU student-participants is committing grammar errors. In the oral performances of Dimasangka's participants, their grammar errors were manifested. Their grammatical errors include problems in prepositions, nouns, articles, phrase construction, clause construction, verb tense, conjunctions, pronoun, subject-verb agreement, pronoun-antecedent agreement, and adjectives. Furthermore, among the list of commonly perceived communicative anxiety of the participants, the fear of committing grammar errors was perceived as the most common communicative anxiety indicator. With

regards to the grammar structure of the spoken discourse of multilingual MSU students, the present study and Dimasangka's study share the same findings. Problems in subject-verb agreement, prepositions, verb tenses, conjunctions, modals, adjectives, nouns, and articles are prevalent in the oral performance of MSU multilingual English language learners. To sum up **fluency and grammar**, the participants' speech is relatively smooth with some hesitations and unevenness caused by rephrasing and groping for words. They speak with frequent grammatical errors that do not obscure meaning. Their multilingual nature is manifested in their repetitions of words and phrases, unnecessary long pauses, use of lexical and non-lexical fillers, lack of knowledge of the basic subject-verb agreement rules, incorrect usage of prepositions, fondness in the use of the preposition 'in,' and incorrect use of verb tenses.

For **Pronunciation**, the participants garnered a rating of 2.28 or Good. In the rubric a Good rating means "Shows awareness of sounds and produces them with some consistency." The participants are able to pronounce some words correctly but not accurately. Their ability to correctly pronounce some English words implies that they are aware of the different speech sounds of the English language; although not all of them could produce the sounds with consistency.

The following is a list of words whose sounds were produced correctly by a majority of the participants:

there	down	near	arrive	percent	speak
population	left	children	travel	trees	in
place	river	poor	amazing	peace	reach
places	hometown	tricycle	of	peaceful	MSU
view	city	visit	meters	road	it
people	terminal	lake	they	beautiful	which
province	motorcycle	campus	have	nice	the
job	barangay	friendly	tourist	mall	their
than	jeepney	district	van	abundant	
municipality	jeep	hours	urban	minutes	

The list includes words that were commonly and repeatedly used by the participants in their performance of the speaking tasks. Some of these words were used once in a speaking task or in the entire speaking activity while some were mentioned more than once in a speaking task or in the entire speaking activity. For the content words that were used once by participants in the entire speaking activity, the sounds of the words were considered correctly produced but not necessarily accurate. Since there was no second or third mention of the word, there was no point of comparison for consistency. For the content and function words that were repeatedly used in the same speaking task or in the entire speaking activity, the consistency and inconsistency of correct sound production is made noticeable. There were participants who were consistent in producing the sounds of the words correctly; and there were those who were inconsistent in their sound production. Take for instance the following sample utterances:

*"...from MSU you go **in**...**in** Maquing, Lanao del Sur..."*

*"...**in the** Agusan del Sur province. **The** people there... You need to go to **the**..."*

In the first example, the participant pronounced the first ‘in’ as ‘en’ and she corrected herself by saying it correctly the second time. In the second example above, in the first two ‘the’ the sound of ‘th’ was produced correctly but somewhere along the speaking tasks, the participant produced the voiced ‘th’ with the sound of letter ‘d.’

“...the people **here** is not actually rich...I live **here** since birth...People **here** are...”

“...because many **people**...that...many **people** visit...”

In the first example, two ‘here’ were produced correctly but the third was pronounced as ‘her.’ In the second example, the participant first pronounced ‘people’ as ‘peepol’ but she corrected herself shortly after.

“There is a lot of people there, **Christians**, almost **Christians**, let’s say 80% of **Christians** there.”

In the first example, the letter ‘t’ in the word ‘Christians’ was given the sound of ‘ch’ but in its third mention it was given the sound of letter ‘t.’ These sample utterances show that although some participants were inconsistent in their production of speech sounds, the important thing to note here is how the participants are aware of the speech sounds of the English language and how some of them were able to produce them with consistency.

Another example that will show that the participants are aware of the sounds of the English language includes the following words:

view	visit	van	jeep	there
province	arrive	job	children	they
river	travel	jeepney	reach	amazing

These are some of the words that were commonly used by the participants. The sound of letter ‘v’ in the words view, province, river, visit, arrive, travel, and van; the sound of ‘dj’ in job, jeep, jeepney; the sound of ‘ch’ in children and reach; the sound of voiced ‘th’ in there and they; and the sound of letter ‘z’ in amazing are sounds that are not commonly present in Filipino and other Philippine local languages that are spoken by the participants. These are some of the sounds that were consistently produced correct by the participants. The ability of the participants to produce these sounds strengthens the rating results of the participants in pronunciation.

Marza (2014) said that pronunciation is a key aspect in the development of oral skills. The ability to pronounce properly is inherent to any competent speaker. Any non-native speaker can be trained to achieve this competence. However, the ability to achieve the said competence may be faced with challenges like the influence of the first language of the learner. Akram and Qureshi claimed that along with the weaknesses of curriculum design, native language may, positively or negatively, influence second or foreign language pronunciation since the speech habits of the mother tongue tend to superimpose on the speech habits of the target language (2012 cited in Marza, 2014). In the present study, the native and other languages of the participants may be considered as both positive and negative influences to their English

language pronunciation. As presented in the discussion, the exposure of the participants to various languages has allowed them to produce the different speech sounds of the languages they speak; thus training their speech organs to produce different speech sounds, including those of the English language. However, it is the same exposure to different languages that may have confused them and made their sound production inconsistent. The lack of fluency in the target language and the tendency to use two or more languages in a single utterance result in the mixing up of production of speech sounds of the different languages which leads to mispronunciation of words and incorrect stress of syllables not only of the target language but also of their other languages. To sum up the participants' **pronunciation**, the way they pronounce words shows that they are aware of the distinct sounds of the English language and they produce them with some consistency. Their multilingual nature is manifested in their awareness of the speech sounds of English and the ability to produce them with some consistency.

On **Vocabulary**, the participants got a rating of 2.34 or Good. In the rubric, a Good rating means "Has adequate language control. Vocabulary range is inadequate." In the administration of the speaking activity, the participants were told and encouraged to speak English. The moment a participant started speaking, no interruption was made regardless if he or she chose to change the language to speak in because that is part of his or her oral communication strategy which will form part of his or her oral performance.

In their performance of the speaking activity, the participants did their best to speak English. Some participants were able to perform the speaking tasks in straight English, some were able to do so as well but with substitution of a few non-English words, and there were some who started the tasks in English but code-switched and finished them in Filipino. The participants who did the speaking tasks in straight English are not without vocabulary lapses. They used incorrect form of words, employed inappropriate terms, and omitted important words in their utterances. Take for instance the following sample utterances which show the participants' use of incorrect forms of words:

*"...it's not **necessary** crowded."*

*"...but my father is **lived** in Malabang..."*

*"...we have a lot of **tourism** spots..."*

*"...the people that uses a **difference** languages..."*

*"...our place is such a **peace** place..."*

*"The people there are very **hospitalized** persons."*

In the examples, the word 'necessary' should have been 'necessarily'; 'lived' should have been 'living'; 'tourist' for 'tourism'; 'different' for difference; 'peaceful' instead of 'peace'; and 'hospitable' instead of 'hospitalized.' It is clear from the sample utterances what the participants meant to say but they failed to employ the correct forms of the words that they used. They used the adjective form of the word instead of its adverb, the verb instead of the adjective, and the noun instead of the adjective.

The words highlighted in the sample utterances below may be considered correct in the context for which they were used by the participants but there are more appropriate words that can be employed instead.

*"...the hours you can **use** to go there is..."*

*"...one hour and thirty minutes is what you can **use** to..."*

*"...but I didn't experience to **come** there..."*

*"...when I **come** here it's election."*

In the first two examples, the verb 'consume' is more appropriate than the word 'use.' In the third example, the verb 'go' is more suitable while the verb 'arrived' in the fourth example is better than 'come.'

*"...you can **consume** five thousand..."*

*"...you can only **consume** about thirty pesos."*

*"You should **to avail** tickets from Cagayan de Oro to Manila..."*

For fifth and sixth examples, the verb 'spend' is the appropriate word to use in those utterances. The verb 'book' in the seventh example is better than the verb phrase 'to avail.'

*"Some soldiers here is so scary because they are too **long** and big muscles."*

*"...another bus to Butuan to Surigao and then will ride a **ship**."*

*"...it has many **population**."*

The adjective 'tall' is the appropriate word instead of 'long' in the eighth example. In the next example, the noun 'barge' is the proper term to use instead of 'ship.' Finally, 'people' is the suitable word to use in the utterance instead of 'population.' The use of incorrect word forms and the inappropriateness of word choice imply that the participants have inadequate vocabulary. They only know some general and common terms which they use in a generic way but they are not conscious of the correctness and appropriateness of words to use in different speaking situations.

In the following examples, it is easy to notice that an important word is missing in the participants' utterances:

"From here to Malabang one hundred fifty pesos and from Malabang to our barangay only fifty pesos."

"Every 6 PM in the afternoon, no one can near in the river..."

“There are a lot of car there that you can ride, you can easily find actually because they will chant for Tugaya! Tugaya!”

“If you in that place there is a they called Muslim compound.”

In the first example, the participant failed to mention the word ‘fare’ when she talked about the transportation fees. In the second example, the verb ‘go’ after the modal ‘can’ was omitted. In the third example, the participant did not name what it is that can be found easily. Using contextual clues you will know that she meant the terminal for her hometown. In the last example, the verb ‘go’ or ‘visit’ should have come after the personal pronoun ‘you’ and the noun ‘area’ or ‘place’ should have come after the article ‘a.’ These important words that had been omitted in the participants’ utterances may have been done purposefully because they could not remember the word at the time of speaking or they just did not know the term. It could also be an honest and unintentional mistake; in their minds they had said the word but orally they had not. In other instances, the participants chose to substitute Filipino or other local term to some English words. Substitution as a communication strategy is defined by Poulisse as the replacement of one lexical item for another item, whether it be a first language for a second language item and vice versa (1993 cited in Aliakbari & Allvar, n.d.). Take the following utterances as examples:

*“The **pantalan**, they are renovating the **pantalan**.”*

*“If there are **fiestas** they are coming in our town to **fiesta**.”*

*“You can go there by riding a **lansa**, like uh small boat.”*

In the first example, the participant used the word *pantalan* instead of its English term, port. The word *pantalan* is common to Filipino and the other local languages spoken by the participants. The Filipino word *fiestas* in the second example was used instead of its English term, festivals. In the same statement, the phrase ‘to fiesta’ is from the Filipino phrase *maki-fiesta* which means to join in the celebration of the festival. In the third example, the participant used the word *lansa* which actually means small boat; but then he proceeded to describe the word not probably knowing that *lansa* in English is small boat or boat. The word *lansa* is common to Mindanao local languages.

*“At the top of it there is a small **kuwan** of **basak**.”*

*“I am not really familiar with the places that **dadaanan** because...”*

*“There is a place there also to see which is the **ranao**.”*

In the fourth example, the participant could not find the word for that which he was describing, both in English and in his other languages that is why he ended up using *kuwan* instead. *Kuwan* is a Meranao filler. In the same statement, he used the Meranao word *basak* instead of rice paddy, its English term. In the fifth example, the Filipino word *dadaanan* was used by the participant instead of saying ‘along the way.’ In the final example, the word lake is common and easy to remember but the participant chose to use its Meranao term, *ranao*. There are two possible reasons for the use of the Filipino or the local terms of these words instead of their

English equivalent. One, the participants do not know the English terms for those words. Two, the participants know their English terms but they could not remember at the moment they were speaking and because they did not want their thought to be interrupted they just used the word that they remembered at that moment. These sample utterances show that the participants used their other languages to help them complete their thoughts in English. In a study by Aliakbari and Allvar (n.d.), they found out that their participants with higher language proficiency had a lower rate in the use of substitution strategies.

In the example below, it shows how the participant struggled to speak in English in her second speaking task.

"As far as I know maam from here you will, anu ba saan ba dito yung..ah go to the terminal and down to the ahm Iligan, I think maam. Sorry but I don't really ku-an maam, but ahm down to Iligan and you will go to the terminal of Cagayan I think and there you can ku-an magsakay ka ng Butuan bus. So when you get there..mmm yung Butuan bus pwede siyang huminto sa anu, sa Butuan, yung Robinson's. But if you want ah pwede rin namang ahm dumeritso sa anu sa Cabadbaran na para iisahan na. If you ku-an maam kanang, anung tawag jan, huminto ka dun sa Butuan pwede kang magsakay ng yung boat naming dun located sa pinangalan na PPA...pero if you don't want to ku-an maam magsakay ng boat kasi ayaw mo ng may alon, you can ku-an go to the terminal kanang, where bus is dun sa school ng anu FSUU Butuan. Then you either choose ku-an van or multicab. So mag stop siya dun sa Cabadbaran then after Cabadbaran get a tricycle and sabihin mo lang sa driver na punta ka ng Magallanes terminal or Magallanes then sasakay ka then dun magstart na ang travel to Magallanes."

In the speaking tasks, the participant was able to perform the first task in English. She succeeded in describing her hometown speaking in English; however, she was not as successful in the second task. Her oral performance, as transcribed above shows how she had a difficult time speaking in straight English while giving direction to reach her hometown. It may not seem obvious from the transcribed sample but the participant also struggled in speaking Filipino. The participant is an Agusanon who speaks and understands six languages: Cebuano, Meranao, Filipino, Agusanon, Surigaonun, and Ilonggo. Her struggle to speak even in Filipino implies that it is not her first language and that she is not used to the language as her usual medium of communication. She may be code-switching only in Filipino because she probably thinks it is the language that the researcher understands, aside from English. Her other languages are manifested only in her lexical fillers. Sun and Sallahuddin (2016) pointed out how multilingualism enhances the metalinguistic ability of learners and their ability to execute linguistic tasks. As to communicative sensitivity, they further explained that multilingual learners experience higher self-confidence, stronger willingness to communicate, and are less worried to commit mistakes (2016). These advantages of multilingualism are impliedly exhibited in the oral performance of this participant and of the other participants. The following sample excerpts show other examples of code-switching:

"...People living there is not that uh many because dumadami lang yung tao kapag election or like Araw ng Bayang like that and then they are all Moslems and Meranaos."

"...then now you can ride a car from Marawi to Bayang. And you can also pwede kang dumaan sa anu sa first district and then sa second district, like sa Marantao to Bayang, then sa Ragain dun din, pwede dun din maam."

These two sample utterances above are from one participant. The parts of the utterances which are not presented here are those that were spoken in English. Compared to the previous example presented, the code-switching made by this particular participant is minimal. This participant is a Meranao who speaks and understands five languages: Cebuano, Meranao, Filipino, Maguindanaon, and Iranun. Just like the first example, he code-switched only in Filipino even though he knows that he and the researcher are both Meranaos. This implies that regardless of the number of languages the participants can speak, when they need to code-switch, they will switch to a language that is understood by and common to all Filipinos.

The data presented in this section show that the participants have adequate control of the English language and have inadequate range of vocabulary. It was quite a struggle for the participants to perform the speaking tasks using the English language. Nevertheless, they were still able to do them despite the challenges which include: use of incorrect forms of the words, inappropriate word choice, substitution of Filipino or local terms to English words, omission of important words, and code-switching. The main subject of the speaking activity is quite simple and easy to talk about. The performance of the tasks does not require the use of difficult terminologies; however, the participants were challenged in finding the correct and appropriate English words. Furthermore, the researcher had observed that the participants communicate using the English language only as much as they are required to do so. They did their best to speak English during the performance of the actual tasks but when they needed to make some clarifications during the orientation, in between the two speaking tasks, in the midst of, and after the performance of the tasks, they speak in Filipino, Cebuano, and Meranao.

In Elin Solberg's (2012) study, one major issue that has been given focus in the teaching of vocabulary in English is the use of the target language (English), the first language of the student-participants (Russian, Persian, Spanish, French), and the national language of the migrating country of the participants (Swedish). The teacher's approach to teaching vocabulary to the participants includes three views: the extensive use of the target language, the use of Swedish, and the use of the participants' first language. The teacher and the participants pointed out that the use of all three different languages may benefit the student-participants in different ways. First, the target language will help them get used to the language to be learned as well as give the class a common language to work with. Second, the use of Swedish translations can help the participants learn more Swedish at the same time as learning English. Third, the use of the first language can help participants learn vocabulary more efficiently while also increasing their motivation. The participants' first language and other background languages may thus affect their ability to learn English, including vocabulary, or how fast they can do it and also their motivation to do so (Solberg, 2012). This is an approach that can be used by any English teacher whose students have multiple language background. A good example is the multilingual students of MSU. The target language (English), the commonly used mother tongue (Meranao and Cebuano), and the national language (Filipino) can be simultaneously used to teach vocabulary to these multilingual learners. To sum up the participants' **vocabulary**, they have adequate control of the English language and the range of their vocabulary is inadequate. They used the language only as much as they were asked to do so. When they could not sustain anymore to speak in English, they use words, phrases, and clauses

in Filipino and other local languages. Their multilingual nature is manifested in their use of incorrect word form, inappropriateness of word choice, substitution of Filipino and other local terms for English words, code-switching, and the language they resort to when code-switching.

For **Intonation**, the participants got a rating of 2.04 or Good. A Good rating for intonation in the rubric means “Shows ability to control and vary intonation.” Michael Cribb (2015) defined intonation as the rise and fall of the pitch of the voice over a group of words. Intonation is crucial for communication because it makes understanding the expressions and thoughts that go with the words easier.

The data of the study reveal that the intonation of the utterances of the participants can be categorized into two: those with single, flat tone and those with varied, engaging tones. The monotonous participants who maintained a low and a flat tone throughout the speaking activity belonged to the first category. They carried out the tasks of description and direction-giving with a consistent low and flat tone. The second category consists of participants whose utterances are accompanied by a range of intonation patterns. In their performance of the tasks, the participants’ intonation ‘patterns’ are erratic: shifting between rising and falling intonations throughout their speaking discourse. Some of the utterances of the participants are presented below:

“My hometown is located at Marogong, Lanao del Sur. Municipality of Marogong is a third class municipality. The population of this place municipality is more than twenty one thousand including those people who are not officially voters.”

“So you can get there in Carmen by riding a jeep from here in MSU to Iligan City then another you will take a bus from Iligan to Cagayan de Oro then you will another ride a bus from Cagayan to Butuan City then another bus from Butuan City to Carmen, Surigao del Sur.”

“To describe Iligan City it is a peaceful place that has beautiful people, peaceful people they don’t like to argue with someone else there so it is peaceful there. The place to see there is beautiful, when of course, they have different, different like attraction, tourist attraction, example of it is the Maria Christina falls, the beaches and other parts.”

As seen from the sample utterances, the participants' intonation 'patterns' are irregular: shifting between rising and falling intonations throughout their speaking discourse. The shift in the participants' intonation from rising to falling and back is sometimes gradual and at times drastic. Also, they are unaware of their content and function words. They applied rising and falling intonation regardless of the type of words. Due to the irregular shifts and the inconsistency in the rising and falling of intonation, the presence of the rise and fall intonations in the utterances of the participants indicates their lack of knowledge of the correct use of English intonation rules. Another important observation made is how the participants applied rising and falling intonations in their utterances not because they are aware that they have to and they know when to; they did so whenever they want to. They unconsciously chose the words to which they applied a rising or a falling intonation. Nevertheless, their irregular intonation somehow shows that they have the ability to control and vary their intonation.

The findings in the present study seem to be consistent with the study of Beltran (2015). She found out that from the utterances of her participants, their intonation patterns indicated that they had their own choice about prominence of syllables or words within their utterances. One important and interesting finding that Beltran had in her study was that the data from her participants' profile substantiated that their mother tongue (Filipino) appeared to have played a role in their spoken discourse. Her data revealed that there was an interference of the Filipino language in the production of intonation patterns in their English language utterances. Her participants may have demonstrated a variety of Philippine English, which Dayang (2003 cited in Beltran, 2015) refers to as 'localized' or 'nativized.' This was shown by adding some language features of its own, like the Philippine English intonation patterns characterized by McArthur (1998 cited in Beltran, 2015) as 'sing song' intonation pattern.

Given the multilingual background of the participants and the range of intonation 'patterns' they exhibited, it can be said that their intonation may have been brought about or influenced by their mother tongue and their other languages. Jiang (2005 cited in Beltran, 2015) pointed out that every language has its own intonation system; that certain correlations exist between intonation patterns. With this theory and the data of this study which show that the participants had their ways of producing intonation by assigning prominence to words of their own choice, it is safe to say that there is an interference of the different languages of the participants in the production of their intonation. Moreover, it is important to point out that although the intonation 'patterns' of the participants may not be in accordance with the American English intonation rules, their intonation proves that they have the ability to control and vary intonation, given the proper training and constant practice. To summarize the participants' **intonation**, it is erratic and lacks a specific pattern. This shows that the participants have the ability to vary and control their intonation. Their multilingual nature is manifested in their irregular intonation, the lack of a specific intonation pattern, and the ability to control and vary their intonation.

For **Content**, the participants got a rating of 3.14 or Very Good. In the rubric, a Very Good rating for content means "Statements are related to the tasks given but with few unrelated sentences. Shows good ability to organize ideas." Generally, the statements of the participants are related to the tasks given but with the exception of few unrelated statements. Moreover, the statements of the participants may be related to the tasks given but not all of them were able to perform the tasks completely. The first task is description. The participants were asked to describe their hometown in terms of its physical location, population, places to see, and the

people living there. They were able to describe their hometowns but the majority were not able to follow the criteria given. Some of the sample utterances of the participants are transcribed below:

"You can find Lalangitan, Lumba Bayabao in Lanao del Sur in District 1 or 2 ba yun. You can enjoy the weather there because it is so fresh being there in the province of course. When you go to that place you will enjoying...you had to ride ah...when you go there you will enjoying the ride when you go there because you will see the river which is having..which the bridge having break down. The people there is very nice and very helpful. They were live there and having a livelihood as a farmer."

"My hometown is quite good, it was clean. There is tourist spots like Enchanted River. The people in there is hospitable and they are good also and the population is just not too much but just in the exact number of people and it was a good hometown."

"My hometown is in Poblacion, Balindong, Lanao del Sur. Then my hometown is a beautiful town. There's a peaceful living in there and a good people and they also help each other when it comes a, when it is there a problem and they can solve easier because they are united as one or as a family. Then Wato, Balindong is full of mythical stories like the four islets, the Nusa, Slangan, then Mala a Balt, and Maito a Balt."

In the first example, the participant was able to describe the location of her hometown although she was not sure if it belongs to the 1st or 2nd District of Lanao del Sur province. She mentioned one specific place to see and was able to say something about the people but she was not able to describe its population. In the second example, the participant described the people in his town, the physical appearance of the town and its population. What he failed to describe is its physical location which is in Hinatuan, Surigao del Sur. In the final example, the participant was able to mention the physical location of his hometown, the people there, and the places that can be seen there, which he mistakenly called as 'mythical stories.' However, the participant failed to describe the population of his hometown. All the participants were able to perform the task of description. They were able to describe their hometowns; however, not all of them were able to give a complete description according to the characteristics asked from them: physical location, population, places to see, and the people. Majority of the descriptions were like the examples presented, they were incomplete.

The second task is direction-giving. The participants were asked to give direction how to reach their hometowns from MSU campus. From the utterances of the participants, majority of them showed to have a good ability to organize ideas as they did their best to give a step-by-step direction to their hometowns. However, just like the first task, not everyone was able to give a detailed direction to their hometown. Moreover, there were few participants who had utterances which are not directly related to the task given. The following are examples of utterances of the participants in their performance of the direction-giving task:

"First you're going to ride a van or a jeep to Iligan, the Suarez terminal and you will ride for the bus bound for Cagayan. When you reach the Cagayan terminal, the Bulua Cagayan terminal you gotta have to ride a jeep also to the Cagayan main terminal for the north, it's either a van, a taxi or a jeep. And when you get to the main terminal you will ride for the Butuan, a bus bound for Butuan."

“From here just ride a motor and go to Prep there is a terminal there going to Malabang and when you are in Malabang just ask the people there where is the terminal to Barangay Balangas and there’s a motor there. From here to Malabang one hundred fifty pesos and from Malabang to our barangay only fifty pesos.”

“If you’re going to visit my hometown, first you’re going to book a ticket then you’re going to go to Iligan then Iligan to CDO, in Laguindingan airport then after that Laguindingan to Cebu then Cebu to Puerto Princesa then Puerto Princesa to Batarasa. If you’re in Puerto Princesa you’re going to travel a van to go to Batarasa. It is six hours travel before you go to Batarasa.”

The performance of the task of direction-giving by these participants showcased their ability to organize ideas by providing a step-by-step direction going to their hometowns. However, in the first example, the participant is deemed to not have completed the task because he did not give instruction when the bus reaches Butuan. In the second example, the direction given is not as detailed as expected from her but she was still able to do the task; her ideas are organized; and all the statements are related to the task. The final example is more detailed than the second example although a little more specificity may be required from her especially upon reaching Puerto Princesa. Like the previous examples, all the statements are related and are organized to the best of their ability.

The participants’ oral performance consists of well-organized statements that are related to the tasks given; this implies that the participants were able to perform the tasks of description and direction-giving. To sum up **content**, the statements of the participants are related to the tasks given; although there are few statements which are not directly related. It was seen from the way they perform their tasks that they have a good ability to organize ideas. Their multilingual nature is manifested in their ability to perform the speaking tasks of description and direction-giving and to organize ideas.

Conclusion

It can be concluded from the findings that the multilingual nature of the participants is manifested in an obvious, strong, and specific manner in their English oral performance. Considering the status of the participants, the over-all rating of their English oral performance is good enough.

The problems with their grammar can be considered as manifestation of their exposure to many languages; however, it is important to remember that grammatical errors, especially with the subject-verb agreement rules and tenses, are common to Filipino English language learners. The incorrect use of prepositions and the excessive use of the preposition ‘in’ are clear manifestation of their multilingual nature because Filipino and other Philippine local languages do not have as many and as specific prepositions as the English language. It is unfortunate that there is difficulty in making a direct connection between the other languages of the participants and their grammar because of lack of references on the topic. Filipinos, in general, learn the English language in school, according to the rules. It is not easy to remember the rules when one is spontaneously speaking; so the grammar errors in the speech utterances are prevalent. The pauses, repetitions of words and phrases, code-switching, and use of fillers are common communication strategies that are resorted to by non-native speakers of English or any language, regardless if they are multilingual or not. The apparent manifestation of their

multilingual nature in their fluency is the lexical Filipino and local language fillers and the Filipino words, phrases, clauses, and sentences when they code-switch. As to their pronunciation, the different languages they speak enabled them to produce different speech sounds; thus making it somehow easy for them to produce the speech sounds of the English language. Ironically, their exposure to different speech sounds has possibly caused their confusion with the different speech sounds of the English language, making their pronunciation of some words inconsistent or at times, consistent but inaccurate. Their exposure to different languages is both an advantage and a disadvantage. In their vocabulary, it was revealed that of the many languages that they can speak and understand, Filipino seems to be the dominant language as seen from their Filipino words, clauses, phrases, and sentences when they code-switch; only few local terms were used as substitutes to some English words. What strengthens the description of the participants as having only an adequate control of the English language is how they use the language only during the performance of the actual tasks; outside of the tasks but still within the speaking activity, they speak in Filipino, Meranao, and Cebuano. They only see the need to speak English in compliance of an instruction by an authority. The erratic intonation 'pattern' of the participants is the interference of their different local languages. The intonation of the participants has no specific pattern and it is a challenge to draw out a pattern because each of them unconsciously chooses the word and decides when to apply a rising or falling intonation. They are not familiar with the intonation rules of the English language. However, the influence of their other languages to their speech intonation can be used as a learning tool. It may be better to train the speech intonation of learners who have an erratic and sing-song intonation to begin with because it implies that they are capable of varying and controlling their intonation. As to the content of their English oral performance, it generally implies that multilingual learners are capable of performing the speaking tasks of description and direction-giving and that they have the ability to organize ideas.

Understanding the way multilingual speakers communicate is necessary in language teaching and learning, but more importantly in language teaching. Being aware of the manifestations of multilingualism of the participants makes it easy for language teachers to comprehend the way multilingual learners communicate. Their structural lapses in grammar, the lack of fluency, mispronunciations, terseness, and lack of a specific intonation pattern do not necessarily equate to having a low level of competency in the English language; neither should the multilingual learners be out rightly judged as possessing low proficiency in English.

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Appendices

Appendix A

Speaking Activity

Introduction and orientation: Hello, I am Asral Abbas from the English Department. I am conducting a study on multilingualism and the English oral performance of CBP English students. You have been selected as one of my participants in this speaking activity. My basis in choosing participants from every section is the greatest number of languages that the student can speak and understand base on the survey that you have answered. The purpose of this activity is to identify the manifestations of multilingualism in your English oral performance. This will form part of the main data of my study. I want you to know that I need to voice record this activity. Do not worry because I assure you that every piece of information, I could gather from this activity would be used only for the purpose of achieving the objectives of my study. Do you have any question? Shall we start?

Instruction: The general topic of this speaking activity is your hometown. There will be one question and two speaking tasks.

1. Where is your hometown?
2. Please describe your hometown in terms of its physical location, population, places to see, and the people living there.
3. I want to visit your hometown. Please tell me how to get there from here in msu campus.

Appendix B

Oral Performance Rubric

(Adapted from Bernadette Tismo, PhD)

	Poor 1	Good 2	Very Good 3	Excellent 4	Score
Fluency and Grammar	Speech is strained & full of hesitations and strained except for short formulaic phrases. Some sentences are left uncompleted. Speaks with frequent grammatical errors even in simple structures that obscure meaning.	Speech is relatively smooth with some hesitations and unevenness caused by rephrasing and groping for words. Speaks with frequent grammatical errors that do not obscure meaning.	Speech is smooth and fluid with few hesitations and sometimes gropes for words. Speaks with some errors in grammatical structures in attempt to vary sentence structure.	Speech is smooth and fluid with few to no hesitations and does not grope for words. Speaks with accuracy and variety of grammatical structures.	

Pronunciation	Shows awareness of distinct sounds but has difficulty producing most of these.	Shows awareness of distinct sounds and produces them with some consistency.	Shows ability to pronounce words with accuracy. Mistakes are very few and tolerable.	Pronunciation is excellent. It shows native-like ability to pronounce words. Makes no mistakes.	
Vocabulary	Has weak language control. Vocabulary that is used does not match the task.	Has adequate language control. Vocabulary range is inadequate.	Has good language control. Has a good range of relatively well-chosen vocabulary.	Has excellent control of language features. Has wide range of well-chosen vocabulary.	
Intonation	Shows little variation and control of intonation.	Shows ability to control and vary intonation.	Shows natural control and variation of intonation.	Shows consistently perfect control of intonation.	
Content	Statements are not related to the tasks given. Shows little ability to organize ideas.	Statements are related to the tasks given but with several unrelated sentences. Shows attempts to organize ideas.	Statements are related to the tasks given but with few unrelated sentences. Shows good ability to organize ideas.	Statements are all related to the tasks given. Shows professional skill to organize ideas.	

ISU DAN CABARAN HUBUNGAN ETNIK DI INSTITUSI PENDIDIKAN MENENGAH DI SEMENANJUNG MALAYSIA

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Abstrak: Sekolah merupakan platform yang berperanan sebagai tapak integrasi kaum. Melalui sistem persekolahan, pelbagai matlamat perpaduan dapat direalisasikan khususnya melibatkan sekolah yang mempunyai populasi pelajar multi-etnik seperti sekolah menengah kebangsaan. Matlamat penubuhan sekolah menengah kebangsaan ini adalah bertepatan dengan Penyata Razak 1956 yang menekankan dasar pelajaran yang menggunakan satu aliran yang sama serta Bahasa Melayu sebagai bahasa pengantar. Tujuannya tidak lain dan tidak bukan adalah untuk memastikan objektif perpaduan dapat disemai dalam diri generasi muda bermula sejak dari akar umbi. Namun, ianya bukanlah tugas yang mudah memandangkan masalah perpaduan ini telah sebatikan dan ‘problematic’ dalam ‘psike’ Malaysia. Oleh itu, kajian ini dijalankan bagi menyoroti isu dan cabaran hubungan etnik di kalangan pelajar sekolah menengah di semenanjung Malaysia. Kajian ini adalah bersifat kualitatif dengan mengaplikasikan teknik temu bual separa struktur bersama lima orang guru SMK yang terdiri daripada guru-guru berbangsa Melayu, Cina dan India. Mereka merupakan guru-guru yang mengajar di SMK di zon utara, selatan dan tengah. Dapatan daripada kajian ini menunjukkan terdapat lima isu yang menjadi cabaran kepada hubungan etnik pelajar multi-etnik di sekolah iaitu pergaulan; konflik/pergaduhan; bahasa; etnosentrisme; dan identiti kebangsaan.

Kata Kunci: Isu dan cabaran; hubungan etnik; institusi pendidikan menengah; semenanjung Malaysia.

Pengenalan

Isu perpaduan di kalangan masyarakat pelbagai etnik di Malaysia bukanlah suatu isu yang baharu dan umum mengetahui bahawa ia adalah warisan dari fragmentasi sosial yang telah ditinggalkan oleh penjajah. Walaupun ia telah secara rasmi ditangani oleh kerajaan Tanah Melayu melalui penyelesaian jangka masa panjang dengan penggubalan pelbagai dasar-dasar baharu kerajaan, namun polemik ini masih berterusan dan bertahan terutama apabila timbul insiden-insiden yang berkaitan dengan isu sensitif kaum. Bahkan isu perpaduan ini jika diperhalusi dengan lebih mendalam, langkah pencegahan sepatutnya bermula di peringkat akar umbi iaitu di institusi pendidikan. Ini kerana, institusi pendidikan seperti sekolah adalah berperanan sebagai agen sosialisasi (Dowse & Hughes, 1971) yang menyebarkan ilmu perpaduan terutama kepada para pelajar.

Sebelum ini, isu-isu yang berkaitan dengan perpaduan kaum seperti ‘tanglung’ (Ilah Hafiz, 2020), ‘tulisan jawi’ (Nurhidayah, 2020), ‘Adib’ (Syahirah, 2021), ‘bendera terbalik’ (Siti Nur Aqilla, 2023), turut dimainkan oleh pihak-pihak yang tidak bertanggungjawab dan mengaitkannya dengan etnisiti dan agama walhal ia sama sekali tidak menunjukkan perkaitan yang jelas antara satu sama lain. Isu seperti ini juga sering terjadi ketika ambang pilihan raya umum antaranya isu “Satu Ekor Cina” yang dimainkan oleh wakil Parti Warisan Sabah

(MalaysiaKini2, 16 November 2022), isu ‘Pemuda Cina Persenda Laungan Azan’ (Majoriti, 15 Julai 2022) dan “182 Kes Direkod Hina Institusi Diraja” (PDRM, 11 Jun 2022). Sehubungan itu, demi merangka pelan dan strategi yang optimum di peringkat akar umbi dalam mendepani cabaran perpaduan kaum hari ini adalah dengan didasari oleh kajian lapangan yang memfokuskan kepada penelitian terhadap senario hubungan etnik di kalangan pelajar sekolah khususnya di sekolah menengah kebangsaan. Oleh itu, kajian ini dilihat relevan dan signifikan kepada proses pembangunan strategi-strategi baharu kerajaan dalam usaha untuk memupuk perpaduan khususnya di kalangan generasi muda.

Metodologi Kajian

Kajian ini adalah bersifat kualitatif yang menggunakan teknik temu bual separa struktur bagi mendapatkan data kajian. Para informan adalah terdiri daripada guru-guru yang mengajar matapelajaran Sejarah dan Sivik yang berbangsa Melayu, Cina dan India. Seramai lima (5) orang guru SMK daripada tiga zon iaitu utara, selatan dan tengah telah dikenalpasti bagi kajian ini. Sesi temu bual telah dijalankan melalui aplikasi atas talian *Google Meet* selama satu hingga dua jam. Sesi temu bual ini dijalankan dengan mengambil kira etika dan prosedur yang telah ditetapkan dalam menjalankan kajian. Satu set soalan separa struktur telah digunakan dalam sesi temu bual ini sebagai panduan dalam perbincangan tersebut. Data yang diperoleh daripada sesi temu bual tersebut telah dianalisis menggunakan kaedah analisis bertema.

Hasil Kajian dan Perbincangan

Tidak dapat dinafikan bahawa pelbagai isu dan cabaran yang sering dikaitkan dengan hubungan etnik khususnya yang melibatkan generasi muda. Walaupun individu atau remaja tersebut telah mencapai tahap kematangan umur dan perubahan dari segi bentuk tubuh dan perkembangan fizikal, namun ia tidak menjamin kematangan dari segi tingkah laku serta corak pemikiran seseorang. Tambahan pula, berdasarkan sesi temu bual yang diadakan bersama informan kajian, jelas menunjukkan bahawa terdapat lima (5) isu dan cabaran hubungan etnik yang berlegar dalam kalangan pelajar multietnik di sekolah menengah kebangsaan, iaitu: 1) pergaulan; 2) konflik/pergaduhan; 3) bahasa; 4) etnosentrisme; dan 5) identiti kebangsaan.

Pergaulan

Umumnya, antara isu dan cabaran yang utama dalam kalangan pelajar multietnik adalah dari segi pergaulan mereka antara satu sama lain tidak kira ketika dalam bilik darjah atau di luar bilik darjah. Hal ini turut diakui oleh informan A yang mengatakan:

“boleh bergaul..tapi kalau dalam kumpulan tu ada cina..dia akan pergi ke cina jugak lah..boleh bergaul macam biasa..tapi kalau nak tengok akrabnya mesti ikut bangsa..kalau cina mesti jumpa cina..kalau melayu mesti jumpa melayu jugak.. kalau kita suruh buat kerja berkumpulan pun dia akan cari bangsa dia juga.”

Keselesaian dalam berinteraksi dan bergaul merupakan faktor utama pemilihan ini. Selain itu, informan N turut menyatakan:

“Cuma Cina dengan geng-geng dia la.Tapi kalau time makan di kantin dia orang cenderung untuk makan bersama dengan kawan-kawan sesama etnik.”

Disebabkan persekitaran sekolah rendah yang rata-ratanya terdiri daripada latar belakang agama, dan etnisiti yang sama maka pelajar lebih cenderung mengikut arus yang sama dalam pemilihan kumpulan pergaulan bahkan aktiviti sosial yang lain seperti makan dan menonton wayang. (Mohd Rizal & Thay, 2012).

Konflik/Pergaduhan

Dalam membahaskan situasi hubungan antara kumpulan yang mempunyai latar belakang agama atau etnik yang berbeza, perkara-perkara negatif seperti pergaduhan, ejek mengejek, dan salah faham sering kali tidak dapat dielakkan. Hal ini telah dibuktikan melalui hasil temu bual dengan beberapa informan yang mengatakan hal-hal tersebut terbukti wujud dalam kalangan pelajar multietnik bahkan, ada pelajar sekolah menengah kebangsaan yang cuba menimbulkan provokasi terhadap kaum lain dengan mengejek menggunakan nama bapa. Ini turut dinyatakan oleh informan A:

“gaduh melayu india pula jenis main nama bapak-bapak laa..”

Tambahan pula, baru-baru ini Nor Farhana (2024) dalam akhbar Sinar Harian melaporkan kejadian yang melibatkan pergaduhan di antara pelajar sekolah menengah yang mana berpunca dari ejek-mengejek. Walaupun, pergaduhan tersebut tidak melibatkan pelajar berlainan kaum, namun implikasi perbuatan ejek mengejek tersebut jelas mendatangkan kesan yang buruk sehingga boleh mengakibatkan kecederaan kepada anggota tubuh badan. Selain itu, para pelajar juga cenderung untuk menimbulkan kemarahan pelajar yang berlainan kaum dengan mengaitkan mereka dengan isu-isu sensitif kaum seperti yang dilaporkan oleh informan A:

“ejek-ejek benda macam cina menipu..cina cekik darah..kalau melayu, melayu malas, lembap..kalau keling putar belit la..”

Bahasa

Kurangnya penguasaan dan penggunaan Bahasa Melayu dalam kalangan pelajar bukan Melayu samaada sebagai bahasa komunikasi atau sebagai salah satu matapelajaran sekolah menimbulkan kebimbangan dalam kalangan guru-guru. Menurut informan A yang berkhidmat di sekolah di kawasan bandar, hal ini terjadi bukan sahaja melibatkan pelajar bukan Melayu, malah pelajar Melayu itu sendiri:

“aahh.. yaa.. dia orang cenderung pakai bahasa sendiri..kalau india pandai sikit, speaking laa..kadang-kadang orang melayu ni pun, kalau jumpa orang cina jadi automatik speaking pula..”

Menurut informan N, beliau turut berkongsi pengalaman yang sama berkenaan penggunaan Bahasa Melayu dalam kalangan pelajar bukan Melayu terutama pelajar berbangsa Cina:

“So, among Chinese student daripada sekolah SRJKC kebanyakan mereka suka menggunakan bahasa cina bila berkomunikasi dengan kawan-kawan mereka daripada sekolah rendah yang sama. That is very common.”

Hal ini turut diakui oleh informan A yang mengajar di sekolah menengah kebangsaan yang terdiri daripada majoriti pelajar yang berbangsa Cina. Menurut informan A:

“aahh..memang faktor bahasa laa..bila tahu bahasa barulah boleh akrab..”

Penggunaan satu bahasa yang sama dapat menggalakkan interaksi kaum dan mengelakkan berlakunya salah faham yang boleh menggugat keharmonian dan perpaduan yang sedia ada. Justeru itu, informan N yang turut menjawat jawatan sebagai guru disiplin di sekolahnya menyatakan peri pentingnya penggunaan dan penguasaan Bahasa Melayu dalam kalangan pelajar bagi mengelakkan berlakunya konflik di sekolah. Menurut informan N dan W:

N: “Penting untuk setiap murid dapat menguasai Bahasa Melayu untuk mengurangkan salah faham dalam berkomunikasi”

W: “memang dia kena boleh berbahasa Melayu lah atau dia campur-campur, dia cakap campur-campur sebab bahasa tu alat komunikasi. Kalau dia tak pandai berbahasa Melayu susah untuk dia berkomunikasi, kadang kala dia akan wujud salah faham kan”

Informan turut berkongsi tentang prestasi matapelajaran Bahasa Melayu di sekolahnya yang mengalami penurunan akibat dari kelemahan penguasaan Bahasa Melayu dalam kalangan pelajar bukan Melayu. Pengalaman ini dikongsi oleh informan A sebagaimana berikut:

“dia orang memang “cikgu boleh tak bahasa Inggeris?” memang salah laa..tak boleh..kalau dia orang dapat kurang markah itu pun sebab bahasa..”

Etnosentrisme

Etnosentrisme diakui telah wujud di sekolah oleh informan-informan yang ditemu bual yang mana menyifatkan berlakunya ketidakseimbangan dalam pengelibatan aktiviti kokurikulum di sekolah terutama dalam bidang sukan. Hal ini disebabkan oleh kurangnya pengelibatan pelbagai kaum dalam sukan tertentu yang mana boleh menyebabkan timbulnya etnosentrisme dalam kalangan pelajar. Perkara ini turut diakui oleh para informan kajian iaitu termasuklah informan N, C, dan W sepertimana berikut:

N: “Untuk sukan, selalunya pelajar India lebih ramai yang join larian..sama juga bagi murid orang asli.. Kalau murid Cina macam biasa la catur dan basket ball.. Murid Melayu pula lebih kepada aktiviti lasak atas padang..macam bola sepak..”

C: “ada aktiviti sukan ataupun permainan yang I don’t know but benda tu sudah diwarisi sejak zaman berzaman ke ataupun macam mana tetapi ada sesuatu permainan hanya dipelopori oleh sesuatu kaum sahaja contohnya basketball. di sekolah lama saya, basketball 100% Chinese yang akan minat, . Haaa satu perbandingan lah kalau nak buat perbandingan macam tu.”

W: “kalau macam bola sepak saya rasa kebanyakan budak Melayu, Cina macam tak ada, Indian mungkin ada satu dua orang macam tu lah”

Identiti Kebangsaan

Elemen-elemen identiti kebangsaan yang dapat dizahirkan oleh pelajar di sekolah antaranya adalah penghayatan terhadap rukun negara, lagu negaraku serta sambutan hari kemerdekaan. Namun begitu, pelbagai reaksi telah dikongsikan oleh informan kajian berkenaan penzahiran identiti kebangsaan dalam kalangan pelajar di sekolah. Menurut informan A, C dan N, tahap penghayatan terhadap prinsip Rukun Negara dalam kalangan pelajar masih berada di tahap yang rendah. Menurut informan A, terdapat seorang pelajar yang berbangsa Cina masih belum mampu untuk menghafal prinsip Rukun Negara:

“owhh..ini satu hal..yang baca tu pengawas, pastu tak hafal..tanggung langgang..”

Perkara ini turut disokong oleh informan C:

“setiap kali perhimpunan memang ada baca rukun negara, tapi dia orang tak semua yang faham pun..”

Bahkan, sejauh mana prinsip Rukun Negara itu dihayati oleh pelajar turut menjadi persoalan memandangkan ianya tidak cukup sekadar dihafal di lidah. Menurut informan B:

“mereka menghafal dan mereka menghayati tu dua perkara yang berbeza”

Selain prinsip Rukun Negara, penghayatan dan penghormatan terhadap lagu Negaraku turut menjadi topik yang diperbincangkan dalam sesi temu bual bersama informan. Beberapa informan menyatakan sikap pelajar-pelajar yang kurang memberikan penghormatan terhadap lagu Negaraku ketika ia dimainkan dalam kawasan sekolah. Menurut informan N:

“time lagu Negaraku, tak semua murid berdiri tegak..yela..budak-budak kan..semua bangsa pun sama je..”

Perkara ini turut dikongsi oleh informan C yang memberikan reaksi yang sama terhadap isu ini. Beliau berkata:

“Ada, masih berlaku begitu itu saya nak kata depends kepada background pelajar yang nakal-nakal tu biasalah, otherwise mereka akan berhenti, cikgu du bilik guru pun akan berdiri”

Situasi yang sama turut dialami oleh informan W:

“Ada yang macam tidak berdiri tegak, pusing-pusing, akan ditegur oleh cikgu lah, ada juga lah tapi tak ramai, hanya minoriti lah.”

Justeru itu, penghayatan terhadap prinsip Rukun Negara dan Lagu Negaraku dilihat begitu penting dalam pembinaan negara-bangsa. Namun, ia hanya dapat dilaksanakan apabila seluruh rakyat tanpa mengira kaum dan umur saling mendukung cita-cita untuk membentuk satu bangsa dengan menzahirkan identiti kebangsaan kepada tahap yang lebih tinggi.

Kesimpulan

Peristiwa 13 Mei 1969 merupakan tragedi hitam yang menimpa negara yang patut dijadikan iktibar oleh seluruh rakyat Malaysia. Hal ini berlaku disebabkan pengabaian terhadap prinsip perlembagaan dan meremehkan isu-isu yang menyentuh sensitiviti kaum terutama yang melibatkan adat resam, agama dan budaya pelbagai kaum di Malaysia. Justeru itu, penelitian terhadap isu dan cabaran yang boleh merosakkan dan menjejaskan perpaduan dan keharmonian kaum di Malaysia ini dilihat penting khususnya di tapak integrasi seperti institusi pendidikan sekolah menengah. Ini kerana, pencegahan yang berkesan adalah apabila ia dilakukan pada tahap akar umbi iaitu di sekolah yang mana sistem perundangan melalui pendidikan oleh guru-guru dapat dilaksanakan dengan jayanya.

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PENINGKATAN EMOSI POSITIF KANAK-KANAK PRASEKOLAH MENGUNAKAN LAGU KANAK-KANAK MELAYU TRADISIONAL

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Abstrak: Membangunkan generasi baharu yang terbaik, perkembangan emosi perlu diberi keutamaan. Kertas konsep ini membentangkan isu-isu dan permasalahan berkaitan perkembangan emosi, punca masalah dalam perkembangan emosi dan kesan jika berlakunya pengabaian kepada perkembangan emosi. Kertas konsep ini mencadangkan agar pembangunan model aktiviti lagu kanak-kanak Melayu tradisional dibangunkan bertujuan untuk meningkatkan emosi positif kanak-kanak prasekolah di Malaysia. Melalui penerapan model ini, diharapkan kanak-kanak prasekolah dapat mengalami peningkatan dalam pemahaman emosi, pengendalian emosi secara positif, serta peningkatan dalam kesejahteraan emosi keseluruhan. Selain itu, model ini juga dijangka dapat memperkukuhkan identiti budaya Melayu dalam kalangan kanak-kanak prasekolah Malaysia. Hasil daripada pembangunan model ini nanti, dijangka dapat memberi sumbangan kepada bidang pendidikan prasekolah dan pembangunan emosi kanak-kanak di Malaysia.

Kata Kunci: Pembangunan Model, Perkembangan Emosi, Lagu Kanak-Kanak Melayu Tradisional

Pengenalan

Untuk membina generasi yang cemerlang dalam seluruh aspek kehidupan, perkembangan emosi perlu diberikan keutamaan dan penekanan sedari awal. Ini kerana perkembangan emosi pada peringkat awal kanak-kanak memainkan peranan penting dalam membentuk keperibadian, ketrampilan dan kesejahteraan mental. Pada usia awal kanak-kanak, mereka sedang melalui banyak perubahan dan perkembangan yang pesat dalam pelbagai aspek kehidupan termasuklah kemahiran sosial, perkembangan kognitif, dan perkembangan bahasa. Namun, perkembangan emosi ini sering kali menjadi elemen yang kurang diberi perhatian oleh ibu bapa dan guru (Rahman & Abdullah 2021). Begitupun ramai pakar yang memperkatakan perkembangan emosi sebagai asas bagi kesihatan psikologi dan kejayaan seseorang individu untuk jangka masa panjang, Nur Syazwani et al.(2022); Goleman (1999) dalam Shahida et al., (2012), namun perkembangan emosi masih tetap di pandang sepi.

Penting untuk kanak-kanak prasekolah mengenali, memahami, dan mengurus emosi sendiri dan emosi orang lain, yang mana kemampuan ini bagi mewujudkan interaksi sosial positif dan pembentukan hubungan sihat seterusnya mewujudkan persekitaran kehidupan yang harmoni (Sukatin et al., 2020). Kurikulum prasekolah telah direka fokus kepada pembangunan fizikal, emosi, sosial, dan intelektual secara menyeluruh (Rosmah, 2020). Kurikulum Standard Prasekolah Kebangsaan (KSPK) telah diperkenalkan dan digunapakai bagi menstandardkan

kurikulum prasekolah ke seluruh negara. KSPK menggariskan standard prestasi yang perlu dicapai dengan mengintegrasikan pentaksiran, Kemahiran Berfikir Aras Tinggi (KBAT) dan Kemahiran Abad ke-21 (KBAT) (Ili Raihana & Suziyani, 2023; Muhammad Hisyamuddin et al., 2023). Oleh kerana fokus prasekolah untuk perkembangan menyeluruh, sewajarnya tidak hanya kejayaan akademik sahaja yang dipandang. Seiring pandangan Fadhilah et al., (2023); Fadhilah & Tengku Aini, (2008); Sabilan et al., (2018) dalam usaha melahirkan generasi kamil, perkembangan emosi perlu diberi keutamaan. Walaubagaimanapun, masih terdapat masalah dan isu yang berlaku melibatkan perkembangan emosi. Pelbagai usaha telah diambil kerajaan bagi membendung pengabaian emosi serta berusaha meningkatkan generasi beremosi positif. Ironinya masih banyak isu masalah mental berlaku akibat dari pengabaian emosi yang tidak diurus dengan baik. Kertas konsep ini bertujuan untuk mengkaji secara mendalam elemen yang mempengaruhi perkembangan emosi, mengenal pasti isu, masalah dan punca yang dihadapi kesan pengabaian perkembangan emosi.

Emosi Kanak-Kanak

Pentingnya memandang serius terhadap aspek perkembangan emosi dari peringkat usia kanak-kanak lagi. Perkembangan emosi yang sihat akan menentukan asas keseimbangan mental, kesihatan psikologi, kejayaan dalam mengawal sosioemosi dan keberhasilan dalam membina hubungan. Keseimbangan perkembangan emosi merupakan aspek penting dalam membina kejayaan seseorang manakala kanak-kanak yang bermasalah emosi sedari kecil dan tidak dibendung akan memberi kesan pada tumbesaran dan sosialisasi (Siti Nurjannah & Wafaa, 2023; Khare et al., 2023; Zhu et al., 2023; Lem Beng, T. 2021). Ini menjadikan perkembangan emosi kanak-kanak penting untuk diberi perhatian dalam proses pertumbuhan dan perkembangan manusia (Elvan Juli et al., 2023; Nurdelita et al., 2023; Nur Asiah et al., 2023; Tia Rahmania, 2023). Rentetan dari pentingnya perkembangan emosi ini, kajian yang telah dijalankan oleh Sukatin et al., (2020) berpendapat dalam usaha untuk membangunkan generasi baharu yang cemerlang, keutamaan perlu diberikan terhadap perkembangan emosi.

Maka apakah sebenarnya yang dimaksudkan dengan perkembangan emosi ini sehingga ia menjadi isu penting dan perlu diberi keutamaan? Menurut Kamus Dewan Edisi Keempat emosi adalah perasaan yang timbul sebagai reaksi terhadap sesuatu yang dirasakan, didengar, dilihat dan dialami yang menimbulkan perasaan seperti sedih, gembira, takut dan cinta. Manakala merujuk Kamus Pelajar Edisi Kedua pula menyatakan emosi adalah perasaan yang timbul sebagai reaksi melalui jiwa yang kuat seperti perasaan sedih dan marah. Bagi pengkaji pula mendefinisikan perkembangan emosi sebagai perkembangan individu dalam mengawal emosi, perkembangan yang kritikal dan penting yang akan menjadikan proses kognitif berkembang dengan lebih baik (Goleman, 1999). Goleman juga berpendapat emosi sebagai keadaan mental dan fisiologi yang terhasil dari tindak balas terhadap perasaan atau sesuatu kejadian. Termasuklah perubahan gerak badan, memek muka, mental dan ekspresi wajah yang mana ianya berkaitan dengan perluhan perasaan.

Emosi mempunyai tarikan yang sangat kuat yang boleh mempengaruhi perubahan tingkahlaku seseorang, mengubah persepsi dan mengawal pemikiran seseorang. Oleh sebab itu E. Ledoux, J. (2020) menyatakan dalam kajiannya bahawa emosi merupakan bahagian utama dalam perkembangan manusia kerana ia memberi impak kepada interaksi sosial, mempengaruhi seseorang individu dalam membuat sebarang keputusan dan kesejahteraan dalam seluruh aspek kehidupan. Begitu juga dengan pandangan dari Park, C. L., Kubzansky, L. D., Chafouleas, S.

M., Davidson, R. J., Keltner, D., Parsafar, P., & Wang, K. H. (2023) yang menyatakan perkembangan emosi kanak-kanak adalah proses bagaimana kanak-kanak belajar untuk mengenalpasti, memahami dan mengatur emosi mereka sendiri. Ini memerlukan kemampuan untuk mengetahui emosi sendiri dan orang lain, serta kemampuan mengendalikan emosi positif di samping belajar memahami dan menerima orang lain. Begitu juga pengertian perkembangan emosi dari Dambean & Gabor, (2021) yang berpendapat perkembangan emosi adalah kemampuan seseorang individu dalam memahami dan mengendali emosi sendiri dan emosi orang lain. Mereka yang mempunyai kecerdasan emosi yang positif mampu mengubah fikiran dan tingkahlaku mengikut situasi untuk mencapai sesuatu matlamat. Setiap pendapat dari pengkaji tentang apa yang dimaksudkan dengan perkembangan emosi mempunyai fokus yang sama iaitu kecerdasan dalam mengendali emosi sendiri dan emosi orang lain.

Berdasarkan dapatan kajian yang memperkatakan tentang perkembangan emosi banyak yang menunjukkan elemen emosi sangat penting dalam perkembangan kanak-kanak khususnya dan dalam pendidikan amnya. Berdasarkan dari Malti dan Noam (2016) mendapati perkembangan emosi sangat penting untuk pertumbuhan dan perkembangan manusia. Dengan itu, tidak menjadi satu kejutan apabila kerajaan Malaysia sentiasa memberikan usaha dan kerjasama baik dalam memastikan pembelajaran prasekolah sesuai dan boleh membantu perkembangan emosi kanak-kanak. Dan ini amat bersesuaian dengan kandungan dalam Falsafah Pendidikan Kebangsaan (FPK) terdapat penekanan terhadap tiga aspek utama dalam pembangunan insan iaitu pembangunan emosi, pembangunan intelektual dan pembangunan kerohanian dan jasmani (Syahirah et al., 2022). Namun sungguhpun begitu, beberapa masalah masih lagi wujud dalam perkembangan emosi kanak-kanak yang akan memberi kesan kepada generasi akan datang.

Perkembangan Emosi Dalam Kurikulum Standard Prasekolah Kebangsaan

Dalam dasar pendidikan di Malaysia, tujuan pendidikan prasekolah adalah untuk menyediakan asas perkembangan dan pembelajaran kepada kanak-kanak. Ekoran dari pendapat Muhammad Hisyamuddin et al. (2023) dalam Kepentingan dan Cabaran Kurikulum Pendidikan Islam Prasekolah adalah selaras dengan apa yang dinyatakan dalam Dokumen Standard Kurikulum Dan Pentaksiran Prasekolah Semakan (2017) dimana adalah menjadi kepentingan membangunkan emosi dan potensi kanak-kanak mengikut perspektif Malaysia. Oleh itu, lahirnya Kurikulum Standard Prasekolah Kebangsaan (KSPK) yang digunapakai di seluruh Malaysia dengan mengetengahkan enam tunjang utama disepadukan dalam Kerangka yang menggabungkan nilai, pengetahuan dan kemahiran serta Kemahiran Berfikir Aras Tinggi (KBAT) dan Kemahiran Abad Ke-21.



Rajah 1.1 Kerangka Konsep Kurikulum Standard Prasekolah Kebangsaan

Berdasarkan rajah 1.1 Kerangka konsep Kurikulum Standard Prasekolah Kebangsaan yang menyasarkan kepada 6 tunjang keberhasilan yang perlu dicapai oleh murid prasekolah. Melalui Tunjang Keterampilan Diri (KD), yang fokus kepada bagaimana kanak-kanak ini akan belajar mengenali dan mengurus emosi mereka sendiri serta dalam masa yang sama bijak dalam membina kemahiran bersosial. Perkembangan ini merupakan asas kepada pembinaan konsep sendiri positif dan emosi positif.

Selepas mengikuti aktiviti pembelajaran Tunjang Keterampilan Diri (KD), murid boleh:

1. Mengenali diri sendiri.
2. Mengurus emosi positif diri dan mengawal tingkah laku sendiri.
3. Menghormati wujudnya kepelbagaian emosi dan pandangan dari orang lain.
4. Membina kemahiran sosial dalam kehidupan bermasyarakat yang majmuk.
5. Membina keyakinan diri dalam menghadapi apa jua cabaran.

Guru prasekolah bertanggungjawab dalam membina kemahiran sosioemosi murid dengan mewujudkan peluang pembelajaran melalui pelaksanaan aktiviti-aktiviti pengajaran yang terancang, melakukan aktiviti rutin harian dengan konsisten, berinteraksi dan bersosial dengan positif serta menyediakan persekitaran kelas yang kondusif dan menyokong aktiviti secara terancang mahupun secara spontan. Jadual 1.1 berikut merupakan Standard Kandungan dan Standard Prestasi yang terdapat dalam KSPK yang fokus kepada perkembangan emosi.

Jadual 1.1 Tunjang Keterampilan Diri

Standard Kandungan	Standard Pembelajaran	
	4+	5+
KD1.1 Mengenali dan mengurus emosi sendiri	Murid boleh: KD 1.1.1 Mengenal pasti dan menceritakan pengalaman emosi yang melibatkan perasaan gembira, sedih, takut, marah dan malu KD 1.1.2 Menyatakan sesuatu yang disukai dan yang tidak disukai KD 1.1.3 Menyatakan emosi mengikut situasi	Murid boleh: KD 1.1.4 Menceritakan perasaan sendiri kepada orang lain mengenai sesuatu perkara atau peristiwa yang telah berlaku melalui pelbagai cara KD 1.1.5 Mengurus emosi dengan memilih tindakan yang sesuai
	Murid boleh: KD 1.2.1 Mengenal pasti emosi orang lain berdasarkan tingkah laku yang ditunjukkan	Murid boleh: KD 1.2.2 Mengenal pasti emosi orang lain berdasarkan pernyataan perasaan atau peristiwa yang telah berlaku KD 1.2.3 Membezakan emosi antara individu dalam situasi yang tertentu
	Murid Boleh: KD 2.2.1 Membezakan antara kehendak yang diinginkan dengan keperluan untuk membuat pemilihan dalam sesuatu situasi	Murid Boleh: KD 2.2.2 Menyatakan cara mengurus emosi secara positif dalam situasi yang tidak menyenangkan KD2.2.3 Menunjukkan sikap sabar semasa berdepan dengan situasi yang tidak menyenangkan
KD2.2 Membina Kebolehan Diri	Murid boleh: KD 3.1.1 Menunjukkan kepekaan terhadap keperluan orang lain dan bertindak sewajarnya KD 3.1.2 Menyatakan perasaan orang lain berdasarkan gerak laku yang ditunjukkannya KD 3.1.3 Menunjukkan sikap menghormati perasaan dan pandangan orang lain	Murid boleh: KD 3.1.3 Menunjukkan sikap menghormati perasaan dan pandangan orang lain
KD3.1 Memahami keperluan, perasaan dan pandangan orang lain		

KD3.2
Menggunakan
kemahiran sosial
dalam hubungan
dengan orang lain

Murid boleh:

KD 3.2.1 Menghormati hak milik
orang lain

KD 3.2.2 Berkongsi alat dan bahan
dengan orang lain semasa
melaksanakan aktiviti

KD 3.2.3 Menunjukkan kebolehan
menyertai sesuatu permainan yang
sedang berlangsung (play entry)

Murid boleh:

KD 3.2.4 Menyatakan
persetujuan dan
ketidakpuasan hati tentang
sesuatu perkara dengan
berhemah

KD 3.2.5 Menyesuaikan diri
dengan situasi tertentu untuk
bersosialisasi

KD 3.2.6 Mengamalkan etika
sosial dalam perhubungan

Berdasarkan Jadual 1.1, standard kandungan dan standard pembelajaran, perkembangan emosi yang merangkumi kemahiran mengenal dan mengurus emosi sendiri, kemahiran mengenali emosi sendiri dan emosi orang lain serta membina kebolehan mengawal diri dan emosi sendiri dapat dikembangkan. Selain itu, secara tidak langsung perkembangan emosi positif kanak-kanak juga dapat ditingkatkan.

Berpadanan dengan itu, dalam Dokumen Standard Kurikulum dan Pentaksiran Prasekolah (DSKP) terdapat standard prestasi yang telah digariskan agar memudahkan untuk guru-guru mencapai objektif pengajaran. Standard prestasi ini penting bagi guru mengenalpasti tahap prestasi dan pencapaian murid.

Jadual 1.2 Standard Prestasi Tunjang Kemenjadian Diri

Kd	Konstruk	Tp	Tafsiran
KD1.1	Kemahiran mengenal dan mengurus emosi sendiri	1	Boleh menyatakan emosi sendiri
		2	Boleh menyatakan emosi sendiri mengikut situasi
		3	Boleh mengurus emosi sendiri dalam pelbagai situasi.
KD1.2	Kemahiran mengenali emosi orang lain	1	Boleh menyatakan emosi orang lain.
		2	Boleh menyatakan emosi orang lain mengikut situasi.
		3	Boleh membezakan emosi antara individu dalam situasi yang tertentu
KD2.1	Kemahiran membina konsep sendiri yang positif	1	Boleh menunjukkan sikap yang positif dengan rangsangan
		2	Boleh menunjukkan sebahagian sikap yang positif.
		3	Boleh menunjukkan sikap yang positif dalam pelbagai situasi
KD2.2	Membina kebolehan mengawal diri	1	Boleh mengawal emosi sendiri dengan bimbingan
		2	Boleh mengawal diri dalam situasi tertentu
		3	Boleh mengawal diri dalam pelbagai situasi.
KD2.3	Membina keyakinan untuk berkomunikasi	1	Boleh berinteraksi dengan orang tertentu sahaja
		2	Boleh berinteraksi dengan orang lain

KD3.1	Memahami keperluan, perasaan dan pandangan orang lain	3	Boleh berinteraksi dan memberi pendapat dengan yakin dalam pelbagai situasi.
		1	Boleh memahami keperluan orang lain dengan bimbingan
		2	Boleh memahami perasaan orang lain berdasarkan gerak laku yang ditunjukkannya.
KD3.2	Menggunakan kemahiran sosial dalam interaksi	3	Boleh memahami keperluan orang lain dengan bimbingan
		1	Boleh menggunakan kemahiran sosial dengan bimbingan
		2	Boleh menyesuaikan diri dalam situasi tertentu.
		3	Mengamalkan etika sosial dalam pelbagai situasi.

Kanak-Kanak Juga Mengalami Masalah Emosi

Manusia dilahirkan dengan keupayaan merasai pelbagai jenis emosi sejak lahir. Seperti orang dewasa, kanak-kanak juga mengalami masalah emosi dan tekanan perasaan. Mereka akan lebih sensitif, sedih, tidak mahu terlibat dalam aktiviti, mudah marah malah lebih suka mengasingkan diri. Sependapat dengan ini, Siti Nurjannah & Wafaa, (2023); Khare et al., (2023); Zhu et al., (2023); Lem Beng, T. (2021) mengatakan kanak-kanak yang mengalami masalah emosi akan mengalami gangguan dalam tumbesaran dan pembelajaran. Mereka sukar untuk membina hubungan baik dengan orang sekeliling. Ini menunjukkan kanak-kanak telah melalui proses perkembangan emosi sedari awal namun mereka masih tidak dapat mengurus emosi mereka dengan baik dan betul. Rentetan itu, mengawal emosi ini perlu diberi pendedahan sedari awal.

Kanak-Kanak Belum Bijak Mengurus Emosi Sendiri.

Kanak-kanak masih belum bijak mengawal dan mengurus emosi sendiri dan emosi orang lain. Oleh itu, pentingnya pendedahan diberikan awal agar dapat membantu kanak-kanak ini membina keyakinan diri dan mengurus emosi dengan lebih baik. Siapakah individu awal yang perlu memberikan pendedahan ini? Berpanduan “attachment theory” dari John Bowlby, ibu bapa dan guru adalah individu yang paling rapat dengan kanak-kanak. Bowlby menekankan pentingnya hubungan emosional yang selamat dan teguh antara kanak-kanak dengan pengasuh utama. Dalam konteks pembangunan emosi kanak-kanak, guru dan ibu bapa berperanan sebagai individu awal yang mempengaruhi perkembangan emosi, sosial, dan kognitif (Yuni S.P. Lumbantoruan et al., 2024). Pendapat dari Lidia, O., Indiyani, R., Paramita, L., Selly, S., & Muslimah. (2023); Umar & Kathryn, (2022) pula, Kanak-kanak yang dalam tekanan masih tidak dapat menyusun dan mengawal emosi mereka. Kanak-kanak masih baru mengenal dunia dan menyerap apa yang berlaku di sekelilingnya. Koning et al., (2024) berpendapat kanak-kanak masih dalam proses pengembangan otak. Mereka sukar mengawal pemikiran rasional, tindakan yang betul, pemikiran yang tepat dan emosi sukar dikawal. Mereka ini akan mencari kepuasan segera dan akhirnya mengambil langkah mudah yang merugikan. Oleh itu, ilmu dan kepakaran perkembangan emosi kanak-kanak perlu diberi perhatian serius.

Masalah Emosi Yang Tidak Dibendung Membentuk Masalah Tingkahlaku

Masalah emosi yang tidak diurus dengan baik boleh menyebabkan individu menunjukkan tingkah laku negatif. Emosi yang tidak dikawal seperti kemarahan, kegelisahan atau kesedihan mempengaruhi cara seseorang bertindak dan berinteraksi. Jika emosi negatif tidak diurus dengan baik, ia boleh menyebabkan tingkah laku yang merosakkan diri dan orang lain, mengganggu hubungan sosial, dan menjejaskan kestabilan emosi dan lebih penting ia akan mengganggu proses pembelajaran. Mengikut kajian yang dijalankan oleh Shahnun et al., (2022); Mohamad Albaree et al., (2019), juga mempunyai pandangan yang sama iaitu emosi akan membentuk tingkah laku. Jika kanak-kanak melalui perkembangan emosi positif maka, ia akan menunjukkan kawalan emosi dan tingkahlaku positif begitu juga sebaliknya. Oleh itu, pentingnya menguruskan masalah emosi dengan cara sihat dan positif. Menguruskan emosi dengan baik dapat membentuk tingkah laku yang lebih positif dan berdaya maju.

Masalah Emosi Yang Tidak Dikawal Menyumbang Kepada Statistik Kadar Bunuh Diri

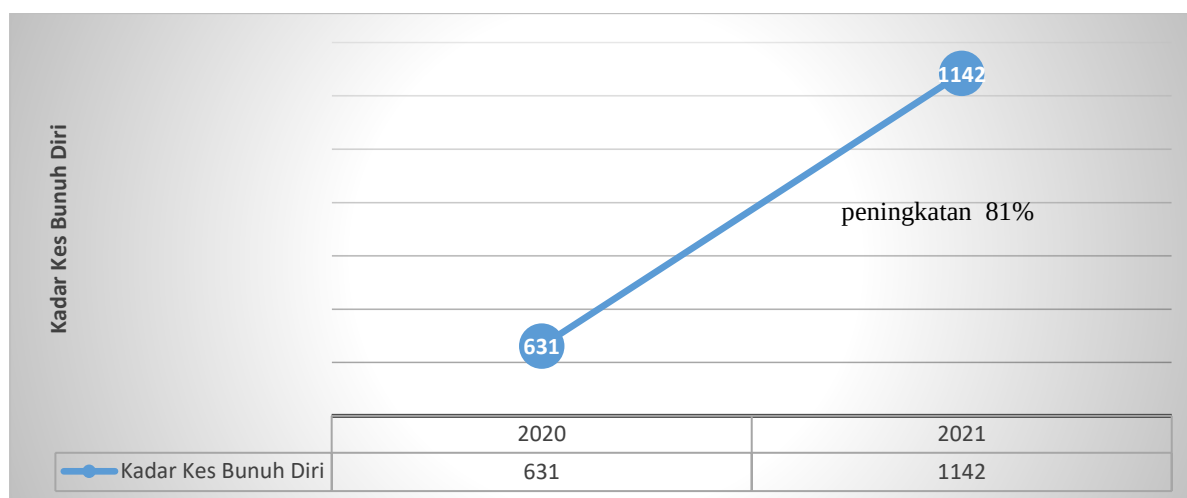
Masalah emosi yang tidak diurus dengan baik boleh menyumbang kepada statistik bunuh diri. Individu yang menghadapi tekanan emosi seperti depresi yang tidak dirawat, rasa cemas yang berlebihan, atau perasaan putus asa yang mendalam, mungkin berisiko tinggi untuk melakukan tindakan bunuh diri. Masalah emosi yang tidak ditangani boleh menyebabkan individu merasa terlalu tertekan, hilang harapan, dan tidak mampu untuk melihat jalan keluar daripada penderitaan yang dialami. Pengenalpastian tanda-tanda masalah emosi yang serius sedari awal perlu dilakukan agar dapat memberikan sokongan emosi dan mental yang sesuai. Mengikut statistik yang dikeluarkan oleh *National Healthy Morbidity Survey* (NHMS) pada tahun 2019, hampir 1 juta rakyat Malaysia mengalami masalah kemurungan. Selain itu, kajian NHMS pada 2017 mendapati kadar idea bunuh diri meningkat kepada 10% dalam kalangan remaja berusia 13 hingga 17 tahun, berbanding 7.9% pada 2012 (Sumber : Kosmo, 2020 Nor Idayu Bosro). Adalah penting untuk mengambil kira kesejahteraan emosi seseorang dan menyediakan sokongan yang diperlukan untuk mengurangkan risiko tindakan bunuh diri yang disebabkan oleh masalah emosi yang tidak diurus dengan baik.

Masalah Emosi Meningkat Terutama Selepas Pandemi COVID-19

Dunia dikejutkan dengan penularan wabak COVID-19 dan ini menjadikan seluruh dunia mengalami perubahan dalam banyak aspek penting termasuklah pekerjaan, pendidikan, perbankan. Kesan daripada pandemik seperti kematian yang meningkat, kelonggaran ekonomi, isolasi sosial, kebimbangan kesihatan, dan kehilangan pekerjaan boleh memberi tekanan tambahan kepada keadaan emosi seseorang. Kesannya termasuklah peningkatan kadar tekanan, kecemasan, depresi, dan ketidakstabilan emosi secara umum. Pengalaman kesunyian, kebimbangan tentang keselamatan diri dan keluarga, serta ketidakpastian memberi kesan negatif kepada kesejahteraan emosi. Pendidikan secara dalam talian juga memberi kesan emosi kepada kanak-kanak. Kanak-kanak memerlukan pergaulan dengan rakan sebaya dan guru untuk melalui proses pembelajaran dengan lebih baik. Sebaliknya ketika pandemik, kanak-kanak terpaksa berkurung di rumah dan melalui pembelajaran dan pengajaran di rumah (PdPR) secara dalam talian sahaja bagi keselamatan dan kesihatan.

Dalam laporan yang disediakan Raihan Mokti. (sumber: Berita Harian, April 13 2023) tajuk utama Kesihatan Mental Di Malaysia Semakin Membimbangkan telah membangkitkan isu kesihatan awam termasuk masalah emosi dan kesihatan mental selepas pandemik. Statistik individu yang mendapatkan bantuan sokongan melalui Talian Bantuan Perkhidmatan

Sokongan Psikososial (MHPSS), inisiatif di bawah Pusat Kecemerlangan Kesihatan Mental Kebangsaan, berlakunya lonjakan lima kali ganda pada tahun 2022 berbanding tahun 2020. Selain itu, statistik Tinjauan Kesihatan dan Morbiditi Kebangsaan (NHMS) menunjukkan 1/3 rakyat Malaysia berumur 16 tahun ke atas mengalami masalah mental. KKM Juga merekodkan 2.3% dewasa dan 9.5% kanak-kanak 10 hingga 15 tahun mengalami masalah mental pada 2019 dan jangkauan peratusan akan terus meningkat. Susulan dari ini, penting untuk memberikan sokongan kepada individu yang mengalami kesukaran emosi. Ini termasuklah bersosial secara positif, saling ambil peduli, mencari bantuan profesional jika memerlukan, serta mengamalkan strategi penjagaan diri untuk mengurus emosi dengan lebih efektif.



Rajah 1.2 Kadar Kes Bunuh Diri

Rentetan dari statistik ini, Menteri Kesihatan Malaysia, Khairy Jamaludin menyatakan tingkahlaku bunuh diri kesan dari masalah mental dan emosi yang diabaikan. Sebanyak 1,142 kes bunuh diri dilaporkan pada tahun 2021 dan 631 kes pada tahun 2020 iaitu peningkatan sebanyak 81% (Sumber: Noor Atiqah Sulaiman, Berita Harian, Oktober 10, 2022). Seandainya tidak dibendung, statistik ini akan berterusan meningkat. Begitu juga dengan penulisan Muhamaad Razis Ismail melaporkan kanak-kanak menjadi mangsa kesihatan mental dan emosi. Di Malaysia, 25% kanak-kanak lingkungan 5 hingga 9 tahun mengalami gangguan mental. KKM (2023) merekodkan 424,000 kanak-kanak di Malaysia mengalami gangguan mental. UNICEF pula melaporkan 12.3% remaja mengalami masalah kesihatan mental dan cenderung mengambil tindakan bunuh diri (Sumber: Harian Metro, Mac 18, 2023). Dengan itu, perlunya usaha membendung masalah ini dari terus berlarutan. Setiausaha Agung Pertubuhan Bangsa-Bangsa Bersatu (PBB), Antonio Guterres pada 18 Jun 2022 menyatakan hampir satu billion dari seluruh dunia menghadapi masalah mental. Khairi Jamaludin menyeru semua pihak memperkasakan masyarakat dan keluarga dengan memberi bantuan kepada mereka yang mempunyai masalah emosi dan kesihatan mental dengan menggalakkan mereka mendapatkan rawatan dan bantuan. Selain itu, Khairy juga menyatakan Pertubuhan Kesihatan Sedunia (WHO) melaporkan kadar kemurungan dan keresahan meningkat lebih 25% pada tahun pertama pandemik COVID-19 (Noor Atiqah Sulaiman Oktober 10 2022 Bharian.com.my)

Punca Tekanan Emosi Kanak-Kanak

Pemakanan kanak-kanak ditentukan oleh ibu bapa. Namun ibu bapa kini lebih banyak menghidangkan makanan segera dan makanan sejuk beku. Rentetan masa ibu bapa yang bekerja dan kesuntukan untuk menghidangkan makanan yang lebih berkhasiat kepada anak-anak (Nordin and Bacotang, 2021). Menurut pendapat Hoferichter et al., (2024), terdapat dua faktor yang menyumbang kepada masalah emosi dan mental kanak-kanak iaitu tabiat pemakanan tidak sihat ditambah penggunaan skrin telefon yang tidak terkawal dan berlebihan. Jika ibu bapa dapat mengambil langkah sesuai seperti memperuntukkan masa bermain dengan anak, masa menyediakan makanan berkhasiat dan beraktiviti bersama keluarga, akan dapat membantu mengurangkan tekanan emosi dan masalah mental dalam kalangan kanak-kanak.

Selain dari faktor ini, penularan wabak COVID-19 juga memberi kesan kepada sistem pendidikan. Akibat dari perintah kawalan pergerakan (PKP), semua sekolah di seluruh negara diarahkan tutup bagi mengurangkan penularan dan jangkitan. Dengan itu semua aktiviti luar tidak boleh dijalankan malah PdPC ditukarkan kepada PdPR. Tindakan dan arahan ini bagi menjamin kesihatan dan keselamatan yang tanpa disedari menjejaskan perkembangan emosi dan sosial kanak-kanak (Nor Hamizah & Abdul Rashid @ Dorashid, 2020). Rentetan dari wabak COVID-19, sistem pendidikan Malaysia mengalami perubahan termasuk pembelajaran dalam talian (Siti Nurjannah & Wafaa, 2023; Nur Faizah & Nur Azimah Mohd, 2023; Nurasmira Aleesha & Nur Suhaidah, 2023; Nor Hamizah & Abdul Rashid @ Dorashid, 2020).

Dengan berjalannya PdPR pendidikan atas talian telah menggantikan PdPC dan ini memberi kesan kepada emosi dan sosial kanak-kanak (Nur Ilanee et al., 2024; Fadzliyah et al., 2020; Rohayati et al., 2020). Apabila murid tidak berpeluang bersosial, mereka akan mengalami kesan emosi. Seiring dengan pendapat kesihatan mental dan emosi pelajar tergugat apabila hampir semua pelajar mengalami tekanan kerana kesukaran memahami pembelajaran. Ketidakeimbangan akses pendidikan dalam talian juga berlaku di mana pelajar kurang berkemampuan dari segi penyediaan peranti dan yang berada jauh di pedalaman menghadapi kesukaran untuk mendapatkan akses yang sama kepada pendidikan. Pandemik meletakkan kesihatan mental dan emosi pelajar dan pendidik di bawah tekanan (Mohd Sani et al., 2023).

Rentetan dari pandemik juga, kanak-kanak telah hilang masa bermain dan beriadah apabila terkurung dalam rumah. Menurut Arba'ie Sujud (2011) dalam Nor Hamizah & Abdul Rashid @ Dorashid, (2020), kanak-kanak adalah masa untuk bermain dan bergembira. Aspek emosi dan sosial amat penting dalam peringkat ini. Ia mempengaruhi kesihatan mental apabila dewasa. Perkara ini disokong dengan kajian yang menyatakan ibu bapa telah mengesan perbezaan emosi anak mereka sepanjang PKP. Didapati kanak-kanak menunjukkan simptom gelisah, letih, sunyi, murung dan rasa bimbang sepanjang PKP (Orgilés et al. 2020). Ini jelas menunjukkan kanak-kanak mengalami masalah emosi sepanjang PDPR kerana mereka tidak dapat bersosial dan bermain dan bersosial dengan guru dan rakan-rakan.

Sejak tularnya COVID-19, perhubungan utama adalah media sosial. Media sosial menjadi alat penting perhubungan, pembelajaran, sosial, mengekspresi diri dan menzahirkan emosi (Amir Hamzah & Mohd Husein, 2020). Anis Shuhaiza et al., (2024) berpendapat COVID-19 telah meningkatkan amalan perkongsian berlebihan, ini dikhuatiri memberi kesan buruk kepada emosi kanak-kanak dan peningkatan jumlah kes pedofilia, gangguan dan ancaman keselamatan emosi dan fizikal. Ini menunjukkan ibu bapa dan guru telah melanggar hak privasi kanak-kanak apabila berkongsi peribadi kanak-kanak di media sosial (Ahmad Johari, 2022; Muhammad Azhar & Md Salleh, 2021). Hal ini diperuntukkan bawah perkara 16 Konvensyen Hak Kanak-

kanak dikenali sebagai The United Nations Convention On The Rights Of The Child (UNRC). Akta melindungi hak kanak-kanak dari maklumat peribadi didedahkan dan dilarang penyiaran gambar dan video ke dalam media sosial dan media elektronik (Akta Kanak-kanak 2001). Di Malaysia Seksyen 15(1) dan Seksyen 15(2) peruntukan seksyen ini untuk melindungi emosi kanak-kanak dari terganggu oleh penyebaran maklumat peribadi. Anis Shuhaiza et al., (2024) seksyen 15 ini sesuai untuk melarang ibu bapa dari berkongsi maklumat peribadi kanak-kanak di media sosial bagi menjaga emosi mereka.

Oleh itu, penting adanya bimbingan dan sokongan semasa kanak-kanak, yang akan menjadi asas kecerdasan emosi kukuh pada masa hadapan. Seiring pendapat ini, Hana Najiha et al., (2023) berpendapat jangan ambil mudah dan memandang ringan akan isu kesihatan fizikal dan mental kanak-kanak. Oleh itu, ibu bapa perlu mengajar anak cara mengawal emosi untuk mengurangkan tekanan emosi. Isabell Leong, (2020); Nurul Hidayah & Suziyani, (2023), juga menyatakan kanak-kanak mudah terganggu jika persekitaran tidak positif terutama jika berada di rumah terlalu lama. Pihak kerajaan perlu menyediakan sistem yang boleh mengurangkan tekanan emosi kanak-kanak dengan menyediakan modul pembelajaran yang mudah untuk kanak-kanak semasa sesi pemulihan psikologi (Hana Najiha et al., 2023b).

Penggunaan Lagu Dapat Meningkatkan Perkembangan Emosi Kanak-Kanak

Kanak-kanak suka menyanyi dan nyanyian. Aktiviti nyanyian menghiburkan apatah lagi jika dilaksanakan dalam aktiviti pembelajaran. Bagi David et al., (2024); Laela, (2023), nyanyian dan lagu merupakan kuasa yang sangat pantas dalam menguatkan perkembangan sosial, fizikal dan emosi kanak-kanak. Dalam banyak kajian berkaitan penggunaan lagu dalam aktiviti pengajaran pembelajaran ini menunjukkan metodologi pengajaran yang berasaskan muzik, lagu dan nyanyian telah menunjukkan hasil yang sangat positif. Perkembangan emosi kanak-kanak berkembang dengan lebih baik dan positif, kanak-kanak lebih riang dan gembira ke sekolah serta hubungan antara rakan dan guru juga meningkat (Fadhilah et al., 2023; Mohamad Albaree et al., 2019; Md Jais et al., 2018). Oleh itu, guru digalakkan menyepadukan kaedah pengajaran pembelajaran berasaskan aktiviti muzik, nyanyian dan lagu bagi membantu kanak-kanak mencapai tahap perkembangan emosi positif yang maksimum.

Begitu juga dengan kajian yang dijalankan Zaharah Osman (2016) dalam penulisannya Perkembangan Emosi Kanak-kanak Menggunakan Lagu Didi & Friends, data yang dikumpul melalui kajian lapangan, temubual dan pemerhatian yang berkaitan menunjukkan bahawa kecerdasan muzikal membantu dalam pembelajaran kanak-kanak prasekolah. Selain itu, mood dan keadaan mental dan emosi kanak-kanak dipengaruhi oleh muzik dan lagu yang dimainkan di dalam bilik darjah. Ini menunjukkan, penggunaan dan penggabungan muzik boleh menyumbang kepada pembentukan sahsiah dan emosi kanak-kanak, termasuk perkembangan minda dan peningkatan kesedaran estetika mereka. Dengan ini jelas menunjukkan penggunaan muzik dan lagu sebagai bahan pengajaran adalah penting kerana ia dapat meningkatkan mood, mental dan emosi kanak-kanak seterusnya mendorong kanak-kanak untuk mudah mengingat perkara yang dipelajari. Penggunaan dan integrasi muzik dan lagu dalam bilik darjah adalah sebagai alat bantuan yang boleh membantu kanak-kanak mencapai potensi dan perkembangan emosi mereka agar berkembang dengan lebih baik.

Apabila menggunakan lagu sebagai bahan pengajaran, ianya dapat membantu kanak-kanak belajar dengan lebih seronok dan emosi juga menjadi lebih positif. Ini secara tidak langsung

dapat membantu guru agar mengajar dengan lebih baik dan kelas lebih terkawal. Begitu juga seperti yang diperkatakan oleh Nurul Aida, A., & Abdul Halim, M. (2022), yang mendapati terdapat kesedaran tentang penggunaan lagu kanak-kanak oleh guru Pendidikan Awal Kanak-Kanak dan bagaimana lagu ini dapat membantu perkembangan bahasa. Dapatan kajian menunjukkan lagu kanak-kanak membantu guru mengajar dengan lebih baik. Bukan itu sahaja, penggunaan lagu akan membantu guru memudahkan penyampaian pengajaran

Justeru itu pendapat Blasco-Magraner et al., (2021) dalam kajiannya bertajuk Kesan Penggunaan Pendidikan Muzik Pada Kanak-kanak Berumur 3 - 12 tahun, didapati nyanyian dan muzik membangunkan kemahiran berfikir dan meningkatkan perkembangan emosi. Seiring dengan kajian yang dijalankan Norvita Erliana Sari et al., (2024) nyanyian sebahagian dari pembelajaran. Aktiviti gerak dan lagu menyenangkan jiwa sekaligus meningkatkan perkembangan emosi. Kepekaan kanak-kanak terhadap lagu dan irama meningkatkan keberanian, yakin diri dan kepekaan seterusnya meningkatkan emosi positif. Pembelajaran gerak dan lagu terarah, terencana, teratur dan terbimbing memberi impak positif pada kemahiran membina aspek emosi, moral, sosial dan intelektual.

Kenapa Lagu Kanak-kanak Melayu Tradisional?

Beberapa jenis lagu kanak-kanak yang popular seperti lagu pendidikan, lagu tema, lagu riang, lagu tidur, lagu interaktif dan lagu tradisional. Setiap kategori mempunyai peranan dalam hiburan, pembangunan dan membantu pembelajaran kanak-kanak. Menurut Azli Ariffin (2018) dalam Nurul Jannah & Abdul Halim (2023), dalam banyak kategori, lagu kanak-kanak Melayu tradisional lebih sesuai digunakan dalam pendidikan awal kanak-kanak. Ini kerana dengan mempelajari lagu tradisional, kanak-kanak akan lebih mengenali identiti sesebuah negara. Lagu yang dimelodikan dari lagu rakyat tempatan, mengandungi lirik ringkas dan pengisian maklumat pembelajaran. Ini menunjukkan lagu kanak-kanak Melayu tradisional dapat meningkatkan emosi positif kanak-kanak prasekolah Malaysia dengan lebih berkesan.

Sebagaimana yang dinyatakan oleh Zainuddin et al. (2019), lagu kanak-kanak adalah sebahagian daripada warisan budaya dan mempunyai nilai emosional dan estetika yang sangat bermanfaat untuk pendidikan. Lagu yang mempunyai melodi dan lirik yang ringkas, menggambarkan nilai masyarakat, kepercayaan dan peristiwa yang dapat membina identiti yang positif. Pendapat ini juga disokong oleh Hamzah dan Osman (2022) bahawa emosi positif yang dihasilkan dari aktiviti pembelajaran yang menyeronokkan mempunyai kesan besar dalam meningkatkan keinginan dan motivasi untuk belajar.

Kajian-kajian lepas bersetuju bahawa penggunaan lagu kanak-kanak tradisional sesuai digunakan dalam pengajaran pembelajaran di prasekolah kerana bukan sahaja sebagai salah satu cara untuk meningkatkan pemahaman berkaitan budaya sesebuah masyarakat dan budaya, malah lagu kanak-kanak tradisional juga dapat meningkatkan perpaduan dalam kepelbagaian kaum di Malaysia, meningkatkan emosi positif kanak-kanak dan juga sebagai pendekatan yang holistik (Nurul Jannah & Abdul Halim, 2023; Ismail & Awang, 2023; Ellisa & Hani Zahra, 2023; Nor, M. & Hashim, R. 2022; Nurul Aida & Abdul Halim, 2022; Rahman & Abdullah, 2022;; Kim & Nguyen, 2019; Azli, 2018).

Cadangan

Fakta pembelajaran yang melibatkan emosi positif akan menjadikan proses pengajaran pembelajaran menjadi lebih lancar dan sempurna. Perkembangan emosi dapat ditingkatkan sekiranya pengajaran yang dijalankan menyeronokkan dan menarik minat kanak-kanak seterusnya meningkatkan emosi positif mereka (Nor Shahida, 2021). Kesiediaan guru mempunyai keupayaan untuk mengubah kualiti guru namun keberhasilan pelajar pula bergantung kepada kualiti guru (Norazizah & Khairul Farhah, 2022). Atas perbincangan ini, guru prasekolah perlu diberi pendedahan bagaimana merancang dan menjalankan aktiviti yang dapat membantu kanak-kanak dalam mengawal emosi, beremosi positif dan belajar mengurus emosi sendiri (Wai Chau & Furness, 2023; Siregar et al., 2023; Ugwuanyi et al., 2022)

Memandangkan kanak-kanak adalah aset negara yang paling berharga, adalah wajar untuk melaksanakan pelbagai usaha supaya mereka menjadi warganegara yang berintegriti yang boleh mendukung wawasan negara pada masa hadapan. Maka dicadangkan pembangunan model aktiviti lagu kanak-kanak Melayu tradisional untuk peningkatan emosi positif kanak-kanak prasekolah di Malaysia. Sehubungan dari pendapat yang dijalankan oleh Fadhilah et al., (2023); Fadhilah & Tengku Aini, (2008); Sabilan et al., (2018), berpendapat untuk melahirkan individu cemerlang, elemen perkembangan emosi sangat penting disepadukan supaya tidak berlaku kepincangan dalam pendidikan dan perkembangan individu. Pengabaian perkembangan emosi di usia awal kanak-kanak akan memberi kesan yang lebih buruk apabila mereka dewasa kelak. Dengan itu kita harus membendungnya sedari awal. Guru prasekolah memerlukan panduan untuk menjalankan aktiviti pengajaran lagu kanak-kanak Melayu tradisional ini bagi memastikan ianya memberi impak kepada perkembangan emosi positif. Dengan itu, pembinaan model aktiviti lagu kanak-kanak Melayu Tradisional amat bertepatan.

Kesimpulan

Seperti yang telah dibincangkan dalam pelbagai isu berkaitan perkembangan emosi kanak-kanak, sudah sampai masanya pembangunan model aktiviti lagu kanak-kanak Melayu tradisional dapat dibangunkan. Atas sebab pentingnya perkembangan emosi inilah, maka seawal usia kanak-kanak, perkembangan emosi harus ditanam agar mereka menjadi individu yang bersahsiah baik (Nur Faizah & Nur Azimah Mohd, 2023; Seak Yi Chek, & Khairul Farhah, K. 2023). Bertepatan dengan pendapat dari Shahnun et al., (2022) setiap kanak-kanak memerlukan pendidikan emosi yang baik supaya mereka dapat membesar sebagai individu yakin diri dan berketerampilan. Kecerdasan intelek tidak akan dapat dicapai sekiranya perkembangan emosi kanak-kanak diabaikan sedari awal perkembangan. Dengan itu, menjadi tanggungjawab terutama kepada guru prasekolah dan seluruh sistem yang terlibat dalam pendidikan untuk memberi keutamaan dan penekanan awal kepada perkembangan emosi.

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